



# **How Religious Education SHINES - Our Vision**

## **The SHINE Curriculum in RE**

**S -Stimulating enquiring minds by providing rich and relevant experiences, purposeful and connected learning, and creative thinking.**

- Through frequent exploration of religious texts and artifacts, pupils are encouraged to develop a curiosity about faith and religion.
- They are taught skills of investigation and questioning as well as the ability to respond to religious issues through a variety of media.
- A symbiotic relationship with Highfield St. Matthew's Church results in our RE curriculum being enriched by our children's participation in church life and visits from clergy and parishioners.
- Educational visits are encouraged to enhance pupils' understanding; bring learning to life.
- Throughout their school career, our pupils are given the opportunity to participate in Christian Celebration Worships. Not only does this provide them with the opportunity to consolidate and share their knowledge, understanding and skills, but also to gain self confidence through performance.

**H -High expectations and excellence delivered rigorously through well sequenced subjects, progression in generative knowledge, rich vocabulary, concepts and skills, so pupils know more and remember more.**

- As they progress through school, our pupils will regularly revisit familiar events and learning.
- Each time a concept is revisited, the children will be challenged to make increasingly subtle and complex links between religious material and their own ideas.
- The children will dive deeper into the text, using their developing reading skills to interpret the meaning of new vocabulary and the impact the writer has on the faith of the reader.
- Key skills are revisited throughout each Key Stage. Previous knowledge is revisited each lesson through retrieval practice
- Previous and future knowledge is identified on Medium Term Plans. The impact task at the end of each unit allows children to retrieve knowledge learned from the unit through an appropriate activity.

**I – Inclusivity and flexibility which allows us to cater for individual needs, abilities and interests.**

- We believe that the starting point for Religious Education is the child's own developing awareness of their own spirituality, moral standards, codes of behaviour, their experiences and their attempts to make sense of them.
- Through Religious Education, we seek to help children understand the world of faith, spirituality and religion, encouraging them to reflect in as great a depth as they are able on the experiences that life brings their way.
- Weekly R.E. lessons are inclusive to pupils with SEND, but also provide sufficient challenge for children who are high achievers

#### **N -Nurturing strong, lifelong learning behaviours- resilience, risk taking, independence, perseverance, and pride in success**

- RE encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others.
- The following four attitudes are essential for good learning in RE and we aim to develop these:
  - self-awareness – recognising their own uniqueness as human beings and affirming their self-worth.
  - respect for all – developing skills of listening and a willingness to learn from others.
  - open-mindedness – being willing to learn and gain new understanding.
  - appreciation and wonder – developing their imagination and curiosity.”
- Since our RE SHINE Curriculum has the Questful RE scheme of work at its core, from this there are clear expectations that the pupils will develop an ability to ask important and relevant questions about religion and beliefs; and also identify what influences them and make connections between values, commitments, attitudes and behaviour.

#### **E -Encompassing the whole child- developing their faith, values, spirituality, health and well-being and understanding the world we live in, their future in our culturally diverse community and country where equality and tolerance is promoted.**

- We recognise that our pupils have different experiences of faith in their home life. Our staff are mindful of this when planning and delivering lessons
- Pupils are taught the ability to see the world through the eyes of others and to see issues from others' point of view.
- Our RE curriculum has been planned to include discrete units of work on other world faiths.
- As our children move through school they will revisit their learning about other faiths, learning how they are similar and how they differ from Christianity.