

RE at Wilbarston

RE: The Curriculum

The purpose of RE is to develop religious literacy and “to enable pupils to hold balanced and informed conversations about religion and belief”. The essential outcomes for RE are therefore related to the knowledge and understanding of religion and worldviews and are rooted in a multi-disciplinary understanding of the subject. We want our children at Wilbarston to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs, using an approach that critically engages with biblical text; gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied; engage with challenging questions of meaning and purpose raised by human existence and experience; recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures and places; and explore their own religious, spiritual and philosophical ways of living, believing and thinking. The above aims of Religious Education in Church Schools are taken from the “Church of England Statement of Entitlement 2019”.

Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to: give a theologically informed and thoughtful account of Christianity as a living and diverse faith; show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning; engage in meaningful and informed dialogue with those of other faiths and none and reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

At the end of Foundation at Wilbarston

Children will understand that in our school, country and world; people follow different religions/faiths. They will also understand that while we all have different beliefs there are many similarities between different religions and there is no right or wrong way to have a belief. Children will be able to ask questions about what people believe and will be introduced to stories from different religions. As part of our country’s heritage children will understand what Christmas and Easter is and begin to understand why it is celebrated by our country and others in the world.

At the end of Key Stage 1 at Wilbarston

Children will learn about what beliefs and teachings Christians and other faiths follow and how each religion encourages its followers to live their lives while carrying out and showing their faiths’ beliefs. Children will learn that Christians and different faiths have their own set of values and how they believe that for them it has a special meaning. They will understand that Christians believe God gave Jesus to the world and that Jesus came back to life after His crucifixion.

At the end of Key Stage 2 at Wilbarston

Children will learn that different religions/faiths have their own set of values and they need to show respect and understanding for these differences. They will build on all their learning across the primary phase and apply this knowledge to being able to think critically about religious beliefs and values and relate them to their own lives and beliefs. They will also recognise that everyone has a right to believe differently. Children will be able to understand the significance of Mary and the Virgin birth for Christians and how this links into why for Christians, Jesus as the Son of God had to be born and die. (Salvation concept – he died to save us from our sins). They are also able to understand how other faiths show their beliefs and commitment in their actions and how they live their lives.

Implementation:

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons, provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. Pupils will experience opportunities to learn and express themselves through an enquiry-based style of learning.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion and lessons seek to present religions and worldviews in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

The Diocese of Peterborough RE Syllabus has been designed as a resource to support schools/academies in developing and delivering excellence in RE. It sets out an approach to teaching and learning, supporting teachers to help pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to hold balanced and informed conversations about religions and beliefs. The Syllabus is underpinned by three core elements (Text/Beliefs, Impact and Connections) which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, thus supporting the aims of RE. We ensure that teachers in Religious Education allow access by all pupils to adopt a variety of teaching and learning styles. The variety enables pupils to encounter their preferred learning style as well as to develop a broad repertoire. The teaching and learning styles used promote a range of skills such as thinking skills, reasoning, enquiry and research. Examples of active learning strategies and activities, which we use, are:

- dramatic conventions
- group work
- individual reflection
- use of music and art; artefact handling
- multi - sensory approaches
- visits and visitors
- use of ICT and Multi Media
- use of photos, posters, DVDs.

Assessment

We use a multi-faceted approach to assessment within RE. We ensure our assessment is directly related to the expectations of the Diocesan Syllabus End of Phase Learning Outcomes or Unit Outcomes found in Section D of the Diocese of Peterborough RE Syllabus. We also use:

- Retrieval practice at the beginning of every lesson.
- Assessment for learning is used within each lesson through skilful use of questioning and live feedback
- Pupil voice to support the evidence that pupils know and remember more over time.

Cultural Capital

Enrichment is an essential part of the RE Curriculum which provides pupils with discrete time to focus and deepen their learning, they provide opportunities for new experiences as well as nurturing and developing a thirst for learning.

We use a multi-faceted approach to enrichment within RE:

- Trips to a mosque, Hindu temple, Sikh gurdwara and a cathedral
- External visitors coming in to deliver sessions
- Links with the local community and church

Career Professional Development

We develop strong subject knowledge amongst all staff which is achieved through; comprehensive middle leadership development and a focus on developing all teachers' subject knowledge. All staff benefit from implementing the high-quality planning resources provided by the Diocesan planning yet amended to meet the needs of all pupils.

Below is a summary of the CPD activities:

- Adapting plans with class teachers
- Staff training afternoons as part of CPD log
- 1:1 discussions with staff about lessons

Curriculum Overview:

Reception	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Who am I and what does it mean to belong?	Why does Christmas Matter to Christians?	Who do Christians say made the world?	Why does Easter matter to Christians?	How should we care for the world and others, and why does it matter?	What do Christians believe God is like?

Year 1/2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	Who am I and what does it mean to belong?	Why does Christmas Matter to Christians?	Who do Christians say made the world?	Why does Easter matter to Christians?	How should we care for the world and others, and why does it matter?	What do Christians believe God is like?
Cycle B	What is the "good news" Jesus brings?	Why does Christmas Matter to Christians?	What makes some places sacred to believers?	Why does Easter matter to Christians?	Who is Jewish and how do they live?	Who is Jewish and how do they live?

Year 3/4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	What is it like to follow God?	Christmas theme	What kind of world did Jesus want?	Why do Christians call the day Jesus died "Good Friday?"	What are the deeper meanings of festivals?	What do Christians learn from the creation story?
Cycle B	Hinduism (and visit)	Christmas theme	What is the Trinity?	Why do Christians call the day Jesus died "Good Friday?"	When Jesus left, what next?	How and why do people show their commitments during the journey of life?

Year 5/6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	What does it mean if God is holy and loving?	How can following God bring freedom?	What does it mean for Muslims to follow God?	What did Jesus do to save human beings?	What will make our village a more respectful place?	How do religions help people live through good and bad times?
Cycle B	What would Jesus do?	Why do some people follow God?	Was Jesus the Messiah?	What difference does the resurrection make?	How do religions help people through good and bad times?	Creation and Science