

At Priory, we flourish in R.E by working **TOGETHER!**

Trust	
Optimism	
Gratitude	
Enthusiasm	
Thoughtfulness	
Honesty	
Enjoyment	
Respect	

Our Christian Vision and Values underpin everything that we do: they help to guide us in our learning and our life, both now and beyond!



Priory CE Academy R.E – Design, Delivery and Outcome Statement

Design (Intent)

At Priory, it is our intent that our children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

At Priory, we equip our pupils for the future by making sure they are prepared for a world beyond school. R.E. teaches an understanding and respect of the different religions of the world. R.E. knowledge and British Values teach pupils to show respect and understanding for others and to appreciate that we have different views. We expect that they will appreciate and demonstrate an interest in others, using their voices to question and react to any extremism they encounter in today's society.

The primary aim of religious education is 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, reflecting on their own ideas and ways of living. (Stoke-on-Trent Agreed Syllabus for R.E 2021-2026)

R.E is incredibly important in our school. It contributes to other areas of education and human experience with particular links to PSHCE. (Aesthetic, environmental, ethical, political, social, and spiritual) as well as the personal development of our pupils. R.E. helps to promote the children's spiritual, moral, mental, social & cultural development. We maximise all opportunities for our children to experience music, art, expression and history as part of our R.E learning. These opportunities bring perspective, a wider world view and often help the children to make memorable links.

The Hive

The Hive is Priory CE Academy's specialist resource provision for pupils with communication and interaction (C&I) needs, including those on the autism pathway. It provides a calm, structured learning environment with adapted teaching, sensory regulation and small-group opportunities whilst following the curriculum of the main school. The Hive follows the full National Curriculum, planned and sequenced in step with whole-school long-term plans and adapted to meet individual EHCP targets and next steps.

Every subject leader is responsible for ensuring that their curriculum intent, implementation and impact extend fully to The Hive. They quality-assure planning, teaching and assessment, meet termly with The Hive team and SENCO, and contribute to monitoring and pupil-progress reviews. Subject leaders also teach or model lessons in The Hive when appropriate, ensuring that high expectations and consistent pedagogy are maintained. This partnership supports smooth inclusion, builds staff expertise and secures equality of ambition for all pupils.

R.E in The Hive mirrors the school's R.E curriculum, offering rich opportunities for learning about and from different faiths. Activities are carefully structured with visual prompts, choice boards and sensory materials. The R.E lead monitors outcomes, co-plans with the Hive team and occasionally teaches or models lessons to ensure progression in key skills such as understanding different faiths and developing a sense of belonging.

Underpinned by:

Stoke Syllabus:

The teaching of RE in school is based on the Stoke-on-Trent Agreed Syllabus. R.E. is taught as a discrete subject but links are made within other subjects such as history, science or PSHE where appropriate. As such, stimulating lessons are planned, which include visits from our vicar, visits to places of worship including our local Church – St. Matthias, use of artefacts, ICT for research, model-making, drama, music, art & cooking. Units are organised into questions and the aim of the teaching within the unit is for the children to be able to formulate their own response to the question by the end of the unit.

Balance in the R.E. Curriculum:

Our curriculum (the Stoke-on-Trent Agreed Syllabus) draws from two main sources: Understanding Christianity and the Units written by Stoke-on-Trent. Three themes for the children to explore come from all units and these are: theology, social sciences and philosophy. Making sure that these themes are in all units helps the R.E. Curriculum to be balanced between what people believe (Theology), how people live (social sciences) and what people think (Philosophy)

Values Based Wider Curriculum:

The whole Priory curriculum supports our R.E learning and our personal development through the linking of our school TOGETHER Values. The children are taught that these values, rooted in scripture, are important for helping us to learn to become positive members of society and understanding our Christian Distinctiveness as a school community.



Wider opportunities for Spiritual Development:

As well as our R.E. Curriculum providing a wealth of opportunities for spiritual development, as a school we have a map of other areas of learning which provide the chance for staff and children to explore the spiritual pathways as defined by Kathryn Wright. These pathways are:

1. Naturalist: engage outdoors
2. Sensates: engage with the senses
3. Traditional: use rituals and symbols
4. Ascetics: solitude and simplicity
5. Activists: activism (agents of change)
6. Caregivers: loving and caring for others
7. Enthusiasts: mystery and celebration
8. Intellectuals: the mind and big questions
9. Contemplatives: adorations

Teaching mutual respect:

Children are encouraged to use the analogy: windows, mirrors, doors to consider their place in the world, to see what they can do to enact change, make positive contributions to society and see themselves as valued and important individuals.

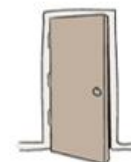
Look outwards.
Learn.



