



Aspiring Ashwood

Religious Education

Religious Education

Intent



At Ashwood Spencer Academy, we wish for our children to be well-rounded global citizens with a strong moral compass and a strong understanding of British values, as well as a greater understanding of the multicultural city we live in. It is imperative that children leave our school with a good awareness of global religions and world views, so that they are prepared for life in multicultural, modern-day Britain. As Derby is a diverse city with a wealth of cultural and religious communities, we aspire for our children to navigate their surroundings with a good understanding of the people they will meet. They should be able to talk expressively about their own and other peoples' faiths and beliefs.

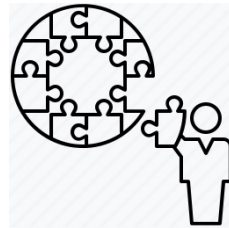
Planning



The sequencing of RE at Ashwood is based upon the Derbyshire Agreed Syllabus for Religious Education and tied in with our conceptual lens for the half term. Many units carry across from year group to year group. Separating the learning in this way is a choice which we have made to ensure we interrupt the forgetting and sustains the children's understanding of the skills and knowledge needed in these units across year groups. We bridge the gap through other units throughout our curriculum planning progression. Each unit is laid out in small steps for teachers, covering the content of what should be taught per unit. Learning has suitable progression which revisits and revises, while maintaining additional curriculum knowledge. Learning has a rigorous focus upon vocabulary. All children are expected to use the proper vocabulary and are given opportunities to utilise it. In both Key Stages 1 and 2, the following 3 strands are taught. These are:

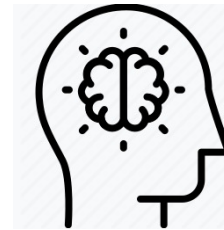
- Believing - Religious beliefs, teachings, sources; questions about meaning, purpose and truth.
- Expressing - Religious and spiritual forms of expression; questions about identity and diversity.
- Living - Religious practices and ways of living; questions about values and commitments.

Implementation



At Ashwood, we have developed and tested the 'Ashwood Way' in RE, which involves seeing each RE unit as an 'enquiry', which children investigate, explore and discover. We separate our units into three sections, which explore the '4 E's' of RE: Experience. Our first session of any unit is where children delve into a non-religious experience with the goal of establishing their own opinions and beliefs around a topic. These experiences offer children a real-life experience of the topic they are about to discover and make the learning relevant to the child. We then use this as a bridge from the child to the learning they will discover in later sessions. Enquiry. In our enquiry stage, our children explore the content of the curriculum through enquiry strategies. Staff are encouraged to use the children's own experiences and challenge their thinking by offering more than one perspective from the same religion. Evaluation and Expression. Our final session of any RE unit is a chance for children to share what they have learnt. The children answer the 'bigger' question from their current RE unit of study, which is taken from the Derbyshire Agreed Syllabus for RE. Teachers are encouraged to give children multiple ways of presenting this through suggested activities such as videos on Showbie, posters, mind maps, drama, music and art.

Assessment



At Ashwood Spencer Academy, we assess the children's work in RE by making informal judgements as we observe the children during lessons. Pupils also undertake a selection of low-stake quizzes throughout the half term which enables spaced retrieval opportunities to embed the learning further. At the end of each RE unit, children will consider the third and fourth 'Es' in the 'Ashwood Way' of teaching RE: Evaluation and Expression. In this session, children are given the 'Bigger Question' which has been shared with them throughout the unit as their learning question. For termly summative assessment, RE is assessed against 5 skill-based strands taken from the aims of the National Curriculum. These include: philosophy, moral and ethics, routines and practices, perception and interpretation and history and tradition. We record the overall judgements on Google Drive, which allows detailed analysis to take place by the RE lead and RE team.

