## How does this impact on our children's learning? (Impact)

### Start and end of unit quiz

Start and end of unit quizzes allow teachers/ children to identify gaps in the childrens knowledge and identify progress within the unit.

### key vocabulary

Children are using the key vocabulary within their writing and conversations.

### Critical thinking

Children and staff are challenging and questioning beliefs, statements and ideas within planning of the 5Es, conversations, debates and written work.

### Insightful questions/engaged pupils

Express tasks are demonstrating pupil's engagement with the unit. Questioning and discussions in RE are becoming more child led hence, pupils are inquisitive about the enquiry units. Positive engagement and children are comfortable to share own beliefs and practices.

### Surveys

Feedback from pupils show they are engaged with the enquiry questions, have the opportunity to express their views and use their knowledge organises to support their learning.

Feedback from adults shows they feel well supported in their planning of RE and understand the 5E approach; however, staff still need further training on this. It shows RE is being taught as an academic subject.

This will be having a positive impact on the planning and subsequently the children's

## How do we make this happen? (Implementation)

### 5 Es

Engage

Enquire

Explore

Evaluate

Express

### Open questions

Gives pupils the chance to think. Pupils are encouraged to be critical and give balanced in-depth reasons and explanations to their thinking.

### Sequence planning with subject lead

Teachers sequence plan with the Subject Lead to ensure the 5Es and the critical audience are planned for along with any other resources needed.

## What do we want for our children? (Intent)

At Howbridge Junior school we believe in developing children's religious literacy. This means that children will have the ability to hold balanced and well-informed conversations about religion and worldviews around them and begin to understand the complex world in which they live. Religious Education (RE) at Howbridge Junior School is about developing the children's; critical thinking, respect, responsibilities and preparing pupils understanding for life in modern Britain.

In line with the Norfolk Agreed Syllabus for Religious Education (2019), RE will be delivered in school to meet the agreed syllabus aims by:

- Exploring an enquiry question
- Studying open questions through a balance of the three disciplinary lenses; Theology, Philosophy and Human/Social Sciences
- Following an enquiry process of; engage, enquire, explore, evaluate and express.

Our vision is to prepare our children for life beyond primary school; to be happy and safe within a rapidly changing world. Hence, at Howbridge Junior School we are committed to providing our children with a curriculum that gives the opportunity to make positive differences to, and flourish within, their communities.

### Critical audience

Having a critical audience during the enquiry encourages quality in the pupil's work. It allows feedback to be honest and beneficial.

### Knowledge Organisers

Include:

Prior knowledge

Minimum knowledge

Key vocabulary

open questions

This is to support independent learning and a spiral curriculum.

### Enquiry questions reviewed

Subject lead and teachers review units after they have been taught to see what worked well and what could be improved.

### Curriculum map

The curriculum map is contextualised for Howbridge and themes are progressive.

### Spiral curriculum

As the curriculum map is progressive, the children have strong prior knowledge to pull upon. There are many opportunities where the children are linking their learning across the curriculum and other aspects of the school day- e.g. worship.

### Literate conversations

Children are able to use their subject knowledge and key vocabulary to engage in a discuss about their enquiry questions.