



<p style="text-align: center;">Primary RELIGIOUS EDUCATION</p>		<p>What will you see that is specifically linked to Liverpool College and extends beyond the National Curriculum?</p>
<p>What will you see in RE lessons?</p> <p>Religious Education provides the opportunity to learn about, discuss, and share their ideas about a range of religions and beliefs. Some of these religions may be shared by children in each class, others may not, but this allows the children to gain a wide-ranging understanding of both the differences and similarities of several faiths, as well as allowing them to celebrate our cultural and religious diversity!</p> <p>In EYFS, R.E. will be taught through stories and practical activities.</p>	<p>What will you see in pupils' RE books?</p> <p>RE lessons are taught once weekly, with written work being completed for most lessons, particularly in upper KS2. In RE, we also build in plenty of opportunities for group work and discussion, and as such, some of the work in the children's books will be photographs or copies of group activities. At the beginning of each unit, key vocabulary is given to each child and is referred to throughout the unit. In KS1, work is recorded in floor books, showcasing the key questions and discussions from each lesson.</p>	<p>At Liverpool College, we aim to ensure that the children have the opportunity to attend on-site Reflection services once per week. We also ensure that other religious events throughout the year are recognised. Children from Year 5 attended the Easter Journey at Bridge Chapel, and a group of children attended the Pentecost celebrations at the Anglican Cathedral.</p>
<p>What formative / summative assessment will you see in RE?</p> <p>Assessment for RE in KS2 takes place in the form of a short half-termly assessment. Teachers use this, alongside the consistent formative assessment to establish a child's progress. The children's work is marked after each lesson to assess and monitor the children's understanding and any subsequent progress made by children each lesson and across the topic. The Opening Worlds curriculum allows for knowledge to be carried across subjects as well as into other topics – a cumulative approach.</p> <p>In KS1, pupils complete an end-of-topic quiz, as well as a knowledge catcher activity, allowing them to demonstrate what they have learned that half term.</p>	<p>When looking at the research review series and our current pupils, what common misconceptions will be addressed and when?</p> <p>A common misconception is that in RE, it's all about relevance. If a child doesn't believe something, it's not worth studying. Religious and non-religious worldviews provide coherent overall interpretations of the nature of reality – life, the universe and everything around us. Another misconception is that sacred texts studied are magical books that show us how to live. There are many ways in which religious and non-religious worldviews guide how to be a good person and live a good life.</p>	<p>Data from the last twelve months reveals particular strengths in:</p> <p>Despite there being no specific data for RE, the school has seen developments in the teaching of the Opening Worlds curriculum in KS2 and Kapow in KS1. Learning in RE has directly impacted the children's knowledge and understanding in history and geography lessons, and has developed and expanded their vocabulary as a whole.</p> <p>Data from the last twelve months reveals a current focus must be on:</p> <p>Ensuring that appropriate time is dedicated to RE lessons and learning each week, and tasks are completed despite time barriers that may arise.</p>