



Madley Primary School

‘Be the best you can be’



Religious Education at Madley Primary School

Curriculum Statement

“The principle aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.” (Herefordshire locally agreed syllabus)



Intent

What Religious Education looks like in our school:

- ❖ Using the Herefordshire Agreed syllabus 2020, Religious Education in our school contributes dynamically to the children's education by provoking challenging questions about the meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- ❖ Children learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- ❖ The children learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- ❖ Children work individually, in pairs and groups to develop knowledge and understanding of the different religions, faiths and belief systems practiced throughout the world.
- ❖ We use a wide range of activities to help engage pupils with religion and belief in such a way that they are stimulated to reflect upon and formulate their own beliefs, values and attitudes.
- ❖ Learning about the different religions and faiths provide children with the opportunity to explore and investigate the different belief systems and develop a greater understanding of the people around them.
- ❖ Children are provided with meaningful, purposeful real experiences. For example, through curriculum visits, handling artefacts and visitors.

By the end of EYFS pupils will:

- ❖ Have listened to a range of stories, songs and poems from different communities and traditions and respond with relevant comments, questions and actions.
- ❖ Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- ❖ Answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- ❖ Develop their own narratives in relation to stories they hear from different faith communities.
- ❖ Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- ❖ Think and talk about issues of right and wrong and why these questions matter.
- ❖ Have a developing respect for their own cultures and beliefs, and those of other people.
- ❖ Talk about similarities and differences between themselves and others, among families, communities and traditions.
- ❖ Begin to know about their own cultures and beliefs and those of other people.
- ❖ Explore, observe and find out about places and objects that matter in different cultures and beliefs.
- ❖ Use their imagination in art, music, dance, imaginative play, role play and stories to represent their ideas, thoughts and feelings.



By the end of Key Stage 1 pupils will:

- ❖ Identify the core beliefs and concepts studies and give a simple description of what they mean.
- ❖ Give examples of how stories show what people believe.
- ❖ Give clear, simple accounts of what stories and other texts mean to believers.
- ❖ Give examples of how people use stories, texts and teachings to guide their beliefs and actions.
- ❖ Give examples of ways in which believers put their beliefs into action.
- ❖ Think, talk and ask questions about whether the ideas they have been studying have something to say to them.
- ❖ Give a good reason for the views they have and the connections they make.



By the end of Key Stage 2 pupils will:

- ❖ Identify and explain the core beliefs and concepts studies, using examples from sources of authority in religions.
- ❖ Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.
- ❖ Give meanings for texts, sources of authority, comparing these ideas with ways in which believers interpret texts/sources of authority.
- ❖ Make clear connections between what people believe and how they live, individually and in communities.
- ❖ Using evidence and examples, show how and why people put their beliefs into action in different ways. E.g. in different communities, denominations or cultures.
- ❖ Make connections between the beliefs and practices studies, evaluating and explaining their importance to different people e.g. believers and atheists.
- ❖ Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.
- ❖ Consider and way up how ideas studied in this unit relate to their own experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Implementation

This is how it works:

- ❖ Each Year group will study a different aspect each religion, following the Herefordshire syllabus for RE.
- ❖ The children will then progress through the programme of study as they move up the school.
- ❖ A range of religions are covered through carefully chosen aspects that will enable the children to develop their knowledge and understanding and give them the tools needed to develop their own beliefs and views.



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- ❖ Throughout their time in Madley, the children will have covered a wide range of religions, faiths, and beliefs, enabling them to build their own views, opinions, and beliefs.
- ❖ Topics are taught half termly which are presented as an enquiry question for the children to investigate. Each year group unit question builds on from the previous years.
- ❖ All children will get the opportunity to go on various curriculum visits to develop local, regional and national religious experiences.
- ❖ Links with other areas of the curriculum are embraced to provide a more meaningful learning experience.
- ❖ Lessons may be taught discreetly or as a block of lessons. A written outcome is not expected.

