

## *'Working together, learning together, achieving together'*

At Mattishall Primary School we value the whole child and balance their academic needs with their social, emotional and personal development. We nurture children to have active, inquisitive and creative minds. We help them by:

- *providing a high-quality curriculum with a clear pedagogical approach*
- *developing empathy, confidence and resilience*
- *recognising what equality, diversity and tolerance means*
- *equipping them with 'life skills' and behaviours for learning*
- *encouraging individuality*
- *having high expectations and celebrating success and achievement*
- *raising aspirations for the present and future*
- *providing a stimulating environment*
- *promoting a positive partnership with our parents/carers*
- *developing independent global citizens of the future*

### **Intent**

At Mattishall Primary school it is our belief that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place. RE makes a valuable contribution to pupils' personal development and to their understanding of the wider world.

### **Implementation**

Through the use of the Discovery RE Framework, children are taught two world religions each year one through six units. Each year group is taught Christianity and one other world religion within those six units in-line with the Norfolk Agreed Syllabus. The units are engaging and provide children with the ability to learn new skills, knowledge and vocabulary, as well as building on previous learning. The units vary and offer the children a wide variety of experiences and opportunities. They are progressive and are sequenced carefully to ensure children are provided with a broad and balanced curriculum. Children record their work in their exercise books and can observe how their learning is built on each lesson. Children showcase their work, through peer feedback, role play and exhibiting their work. This allows children to develop an understand of other's views and a deeper understanding of the learning. It also allows them to give feedback, as well as learning more about how their own work can be improved. Children learn about how religion can be expressed in different ways across the world helping them to understand that religion is a personal experience. It helps them to learn about what religion looks like outside of Mattishall and develops an understanding of tolerance and to help inspire. Within the Discovery RE Framework, children take part in memorable experiences, they also engage, investigate, evaluate and express.

**Engage:** The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the BRIDGE into the world of religion (which may be very much outside of their experience).

**Investigate:** The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content so teachers do need to be selective and not try to cover too much. Depth is more important. The acquisition of the factual information about the religion /belief system being studied is important, but not as an end in itself.

**Evaluate:** This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task (the activity sheet and resources are included) which the teacher can assess by using the age-related expectation descriptors at the end of each enquiry. These are exemplified, and tracking and record sheets are included, as are pupil self-assessment sheets.

The expectations may well lend themselves to meaningful and less onerous report writing, the activity sheets providing evidence in children's books for their learning in each enquiry.

**Express:** Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. There is often further evidence for their books produced in this lesson.

### **Impact**

*We have different ways of measuring the success of learning across the curriculum. This allows children to celebrate their successes as well as knowing what they need to do to progress. These may include:*

*Statutory assessment (Maths, English)*

*Adult observation including staff, parent/carers and governors*

*Self-Assessment (Traffic light)*

*Attainment Tracker*

*Recorded Tasks (Children's work)*

*Verbal Feedback*

*End of unit quizzes*

*Vocab Victories*

*Video /photo evidence*

*Performance*

*Talking Partners*

*Peer feedback*

*Pupil Progress Tracking meetings*

*Pupil Passport (SEND)*

