

Stradbroke CE Primary School

RE Curriculum Statement



Aims and objectives

At Stradbroke Primary School, we believe that RE has an important part to play in promoting the social, cultural, moral and intellectual development of our children. It also encourages the children to reflect upon their own lives; allowing for a greater understanding of themselves as well as developing their awareness of the needs of others. Deeper thinking skills will be developed through discussion of different cultures and traditions, forming comparisons across religions so children gain a better understanding of the world around them, both locally and more widely.

Legal requirements:

- † RE at Stradbroke CE Primary School is taught according to the Suffolk locally agreed syllabus
- † The Emmanuel Project is used for key questions and resources
- † RE teaching is provided for all children, although parents have the right to withdraw their child if they wish

Our key aims are to ensure children develop a well-rounded and balanced understanding of different cultures, faiths, belief systems and religions around the world. We also endeavour to provide children with opportunities to reflect on their own beliefs as well as build upon their understanding of the importance of faith to others.

Our aims:

- † Ensuring children enjoy learning about different religions so that lessons are engaging and promote curiosity
- † Encouraging children to develop their awareness of others' beliefs and promoting positive attitudes towards others
- † Allowing opportunities to reflect so that children can develop their own opinions and beliefs, as well as self-respect and self-awareness
- † Helping children to understand the importance of religion to others and how this impacts individuals and communities around the world
- † Encouraging children to develop their social and moral understanding so that they can value the beliefs of others, however different from their own.

RE Curriculum Planning

We use the Suffolk locally agreed syllabus and the Emmanuel Project as the basis for our RE planning, making adjustments to relate teaching and learning to our local context. The units are mapped across the year and medium term plans and coverage tables ensure coverage and breadth in our mixed year group classes each year. Teachers also use the RE progression to ensure development of skills as the children progress through the school, building upon prior learning and sequencing of teaching.

Subject Content

Early Years Foundation Stage (EYFS)

We teach RE to reception children as an integral part of the topic work covered during the year and we make links to the objectives set out in the Early Learning Goals. RE makes a

significant contribution to the ELG objectives of developing a child's understanding of the world, particularly understanding similarities and differences between themselves and others, as well as learning about communities and traditions.

Key Stage 1 and 2

We organise our curriculum across the six world religions and Humanism as a non-religion, incorporating key learning themes from the Emmanuel Project.

We have plotted the progression of knowledge and skills within RE for each of the year groups. Key concepts and skills are revisited throughout the key stages to ensure that children develop a secure understanding and build upon skills learnt.

Teaching & Learning Style

RE teaching focuses on enabling the children to understand and reflect upon others' beliefs and values. We believe in whole-class teaching methods to encourage discussion, questioning and practical learning activities. A wide variety of resources are available to aid the teaching of different belief systems including books, artefacts, images and illustrations to engage children in their learning. We also promote the use of drama-based activities to empower the children to take ownership of their understanding.

Quiet spaces are available throughout the school to encourage children to reflect, including our Prayer Space. Children can also write their own prayers for the 'Sharing Prayers' and 'Private Prayers' prayer boxes.

We recognise that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting common tasks which are open-ended and can have a variety of responses or outcomes.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Using different resources to provide varying levels of challenge, including programs.
- Encouraging children to expand their horizons by considering different points of view, through discussion and debate.
- Using teaching assistants to support the work of individual children or groups of children.

Cross Curricular Links and Wider Learning Opportunities

Where relevant and appropriate, meaningful links are created between RE and other curriculum subjects. We aim to use cross-curricular links (eg. with English, History and Geography) in order to inspire and engage children in their learning, as well as deepening their understanding of worldwide cultures and traditions. Encouraging children to make these links strengthens their understanding by enabling them to consider different contexts.

Wider learning opportunities are used thoughtfully in RE to help bring the subject to life or to make learning clearer for our children. Whole school events and services allow us to come together to celebrate and reflect as a community. Visitors also come into school to engage children in their learning and to develop their understanding of different beliefs.

Personal, Social and Health Education (PSHE) and Citizenship

RE holds close links with developing children's PSHE. Learning and reflecting on personal beliefs, as well as developing tolerance and understanding of others' beliefs is vitally important. Communication and interaction with others are skills that children use on a daily basis and therefore teaching them the effectiveness of these skills is crucial in terms of their social development.

Spiritual, Moral, Social and Cultural Development

When teaching RE, we contribute to the children's spiritual development where possible. By encouraging them to consider other ways of thinking and believing, children develop their own sense of spiritual development. Encouraging children to discuss and debate possible scenarios allows them to consider moral outcomes.

Equal Opportunities

We will ensure that all children are provided with the same learning opportunities whatever their social class, gender, culture, race, disability or special educational needs (SEN). As a result, we hope to enable all children to develop a positive attitude towards others. All pupils have equal access to RE lessons. RE develops children's understanding of multi-cultural differences that are extremely relevant and important today. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

Assessment

Teachers assess children's work in RE by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the aims and learning objectives within the lesson. Teachers will use a range of tools to assess children including discussion and questioning, observations, quizzes and recaps and, where appropriate, summative assessments. Each child's progress is tracked using assessment statements each term and this then follows the child throughout the school to gain an overall picture of each child's understanding and progression through RE.

Resources

There are a wide range of resources for all RE teaching units in the school, including books, artefacts, images and illustrations to engage children in their learning. A selection of websites, programs and video clips are also used to support teaching and learning across the different belief systems. We use the Emmanuel Project which signposts relevant and appropriate texts, websites and activities to support children's learning.

Monitoring and Review

The RE subject lead is responsible for monitoring the standard of children's work, the quality of teaching and supporting colleagues in the teaching of computing. The Ethos Committee are responsible for monitoring the teaching, learning and impact of RE, as well as suggesting improvements and changes. The Ethos committee is comprised of governors and teaching staff who meet regularly. The Junior Ethos Committee is formed by a representative from each class (pupil voice) who work together to evaluate assemblies and introduce new ideas to develop RE and our Values within the school.

This guidance is monitored by all teaching staff with the leadership team. It will be reviewed when changes are made to the curriculum.