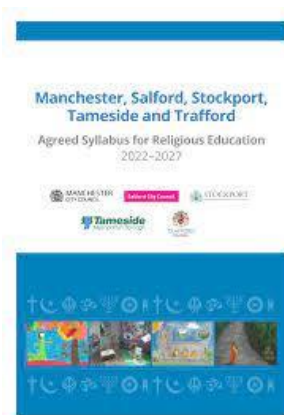


What does 'RE' look like at Ladybridge Primary?

1. Curriculum mapping

The teaching of Religious Education at Ladybridge is based on the Stockport Agreed Syllabus of 2022 and its accompanying Scheme of Work. Children explore the 3 strands of Believing, Expressing and Living in relation to different faiths including Christianity, Islam, Hinduism and Judaism.



RE Long-Term Planning 2022/2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
E1 Cate9	F3 Where do we believe? (Living)		F4 Which times are special and why? (Expressing)		F1 Which stories are special and why? (Believing)	
F1	1.1 Who is a Christian and what do they believe? (Believing)		1.5 What makes some places sacred? (Expressing)		1.7 What does it mean to belong to a faith community? (Living)	
F2	1.2 Who is a Muslim and what do they believe? (Believing)		1.6 How and why do we celebrate special and sacred times? (Expressing)		1.8 How should we care for others and the world, and why does it matter? (Living)	
F3	1.2.5 Why are festivals important to religious communities? (Expressing)		1.2.10 How do family life and festivals show what matters to Jewish people? (Expressing)		1.2.1 What do different people believe about God? (Believing)	
F4	1.2.8 Why do some people think that life is like a journey and what significant experiences mark this? (Expressing)		1.2.3 Why is Jesus important to some people? (Believing)		1.2.9 What can we learn from religions about deciding what is right and wrong? (Living)	
F5	102.1 Why do some people think God exists? (Believing)		102.4 If God is everywhere, why go to a place of worship? (Expressing)		102.6 What does it mean to be a Muslim in Britain today? (Living)	
F6	102.5 What do religions say to us when things hurt? (Believing)		102.7 What matters most to Christians and Muslims? (Living)		102.9 What can be done to reduce racism? (Expressing)	

In line with the school's approach to curriculum delivery, Religious Education is enquiry based, each term's learning posed in the form of a question that aims to challenge the children's thinking.

Teachers ensure that pupils explore key questions for their year group, adapting lessons to make them pertinent for their particular cohort and in order to ensure progression from one year group to the next.

2. Sampling

Regular book flicks ensure coverage and progression.

Pupil interviews over the course of a year inform teachers and the subject co-ordinator as to the children's opinions and levels of understanding in relation to RE and the outcomes of this are used to inform the future planning and delivery of the subject. Pupil voice has a vital role in enabling the mastery of RE at Ladybridge. Lessons engage the children.



Parents share their faiths and customs with us.

3. CPD

We have close links with our local church.



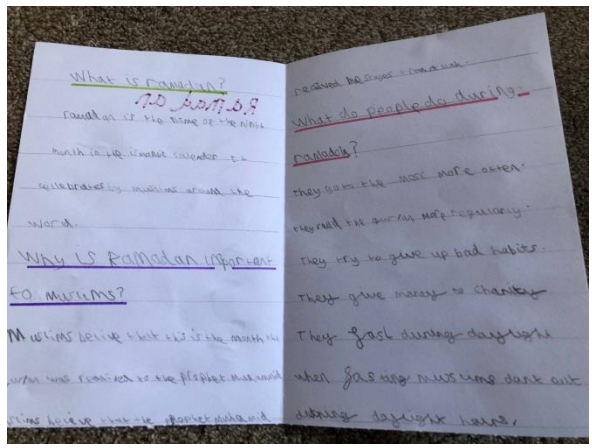
We are lucky here at Ladybridge in that our local area is vibrant and unique. All our pupils are supported to share their experiences and to learn from one another. Comparisons between different faiths and beliefs are actively encouraged and involve open enquiry, lively debate and first-hand experiences.



Teachers use RE Today magazine and its corresponding website to further their own understanding.

4. Assessment

Teachers assess each pupil's knowledge and understanding of RE throughout the half-term and at the end of a unit of work. This may be in the form of a work/class book scrutiny, formal and informal lesson observations, discussions with pupils, homework and displays. This is monitored by the RE subject co-ordinator.



Emerging	Expected	Exceeding
Talk about the fact that Christians believe in God and follow the example of Jesus (A1). Recognise some Christian symbols and images used to express ideas about God (A3).	Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). ASK some questions about believing in God and offer some ideas of their own (C1).	Make links between what Jesus taught and what Christians believe and do (A1).

Stockport's SOW is an aid to assessing the children's level of understanding, identifying the criteria for those deemed to be exceeding, at expected or emerging.

5. Learning environment

At Ladybridge we value variety in our teaching in order to reach out to all our pupils. The teaching of RE may involve interactive media (PowerPoints, iPads), secondary sources (books, magazines, videos), role play and religious artefacts.



We have recently refurbished our library and have an area designated for prayer and reflection. We value the beliefs of all our pupils.



6. Celebrations



Children celebrate their learning in RE through their engagement with others and via displays.

Parents/carers are invited to share their faiths and celebrations with all of us at Ladybridge.

