

Curriculum Drivers in Religious Education (R.E)

World Aware – In RE, children study a range of religious and non-religious worldviews in accordance with our locally agreed syllabus. This allows children to have a greater understanding of the world we live in. Key questions encourage children to reflect upon their own thoughts in order to develop an understanding of the world. RE teaching accounts for ways in which people put their beliefs into action in diverse ways within their communities and the wider world. Planned experiences also allow us to visit places of worship and have visitors who share their experience of religion.

Belonging – Children are encouraged to reflect upon their own beliefs as well as the beliefs of others. They consider how religious and non-religious worldviews give a sense of belonging and how these impact upon people's behaviour.

Well-being – Children are encouraged to consider key questions about identity and diversity and how people throughout history, and today, have impacted upon well-being for all humans. Furthermore, we consider how we too can be a change for the better in the world today. We look at many values in action and how these can be used in our own lives to support our well-being and that of others.

Spirituality- As part of RE, we investigate what some people mean by living spiritually and what this can mean for us. We consider how some people have seen an 'ow moment' in the world, how they have reacted and what the impact of this has been. We look at many 'wow moments', the sense of awe and wonder at key events for a range of religions and how this impacts on the way in which people choose to live. We also encourage children to reflect upon their own ideas about concepts taught in RE and therefore develop spiritually themselves.

Possibilities – One of the principle aims of RE is that pupils gain the knowledge, understanding and skills needed to handle questions raised by religion. Children leave school with an understanding of principle beliefs that allows them to behave appropriately and respectfully towards others. Children are able to talk about their own beliefs and values and consider how this impacts upon their future aspirations.

What we teach and why: Intent

At Aylburton and English Bicknor Schools, Religious Education lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed in our locally agreed syllabus. We allow for a variety of ways to explore religions, our community and personal development and wellbeing. Underpinning our RE curriculum is our vision: learning and flourishing together, through God's love. Our Christian values: Compassion, Courage, Perseverance, Respect, Thankfulness, Trust are also explored through the teaching of RE. Our lessons provide a high-quality, coherent and progressive experience of RE which allows children to develop and explore their own ideas about religion in our safe environment. Through each unit, children will know about and understand a range of religions and world views. They will be able to make sense of a range of religious and non-religious beliefs; understand the impact of religious and non-religious beliefs; make connections between religious and non-religious beliefs, concepts, practices and ideas studied. The intent of our teaching of RE is to be inclusive and support all of our learners through high-quality teaching.

Our teaching in Religious Education is closely linked to our curriculum drivers: World aware - Through our teaching of RE, children learn about religions and beliefs in local, national and global contexts; Possibilities – Children understand this greater context and are able to discuss their own beliefs whilst respecting that of others. Well-being – our school values and vision put pupil's wellbeing at the centre of all that we do. This is also encouraged through RE; Spirituality - Children are encouraged to take time to reflect at the beginning and end of each RE lesson. This enables them to consider what their learning means for them as well as giving a space for children to consider questions raised by religion; Belonging is thoroughly explored in the teaching of RE. Religious Education is linked to our school community, Gloucestershire as well as the breadth of other religions and cultures that are explored in RE.

Our overall intent is for children to go from us with a breadth of knowledge of a range of religious and non-religious beliefs allowing them to value all other beings and show respect to all other people, of similar or differing views. The RE curriculum ensures that children are equipped to deal with future challenges and we hope that they enjoy the study of religion and take this with them into their further education.

Aspects of the curriculum that are more challenging and require our children to think about the big questions in life prepare them for their future and allow them to begin to determine their own beliefs. During RE teaching children are often told that their own opinions on the subject are valued and that they are able to make up their own minds about their beliefs. This shows children that RE is a subject that is different to others. It also means that children value themselves as well as showing respect for and valuing others that they meet in life.

How it's taught: Implementation

EYFS – People, culture and communities is one of the ELGs in the EYFS (2021). This aspect of the EYFS framework focusses on children being able to ‘Know some similarities and differences between different religious and cultural communities in this country’. In order to achieve this goal children are taught Religious Education alongside their peers in KS1. This allows them to access the knowledge in an age-appropriate way but still engage in the curriculum and allows them the opportunity to learn together as a class. However, at any time during their teaching, EYs children may be interested in or learn about other religions/ cultures through their reading or other learning opportunities that are presented to them.

