



St Lawrence Church of England Primary School

Curriculum Statement for Religious Education (RE)



Vision

'Achieving together † Learning for life in all its fullness'

Our vision is to be a school rooted in clear Christian values, where children participate, excel and are proud of their achievements.

Intent

As a church school, our intention is to teach Christianity as a living world faith and that God loves and redeems the world and people he created, enshrined within our Christian school values. We teach the core beliefs of major world faiths and worldviews, showing their impact on believers and how these impact our own societies and those from around the world. Our intent is for inclusive and safe teaching environments to enable children to reflect on these beliefs, making connections to their own and to recognise how they can 'shine' in their communities as respectful and understanding individuals.

Implementation

At St Lawrence C of E Primary, we follow the Gloucestershire Agreed Syllabus which allows children to gain a coherent understanding of belief and practices of major world religions, including Hinduism, Judaism, Islam and non-religious world views such as Humanism. Underpinning our teaching of Christianity is our use of the scheme 'Understanding Christianity' that enables children to build a strong understanding of the core theological Christian beliefs based on the Bible and lived out in the lives of Christians today. The core concepts reflect a view that the Bible tells a 'big story' of salvation. We use 'The Big Frieze' resource to support our teaching of this approach. These concepts are revisited throughout the different key stages, alongside the other religions, as part of the spiral curriculum, deepening pupils' understanding and making the links between the overall 'big story' and the beliefs and practices of world religions.

Teaching will give pupils a safe space to discuss and debate religious, spiritual and philosophical ideas. Learning will be creative and inspiring and will help children to use subject specific vocabulary. Pupils will participate in activities which promote a greater understanding of their place in the world, and their rights and responsibilities as global citizens within their community.

Impact

In order to assess the children's progress within the learning of RE, teachers will use formative assessment techniques, including questioning, written work, feedback and discussions with pupils on a regular basis. Teachers will also use assessments, using a range of creative approaches within a unit of work to gauge their understanding and knowledge.

These formative judgements will be used to track attainment over Target Tracker, making valid judgements about a child's progress within specific topics and year group expectations. These assessments will be individualised and passed on to future teachers with discussions about areas of learning that may need embedding further. The subject leader will use book looks, pupil conferencing, lesson observations and other monitoring to ensure all children have the chance to meet their full potential.

How we support children with Special Educational Needs in this subject area:

We believe all pupils should have the opportunity to learn to the best of their capabilities through a broad, balanced and inclusive curriculum. This means that every child, including those with a Special Educational Need, should have access to a high standard of 'Quality First Teaching' throughout the day in every curriculum subject, including Religious Education.

In RE, our pupils with a Special Educational Need are supported by using a syllabus that provides a familiar structure throughout the children's time at school. The spiral curriculum allows children to make progress from whatever their starting point and gives the opportunity to revisit and deepen or support understanding of the key religious concepts. This differentiation and support might include classroom organisation and grouping, visual resources, pre and over learning of key vocabulary and questioning.