Curriculum Offer for RE

INTENT

How is your curriculum set up and what it the rationale behind it?

Context:

Market Town:

Raise aspirations for all of the children
All children to achieve (21.7% PP – increased over time)
Children starting school with low level of speech, language and communication, including lower vocabulary and many have limited experience.

Driving the curriculum:

Our Mission

Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.
'In the same way you should be a light for other people. Live so that they will see the good things you do' **Matthew 5:16 (ICB)**

Our Vision

At St Peter's CE Primary and Nursery School children and their learning are central to everything we do. As a church school we aim to serve our community by providing an education of the highest quality within a framework of Christian belief and values. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experiences we offer to all of our children.
Our school values underpin our day to day lives:
• **Fairness**: We act without bias and provide equal opportunities for everyone.
'For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)
• **Honesty**: We always tell the truth, whilst showing respect for the feelings of others.
''For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)
• **Teamwork**: We work together to achieve shared goals.
'For the body is not one member, but many' (Corinthians 12:14)
• **Ambition:** We work hard to achieve our aspirations and never give up.
'You did not choose me; I chose you and appointed you to go and bear much fruit, the kind of fruit that endures.' (John 15:16a)
• **Care**: We look after each other, ourselves and our environment.
'A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another. By this all men will know that you are My disciples, if you have love for one another' (John 13:34-35)
• **Respect**: We are thoughtful and considerate to ourselves, others and the environment. 'Do to others whatever you would like them to do to you. This is the essence of all that is taught in the law and the prophets.' (Matthew 7:12)
Our Values are visible around the school as a constant reminder to us all. We are proud to display our Christian values, but strongly encourage a sensitivity to difference and the faiths and cultures of others. We are an inclusive school.

Members of St Peter's school community work together to provide a vibrant and creative learning experience for our children. A safe and secure environment encourages children to be happy, confident and enthusiastic learners and enables them to take risks in their learning. Within a climate of high expectation and challenge, all children are guided, supported and inspired to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead.
We value the partnership with parents and carers very highly and encourage them to take an active role in all aspects of school life. We aim to develop a culture of inclusion and diversity in which everyone feels comfortable and welcome.
In order to achieve our vision we aim to ensure that our children understand the importance of being:
• **Respectful**: Each child is thoughtful and considerate to themselves, others and the environment.
• **Ready to learn**: Each child has a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
• **Resourceful**: Each child shows initiative, asks good questions and is prepared to use a variety of strategies to learn.
• **Reflective**: Each child is curious, able and willing to learn from their mistakes and can describe their progress
• **Able to Reason**: Each child is able to make careful decisions based on an ability to explain their thinking,

consider all the evidence and choose the most appropriate method. They are encouraged to have lively and enquiring minds which will help them to become good investigators and communicators.
• **Resilient**: Each child is prepared to persevere and stay involved in their learning, even when the process is challenging.

Through RE the children learn about what it is like to be a member of a faith in Britain, and around the world, today. As a Church school the curriculum is primarily Christian, but we also teach about Judaism, Hinduism, Sikhism, Buddhism and Islam. This enhances and supports the children's understanding of respect and reflection, both for themselves and others. Our core, Christian values are contextualised through study of Christian beliefs and, as our mission statement says, RE encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences we offer to all of our children.

Vocabulary Development
In order to develop children's vocabulary we have identified subject specific vocabulary (which we call tier 3 vocabulary) to support a child's conceptual knowledge and improve their 'cultural capital'. Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes vocabulary, which, in turn, helps pupils to express themselves in a sophisticated, mature way.

Ambitious curriculum for all
SEND/Disadvantaged children will have full access to the RE curriculum by maintaining an inclusive learning environment with predictable storage systems and resources that are:
· accessible, e.g. within reach
· labelled clearly to encourage independent use, e.g. using images, colour coding, large print, symbols, Braille, as appropriate.
We recognise that the language of RE may be challenging for many pupils, eg:
· language used in religious texts may be difficult to understand and will need to be explained
· some vocabulary can have different meanings in different contexts, and
· metaphor, eg in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding.
We plan to teach new vocabulary explicitly at the start of a new topic and make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate. We are also aware that it may be necessary to present the same information in a range of different ways to aid understanding.