Look inwards.
Reflect.
Ask Questions.



Respond.
Step Out.
Live our Values.



High expectations:

'Be the best that you can be' is the Priory school motto; like within all aspects of school life and all other subjects, we expect children to live this in Maths. We have high expectations for all children in every Maths lesson and use our secrets of success in order to support them and recognise their efforts.

Recap and Revise Key Knowledge:

New learning should build upon prior learning. It is vital that prior learning is retained. We provide the children with a variety of opportunities to recap knowledge and concepts taught in previous lessons, previous terms and previous year groups. We do this at the start of R. E. lessons, or at any other appropriate times of the day in order to reactivate previous learning and help to commit it into their long-term memory.

Structure of the curriculum builds and revisits concepts and previously taught knowledge as themes and knowledge are revisited and built upon in other units of work.

Delivery (Implementation)	<p>Engaging Activities: R.E should be delivered in an engaging a way as possible. We encourage using art and music as a stimulus, looking at details and lyrics and unpicking their meaning.</p> <p>Group work, partner work and discussions are integral to developing the children’s philosophy and thinking in R.E.</p> <p>We encourage the use of drama, freeze framing, photographs, and videoing to bring R.E to life.</p> <p>We use artefacts to allow the children to explore real life objects from various religions.</p>	<p>Individual R.E Books: At Priory we encourage all our R.E Lessons to be as memorable, creative and hands on as possible. Links should be made to art and music where possible. Some learning will be recorded in a child’s individual R.E book. These are marked regularly and feedback and challenges are given to encourage deeper thinking about the topic. Knowledge checks and prior learning activators such as KKP’s are used to ensure that retention of key knowledge is fundamental and progress towards this is monitored with additional input or sessions added if needed.</p>	<p>Class R.E Books: Our class R.E. books provide the children the opportunity to share their thoughts, feelings and ideas as a class collective. These books should begin each unit with a ‘Cold Task’ usually a response to the unit question to see what the children’s thinking or perception is prior to the unit. This is repeated at the end to show how learning may be different. The class books are used within the unit also to allow pupils to respond to their learning in a more informal manner. The class book may contain photos, comments, annotated art work etc and helps to build a class picture of learning towards the unit question.</p>
	<p>Assessment: Pre- and post-unit assessments in Religious Education help staff identify pupils’ starting points, prior knowledge, and misconceptions at the beginning of a unit. This informs planning and ensures teaching is appropriately pitched. Post-unit assessments allow staff to measure what pupils have learned, track progress, and evaluate the effectiveness of teaching. Together, they support consistency, progression across year groups, and more accurate monitoring of attainment in RE.</p> <p>Class Big Books contain ‘cold’ responses to the unit’s overarching question prior to any teaching. ‘Hot’ ones are completed after the unit of teaching, allowing staff to see anecdotal evidence of how the unit has impacted their thinking.</p>	<p>Attainment: Staff use pre-unit assessments to pitch the delivery of the coming unit. Formative assessments of lesson participation, class book responses, post unit assessments and the level of the children’s engagement in the materials are used to form a summative assessment. These judgements are completed on Arbor and place the children into categories according to their attainment as being: greater depth, at the expected standard, not yet there (at the expected standard), below the expected standard or well below the expected standard. It is our aim that each year we are able to increase the proportions of pupils meeting and exceeding the expected standard.</p>	<p>iPads: Showbie In KS1 and KS2, all children are lucky enough to have their own iPad, offering a number of creative opportunities to use technology in their learning such as videoing prayers, making and recording their own hymns.</p> <p>Individual R.E book activities take place on here and therefore the ipads (Showbie) must be monitored alongside the children’s books, views and lessons.</p>

Outcome (Impact)	<p>Well informed and ready for the world: When our learners leave Priory, they have a good knowledge of major world faiths. They understand that respect for different opinions and lives is paramount to being a successful world citizen.</p> <p>Our children can confidently explain their own thoughts and feelings looking inwards to what they think, outwards to the opinions of others and upwards to link these into their own philosophy.</p>	<p>Reflective, Spiritual learners: Throughout our whole curriculum, we develop our children to be considerate, reflective and engage in spiritual development.</p> <p>Our children know the importance of spirituality and know which activities offer opportunities for spiritual development.</p>
	<p>Outcomes: We strive for all learners to be at the expected standard at the end of the academic year; with some learners exceeding this and achieving greater depth. For those children who have gaps in their learning, we will support them through lessons and interventions with the aim of narrowing the gap.</p>	<p>Monitoring: Through book shares, coaching and lesson observations, we recognise that staff are delivering R.E lessons to the children that inspire, challenge and support all learners. The children have opportunities to access the learning at all levels and are becoming confident in their ability.</p>



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that you can be,

TOGETHER!