RWV at Eversley

"Science investigates; religion interprets. Science gives man knowledge which is power; religion gives man wisdom which is control." **Martin Luther King.**

"Religion and World Views (RWV) makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are important in our diverse society." Ofsted- Religious education: realising the potential 2013

At Eversley Primary School, we develop the children's knowledge and understanding of the major world views, and we address the fundamental questions in life. We enable children to develop a sound knowledge of world religions and non-religious world views, especially those that are the main beliefs of children within our school.

Our aim is for all children to leave Eversley Primary School being able to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We aim for all children to be able to learn from religions as well as understanding a range of non-religious world views.

During EYFS at Eversley	**During Key Stage 1 at Eversley**	**During Key Stage 2 at Eversley**
Religious education can make an active contribution to the ELG but has a particular important contribution to make to: • Personal, social and emotional development • Communication, language and literacy • Knowledge and understanding of the world • Creative development Children will begin to explore the world of religion in terms of special people, books, times, places and objects. They will listen and talk about stories. They reflect on their own feelings and experiences.	Pupils explore the main religions and their principles. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use subject specific vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging	Pupils will study specified aspects of all principle religions. They will work on recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and importance of dialogue between them. They extend the range and use of subject specific vocabulary. Pupils will recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

Planning

- The school's curriculum map shows the units to be covered each term
- There is a medium-term plan for each unit of work
- Plans for RWV sessions are annotated and adapted to show how learning is scaffolded for less able, children with SEND needs and how those new to English will access the content.
- Plans are annotated and adapted for the most able learners ensuring an ambitious curriculum for all

Marking and feedback

Work should be marked according to the school marking policy by using:

- Peer- and self-assessment
- Oral feedback
- Written feedback

Teaching

- Flexible groupings are used during lessons e.g. ability and mixed ability groups, paired work, guided and independent work and whole class work.
- A range of resources are used to enhance learning including handling objects, pictures, sacred texts, watching videos and reading information texts
- Relevant subject specific vocabulary is explicitly taught, evident in the classroom and used in discussion and reasoning.
- Children receive an RWV lesson every week and have a RWV book to record work.
- There will be many opportunities in KS2 to write a reflective thought on what they have learnt from the concept in the lesson.

Assessment

Formative:

- AFL is used within each lesson to establish next steps for pupils.
- Short recaps in each lesson to ensure the children have secure knowledge and understanding from each lesson.

EYFS:

- Teachers and key workers make observations regarding the pupils' development in this subject.

Resourcing and display

- Display is kept up to date and relevant to class themes, displaying subject specific vocabulary and concepts that are being taught in RWV
- Resources are stored in subject specific boxes and reference books are available in the Library.
- Teachers are encouraged to add any new resources and display materials that they have created to the subject box

Monitoring

Monitoring is undertaken by the subject leader and SLT during the school year. This will include:

- learning walks during RWV lessons.
- scrutiny of RWV books.
- conferencing with pupils and discussions about what they have written.