

St Mary's Farnham Royal Church of England Primary School

Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community



SMFR Approach to RE

This guidance outlines the teaching, organisation and management of the RE curriculum taught and learnt at SMFR. The implementation of these guidelines is the responsibility of all teaching staff.

INTRODUCTION

At SMFR, we are a FAMILY committed to ensuring all children FLOURISH in our care; We take pride in providing our children with a broad and engaging curriculum, and fostering their desire and curiosity to learn.

SCHOOL VISION Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community.

For I know the plans I have for you, plans to prosper you and not harm you, plans to give you hope and future
Jeremiah 29:11

Church of England Schools Statement of Entitlement

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

INTENT

Also see

- Subject Goals
- Subject Progression Map

At SMFR school we recognise that the UK has a rich heritage of culture and diversity, and how religion and belief form a crucial part of everyone's identity. Through our RE curriculum we ensure that the children develop an understanding of the impact religion has had on society and public life, both in the present and the past and how these link to our values as a church school. We foster a thirst for knowledge to assist the children in recognising the role that religion and its followers have had on the world, and believe it is vital that we encourage our children to engage, enquire, evaluate and reflect on not only their own faith but those of other families in our SMFR community and beyond. By following a non-linear planning structure, we allow children to revisit areas of learning as their awareness and curiosity continues to mature and develop. Through a varied RE curriculum we encourage children to question the ultimate meaning and purpose of life; beliefs about God; the nature of reality; issues of right and wrong and to shape their own beliefs and values of respect and dignity, equipping them well for their future.

Subject Aims

RE is part of the basic curriculum and is statutory for all state-funded schools. RE offers pupils the chance to raise and reflect on perennial questions about life. In doing this, it draws on the rich history of the major religious traditions and other worldviews in Britain, giving due prominence to Christianity to reflect the fact that the religious traditions in Great Britain, are in the main, Christian.

Thus, there are two main **educational purposes** to RE. Firstly so that pupils can learn more about themselves and their place in the world **from** their study of religion and worldviews. Secondly, so that they can learn **about** religions and worldviews which have influenced the lives of millions of people and heavily influenced the development of different human cultures. *These two purposes work together and should not be treated separately.*

In our RE curriculum, which follows the Oxford Diocese scheme of work, each unit has a "Big Question" which has been created to allow children to experience a range of theological, philosophical and social elements. The "Big Questions" address syllabus questions and topics. Christianity is the main religion taught, in accordance with the national guidelines. In addition, Judaism is taught in KS1, and in KS2 there are units on Hinduism, Islam and Sikhism. RE is therefore both **rigorously academic and personally significant.**



Quality RE:

- Teaches pupils about Christianity and other religions and worldviews so that they can understand the world better and develop their own sense of place within it.
- Engages pupils of any religious faith or none and of all academic abilities and social backgrounds.
- Enables pupils to engage with a range of sources such as texts, artefacts, and people.
- Challenges pupils to question and explore their own and others' understanding of the world.
- Does not seek to urge beliefs upon pupils, nor compromise their own beliefs but rather to deepen their self-understanding and understanding of others.
- Raises questions of identity, meaning, purpose and value and encourages pupils to reflect on experience, ways of living and ways of knowing.
- Contributes positively and powerfully to the spiritual, moral, social, and cultural development of pupils (SMSC).
- Provides opportunities for pupils to develop communication and thinking skills.
- Explores visions of humanity and at the same time reflects on the depths to which humanity can sink.

The Four Aims of RE at SMFR

1. To understand the nature, role and influence of religion and worldviews, locally, nationally, and globally.
2. To reflect on questions of meaning, purpose and value.
3. To formulate reasoned opinion and argument.
4. To enter into meaningful dialogue with people of different beliefs and backgrounds, appreciating and celebrating diversity, recognising what we hold in common, and respecting a shared humanity that can be experienced, expressed, and responded to in diverse ways.

These are developed in the following ways, which can be seen as 'steps' to achieve each aim:

1. **To understand the nature, role and influence of religion and worldviews, locally, nationally, and globally by:**

- Developing knowledge and understanding of Christianity, other faiths, and worldviews (KS1 onwards).
- Exploring similarities and differences between the religions and worldviews (KS1 onwards).
- Considering the nature and interpretation of sources of authority in Christianity, other faiths and worldviews (Lower KS2 onwards).
- Exploring similarities and differences within religions and worldviews (Lower KS2 onwards).
- Understanding what it means to belong to a religious community and the influence religious faith has on individuals and communities (Upper KS2).
- Considering the way religious teaching and practice relate to ultimate questions (Upper KS2).

