



RE in the Challenge Pathway

Rationale:

Our broad and balanced curriculum aims to:

- promote the spiritual, moral, cultural, social, mental and physical development of pupils
- prepare pupils for the opportunities, responsibilities and experiences of later life
- Learn about and experience British Values

RE in the Challenge Pathway

Intent	Implementation	Impact
<p style="text-align: center;">The curriculum that is offered through the Challenge Pathway:</p> <ul style="list-style-type: none"> • give children the knowledge, critical thinking skills, open minded and respectful attitude with which to investigate the world of religion and beliefs, and make their own decisions about what this means to them, whilst empathising with what it means to those who hold those beliefs. • It also aims to enable children to grow spiritually by developing their awareness and skills of reflection, their experience of awe and wonder and their appreciation of stillness and silence. 	<p style="text-align: center;">We achieve our intentions by:</p> <ul style="list-style-type: none"> • Experiencing a highly differentiated RE curriculum that works alongside a scheme of work designed around the Discovery RE medium term plans. • Having weekly timetabled RE lessons • Selecting religious enquiries that reflect the lives and communities of our learners • Celebrate our learning through well planned festivals that work alongside our long term plans • Provide CPD for staff so that they feel well informed, equipped and confident in delivering a relevant Religious Education. • Work with communities so that we can access religious buildings in the local area. • Following a 4 step enquiry based process to learning, the four steps are: <ul style="list-style-type: none"> • Step 1: Engagement: the children's own human experience is explored to act as bridge from their world (which may or may not include religion) into the world of the religion being studied. • Step 2: Investigation: over approximately 3 lessons the teacher will guide the children to explore and investigate appropriate subject knowledge relevant to that question of enquiry. • Step 3: Evaluation: An assessment activity enables each child to show their thinking and the depth of critical evaluation. • Step 4: Expression: This refers the children back to the starting point of their own experience and allows them to reflect on whether their findings have influenced their own thinking. 	<p style="text-align: center;">The impact of the Challenge pathway provision is demonstrated through the development of students who are:</p> <ul style="list-style-type: none"> • by moving from a personal to a wider perspective • by increasing their knowledge of religious beliefs, practices and experiences • through developing understanding of the meaning of stories, symbols, events and pictures through developing and communicating their individual responses to a range of views. • Appreciative of British values and the role they play in celebrating differences in religion and culture in Great Britain. • Proud of their SMSC development • Proud of their demonstration and understanding of our circles values.

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| | <ul style="list-style-type: none">• Assess against 3 age related expectation descriptors for each enquiry: personal resonance or reflection, knowledge and understanding and evaluation/critical thinking in relation to the enquiry question. | |
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