

What Religious looks like in Goodrich CE (VC) Primary School



'You are like light for the whole world.' Matthew 5:14

Goodrich Church of England Primary School aim to use Religious Education to give the children the opportunity to gain an understanding of themselves both personally and spiritually. We aim for the children to develop their knowledge and understanding of religious and non-religious beliefs so that they can consider their thoughts and actions as people of the wider world.

Curriculum Intent

The principal aim as set out in the 'Herefordshire Agreed Syllabus for RE 2020 – 2025' states: *'The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.'*

What Religious Education looks like in our school:

- Children learn about religions and beliefs in both the local and wider world context so that they can contribute positively to a diverse society.
- Through the use of key questions the children find out about the different ways in which people put their beliefs and religious traditions into practice.
- Learners are given the opportunities to explore information from different sources to gain a greater insight to how themselves and others develop ideas and customs.
- Children work individually, in pairs, groups and as part of a whole class. They are given the opportunity to share and develop their own ideas, values and attitudes, while respecting the right that people have beliefs and opinions that differ from these.

This is our philosophy:

Children bring their own ideas and experiences when exploring ideas in RE.

We would like children to:

- Make sense of different beliefs and religions.
- Understand the impact that beliefs and religions have on everyday lives.
- Make connections between ideas studied and their own lives.

so that they can engage positively in a diverse society.

This is the knowledge and understanding gained at each stage:

By the end of EYFS children will:

Understanding the World – People, Culture and Communities - Early Learning Goal

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

(Taken from Herefordshire Agreed Syllabus 2020-2025)

By the end of KS1 children will:

Make sense of beliefs

Identify core beliefs and concepts studied and give a simple description of what they mean.

Give examples of how stories show what people believe (e.g. the meaning behind a festival). Give clear, simple accounts of what stories and other texts mean to believers.

Understand the impact

Give examples of how people use stories, texts and teachings to guide their beliefs and actions. Give examples of ways in which believers put their beliefs into practice.

Make connections

Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.

Give a good reason for the views they have and the connections they make.

By the end of lower KS2 children will:

Make sense of beliefs

Identify and describe the core beliefs and concepts studied.

Make clear links between texts/ sources of authority and the core concepts studied.

Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.

Understand the impact

Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.

Describe how people show their beliefs in how they worship and in the way in which they live. Identify some differences in how people put their beliefs into practice.

Make connections

Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.

Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how children think and live.

Give good reasons for the views they have and the connections they make.

By the end of upper KS2 children will:

Make sense of beliefs

Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.

Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.

Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.

Understand the impact

Make clear connections between what people believe and how they live, individually and in communities.

Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.










Make connections

Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).

Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently.

Consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

Curriculum Implementation

RELIGIOUS EDUCATION									
BIG IDEAS	MAKING CONNECTIONS			MAKING SENSE OF BELIEFS			UNDERSTANDING THE IMPACT		
Building Blocks	Enquiry and reflection	Challenging Ideas	Conception and perception	Vocabulary	Different understandings	Interpretation	Expression	Beliefs into action	Diverse Lives
	 Enquiry and reflection	 Challenging Ideas	 Conception and perception	 Vocabulary	 Different understandings	 Interpretation	 Expression	 Beliefs into action	 Diverse lives

Every child has an entitlement to religious education.

‘RE is a necessary part of a ‘broad and balanced curriculum’ and must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents.’

School Standards and Framework Act 1998, Schedule 19; Education Act 2002, section 80.

We follow the ‘Herefordshire Agreed Syllabus for RE 2020-2025.’ Please also refer to:

- Long Term Overview – to identify themes used to explore the big questions by each class.
- Vocabulary Document – words required to be taught in each class.

This is how it works:

- Children in Wrens and Robins receive 36 hours of RE tuition a year. Children in Woodpeckers, Owls and Peregrines receive 45 hours of RE tuition a year. This is generally taught through one-hour weekly sessions but also through RE days where appropriate.
- Children encounter religious traditions as follows:
 - Wrens – Christians and other faiths as they develop a greater understanding of the world around them.
 - Robins – Christians, Jews and Muslims.
 - Woodpeckers, Owls and Peregrines – Christians, Jews, Muslims and Hindus.
 Consideration of other non-religious worldviews are also incorporated where appropriate.
- The ‘Understanding Christianity – Text, Impact, Connections’ resource is used to explore Christian beliefs and the ‘Hereford Agreed Syllabus Support Materials’ planning is used for non-Christian and thematic units. Key concepts are revisited and explored in more depth as the children move through school and units have been organised so opportunities for shared learning across classes can take place – please refer to our ‘Whole School RE Overview’.
- A variety of activities are planned to help children develop and express their own reflections in response to the key questions studied.
- There are opportunities for paired, group and class discussion and debate to consolidate learning and to help children develop and articulate their own ideas, values and identities.
- A range of artefacts, images and texts are used to help children understand that ideas are expressed in a range of ways and can be interpreted differently.

