

## **Great Bardfield Primary School Curriculum Statement for:**

### **Religious Education**

#### **Intent:**

At Great Bardfield Primary School, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, along with understanding and respect of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Pupils are encouraged to develop their spirituality when learning from Religion. Our Religious Education curriculum is enhanced further (wherever possible) with trips to places of worship in our local area.

Through high quality teaching, we aim to develop knowledge and understanding of religions and spirituality by:

- Including content, which is logical, relevant, broad and balanced in terms of the areas of subject content we have selected which reflect the guidance of and in line with the agreed Essex Religious Education syllabus, Explore.
- Sequences of lessons that ensure that pupils can build on previous knowledge and understanding as they tackle more complex and demanding enquiries as they progress through the school.
- Building upon the provision for RE established in the Early Years Foundation Stage and in particular addresses the knowledge and skills expectations of the People, Culture and Communities Early Learning Goal.
- Being inclusive in terms of delivering the same curriculum to all our pupils irrespective of specific learning needs or disabilities and adapting where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.
- Building a comprehensive understanding of the ways in which religions and beliefs are interdependent and interconnected.
- Providing opportunities for spiritual development where children consider and respond to questions concerning the meaning and purpose of life; helping them to recognise the difference between right and wrong through the study of moral and ethical questions; enhancing their social development by helping them to build a sense of identity in a multicultural society.
- A genuine interest in the subject and a real sense of curiosity about people, cultures and spirituality.

#### **Implementation:**

Subject Leaders are provided with an additional three planning days per year on top of their PPA, to plan their curriculum. As part of the planning process, teachers need to plan the following:

- A medium-term plan which outlines knowledge and skills (including vocabulary) all children must master;
- A cycle of lessons for each topic, which carefully plans for progression and depth allowing for child-centred learning involving interactive and practical opportunities for pupils to work independently, in pairs and also in groups to provide them with sufficient time and space for the children to build their knowledge and skills;
- Learning activities are varied including the use of discussions, sharing of experiences, videos, photographs, and a wide variety of religious artefacts. We also provide varied and adapted ways for pupils to record the outcomes of their work including the use of concept mapping, annotated diagrams, art, improvised drama and the application of a wide range of writing genres.
- Mastery and challenge questions for pupils to apply and deepen their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;

- A means to display and celebrate the pupils' work in their class.

**Impact:**

Our Religious Education Curriculum is high quality. Each topic, which forms our programme of learning and teaching, sets clear objectives and outcomes for the pupils in terms of knowledge and understanding, and skills acquisition. The schemes of work also suggest a range of ways in which the teacher can assess whether a pupil has achieved these outcomes. We ensure that when assessing our pupils, evidence is drawn from a wide range of sources to inform the process including:

- Interaction with pupils during discussions and related questioning
- Day to day observations
- Practical activities such as model making and role play drama, the gathering, presentation and communication of research, and writing in different genres.
- The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for RE in that year. At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals.