



NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL

Subject Leaders Curriculum Statement for RE

Vision

We fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and '**live life in all its fullness**'. (John 10:10)

Values

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy**.

This document has been written specifically by the subject leader. This document is for anyone who is interested in reading about why and how we teach this subject.

Intent

Religious education at Nutfield Church School enables every child to flourish and to live life in all its fullness. (John 10:10). It has a high profile within the curriculum and is a priority for senior leaders and governors. The school's intent for religious education is to provide a rigorous, academic curriculum that is enriching and inclusive allowing all children to flourish. At Nutfield Church School RE is experiential, creative and reflective. Children are given time to think, talk about and consider the world around them and the beliefs of others within their community. Through creative opportunities, such as Art, Dance and Drama, through independent and teacher-led tasks and through visits and visitors they are able to find out about places of worship and believers.

As a Church of England Aided School, we approach Religious Education in a way that will not only introduce children to an understanding of the nature of Christian beliefs and practices but will provide a foundation for Christian learning for life. Through the use of high-quality resources such as the Understanding Christianity resource, children at Nutfield Church school children can expect a RE curriculum that enables them to acquire a rich, deep knowledge and understanding of Christian belief and practice.

Children will be encouraged in their exploration of the spiritual dimension of life and the environment will be set for them to experience an awareness of God. Further opportunities will be given for children to learn about other world faiths, not merely to compare but to enhance their understanding of the Christian faith. The school works closely with the Southwark Diocesan Board, following their guidelines and tailoring these to meet the specific needs of our children.

Implementation

Governors have adopted the Southwark Diocesan Syllabus. The RE Curriculum Overview details the units that are taught for each half-term and links these to specific assessment foci.

They are:

- Beliefs, teaching and sources/values and commitments,
- Forms of expression/values and commitments
- Practices and ways of life/ values and commitments,
- identity and belonging/meaning, purpose and truth

This outline aims to provide a starting base from which, teachers can explore approaches best suited to the classes they teach and their own expertise. The overview enables a balance of 2/3 Christianity and 1/3 other faiths learning each academic year, ensuring progression and continuity, whilst avoiding unnecessary repetition. In addition to adopting the SDBE syllabus, the school undertook training for the Understanding Christianity Project. This project has been fully adopted and has been planned into our current syllabus. This is a high-quality resource which engages with biblical texts and theological ideas, building on the knowledge of previous years.

We allocate 10% of our curriculum time (half a day) to the subject.

Children in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism. It is our priority to build up staff expertise in RE. All staff teaching RE having access to subject specific professional development. All staff teaching RE know how to create and maintain classrooms in which academic rigour is balanced with respect for different personal beliefs and identities. All teaching staff and governors understanding of the distinctive role and purpose of RE within our school. The governing body regularly monitors standards in RE effectively.

RE lessons are enriched through specialist guidance of the clergy. Visits to our Parish Church are embedded into the RE curriculum and are designed to complement the unit being taught. Our RE curriculum also provides excellent opportunities for learning about a range of world religions. Visits to the Buddhist Temple, Sikh Gurdwara, Jewish Synagogue as well as visits from RE dance workshops ensure a rich and varied approach to teaching these religions.

Impact

Through half termly assessments, teachers are able to monitor the children's progress in RE against the AT1 and AT2 assessment foci. Assessment data is further analysed and compared against Surrey and national data in English. This data forms part of the data pack which is presented to governors.

By the end of Key Stage Two, it is expected that pupils are able to hold balanced and informed conversations about religions and world views, write knowledgeably about religions and belief and are able to link between beliefs, teachings and practices. Children will also have an exceptionally good knowledge and understanding of Christianity. This is due to the spiral curriculum enabling children to dig deeply into core concepts and develop a firmer understanding of key beliefs.

By the end of Year six, children will:

- 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.
- explore their own religious, spiritual and philosophical ways living, believing and thinking.

How does your subject promote diversity and help our children understand diversity

Through teaching a quality RE curriculum, our pupils will learn to respect others' beliefs and make sense of their own place within the world. Exploring other people's beliefs and choices, helps to build curiosity and allows pupils to develop their own beliefs. Learning about different world faiths and cultures enables to children to understand that there are different beliefs across their country and world. As a result, they learn to respect others and gain a broader understanding of views and beliefs thus avoiding religious discrimination. At Nutfield Church School, RE creates a stronger sense of wellbeing, ethical standards and personal happiness. Additionally, it contributes to and builds a more cohesive community.

How does your subject help children understand SMSC?

Social:

- By exploring the qualities which are valued by a civilised society – thoughtfulness, honesty, respect for difference, independence and interdependence.
- By asking questions about the social impact of religion.
- By beginning to link religion to personal action in everyday life.
- This is reflected in their relations with others in the classroom and their ability to work together co-operatively.

