

Kew Woods Primary School

Religious Education Policy



Religious Education Intent Statement

Basic Curriculum Principles:

1. **Learning is a change to long-term memory**
2. **Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of knowledge**

At Abbey Hey Primary Academy, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curric

We have a rich and varied Religious Education curriculum that engages pupils to experience a wide breadth of study and learn both about and from religion. They develop their knowledge of the world faith including beliefs, values, traditions, cultures and communities. This subject area is based on four threshold concepts, **beliefs and teachings, practices and lifestyles, understanding values and reflecting.**

These concepts tie together the subject topics and pupils return to the same concepts over and over, and through this “forward and backwards engineering” of the curriculum gradually build understanding of them. Our aim is not to overload pupils working memory but to allow repetition for previously learned content so that knowledge is in their long term memory. This will then allow pupils to apply their knowledge and work at greater depth toward the end of key phases.

To ensure high standards of teaching and learning in History, we implement a curriculum that is based on evidence from cognitive science; three main principles underpin it;

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Implementation:

At Kew Woods Primary School, Religious Education starts in EYFS. Lessons are taught every two weeks. We follow the Sefton Local Authority Syllabus, adapting it and adjusting it to meet the needs of our pupils. Core knowledge is broken down into units of manageable size and carefully sequenced within a planned program. Lessons are taught by the class teacher, weekly. Assemblies and Collective Worship also provide opportunities to broaden the curriculum and respond the current events.

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A variety of teaching approaches are used based on the teacher's judgement and the phase of learning and level of support required. Children learn to work as individuals, collaboratively, in pairs or groups and as members of teams. The scheme of work allow pupils to learn at a basic level and then revisit content but extend and apply their knowledge as they progress. As children revisit content, it allows retrieval and promotes long term learning rather than short term. Retrieval practice includes the use of knowledge maps, quizzes and creating flashcards. Links are made with other curriculum areas to enhance the learning and avoid any duplication.

Impact:

Children's knowledge and skills will develop progressively as they move through the school to prepare them to become competent in secondary education. Progression is measured and assessed at the end of EYFS and then over 3 two year Milestones. Milestone 1 in Key Stage 1, Milestone 2 in Lower Key Stage 2 and Milestone 3 in Upper Key Stage 2 and is made through teacher assessments (using Chris Quigley Essential to support judgements). Learning is a change to long term memory so it is impossible to see the impact in the short term. Summative assessment of pupil discussions about their learning

- Interviewing the pupils about their learning
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work
- Discussions with members of the teaching team
- Marking of any written work in books
- Lesson observations

Policy Implementation and Review

This policy was reviewed by SLT, shared with staff and approved by governors. It will be reviewed annually as per the policy review cycle.