



Our Vision

At Bowman Academy our curriculum intent is as follows –

'A tailored curriculum designed to prepare our pupils to be confident and successful individuals who make outstanding progress and are prepared for life after school.'

Religious Education provides pupils with a valuable educational, social and cultural experience. RE offers distinctive opportunities to promote pupils' development. RE lessons offer a structured and safe space during curriculum time for reflection. Teaching in RE engages pupils in discussion, dialogue and debate which enables them to make their reasoning clear and which supports their cognitive and linguistic development.

RE makes a key contribution supporting schools to promote 'British values' and to prepare pupils for life in modern Britain.

The government set out its definition of British values in the 2011 Prevent Strategy – values of:

- tolerance
- mutual respect between those of different faiths and beliefs
- democracy
- the rule of law
- individual liberty

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by both adults and children. At Bowman Academy, the core purpose of RE is to engage pupils in exploring and responding to challenging questions raised by religion and worldviews, so that they can develop the knowledge, understanding and skills needed to appreciate and appraise varied responses to these questions, including their own.

Our RE curriculum promotes Bowman's ethos and is underpinned by our purpose 'To put learners first and prepare them for their future' it is also fundamental for our strategic vision which is that 'At Bowman there will be no limit to the possibilities for our pupils. We want to build a first-class education provision that provides highly tailored learning to ensure that our pupils are best prepared for life after school'.

The RE planning and curriculum describes in detail what pupils must learn in each year. This planning clearly links to the National Curriculum and details every step of a pupil's RE learning journey. The planning for RE is in line with the Leicestershire Agreed Syllabus 2016-2021.

Aims and objectives

The objectives of Modern Foreign Languages are to enable our pupils to:

Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview.
- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

How RE is organised and covered:

Our teaching enables children to extend their own sense of values and promotes their own growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

RE is taught through:

- Setting tasks which are open-ended and can have a variety of responses;

- Role play and drama;
- Story telling;
- Discussion and debate;
- Written work;
- Reflection;

Resource Allocation:

Resources selected to support the teaching and learning of RE are:

- Age appropriate
- Non-discriminatory
- In accordance with the values of Foxfields

Accurate RE vocabulary is used in our teaching and children are expected to use this in their verbal and written examples.

RE contributes to many other wider curriculum developments and opportunities.

We endeavour to set work that is challenging and personalised. Each class will use differentiated and specific worksheets and resources. Each pupil will have a specific 40 minutes per week of RE lessons.

Teaching and Learning

Our RE education provision is mapped and planned effectively.

Bowman's marking keys are used to specify the teaching input, technique and strategy each child has received for each lesson.

Sometimes the focus of each lesson will be different depending on whether it be new learning, applying or mastering a topic. These may be different for individual pupils depending on their learning needs. Teachers planning will be highly differentiated to meet the needs of all pupils. Teachers integrate the use of formative assessment by way of effective questioning, clear learning objectives and the use of success criteria. Effective feedback techniques are used.

ACES (Assessment, Completion, Extension):

Children will have the opportunity to evaluate their work and respond to marking. RE is completed on a half-termly cycle. They are expected to respond to marking as part of a "marking dialogue" with the teacher. ACE's lessons take place every Friday afternoon as part of every classes timetable. These are set times to respond to marking from the teacher during that week. Teachers use the ACE's lessons to assess work, complete any missing work or offer an extension of learning to stretch progress.

Any work completed by the pupils in ACES lessons are written in PURPLE pen (some pupils will respond in pencil, this will be at the teacher's discretion). Subject leaders have time to observe classes complete work in their subject and offer specialist assistance to the staff and pupils.

Assessment

RE is assessed by teacher assessment within lessons, progress made over half-termly sessions and is in line with National Curriculum expectations.

Safeguarding:

Should any topic be raised by a pupil that is not part of the lesson the member of teaching staff will discuss with the pupil outside of the lesson time. If there are any concerns for the pupil safety then the safeguarding team will be informed immediately and other organisations contacted where necessary.

Parental Rights

Parents/carers have the right to withdraw their child from all or part of RE if they so wish. Parents/carers should contact a member of the SLT if they wish to do so.

Monitoring and review

It is the responsibility of the RE subject leader to:

- Support colleagues in their teaching, by keeping informed about current developments in the subject and providing resources where appropriate,
- Contribute to staff meetings and training sessions to facilitate the teaching of Modern Foreign Languages
- Contribute to quality assurance processes involving the subject such as moderation and lesson drop ins.

Policy Review

Bowman considers the RE Policy document to be important and the policy will be reviewed by the Modern Foreign Language subject leader every year.