



 Purpose & Pride	'Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. Our R.E. curriculum is designed to ensure our children understand the importance of knowing their place in the world, asking "Big questions" about it and working to understand it all better.
 Respect	At Coney Hill, it is important that our children experience the freedom of learning through discussion, experience, thematic planning and respectful debate in R.E. We have a range of differing experience of religion and religious beliefs in school and therefore it is crucial that children learn about each other's heritage and develop and mutual respect of this.
 Enjoyment	We want our children to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief. We aim to make this fun, engaging and relevant to them, so they are able to reflect on their own ideas and ways of living.
 Achieve & Aspire	Our curriculum aims to develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. It's important that children learn and share ideas about both religious and non-religious beliefs, dispel misconceptions and explore social idioms to push the boundaries of their understanding.
 Community	We aim for pupils to gain the knowledge, understanding and skills needed to handle big questions raised by religion and belief, to reflect on their own lives, their communities and the world around them. Religious Education is a platform for spiritual, moral, social and cultural development; a subject which strengthens community cohesion and inclusion.
 Health & Well-being	At Coney hill, we follow the Gloucestershire Agreed Syllabus which promotes the spiritual, moral, cultural, mental and physical development of pupils and society, and prepares pupils for the opportunities, responsibilities and experiences of later life. We aim to provide pupils with fact and real life experiences, to improve their Cultural Capital and develop appreciation and resilience.

Implementation

Big Picture

- We strive for the highest quality of planning and teaching, which covers the National Curriculum for RE
- Teachers plan effectively using the Gloucestershire Agreed Syllabus and is taught for 45 minutes weekly in EYFS/KS1 and 1 hour weekly in KS2. Understanding Christianity and RE today resources are used to supporting planning and resources.
- Where appropriate, RE may fit into themes, be taught alongside complimentary subjects or delivered discretely.
- Learning should be active and inquisitive, using questioning and reasoning skills to explore learning.
- We will use the term RE when we are teaching Religious Education. We may also use the term Big Q or Big Question.
- Teachers map out the learning through a "Mapping of Key Skills" document and via a medium term plan.
- Cross-curricular links are used wherever possible, including Literacy, Reading, Art and computing.
- Mini plenaries will be used throughout lessons to gain pupil voice and understanding, in order to shape lessons.
- 'Open the Book' assemblies are delivered weekly when possible.
- Nativity productions are performed by Reception before the Christmas break, with support from Year 1.
- Reactive RE: developing knowledge and awareness of the world around them, setting them up to be responsible global citizens, we will keep children up to date with major Religious world events and also acknowledge key religious festivals, anniversaries and dates from the past whenever possible
- Cultural capital: wherever possible we will take our children out to places of worship, of interest and local sites. We will invite guest speakers into school.

Our Learners

In "Big Question" lessons, children will:

- listen to and appraise different viewpoints and faiths
- explore, analyse, interpret and question those viewpoints to support their learning and understanding
- investigate the impact religious/non-religious beliefs and traditions have on everyday life and routine
- improvise, share without recrimination, speak freely and respectfully
- evaluate their own understanding and evolving opinion We aim to cultivate independent thinkers, so children will;
- use enquiry based learning through HOT questions, KIP (knowledge is power) quizzes, and "rapid recall time" at the start of each lesson
- have inclusive education; lessons are scaffolded and deepened appropriately by task, as well as by outcome, regardless of faith
- experience cultural capital opportunities, through examples of famous people and spokespeople, as well as utilising our local area, prominent community figures and educational visits

Learning Environment

During an RE lesson, the environment will be rich in evidence of purposeful images and artefacts, supported with written and spoken key vocabulary.

Impact

The Hiller Theologian is respectful, informed and inquisitive. We aim for our children to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion, belief and cause them to reflect on their own ideas and ways of living; both now and in the future. Our community school ethos, values, nurture provision, assemblies, alongside our weekly R.E. lessons, will help to support our children's personal development; celebrating the diversity of the wider community in Gloucester, including beliefs, traditions, culture, language and history.

Assessment is teacher based and largely gathered through discussion, reflection using double page spread assessment tasks at the end of units and informal strategies – higher order thinking questions, verbal/written outcomes in marking, 10 in 10 daily curriculum quizzes and KIP quizzes at the start of each lesson to recap and recall previous learning. This is captured in a class floor book.

Coverage, progression and attainment, as outlined in the Gloucestershire agreed syllabus, is closely monitored by the subject leader and fed back to senior leadership team. Monitoring will include: floor book looks, learning walks, gathering evidence of good practice and pupil voice interviews.

The findings of this monitoring will be used to inform next steps for the children and the implementation of R.E. across the school as a whole.