2. **To reflect on questions of meaning, purpose, and value by:**

- Reflecting on the significance of their own and others' personal experience and emotion (KS1 onwards).
- Thinking about what influences our beliefs and lifestyle and the way we see things (Lower KS2 onwards).
- Exploring different religious and non-religious beliefs about meaning, purpose and value (Upper KS2).
- Raising and exploring the ultimate questions which arise from these (Upper KS2).

3. **To formulate reasoned opinion/argument by:**

- Gaining the necessary knowledge and understanding to give informed opinions with reasons (KS1 onwards).
- Developing the skills of questioning (KS1 onwards) and reasoning (Lower KS2 onwards).
- Developing the ability to see things from other peoples' perspective (Upper KS2).

4. **In achieving these three aims, pupils will be better able to enter into meaningful dialogue with people of different beliefs and ways of living.**

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Note - General skills such as enquiry, analysis and reasoning are developed age-appropriately at all key stages.

IMPLEMENTATION

Also see: Appendix 1 RE Non Negotiables

Subject Planning & Teaching

Through careful stages of planning and 'Quality First Teaching' each teacher differentiates their class' curriculum to meet the needs of the children they teach with the aim of developing independence and the child meeting his/her potential at whichever level they are working at. We acknowledge that children learn in many different ways and recognise the need to use a range of different teaching and learning strategies, that will allow all children to learn in ways that best suit them.

In each lesson, children are guided towards the learning objectives (WALTs) through the use of success criteria (WILFs) The learning objectives and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas.

The RE curriculum is mapped to ensure alignment with the national guidance and Oxford Diocese planning.

SMFR RE Resources/Schemes

- Oxford Diocese

Subject Enrichment: See Teaching, Learning & Assessment Policy

Inclusion for all Children: See Teaching, Learning & Assessment Policy

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

RE Curriculum Link to EYFS Framework:

Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Personal, Social and Emotional Development Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other

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children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

IMPACT

Standards of pupil work, assessment data and pupil feedback will help the subject leader and senior leaders review the impact of the RE curriculum.

Standards of Pupil Work:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject. Each leader will be expected to produce an annual report (Deep Dive) informing the senior leaders and governors of their findings.

Assessment:

The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. Methods of assessment can include teacher observations, discussion with pupils, self-assessment and peer assessment.

Overall, children's progress in RE is assessed against the age-related expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programmes of study.

Pupil Feedback:

As part of the on-going review and development of our curriculum, the RE the Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of the RE Subject Leader:

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for RE within the SMFR curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of RE.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through books, lesson observations, learning conversations, data analysis and ensuring that key knowledge is evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



Appendix 1 RE Non Negotiables

	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> • Learning appropriate to agreed SMFR subject Progression Map & Goals • WILFs linked to National Curriculum • WALT linked to National Curriculum • Use of a range of well thought out resources including IT • Focus on handwriting & presentation (where appropriate) • Display: cross, SMFR prayer, Lord's prayer, collective worship area 	<ul style="list-style-type: none"> • Use of "Big Book" to record whole-class activities, visits and visitors etc.
IMPLEMENTATION		
Challenge	<ul style="list-style-type: none"> • 3-way differentiation (including scaffolding) • Opportunities for challenge • Hooks • Three before me 	<ul style="list-style-type: none"> • Use of self-assessment grids • Use of targets • Focus on Gem Powers • Use of Big Book
Speech & Language	<ul style="list-style-type: none"> • Focus on vocabulary • Talk Partners • Focus on speech & language • Pupil talk > Teacher talk 	
IMPACT		
AFL	<ul style="list-style-type: none"> • Questions to check understanding. • Scanning classrooms • Mini plenaries • Marking & Feedback, where appropriate, in accordance with SMFR policy • Discussions with children. • Collaborative learning • Adapted planning for the next lesson. • KS1 children's verbal self-assessment • KS2 children's 'EXIT Messages' 	<ul style="list-style-type: none"> • Peer evaluation • Self-assessment • Flexible groupings. • Children's peer and self-assessments. • Interventions to plug gaps. • All pupils are introduced to a topic through using a self-assessment grids in order to assess and monitor success criteria • Reflection lessons at the end of a unit • Testing • Quizzing