

Curriculum statement for the teaching and learning of Religious Education

Intent	<p>It is the intent of Mill Hill Primary Academy to provide opportunities for all children to learn and to achieve, regardless of gender, ethnicity or ability. We aim to promote children's self-esteem and emotional well-being and to help them form and maintain worthwhile satisfying relationships, based on respect for themselves and others.</p> <p>At Mill Hill we use a four step enquiry based model of delivery in RE, which develops children's critical thinking skills thus enhancing their motivation to learn. By developing their knowledge and understanding of different beliefs and religions, the intention of RE at Mill Hill is to enable the children to understand and show empathy towards difference.</p> <p>Our RE curriculum aids children's personal development and understanding of the world, including key British values, which are mapped throughout the units. In preparation of pupils for life in modern Britain, SMCS opportunities are also identified in each RE enquiry.</p> <p>Our philosophy at Mill Hill is 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.</p>		
	Underpinned by		
	The teaching of skills	The application of skills	Vocabulary
	<p>Step 1: Engagement (1 lesson) What is my starting point? The children start from their own experience to ensure understanding of the concept being studied.</p> <p>Step 2: Investigation (3 lessons) What do I need to know about the world of religion to support my enquiry? The children move on to investigate that concept in depth, from the point of view of the chosen religion. This continues over three lessons of investigation and discussion, which embeds subject knowledge.</p>	<p>Step 3: Evaluation (1 lesson) A critical reflection on the knowledge I have now gained. What is my answer to the enquiry? Children complete an assessment to evaluate the question again in light of their new knowledge, and have further opportunities to embed their own reflections on the learning in Step 4.</p> <p>Step 4: Expression (1 lesson) How does this enquiry affect my position in relation to the starting point?</p>	<p>Mill Hill pupils will understand and use appropriate topic vocabulary e.g. belief, respect, values, faith, expression, diversity, belonging, tolerance.</p>

Implementation	<p>Curriculum approach</p> <p>The implementation of RE at Mill Hill is focussed on depth of learning, accurate subject knowledge, detailed planning and builds on prior learning. Discovery RE advocates an enquiry model with a 4-step approach as the basis for implementation. Every enquiry is based around a key question. The key question for the enquiry is such that it demands an answer that weighs up 'evidence' (subject knowledge) and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.</p>	<p>External stimuli</p> <p>Children from nursery through to Year 6 are instilled with the idea of respect for religions and belief. They are taught about the wide range of religions within our community and visits are arranged to places of worship.</p> <p>Our philosophy at Mill Hill is 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.</p>	<p>Resources</p> <p>Children have access to a range of resources for a variety of different religions. We encourage a hands on approach so that children are able to see how artefacts are used in different religions and supported to understand their value.</p>
	<p>RE Floor Book</p> <p>Each class has a whole class book called the RE Floor Book. These books are set up with the units to be covered in each year group and the planning for each unit it is inserted at the beginning of each term. Teachers are able to highlight the learning that has been covered as they move through the year. Children's work, along with photographs, teacher annotations and pupil comments are added to the books as evidence of learning. These are passed up with each class as they move through the school.</p>	<p>Thoughtful questioning</p> <p>This is embedded across all RE units and encourages deeper thinking about aspects of religion.</p>	<p>British Values</p> <p>The planning used by staff is structured to promote British values through developing understanding of other cultures and beliefs, treating people of all faiths equally and nurturing tolerance for other people's opinions.</p>

Impact	At the end of each year, pupils have developed their reflective skills, and have gained a new understanding of beliefs and religions in the world around them.			
	<p><u>Pupil Voice</u> Children are able to talk enthusiastically about their knowledge of religion. Children across the school can articulate the need to be respectful of different beliefs.</p>	<p><u>Evidence in Knowledge</u> Pupils know how people from different religions may express themselves and treat people equally regardless of background or beliefs.</p>	<p><u>Evidence in Skills</u> Pupils use acquired vocabulary in lessons. They develop an understanding of the need to be respectful and tolerant of different beliefs.</p>	<p><u>Breadth and Depth</u> Teachers plan a range of opportunities to develop knowledge of religious topics in practical and creative ways.</p>