



Religious Education

LAST REVIEWED: March 2022

Governor Ratification:

Date of next review:

St. John's Walham Green Church of England Primary School is an exciting Christian school where everyone flourishes. We celebrate difference: learning from each other, we grow into our best selves. We enjoy the adventure, challenging each other through learning and play. We rejoice with our church and community, building for a better world. Confident in ourselves, we thrive together in care and love.

EQUAL OPPORTUNITIES STATEMENT

St John's School is committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background. We believe that equal opportunity is at the heart of good educational practice and challenge any form of discrimination. All staff and governors are responsible for ensuring that we implement this policy.

Introduction

This document will explain the way Religious Education (RE) is taught in St John's Walham Green C of E Primary School. It will explain the curriculum intent, implementation and impact as well as provide a rationale for the curriculum and its progression across year groups.

Courage: pupils develop the ability to engage in 'big questions' around faith and spirituality.

Wisdom: pupils become knowledgeable about World faiths and views and use their understanding to engage positively with others from all faith backgrounds.

Compassion: pupils develop empathy and the ability to build thoughtful relationships based on a respect for the beliefs of every individual.

Intent:

At St John's Walham Green we aim to teach a Religious Education Curriculum accessible to all pupils that will maximise the outcomes for every child, allowing all children to become religiously literate. We follow the Church of England's vision for Education to ensure that our Christian school ethos and environment, supported by our RE curriculum, enables children to live life in all its fullness. We seek to offer a systematic enquiry-based approach to the teaching of RE so that the following skills in our pupils can be developed:

- Critical thinking
- How to ask deep and meaningful questions
- Making connections within and across religions and world views
- Reflect, respond and express their own opinions and beliefs

- The ability and confidence to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews belief systems, values and practices.

Our RE curriculum offers pupils challenge and an in-depth exploration of religious beliefs and practices. We further intend that pupils develop empathy towards people of similar or differing religious or world views to their own and that pupils make meaningful progress in terms of knowledge, understanding and the spiritual, moral, social and cultural development.

We inspire our pupils to demonstrate both their knowledge about faith, and their skills in religious literacy, in the way that they interact with others in the classroom and the wider community, both now, and in the next stages of their education. We intend to teach RE throughout the school in a way that helps the children to make links with what they are learning in other subjects, and to build on their knowledge and understanding of faith whilst exploring our three Key Values, and how these underpin the choices we make and the ways in which we behave. We use the London Diocese Board of Schools Religious Education Syllabus as the basis for our curriculum.

Implementation:

At St John's Walham Green we take note of the Religious Education Church of England Schools – Statement of Entitlement to ensure that all pupils have no less than 5% of curriculum time dedicated to RE learning: pupils receive 1.5hrs of RE a week. In line with this entitlement, our curriculum offers a 2/3 Christianity focus with 1/3 of learning based in other World Faiths. RE teaching is further enhanced through collective worship and engaging in the life of our Church – St. John's. We seek to harness the knowledge of local clergy and faith leaders in our community to enhance our RE curriculum where possible. Trips and visits seek to offer pupils an experience of faith practises for themselves.

We follow the LDBS syllabus for RE from Early Years to Year 6. Our RE curriculum is thoughtfully mapped to offer units of learning that are rooted in theological concepts, strong subject knowledge and content. Pupils in the Early Years are introduced first to Christian units of learning and from Year 1, two half terms are dedicated to the study of other major World Faiths. Upper Key Stage 2 are then able to engage thoughtfully in thematic units that enable pupils to compare and contrast World Faiths.

High quality, inclusive lessons are delivered through the medium of enquiry questions where pupils are encouraged to develop in their questioning of the world around them and develop key knowledge and understanding. There is a focus on key religious and theological vocabulary to develop Religious literacy.

Impact:

The carefully sequenced RE curriculum allows for knowledge, skills and understanding to build from unit to unit. Frequent retrieval practice enables core concepts and knowledge to be retained by our pupils. Ongoing assessments across three core strands ensure that pupils' progress is tracked by their class teacher and pupils are given a balance of tasks and opportunities to evidence their RE learning both in written, artistic/expressive and verbal outcomes. We highly value talk in all RE learning. The strands of RE assessment are:

- A. To know about and understand a range of religions and worldviews
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews.

Through our RE curriculum, pupils will have developed a deeper understanding of what it means to live life in all its fullness.

Rationale:

Careful consideration has been given to where units are taught within a key stage and across the primary age range.

Core concepts are re-visited throughout the primary years, giving children the opportunity to build on prior knowledge, learn new knowledge and be given the opportunity to apply the knowledge to different contexts and material.

The necessary prior knowledge required, in order to access the current learning, will have been taught due to careful consideration of where each unit has been placed within the curriculum map.

When exploring faiths, pupils learn:

- The main teachings and beliefs of the Faith
- Beliefs and practices and the impact they have on the life of the believer.
- How key festivals within the Faith are celebrated within the Faith community.

EYFS:

In Early Years, pupils RE lessons are based in 6 six-week units of learning (including units for Christmas and Easter). These Christian faith units are supplemented by pupils' exploration of themselves and celebrating religious festivals from World Faiths, throughout the year.

The People Culture and Communities Early Learning Goal requires children to 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.

Pupils are encouraged to talk about their own beliefs and the religious practices of their own family and to listen to others. Respecting similarities and differences in faith are strong themes throughout our Early Years and the school approach to RE as we seek to live out our 'Love One another' message.

K.S 1:

In addition to Christianity, Judaism and Islam units of learning are taught in K.S 1 providing all children with a firm foundation of the Abrahamic faiths. Pupils engage with Christian thematic units at Christmas and Easter, which offer the foundation for further learning through these themes each year.

In Year 1 Christianity units, pupils learn about Creation, Saints and Christian Commandments as well as a range of Bible stories from the New Testament. Pupils also learn about life as a Jewish person and what it means to be a Muslim.

In Year 2, pupils focus on Christian prayer and investigate the story of Noah in depth. Pupils further investigate Christian promises. To further their understanding of the Judaism, pupils learn about Jewish festivals and celebrations. During an Islam focus, year 2 pupils investigate how the five pillars of Islam help Muslims show commitment to Allah.

K.S 2:

In Key Stage Two, pupils continue their depth study of Christmas and Easter each year, building from the Key Stage One units of work. Two further thematic units are introduced in upper key stage 2 that allow room for children to apply their knowledge and understanding of all the religions and worldviews, to key concepts and to make connections within and across the Faiths.

During Christianity units, pupils are encouraged to study Christian beliefs and practices and relate these to the Bible where appropriate. Pupils are always encouraged to make personal reflections based on their own beliefs and ideas and to make links between teachings/faiths. Pupils are taught about tolerance and respect through all Religious Education teaching and an emphasis is placed from learning with and from one another to include pupils of all faiths and none.

Further learning about Islam, Hinduism, Sikhism and Buddhism Islam takes place throughout Key Stage 2. Islam and Hinduism are taught before Sikhism, providing children with the prior knowledge required to understand how Sikhism evolved and how Islam and Hinduism are viewed when looking through the lens of a believer from the Sikh faith.