Enrichment



RE is a subject which will always have, in its nature, the building blocks for cultural capital. Cultural capital is the core of everything we do in RE, from giving children opportunities to experience religious artefacts, to sampling food from different cultures and traditions, to visits to and visitors from different religions. At Ashwood, this is more important than ever as we are a multi-faith, multicultural school. We build cultural capital beyond religious teaching through visits to places of worship. We aim for all of our children to experience each of the six major world religions in their time at Ashwood, to remove any prejudices which may be present through a rigorous curriculum. This has been carefully mapped out to fit with areas of the curriculum which will gain the most support from visiting these places. At Eid, we have introduced an Eid banquet, the same way we would for Christmas due to the number of children who celebrate Eid al-Fitr and Eid al-Adha. We believe that to develop cultural capital and strengthen the children's British Values, we first need the children to have awareness and knowledge. We place an emphasis upon enquiry in RE, which helps the children to come to their own conclusions, compare different religious concepts and explore different opinions within the same religion. Their cultural capital is broadened through the enquiry of artefacts, clothing and food.

Linking Learning



Each time RE is taught, it contributes to one of our 'Global Themes'. This ensures that new knowledge is linked back to key concepts for the children to deepen their understanding. Our RE curriculum sequencing has been thought about carefully to ensure children explore a range of strands as well as linking closely to our conceptual lens for the half term, so children have knowledge of differing views throughout their curriculum journey. We incorporate spiritual, moral, social and cultural development (SMSC) in our RE curriculum planning in many ways. RE also supports the school's ethos and DREAM expectations, teaching the pupils to respect one another and the world we live in.

Religious Education

National Curriculum



Exceeding Curriculum



The Ashwood Children



Ambitious for DP, SEND and EAL



How is it challenging?



An Ashwood Philosopher



Our religious education curriculum fulfils the requirements of the National Curriculum. We use the Derbyshire Agreed Syllabus as a basis for the Ashwood RE curriculum. All aims and subject content statements are met by the time the children have completed their Ashwood Journey. Children begin their religious education in the EYFS through discrete RE sessions.

In order to prepare our children for being active, effective global citizens we exceed the requirements of the National Curriculum. For example:

- Children encounter the 6 main religions throughout their Ashwood journey, covering religions that are not on the agreed syllabus.
- Children use a range of media to experience and gain further knowledge of religions, beyond that which is outlined.

Deliberate curriculum choices have been made, where possible, to ensure the curriculum is relevant to the Ashwood children.

As there are many Sikh children in our school community, we follow the Derbyshire Agreed Syllabus for RE but weave in Sikhism where we can to ensure all of our children are represented in their curriculum. We aim for all of our children to experience each of the six major world religions in their time at Ashwood, to remove any prejudices which may be present through our curriculum. We aim for the children to visit each of the six major world religion places of worship in their community throughout their time at Ashwood, to support children in their understanding and give them opportunities to apply learning in real-life contexts.

Our curriculum is ambitious for all children. All children have access to the curriculum and to ensure that children can access it, we ensure that for disadvantaged pupils, we include:

- Experiences of different places (visits/videos/photographs/technology)
- Bringing the outside world in (visitors)
- Visiting places of worship

For our SEND and/or EAL children we include:

- Visual representations
- Real-life experiences (through technology, artifacts and field-trips)
- Acting things out through drama and song
- Dual-coding throughout lessons
- CiP3

Knowledge and understanding that is mapped out in our religious education curriculum which is particularly challenging includes:

- how God can mean different things to different people/religions
- the different beliefs across a range of religions and how they compare to one another

In addition, children are challenged through enquiry and asked to make their own conclusions, which develops their own knowledge of philosophy.

Having studied our geography curriculum, an Ashwood child will leave us:

- As well-rounded global citizens with a strong moral compass and a strong understanding of British values.
- With a good awareness of global religions and world views, so that they are prepared for life in multicultural, modern-day Britain.
- Able to navigate their surroundings with a good understanding of the people they will meet.
- Able to talk expressively about their own and other peoples' faiths and beliefs.
- Able to develop their own spiritual, ethical and moral opinions and perspectives.