This is what adults do:

- ❖ Provide high standards of teaching and learning in RE.
- ❖ Plan exciting, progressive lessons which build on prior knowledge,
- ❖ Create a learning environment that supports learning and that engages children's interest in the topic being studied, e.g. religious artefacts, books, photographs and interactive resources.
- ❖ Regular book scrutiny, pupil perceptions and planning audits.
- ❖ Whole school professional development.



This is how we support:

- ❖ Work might be differentiated so that all children are able to meet the learning objective.
- ❖ We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- ❖ These pupils will then receive additional support or resources to use.

This is how we challenge:

- ❖ Lessons will be differentiated.
- ❖ Through deepening the children knowledge and understanding of vocabulary.
- ❖ Additional activities to stretch the depth of knowledge and understanding.

This is how ensure all children can access the curriculum:

- ❖ Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic.
- ❖ By providing visual/practical prompts.
- ❖ Teaching lessons using a range of different techniques appropriate to different learners.

Impact

This is what you might typically see

- ❖ Excellent teaching of RE
- ❖ Engaged learners.
- ❖ Children and teachers posing questions for research.
- ❖ Paired/group work.
- ❖ Children discussing, reflecting and sharing their learning.



- ❖ Self-motivated children.

This is how we know how well our pupils are doing:

- ❖ Lessons are planned based on the Herefordshire agreed syllabus which are specific for each year group.
- ❖ Marking and feedback by teacher and peers.
- ❖ Photographic and video evidence.
- ❖ Displays of work in classes.
- ❖ At the end of each half term, skills are highlighted according to whether a child has demonstrated that they have met a skill.
- ❖ Termly book scrutiny, pupil perceptions and planning audits.

This is the impact of the teaching:

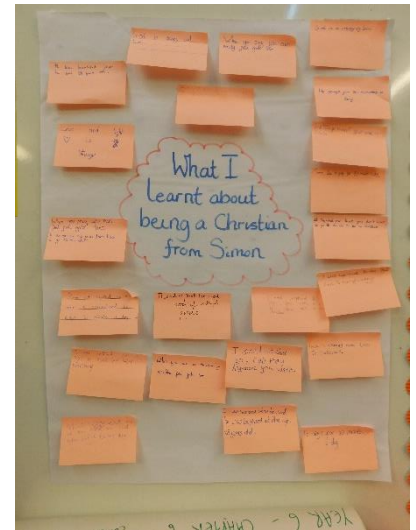
- ❖ Pupils develop detailed knowledge and understanding across the RE curriculum and as a result achieve well.
- ❖ Pupils with SEN achieve the best possible outcomes and pupil work is of a good quality.

Children will be:

- ❖ Inquisitive learners.
- ❖ Reflective learners.
- ❖ Able to demonstrate an understanding of different beliefs and be able to explain their thoughts and viewpoints.
- ❖ Prepared to share what they have learned in a variety of ways.

What knowledge will the children have embedded?

- ❖ Children will be able to discuss the religions studied and show a respect for the beliefs of others.
- ❖ They will be able to make some links between different religious beliefs and different customs of



worship with an increasing understanding of their significance to believers. The impact of different faith members as well as others in the community.

How RE fits with Cultural Capital

The RE curriculum enables children to access and enhance their understanding of their home, their locality and the wider community, developing their cultural capital and giving them opportunities and choices about their future and their impact as they progress through their school career and beyond.



This will help them become successful members of modern British society, preparing them for the challenges and opportunities they will face.

Examples

- ❖ Children may demonstrate an understanding of the significance of different religious buildings and places in terms of belief, community, architecture, culture, geography and history.
- ❖ They will understand some of the purposes of such buildings and the impact they have had and continue to have on their communities and beyond.
- ❖ They may develop an appreciation for different religious expressions as well as a sense of awe and wonder through viewing and possibly visiting places of worship.

Areas of British Values covered within RE

- Individual liberty
- Mutual respect
- Tolerance of different faiths & beliefs