

RELIGIOUS EDUCATION

Subject Leader – Megan Lewis

INTENT

At Britannia Bridge, we give each and every one of our children a **high-quality RE** education, by equipping them with the **essential, transferrable knowledge and skills** and **cultural capital** linked to a wide range of religious and non –religious world views, regardless of their **range of starting points** and any **barriers to learning**. We inspire all our children to understand and respect what others believe, in order to become **responsible citizens** to live within their community and the wider world.

Britannia Bridge is a community school and not affiliated to any particular religion. Our **HEART Core Values** underpin our children's learning in RE (Happiness, Encouragement, Aspiration, Respect, Teamwork):

Happiness: our children develop their **own beliefs and values**, through RE learning, and become happy and confident that, should their own **beliefs differ from those of others, this is something to be celebrated**.

Encouragement: they **encourage themselves and others to be confident in their own beliefs**, even if they differ.

Aspiration: our children leave us knowing that, **even if their beliefs differ from those of others**, they can be successful, positive role models and leaders with their local, national and global communities.

Respect: our children leave us **truly respecting and celebrating difference** (and a wide range of cultures) and understanding that equality for all is vital for community cohesion. Our children learn how to **disagree respectfully**.

Teamwork: our children leave Britannia Bridge understanding that **teamwork, despite differences, is the key** to a happy, positive, more peaceful world.

Our RE curriculum, which is **adapted** to support all learners, alongside our **bespoke approach to Collective Worship**, also strongly supports the promotion of **Fundamental British Values** – our children leave us, for High School, with a clear understanding that Individual Liberty, Respect and Tolerance, Democracy and The Rule of Law are imperative for societies to thrive. Britannia Bridge sits within a **mainly mono-cultural area of Wigan** so we ensure that our children leave us with a **deep understanding of the range of faiths and cultures, which exist within and outside our local area**.

Our RE curriculum, at Britannia Bridge, also makes a significant contribution to our pupils' **spiritual, moral, social and cultural development**. Through RE, our children explore **ultimate questions** and **ethical issues** and they are nurtured in their own **spiritual journey**. They leave us with the ability to **make informed judgements on a range of moral issues**.

Our RE curriculum ensures that our children leave us ready to **be the next generation to combat prejudice and discrimination**.

Our aim is that each and every one of our children leaves us with an understanding of **RE Ways of Knowing (Disciplinary Knowledge)** – key skills that they can apply to their future learning, in the next phase of their education.

We ensure that our children leave us with the **ability to personally reflect on concepts such as identity, diversity, and values.**

IMPLEMENTATION

At Britannia Bridge, we follow the Wigan/Lancashire Agreed Syllabus (with bespoke elements). There is a strong balance between exploring Christian beliefs and traditions, whilst our children also study the teaching and practices of other principal religions (and non-religious beliefs).

Our teachers plan RE learning using our bespoke Progression Documents.

We network with other schools to share excellent RE practice.

Our Curriculum Leader monitors and evaluates our RE curriculum to make sure that it is the best it can be for our children. He/she is supported by our Curriculum Leader and our Governing Board review our curriculum, termly, to ensure standards are continually improving. This is done through Subject Leader Presentations to Governors and Progress Reports/Impact Statements.

Our RE curriculum has clear end points identified plus previous and future learning.

Our RE curriculum is based on a cyclical approach and involves regular Retrieval Activities to ensure 'sticky learning' of essential RE knowledge and skills.

Our RE curriculum is enriched by a wide range of inspiring visits/visitors and enrichment opportunities, community and charity work (based on first-hand and real-life/purposeful experiences). Please see our website for specific examples.

Our Early Years Curriculum is underpinned by high quality adult/child interactions and sensory learning. Our children's personal interests inform our planning, to inspire our youngest learners and outdoor learning is integral. Please see our RE Progression Documents from Nursery 2 to Year 6.

Our RE curriculum is adapted to the individual needs of all our children, based on their wide range of starting points, preferred learning styles and next learning steps.

Growth Mindset underpins RE, for our Britannia Bridge children, developing their perseverance, resilience and ability to be cooperative learners, who encourage each other.

Our RE Enquiry Approach, including Enquiry Questions and Dig Deeper Challenges (based on Bloom's Taxonomy), encourage all our children, regardless of starting points, to use their higher order thinking skills (to be critical thinkers and to apply their essential knowledge and skills).

We have a consistent approach to vocabulary development in RE (VIV- Very Important Vocabulary) to ensure our children develop a wide, aspirational repertoire of vocabulary to take with them into their adult life.

Our RE Assessment is robust and informs planning and pupil progress tracking. We use a range of assessment methods (including End of Unit Quizzes) to ensure that our children know more and can do more.

Our Britannia Bridge RE Knowledge Organisers make essential knowledge and skills clear, for all our children. We aim to roll this approach out to all subjects, this academic year.

IMPACT

Our children leave us with the **essential, transferrable knowledge and skills** and **cultural capital** linked to a wide range of religious and non-religious world views – they know more, remember more and can do more. . They start their High School journey understanding and **respecting** what others believe and they go on to become **responsible citizens/positive role models** for others.

Each and every one of our pupils leaves Britannia Bridge having developed their **own beliefs and values**, happy and confident that, should their own beliefs **differ** from those of others, this is **something to be celebrated**. They leave us **truly respecting and celebrating difference** and they know how to **disagree respectfully**. They develop a strong understanding of why **teamwork** and **British Values** are so vital to ensuring peaceful societies and go on to make informed, **moral choices**. We equip each and every one of them with the **ability to combat prejudice** and to **personally reflect** on a range of deep issues.