This is what the adults do:

- Plan exciting progressive lessons which build on prior knowledge.
- Enable children to make sense of belief, understand the impact and make connections.
- Create a learning environment that supports learning, engages children's interest in the topic being studied and encourages personal reflection.
- Regularly assess children's progress in response to the expected outcomes outlined in the Herefordshire Agreed Syllabus 2020-2025.
- Annually report to parents/carers children's progress in response to the RE studied.
- Regular book scrutinies, learning walks, meetings with children and planning audits.
- Participate in professional development opportunities.

This is how we support children:

- We build on children's prior knowledge and understanding.
- We differentiate or adapt tasks in response to teacher assessment and children's responses.
- We provide visual and practical prompts.
- We make links to how key questions may link to their own experiences.

This is how we support staff:

- We share knowledge in staff meeting times.
- We have links with the local clergy who can offer guidance with Christianity units.
- We participate in relevant training offered by the Herefordshire Diocese.

This is how we challenge:

- We build on children's prior knowledge and understanding.
- We differentiate or adapt tasks in response to teacher assessment and children's responses.
- We use 'Digger Deeper' units in 'Understanding Christianity' where appropriate.
- We give opportunities for greater independence when analysing and evaluating.

This is how we ensure all children can access the curriculum:

- Offering support in response to individual SEN or EAL needs e.g. adult support to read texts, use of visual prompts, longer thinking time etc.
- Seating children alongside good role models to support one another.
- More frequent repetition and revisiting to help make learning stick.
- By providing visual/practical prompts.
- Teaching lessons using a range of different techniques to appeal to different learning styles e.g. debate, art activities, roleplay, stories etc.

What is Cultural Capital?

The National Curriculum defines cultural capital as: *'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'*. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

RE enables children to access and enhance their understanding of their home, their local area and the wider community, developing their cultural capital and giving them opportunities and choices about their future and their impact as they progress through their school career and beyond. This will help them become successful members of modern British society, preparing them for the challenges and opportunities they will face.

- Children may demonstrate an understanding of the significance of different religious buildings and places in terms of belief, community, architecture, culture, geography and history. They will understand some of the purposes of such buildings and the impact they have had and continue to have on their communities and beyond.
- They develop an appreciation for different religious expressions.
- They are given opportunities to develop a sense of awe and wonder of the world around them.

Curriculum Impact

At Goodrich Primary School, we recognise the importance of religious education in every aspect of daily life. Our RE Curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. This enables all children to build on their prior knowledge and develop understanding as members of a diverse society.

This is what you might typically see:

- Happy, confident and engaged TIPTOP learners.
- Children working individually, in pairs, groups or as part of a class in a classroom environment in which children can explore, share and develop their ideas and opinions.
- Children exploring questions and explaining what they have learned about different beliefs and religions and the impact these have on everyday lives.
- Children making connections, applying knowledge to different situations and reflecting on what they have learned.

This is how we know how well our children are doing:

We have identified substantive and disciplinary knowledge which is fundamental to the children's development and understanding as theologians. They accumulate this as they move through our school which then gives them a firm foundation to build on when they move on to KS3 and beyond.

- Listening to and observing children.
- Asking questions to clarify children's understanding during activities.
- End of unit assessments and monitoring of these.
- Marking and feedback given by staff and peers.
- Regular monitoring of the standards of children's work and the quality of teaching and learning in lessons including book scrutinies, meetings with children and planning audits.
- Use of surveys and questionnaires.

This is the impact of the teaching:

Children are able to:

- Investigate – ask questions and know how to find out information.
- Reflect – think about beliefs and reflect on feelings, relationships and experiences.
- Explain – talk, identify and respond to key questions to show their understanding of religious topics using different media.
- Interpret – draw meaning from different sources and understand that people's views will vary.
- Empathise – consider the thoughts, feelings and beliefs of others.
- Apply – use what they have learned as they revisit and build upon their learning.
- Discern – relate what they have learned in RE to real life situations.
- Analyse and synthesise – identify similarities and differences between beliefs including personal experiences.
- Evaluate – think about what they have learned in order to form their own responses.