Moral:

- By debating moral dilemmas about right and wrong, good and bad, peace etc.
- By discussing issues such as people's responsibility towards the world and future generations.
- By having the opportunity to make a personal response to right and wrong and to consider other peoples' responses to moral issues.
- By exploring morality including rules, teachings and commands such as the ten commandments, the sayings (hadith) of Muhammad.
- By investigating the importance of service to others in Sikhism, Hinduism and Buddhism.
- By asking questions about the purpose and meaning of reconciliation and salvation e.g exploring Yom Kippur, Christian salvation story.

Spiritual

- By learning about different religions and why people believe.
- By providing opportunity to learn from their experiences, to reflect on and interpret spirituality and their own lives and discuss and reflect on ultimate questions.
- By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews.
- By asking and responding to questions of meaning and purpose.
- By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers and any relevance to their own life

Cultural

- By exploring similarities and differences between faiths and cultures.
- By learning about UK saints and those to which their school might be named after.

- By engaging with text, artefacts and other sources from different cultures and religious backgrounds.
- By giving pupils an opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our multi-faith and changing society.

How do you ensure pupil premium, SEND and other disadvantaged children can fully access the content?

Teachers have a statutory duty to modify the programmes of study (or National Strategy materials). "Schools have a responsibility to provide a broad and balanced curriculum for all pupils." National Curriculum, QCA, 2008. This is more than just giving pupils 'access to the curriculum'. The curriculum is not immovable, like some building, to which pupils with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all pupils.

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils. Teachers have to:

- set suitable learning challenges
- respond to pupils' diverse learning needs, and
- overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow you to:

- choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or
- modify the curriculum to remove barriers so all pupils meet the same objectives.

In RE lessons at Nutfield Church Primary school an inclusive learning environment is maintained. Children's preferred learning styles are identified and built on. For example: visual, tactile, auditory and kinaesthetic approaches are used when teaching. Manageable mixed ability grouping is the norm, except when carefully planned for a purpose. Instructions are given clearly and reinforced visually when necessary. Key words, meanings and symbols are highlighted, explained or written up. Children with communication impairments are given time to think about questions before being required to respond. Children are clear about the duration and overall structure of the lesson. Children understand the rewards system and are motivated to achieve the rewards available.

Good practice in your subject to share with others:

The subject leader attends RE training at the Diocese twice a year.

The RE curriculum offers a wide range of experiences and visits to places of worship across the year groups.

Clergy support in RE lessons.

RE is taught through the mediums of art, drama and music.

In addition to the adoption of the Southwark Diocese Scheme of Work, we use the Understanding Christianity resources to deepen the children's understanding of Christianity.

Regular RE moderation and sharing of good practise with local church schools.

Half termly assessments which are analysed and presented to governors as part of the whole school data pack.

Ofsted defines Cultural Capital as: As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' How does your subject add to the cultural capital for children?

Our RE curriculum is designed to equip children with the knowledge and cultural capital to succeed in life. It provides children with essential knowledge about world religions and different communities so that they are well-informed citizens ready for the real world, in line with their more advantaged counterparts. Our RE curriculum cover a wide range of topics that link to religious and non-religious views that allow children to broaden their learning about different communities beyond their own.

Our RE curriculum also provides children with plenty of opportunities to develop their critical and reflective thinking which will support them in discovering their own journey of purpose and meaning in the future. All children get the opportunity to visit places of worship to broaden their experiences with religion.

An Exemplar - Progression of one key skill from Reception to Year 6:

Reception	Know a story from the Bible
Year 1	Use some religious words and phrases to recognise and name features of religious life and practise.
Year 2	Recall religious stories and symbols applied in everyday life.
Year 3	Describe three things Christians believe in.
Year 4	Show an understanding of similarities and differences between two world religions
Year 5	Identify similarities and differences in views about God between Christianity and another world religion.
Year 6	Explain how Christians and another world religion share some ideas about God, recognising that they are different too.

What else do subject leaders do?

See long term planning on the school website for all year groups.
 Subject leaders contribute to the planning, creative ideas, staff training, assessment and resourcing.
 Termly subject leaders analyse the data and produce a report which forms part of the data pack which is presented to governors.

Questions children could ask:

What different religions do we learning about?
 Why are there so many different religions? Which one is right?
 Why do we visit places of worship?

Questions Ofsted, parents or Governors could ask:

What are the aims of your curriculum?
 What is your vision?
 How do you sequence learning?
 How do you make sure children have the requisite skills?
 How do SEND and PP children do in your subject?
 What attainment and progress is there?
 What are the key skills? How do you build on this year on year?
 How do you know if children are making expected progress?
 How do you support children?
 What training do you give staff to make sure they have the necessary skills?
 How does your subject help children learn about SMSC and BV?

Also see:

SDP for the main priorities this year for each curriculum subject
 Curriculum Overview on the school website
 School vision and values on the school website