

RE at Shelton Junior School

Our RE provision aims to inspire in pupils a curiosity that allows them to explore the big questions about life in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of, and appreciate, different religions and worldviews, reflecting on their own ideas and ways of living.



<p>At Shelton Junior School, our POWER curriculum gives us the</p> <p>Power to achieve our dreams, and the</p> <p>Oracy skills needed to be successful.</p> <p>We are kind to each other and care for our school, community & planet.</p> <p>Everyone is equal and treated with respect.</p> <p>Reading for knowledge and pleasure gives us the POWER to succeed!</p>				<p>Our Shelton Superpowers underpin all aspects of school life as we seek to nurture these qualities in all children in our care:</p> <p>Perseverer - resilience</p> <p>Reflector - reflectiveness</p> <p>Investigator - curiosity</p> <p>Thinker - concentration</p> <p>Collaborator - collaboration</p>	
<p>Power to achieve our dreams</p>	<p>Oracy skills</p>	<p>We are kind and caring</p>	<p>Everyone is equal</p>	<p>Reading</p>	
<ul style="list-style-type: none"> ◆ Pop-up museums to showcase learning ◆ Holiday project homework to engage parents and pupils ◆ Trips to sites of religious interest ◆ Visitors linked to RE learning ◆ ‘Inspirational Figures’ day— historical figures whose religious values influenced their world view and behaviour 	<ul style="list-style-type: none"> ◆ Exploration of ‘sticky’ words for each new topic ◆ RAG-rating and discussion around vocabulary ◆ ‘Learning Journey’ working walls focused on vocabulary and linked to the term’s Big Question ◆ Opportunities to support the writing curriculum ◆ Debates and discussions 	<ul style="list-style-type: none"> ◆ Learning about different religions and world views helps pupils make sense of today’s society, reflecting on their own ideas and ways of living ◆ Recognition of achievements of past pupils and local people to promote kindness and caring attitudes 	<ul style="list-style-type: none"> ◆ All children have access to the KS2 Derbyshire and Derby City Agreed Syllabus for RE, 2020-2025 ◆ In-class and TA support ◆ Vocabulary pre-teaching ◆ Celebration of historical and religious diversity during the ‘Inspirational Figures’ Curriculum Inspire Day 	<ul style="list-style-type: none"> ◆ Reading as a reader/writer ◆ Vocabulary jotters for every child ◆ Knowledge organisers and retrieval practice ◆ Taught using high-quality, age-appropriate sources, texts and extracts ◆ RE themed quality texts 	
<p>RE Concepts</p> <ul style="list-style-type: none"> ◆ Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) ◆ Expressing (Religious and spiritual forms of expression; questions about identity and diversity) ◆ Living (Religious practices and ways of living; questions about values and commitments) 				<p>RE Content</p> <ul style="list-style-type: none"> ◆ LKS2—What do different people believe about God? Why is the Bible so important for Christians today? Why are festivals important to religious communities? Why do some people think that life is like a journey and what significant experiences mark this? What does it mean to be a Hindu in Britain today? What can we learn from different religions about deciding what is right and wrong? ◆ UKS2—What do religions tell us when life gets hard? Why do some people think God exists? What difference does it make to believe in ahimsa, grace or Ummah? What matters most to Christians and Humanists? Why go to a Place of Worship? Better to express beliefs in charity or art and architecture? 	