

Winslow Church of England School



Statement of Intent for RE

Vision

At Winslow Church of England School, our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to 'let their light shine' in a loving and inclusive community.

RE makes a significant contribution to this and, as such, to our distinctive Christian character. It is highly valued and is central to our curriculum, helping to develop curiosity, community, communication and emotional awareness in our pupils. It promotes spiritual, moral, social and cultural development through the exploration of beliefs and attitudes and of how these affect the way we live our lives. It takes account of beliefs and practices found in the local community and, where possible, uses these as a starting point.

Intent

As a voluntary controlled school, we implement the Buckinghamshire Agreed Syllabus for Education, *Learning and growing through challenging RE**.

RE is both rigorously academic and deeply personal and the programme of study provides pupils with opportunities for the following, in a safe and supportive learning environment:

- to develop high levels of religious literacy
- to understand the nature and influence of religion*
- to pursue a personal quest for meaning, purpose and values*
- to formulate reasoned opinion and argument*
- to hold balanced, informed conversations about religious and other views
- to become reflective, effective thinkers, who demonstrate empathy and self-awareness

Pupils learn about beliefs, values and practices of principal religions and how these influence peoples' lives. Drawing on this, they reflect on their own and others' sense of identity, meaning and purpose. This can be defined as follows:

- theology – key ideas and beliefs of the religions studied, how and when these have arisen and how they shape our and others' relationships and views of the world
- philosophy – exploring big questions of morality, meaning and existence
- human science - investigating the practices of religious and non-religious believers, how these relate to the above and how they impact their lives, our communities and society in general.

Implementation

Pupils in the Early Years begin to explore elements of religious beliefs and practices within their provision as part of their developing knowledge and understanding of the world. This is built on in Key

Stages One and Two, where pupils follow an enquiry approach to RE, using the Oxford Diocese scheme of work, in which the agreed syllabus is delivered through a coherently sequenced programme of half-termly units.

Units may be thematic, exploring similarities in beliefs and practice across two or three religions (such as places of worship or prayer) or focused on a significant element of a single religion (such as the belief and practice of Easter for Christians or the significance of the Qur'an for a Muslim), and move from a significant focus on the pupils' own lives and experience to a greater focus on that of others' as they progress through the school. Key questions are used as a starting point to explore and evaluate, and to reflect on and communicate the key concepts within each unit. Wherever possible, learning is enriched through the use of visitors, visits and artefacts and pupils have opportunities to respond creatively and collaboratively as well as to record their learning on an individual level.

In Key Stages One and Two, RE is taught as a discrete subject in every class, on a weekly basis equating to at least 5% of curriculum time. In Key Stage One, pupils principally study Christianity and Judaism; with Christianity, Hinduism and Islam studied in Key Stage Two.

Impact

Pupils are expected to achieve or exceed the expectations set out in the agreed syllabus (See Appendix 1) and learning is assessed regularly throughout each unit, where there are clearly defined, challenging outcomes. This is further supplemented by the Oxford Diocese *Powerful Knowledge* (see Appendix 2). Learning is assessed at the end of each half-term unit, using the criteria from the scheme of work, with an overall termly grade recorded in line with the school's assessment policy.

This is monitored by the subject leader as part of their yearly action plan and by the SLT and governing body through the SIAMS process.

Safeguarding

The children's well-being and safety is paramount at all times. Staff should be aware that teaching and learning in RE lessons may present opportunities for pupils to reflect on and discuss their own life experiences. They should be alert to the possibility that such discussions may elicit disclosures from pupils who are at risk of or suffering from abuse or neglect and should follow the school's child protection procedures should they have any concerns. Where digital technologies are used for RE, staff and pupils adhere to the school's online safety expectations.

Appendix 1 from the Buckinghamshire Agreed Syllabus

The *Buckinghamshire Agreed Syllabus* defines expectations as follows:

Upper Key Stage 2

- Pupils describe similarities and differences of belief and practice within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities.
- They use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs.
- They raise questions about beliefs, values and how people live their lives and are able to research what different religions and a non-religious view say about important beliefs, ideas and issues, including the sources of authority such as sacred texts and key figures.
- They recognise different sources of inspiration and influence on people's lives and can discuss the positive and negative impact these might have on individuals and communities.
- They discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples

Lower Key Stage 2

- Pupils describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave.
- They recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people.
- They recognise different religions and can compare different beliefs and teachings about God, the world and humanity from Christianity and two or three other religions studied.
- They recognise who and what inspires themselves and others and say something about how this affects their behaviour.
- They ask questions about religion and belief that help them find out more about Christianity and two or three different beliefs and practices, comparing these with their own ideas.

