



RE Curriculum

INTENT

- **Our Vision**

At Stone CE School, it is our intent that our children will achieve their full potential and become independent, 'lifelong learners' who are prepared for the future. We provide an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice. We aim to engage pupils with biblical text and theological ideas and challenge them through an exploration of core concepts and questions. We provide meaningful and informed dialogue with a range of religions and worldviews. Our RE curriculum is also enhanced by services, festivals and interactive collective worships that we are fortunate enough to be involved in during the school year. We aim to give children opportunities to share their thoughts and feelings on a variety of beliefs and customs as well as to learn more about these as part of the multi-cultural world we live in. As a Church school, it is important to us to share the Christian faith with the children, however we also spend time studying the other major world religions and world views. We aim to develop the children's ability to reflect on their own beliefs and to explore other perspectives on the nature of faith. Our collective worships help to underpin our Christian vision and values of Community, Perseverance, Honesty, Compassion, Respect and Responsibility which we encourage the children to learn and to reflect on. We have strong links with the village church and aim to participate in major Christian festivals with the church and the local vicar throughout the year.

- **The rationale**

We use a combination of the Oxford Diocese scheme of work and the Understanding Christianity resources to ensure we teach children a broad and progressive curriculum. It is important to remember that the purpose of Religious Education does not include any attempt to alter a child's beliefs. Indeed, reflecting the inclusive ethos of the school, our Religious Education programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'. (DFE circular 1/94 paragraph 32). At Stone School, we believe that during RE lessons, children have a safe space to discuss different issues and share their opinions in the knowledge that they are being listened to in a non-judgemental way. As a Church of England Voluntary Controlled school, we make the teaching of Christianity, as a global religion, a priority. For this reason, the RE leader undertook training in the Understanding Christianity resources and the school now uses these resources regularly. We feel it is also important to ensure that the children of our school learn about some of the other major faiths. From Year 1, we begin to learn about Judaism and from Year 2 we start to learn about the Hindu faith. In Upper Key Stage 2 we learn about Islam and Sikhism as well. The way in which the units are taught means that we refer to the major world faiths fluidly throughout. There is no unit in which Christianity is taught exclusively - reference and comparisons should always be made to other faiths. So much can be learnt from comparing and contrasting the worship and customs of these different faiths.

- **Meeting the needs of identified groups i.e. SEN, EAL, disadvantaged children and the most able pupils**

Teachers use the progression of skills document to ensure that the RE curriculum is taught progressively and builds upon prior knowledge. Lesson plans are adapted by teachers and provision for different groups of pupils is identified on the plan to show how they will be either supported or challenged in lessons. Teachers set tasks that can be completed in mixed ability pairs or groups to ensure that less able pupils or those needing additional support can be supported by their peers. A subject guide for staff has been produced by the subject leader which gives examples of what a

child should be achieving to be considered greater depth in RE. Teachers use this information to help set challenging tasks that would show children are working at greater depth.

- **Reading in this subject**

RE lessons provide children with regular opportunities to develop their reading skills. Children read extracts from the Bible and scriptures in lessons and paired, group and whole class discussions ensure children develop an understanding of what they are reading. Children analyse words from prayers and hymns during lessons and new vocabulary is introduced, displayed and explained when it appears in a topic.

IMPLEMENTATION

- **Introducing new learning**

A comprehensive progression of skills document has been drawn up and introduced to show the progression in RE from EYFS to Year 6. This clearly shows what knowledge and skills children need to have gained in previous years to ensure they are ready for the next step in their learning. Because these are passed up with children throughout their time at Stone School, teachers use this document to check for any gaps in previous learning and can address these before then moving the children on to ensure that children are developing their understanding and acquiring the skills they need. Units have been planned sequentially to ensure that the learning is building on knowledge and skills taught in previous years.

- **Teaching approaches**

At Stone School, RE lessons are taught weekly and children participate in daily Collective Worships. As a Church of England school, our Christian values underpin everything we do and are regularly referred to in all curriculum areas. Teachers use either the Oxford Dioceses planning or the Understanding Christianity resources to plan their sequence of lessons for each topic. A WALT and S2S for each lesson are identified on the planning and shared with the children at an appropriate time in the lesson. A range of auditory, visual and kinaesthetic approaches are used in lessons to support children as they learn as well as a combination of pair, group and whole class discussion and written work. Daily Collective Worships reinforce our Christian values to the children and provide them with an opportunity for quiet reflection and prayer. Children participate in 'Sing Along and Worship' once a week where they learn to sing a range of Christian hymns linked to our values or the season of the church. We participate in Christian festivals with the local church and vicar including Harvest, Christmas and Easter and fully embed these into daily school life during these seasons.

- **Schemes/resources**

We use a combination of the Oxford Dioceses planning and the Understanding Christianity resources to ensure we teach a broad and balanced curriculum which shows a clear progression. We utilise our links to the local church to participate in Christian festivals and the vicar regularly leads Collective Worships in school, as well as talking to individual classes.

- **Educational visits and enrichment activities to develop cultural capital**

We participate in Harvest, Christmas and Easter festivities with the local church and fully embrace these seasons in school. The children in Year 2 go on a trip to the village church to explore Christianity further. The children in Year 3 visit a Jewish synagogue to help them learn more about the Jewish faith. The children in Year 5 go on a 'Faith Walk' in Bedford where they explore a Sikh gurdwara, an Islamic mosque and a Christian church.

- **Ensuring good progress and attainment**

Each class keeps a record of their discussions in RE in an 'RE Discussion Book' as well as recording written work children's individual RE books. These are both monitored by the subject leader to ensure progress and progression in units of work. Photographs of outcomes and examples of work can also be included in the discussion book to show learning and progression. Class teachers assess children half termly and say whether they are WTS, ARE or GD in RE. This data is then monitored by the subject leader and compared to progress in reading, writing and maths across the school. This is monitored by the subject leader across the year and reported to senior staff in school.

IMPACT

- **Expected outcomes**

That children have made good progress from their starting points, evidenced by teacher assessment. That assessment data shows that children are achieving to the same standards as in core subjects evidenced by teacher assessment and work in books.

- **How outcomes for pupils are measured**

Outcomes are measured by the subject leader in a number of ways. 'RE discussion Books' and the children's individual RE books are monitored to ensure learning and outcomes in lessons are in line with the progression of skills for children. Interviews with the children take place once a year to ascertain the children's thoughts and feelings about RE as well as to get their perspective on what they have learnt. Assessment data is reviewed termly to ensure progress and individual children and groups of children can be tracked as needed depending on the results of the data.

- **Other outcomes**

Through our RE curriculum, we believe we develop children who have a deep understanding of Christian values and beliefs and can display these in the way they interact with others. We hope to instil an understanding and tolerance towards people of different faiths and beliefs to children's own and develop their ability to show respect to others in the multicultural society in which we live. We hope to help children develop a sense of spirituality and understand what it means to be spiritual. We aim to encourage our children to be actively involved in the community through our links with the local church and other faith groups.