



## Religious Education at St Mary's

### Intent:

St Mary's focusses on providing the best learning experiences underpinned by our Christian vision as a Church of England School. Our school vision ("Do everything in love," 1 Corinthians 16:14) encourages learners to love themselves, love others and love the world. This vision is at the core of all our learning and encourages learners to do the best they can for themselves, for their community and the world.

The school vision guides Religious Education at our school and is supported by our Christian values of Friendship, Aspiration, Forgiveness, Justice and Hope. These are designed to develop subject knowledge, skills and understanding through use of The Diocese of Peterborough syllabus and Understanding Christianity resources.

As a Church of England school, Religious Education contributes significantly to our character and enables pupils to ask deep and searching questions about their own faiths and beliefs, and the beliefs, faiths, and opinions of others. Religious Education is promoted throughout the school and is celebrated greatly. Pupils will grow in knowledge throughout the Key Stages by allowing pupils to 'dig deeper' each year.

The curriculum is designed to engage and inspire pupils through exploring different religious beliefs, values and traditions in unique learning experiences. Lessons will be engaging thanks to a multi-disciplinary approach including theological, philosophical, and social science questioning, they will also be practical using religious artefacts, drama, music, art, visitors from different faiths, and visits to various places of worship. This enables pupils to develop an awareness of living in a diverse and multi-cultural society, whilst being mutually respectful towards the different religions, beliefs, race, gender, or sexuality of others, as we are 'All God's Children.'

### Essential characteristics of a theologian, philosopher or social scientist:

- A willingness to engage respectfully in asking questions about people's beliefs.
- Knowledge of a specific and rich vocabulary to describe people's religions and beliefs.
- An excellent comprehension of key sacred texts.
- Willingness to share and discuss their own beliefs.

#### At the end of Foundation at St Marys CE

Children at the expected level of development will:

- Recognise stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.
- Develop their own narratives in relation to stories they hear from different communities.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Think and talk about issues of right and wrong and why these questions matter
- Have a developing awareness of their own needs, views and feelings and are sensitive to those of others

#### At the end of Key Stage 1 at St Marys CE

Children at the expected level of development will:

- Identify the core beliefs and concepts studied and give a simple description of what they mean
- Give examples of how stories show what people believe
- Give clear, simple accounts of what stories and other texts mean to believers
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities
- Give examples of ways in which believers put their beliefs into practice
- Think, talk and ask questions about whether the ideas they

#### At the end of Key Stage 2 at St Marys CE

Children at the expected level of development will:

- 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
- Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations
- Make clear connections between what people believe and how they live, individually and in communities

<ul style="list-style-type: none"> <li>● Have a developing respect for their own cultures and beliefs, and those of other people.</li> <li>● Talk about similarities and differences between themselves and others, among families, communities and traditions</li> <li>● Begin to know about their own cultures and beliefs and those of other people.</li> <li>● Explore, observe and find out about places and objects that matter in diverse cultures and beliefs.</li> <li>● Use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings</li> </ul>	<p>have been studying have something to say to them</p> <p>Give a good reason for the views they have and the connections they make</p> <p>Talk about what they have learned</p>	<ul style="list-style-type: none"> <li>● Using evidence and examples, show how and why people put their beliefs into practice in diverse ways</li> <li>● Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people</li> <li>● Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li> <li>● Consider and weigh up how ideas studied in this unit 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</li> <li>● Talk about what they have learned, how their thinking may have changed and why</li> </ul>
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**Implementation:**

- We use the Diocese of Peterborough Syllabus or Understanding Christianity resources to provide core structure to each Religious Education unit taught within a rolling program to ensure children in split age classes do not miss or repeat units.
- The RE (Religious Education) curriculum is carefully crafted to connect with other areas of the curriculum. We focus on the depth of understanding through deeper delving into fewer religions and beliefs in line with the latest Ofsted findings.
- During each Key Stage, pupils are taught knowledge, skills, and understanding through learning about different religions through a key question. Each unit of work identifies prior learning and shows how this is built upon.
  - Teachers assess their pupils' work from a variety of activities completed in class. Every term, children record subject specific RE targets as part of their meta-cognition MAJ (My Amazing Journey) conversation with their teacher to improve performance in RE.
  - A multi-disciplinary approach to questioning encourages children to respond in a thoughtful and meaningful way. The children can learn to be theologians, philosophers and social scientists and approach the big questions from different angles, giving them a deeper understanding of the big questions.
  - Religious Education is taught for 1 hour per week. Children's individual work is kept in their RE books, immersive lessons are documented in RE class books to show the coverage with a short personal reflection from the child.
  - WOW lessons are exciting learning lessons or events that ignite the children's interest for their learning; children get to discover information in an exciting and practical way. These promote a love of learning whilst facilitating children to understand key events or artefacts at a deeper level. These lessons are key to stimulating questioning and deeper discussions around religions, beliefs, and creating a respectful environment.
  - At least once a year, Worship and one of the Understanding Christianity units are linked so the learners are completely immersed in the theme. This culminates with a Faith Day where the children engage in workshops and put their learning into action.

- A Bishop's Prize award is presented by every class teacher at the end of the year to a pupil who has promoted our school vision and shown outstanding contribution to RE. This is awarded to those who have engaged actively in their RE learning and gone above and beyond in their efforts to understand and discuss different religious and non-religious beliefs as well as their own spirituality
- The Bishop's Prize for RE is presented from The Peterborough Diocese, to recognise one child's outstanding learning, achievements, and deeper understanding of RE (Religious Education)

### Assessment

Teachers use their professional knowledge, the children's verbal contributions in lessons, and the work completed in books, to make a judgement regarding age related expectations (ARE).

We use assessment for learning in every lesson in response to the children's contributions, including quizzes, artistic, verbal, and written tasks and a lesson twice a year is dedicated to create a piece of work that can justify a given grade (GDS, EXS, WTS). One on a Christianity-based unit, the other on either a thematic or other religion.

### Cultural Capital

RE lends itself to increasing Cultural Capital in each lesson as the children learn more about people's beliefs and the way they impact their lives. We involve parents/carers in sharing their religions.

Visits and visitors are promoted. Celebration events provide rich opportunity for our children. Our library contains a wealth of diverse RE based books and we invest heavily in materials that promote and celebrate cultural capital.

### Career Professional Development

We develop teachers' subject knowledge and pedagogy. Staff have a good understanding of the religions studied prior to teaching and this is given high importance through training in staff meeting and inset days.

### Impact:

- Children are engaged and excited in their learning of Religious Education.
- Children's confidence is nurtured in discussions about religious beliefs and practices.
- Children will develop key skills in questioning and enquiry, whilst making deeper connections.
- Children will understand key texts, linking them to events in their own life.
- Experienced opportunities for visitors and trips to enhance pupils' knowledge of other religions.
- High quality work is celebrated on displays and on the school website.