Key Stage 1

- Pupils can retell stories from different religions and traditions, and explain what they think it teaches people.
- They recognise some religious phenomena and can say what religion these are from and say something about their meaning.
- They can recognise that religions share things in common and have real differences.
- They can talk about what is important to themselves and others and give a reason why.
- Pupils ask appropriate questions about the religions they explore and can give a good reason for their own and other people's beliefs and opinions.

Appendix 2 from the Oxford Diocese Scheme of Work

The Oxford Diocese Scheme of Work defines the following *suggested learning for Early Years*.

Autumn 1: What should we celebrate together?

Explore Birthdays, Diwali, Chanukah, Guy Fawkes, Purim and Harvest etc. Think about why celebrating together is better than celebrating alone. There are plenty of good story books about this kind of theme.

Autumn 2: Why do Christians perform nativity plays?

Explore the person of Jesus (simply); teachers act nativity play, design a scene, dressing up, acting nativity plays and Christmas stories. Think about the impact of watching something rather than reading it; think about the impact of doing/acting something rather than watching it.

Spring 1: Is the word "God" special?

Find out about special things, how they are treated, whether everyone has the same ideas about what is special, interview a vicar or a rabbi about why God is special to them, design a VIP. Each child could make a box of the things that are most special to them. If time allowed, this could include an exploration of what is special to God, or the special stories that are found in the Bible.

Spring 2: Does an Easter garden need a cross?

Look for cross symbols, make and design crosses, make Easter gardens, read the Easter story, discuss other things that are special at Easter – hot cross buns and other symbols that are connected with Easter. Linking back to the last half term, this focuses on why the cross is special.

Summer 1: Are some foods special?

Look at the kinds of food eaten at celebrations; look at the foods connected with Jewish festivals e.g. Rosh Hashanah, Pesach, Simchat Torah and Kosher food. (This follows on from hot cross buns & Easter Eggs; it also builds on the discussions from terms 1 & 3)

Summer 2: What do people believe about the beginning of the world?

Read creation stories, create their own world, and listen to music, "wow" walk to inspire questions about creation, care for some plants or animals (chicks or ducklings e.g.)

The Oxford Diocese Scheme of Work defines the following *Powerful Knowledge* for key points through the school.

What do Y6 pupils need to know?

- The names of the main 6 religions in the UK and a range of others, including non-religious worldviews
- The key beliefs of Christianity and some of the diverse practices of different denominations
- Key texts that support Christian teaching and the different genres of writing found within the Bible
The key beliefs and some of the diverse practices of some or all of Judaism, Islam, Hinduism and Sikhism (according to Locally Agreed Syllabus)
- The elements that many religions have in common – e.g. prayer, worship, faith, commitment, sacred text, sacred place, numinous, God/divine being, leaders and followers
- The timelines of key events in each of the religious traditions studied and how they fit into a timeline of the world
- That most religious texts can be interpreted in a variety of ways
- That religious belief influences believers' responses to some of the big questions of life, as well as responses to world events, local events and other people.
- How to argue, debate and dialogue with those with different points of view

What do Y4 pupils need to know?

- The core beliefs, concepts and practices of Christianity: e.g. God, Creation, Incarnation, Salvation, Bible, communion, baptism, prayer, Lent, Easter, Christmas etc.
- That there are links between the texts, concepts, practices and life in the world today.
- The core beliefs, concepts and practices of Judaism e.g. God, Creation, Family, Commandments, Torah, Shabbat, Rosh Hashanah, Yom Kippur, Pesach etc.
- The key characters in the Biblical narrative for Judaism and Christianity
- The place of Christianity and Judaism on a timeline of world history
- The geographic spread of Christianity and Judaism
- The core beliefs, concepts and practices of one other world religion or non-religious worldview (depending on Locally Agreed Syllabus) and where that religion sits on a timeline
- To be able to recognise and describe a range of symbols connected to the religions covered ➤
How to put across a point of view and listen sympathetically to the views of others

What do Y2 pupils need to know?

- That many people have a belief in God or divine being, but others do not
- The core beliefs and stories of Christianity e.g. God, Creation, Incarnation, Salvation, Christmas, Easter and some stories that Jesus told
- That there are links between the stories and the concepts and the practices of Christians.
- The core beliefs and stories of Judaism e.g. God, Creation, Family and stories of Abraham, Joseph and Moses
- The names and features of the places of worship associated with Christianity and Judaism
- The key practices that are shared by Judaism and Christianity e.g. prayer, worship, celebration
- To recognise and describe the key symbols attributed to Christianity and Judaism
- How to share and justify an opinion