IMPLEMENTATION

Although RE is not a National Curriculum subject, it is statutory, and therefore our curriculum was developed using the Shropshire Agreed Syllabus. We use Understanding Christianity as a structure for teaching Christianity which is an in-depth study of the core Christian concepts. Understanding Christianity was introduced to schools following the National Society's 2014 Review of Religious Education in Church of England Schools. This called for a more challenging and intellectually coherent curriculum for Christianity, a programme to raise pupils' levels of religious literacy and a way to develop pupils' ability to 'think theologically and engage in theological enquiry.' The key purpose of Understanding Christianity is 'To support pupils in developing their understanding of Christianity, as a contribution of their understanding of the world and their own experience within it.' It offers a spiral curriculum so the pupils revisit the core concepts several times in increasing depth. It also explores the impact on Christian living today and weaves in personal reflection and response. To teach the other, major world faiths we have developed a curriculum that enables the children to explore a faith in depth, through key questions and research. Whenever possible we enable the children to meet, and interact with, people from a variety of religious backgrounds.

CURRICULUM STRUCTURE

Curriculum breadth
The St Peter's Curriculum Progression Document demonstrates the breadth of study in RE from Reception to Year 6.

Making links
At the start of each lesson the children go back to the previous lesson and recap on prior learning and knowledge.
Links are made between different faiths and their practices. They are also made to the children's own lives and the lives of others. There are meaningful links between our Character Education curriculum and RE. Cross-curricular links are also made to enhance the children's experiences in RE, through art, music and drama.

Recording
Learning in RE is recorded every week. This may take the form of writing, posters, diagrams, art, photographs etc.

Teaching approaches/Pedagogy
Understanding Christianity offers a coherent approach to teaching and learning about Christianity, in the wider RE curriculum and is taught weekly from Reception to Year 6.
Understanding Christianity has identified eight core concepts at the heart of mainstream Christian belief. It sets out some knowledge 'building blocks', to clarify what pupils should know and understand about these concepts at each school phase. It provides a teaching and learning approach to unpack these concepts and their impact in the lives of Christians in the UK and the world today, making connections with the world of the pupils and their wider understanding.
Understanding Christianity's approach to teaching about Christianity builds up pupils' encounters with these core concepts through biblical texts, placing the texts and concepts within the wider Bible story. Each unit addresses a concept, through some key questions, exploring core Bible texts, their impact for Christians, and possible implications for pupils. Each unit incorporates the three elements below:
Making sense of the text: developing pupils' skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of the meanings of texts for Christians.
Understanding the impact: examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.
Making connections: evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.
A similar approach is taken to the teaching of the other major world faiths, with the children using artefacts and the internet to enhance their learning about religions in Britain today. This is enhanced, when possible, by visitors from non-Christian faiths and visits to places of worship.

Progression in RE

RE progression can be seen in the progression document from Nursery to Year 6.
Document: Progression Document

IMPACT

Assessing Progress
The impact of RE is measured, by class teachers, through end of unit assessments. Teachers look for the range and depth of knowledge about religious beliefs and practices as well as the overall religious literacy of pupils. Book scrutinies by the subject lead/SLT and CDA, and pupil discussions with the subject lead, also allow the impact to be monitored and measured.

Formative assessments:
Teachers respond to the children's work in each lesson, providing verbal and written feedback.

Supporting staff/Training:
Subject Leads:
Network Meetings
LDBE support – Lyndsay Jennings

Teachers
Staff meetings led by subject lead / Diocese
Ongoing support and advice about each unit

Teachers new to school/NQTs
Subject lead support regarding planning, content and expectation

Teaching Assistants
Subject lead support regarding planning, content and expectation

Development point:
Develop the teaching of non-Christian world faiths through the Shropshire Agreed Syllabus and make links with faith communities.