KS1 and KS2 – Children are taught RE lessons each week. This follows our individual school's long term rolling programme which then ensures that the Gloucestershire syllabus for RE is followed and that the amount of time allocated to RE is sufficient. Long term planning ensures progression of core concepts in Christianity that are revisited as per the recommendations in Understanding Christianity. The Christian units of work also align with the Christian calendar. Units of work that focus on faiths other than Christianity are covered throughout the year with a focus on one or two different religions across the year. Thematic units of work usually appear at the end of the academic year to allow children to apply the knowledge of different religions studied that year to the thematic key question at the end of the year.

In addition to RE lessons, children learn about Christianity and other faiths through class worship or whole school worship. They also learn incidentally through different situations that may arise within a school day (behaviour and friendship questions, local and national news headlines etc.).

Teachers plan sessions from our school curriculum which follows the Gloucestershire Syllabus for RE. We supplement this using ‘Understanding Christianity’ for Christian units of work and exemplar units from SACRE conference training sessions. Lessons are not formally differentiated but rather teachers are mindful of groups or individuals that may need particular consideration when covering certain subject material. It is important that in RE, we assess children's ability to engage with the three strands and discuss this- rather than their writing ability.

Each unit of RE is based upon a key question that is referred to throughout the unit. Children aim to be able to answer this question through an enquiry led by carefully planned lessons. Each lesson may also focus on one question that builds upon the prior lesson and in turn then answers the key question. As much as possible, children are involved in experiences which enable them to engage more effectively with the learning in RE. This may be a visit to a place of worship, a speaker, video clip or a hands-on experience in the classroom.

Our syllabus dictates that a minimum of 5% of curriculum time should be allocated to the teaching of RE. In LKS2= 36 hours per academic year and in UKS2= 45 hours a year.

Other opportunities: Worship visitors, Spirituality worship sessions, Visits to places of worship.

What we see as a result: Impact

By the end of the EYFS, children will know some similarities and differences between different religious and cultural communities in this country. (ELG- People and communities)

By the end of Key Stage One and as part of the 'making sense of belief' element, our pupils will be able to identify core beliefs and concepts studied and give simple descriptions. They will be able to give examples of how stories show what people believe. When 'understanding the impact', they will be able to give examples of how people use stories, texts and teachings to guide their beliefs and actions. They will be able to give examples of ways in which believers put their beliefs into practice. When 'making connections', our pupils will be able to think and ask questions about whether the ideas they have been studying reflect their lives in any way.

By the end of Key Stage Two, when 'making sense of beliefs', our pupils will be able to identify and explain the core belief and concepts learned using examples from texts. They will describe examples of ways in which people use texts to make sense of beliefs and compare ideas for how believers interpret texts. When 'understanding the impact', they will be able to make clear connections between what people believe and how they live, and use evidence to show how and why people put their beliefs into practice in different ways. When 'making connections', reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses. They will consider and weigh up how ideas studied in each 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.

	<i>At the end of EYFS</i>	<i>At the end of KS1</i>	<i>At the end of Lower KS2</i>	<i>At the end of Upper KS2</i>
<i>make sense of a range of religious and non-religious beliefs</i>	● Retell religious stories ● Recognise some religious words e.g. about God ● Identify a sacred text e.g. Bible, Torah	● 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 (e.g. the meaning behind a festival) ● Give clear, simple accounts of what stories and other texts mean to believers	● Identify and describe the core beliefs and concepts studied ● Make clear links between texts/sources of authority and the key concepts studied ● Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	● Identify and explain the core beliefs and concepts studied, using examples from 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 ways in which believers interpret texts/ sources of authority

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<i>understand the impact and significance of religious and non-religious beliefs</i>	● Recall simply what happens at a traditional Christian festival (Christmas) ● Recognise some symbols Christians e.g. palm leaves, cross, eggs, etc., ● Recognise that some religious people have places which have special meaning for them ● Talk about some of the things stories teach believers	● 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 action	● 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 they live ● Identify some differences in how people put their beliefs into action	● 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 action in different ways, e.g. in different communities, denominations or cultures
<i>make connections between religious and non-religious beliefs, concepts, practices and ideas studied</i>	● Talk about things they find interesting, puzzling or wonderful ● Make connections about their own experiences and feelings about the world	● 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	● 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 pupils think and live ● Give good reasons for the views they have and the connections they make	● 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 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