



RE Curriculum Statement – September 2022

Our School Vision:

Our aim is for all to belong to a safe and happy community which celebrates our diversity and differences. Our children will be well prepared for the next step of their journey as responsible citizens. We aspire for all to flourish.




Intent

As a Church of England School, the Christian faith is the foundations of everything that we do at St Mary and St Giles school. In all learning and life experiences, we aim to fulfil our school vision (as above). We promote an environment where all children feel known, accepted, and valued as individuals, within a caring community. The values of Love, Kindness, Responsibility, Wisdom and Thankfulness are at the heart of our school.

At St Mary and St Giles school we teach themed RE units that are planned using a progressive knowledge and understanding based curriculum (ODBE Units of work and Understanding Christianity), that culminates in the end of key stage national curriculum outcomes. Children will all have the opportunity to study the major religions from across the World and develop an understanding of religious practices and beliefs which are undertaken by those who follow them. Although the majority of units taught are Christian based, RE is taught as a subject in an impartial way (For example, Christian's believe rather than I or we believe) that shows no bias towards a particular belief system and positive comparisons are made between religions which predominantly emphasise similarities rather than differences. Within the EYFS curriculum a focus is placed upon children expressing and having the freedom to explore their spirituality. In each year group, children will also develop an understanding of a wide breath of vocabulary linking to their units of work. RE is taught through links to themed curriculum learning using 'Big questions' to help develop a knowledge and understanding of the religious beliefs and practices of the World's major religions. The 'Big questions' are referred back to at the end of each unit to establish what knowledge and understanding the children have gained from their studies. Knowledge organisers, are used in all year groups to ensure that core knowledge is embedded. Through our blocked units of learning, our children are fully immersed in the RE curriculum. The carefully planned sequence of learning for RE allows children to explore, faith, spirituality, rituals and beliefs in every year group progressively across the school.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to become responsible citizens and flourish. It is underpinned by our curriculum drivers:

	<p>Opportunity</p>	<p>We strive to provide a range of opportunities to excite, motivate and enthuse our children. This includes visits to places of worship and visitors from a range of faiths. Where possible we draw upon the religious diversity of our own school community by encouraging staff and children to share experiences, knowledge and beliefs associated with their own faith. We want our children to broaden their aspirations and make real life links to their learning.</p>
	<p>Enquiry</p>	<p>We foster the natural curiosity of our children and support them to develop inquisitive thinking about their learning. Our curriculum is structured with many RE enquiries, presented as 'Big Question.' which enable and encourage the children to challenge their own beliefs and the beliefs of others in a respectful and positive way.</p>
	<p>Language</p>	<p>Language rich environments and lessons develop a rich vocabulary which we want our children to use confidently and accurately. We want to develop expressive and articulate young people who have a broad RE vocabulary.</p>

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills in RE throughout their time at St Mary and St Giles and do not just learn a series of facts about the World's major religions. Through discussion which leads to deeper knowledge, understanding and respect of their own and others' beliefs, pupils are encouraged to reach considered conclusions in answer to the 'Big Questions' which form the basis for their enquiry.

Impact

By the time the children at St Mary and St Giles leave our school they should have developed:

- Ask and offer possible answers to challenging questions about the meaning of life, beliefs, nature of reality and morality.
- Have a secure understanding and knowledge of the religions studied and be confident to answer ultimate questions. The 'Big Questions'.
- Have the ability to ask significant and reflective questions about religion and demonstrate a good understanding of issues relating to the nature, truth and value of religion.
- Have a sense of self, identity and belonging to flourish within the community and be responsible citizens.
- Show respect, tolerance and understanding of all religions and beliefs.
- Have a strong understanding of how the beliefs, values, practices and ways of life within any religion come together.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- The ability to exemplify the School's Christian values in all aspects of life that are rooted in the teachings of the Bible.

RE is assessed against the end of key stage national curriculum outcomes. Formative assessments are made, throughout each unit, using an ongoing concept web that the

children add to at the end of each session whilst specific learning outcomes which have been achieved are recorded on O'Track.

Class teachers reflect upon the children's learning to assess their knowledge and understanding . Ongoing assessment shape future lessons to meet every child's needs.

Informal discussion takes place regularly between the subject leader, class teachers and pupils to discuss and review strengths and areas for developments. From this, resourcing, CPD and subject specific development is evaluated and then planned for to further develop RE across the school.