St. Mary's Church of England Primary School, Fownhope

The Teaching of Religious Education

A rich education is more than simply learning reading, writing and maths. It is about helping a child grow into their full potential as inquisitive, well balanced and cheerful adults. As a Christian school we nurture children to display the 'fruit of the Spirit', which is "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5:22-23). At St Mary's you will find children growing in mind, body and spirit as they form good relationships with each other, the staff and discover a faith which will sustain them in a rapidly changing world. As our motto has it: "what we nurture today flourishes tomorrow".

Our philosophy for teaching Religious Education:

The principal 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.

Here at St. Mary's, RE contributes greatly to children's education by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. Our RE curriculum enables children to learn about a range of different religions, such as Islam, Judaism and Hinduism as well as giving them a depth of knowledge about Christianity. Many of the units we teach throughout the school draw heavily on theology, with the children using Bible texts to support their learning and stimulate their thinking. Other units enable children to compare and contrast a range of religions and beliefs, enabling them to develop their own ideas, values and identities. We value RE lessons highly and aim to create an atmosphere of mutual respect where children feel relaxed and confident to articulate their viewpoints and beliefs. Teachers deliver RE in an imaginative and creative way, often using music, drama and art to enhance the learning. A rolling programme has been constructed to ensure coverage of all the key elements and topics, accommodating our flexible class structure. As a school we also promote the climate change agenda and aim to discuss this openly and sensitively within the RE curriculum. *There is no saving the planet without the religions making their contribution.*

We use the 2020 Herefordshire agreed syllabus for RE, supplemented by the Understanding Christianity resource.

Year Group	Intent – what we want to achieve (National Curriculum objective)	Implementation - what it looks like in the classroom	Impact – how we measure success and what we will see
EYFS	**Understanding the World** **Early Learning Goal 13 – People and Communities** Children in Reception will be learning to:- • understand that some places are special to members of their community. • recognise that people have different beliefs and celebrate special times in different ways.	In the EYFS curriculum learning does not fit into boxes: play-based and child-centred approaches will encourage the learning to follow where the child's interest and curiosity leads (Herefordshire Agreed Syllabus 2020). Children will be taught a range of Bible stories and will become familiar with these through role play, songs, rhymes, etc. Children will be taught the purpose of places of worship and places of local importance to the	**What we will see:** Happy, confident children who are able to share their thoughts and feelings. Children who can respect places of worship and understand their significance. Children with an empathy for and understanding of the viewpoints and beliefs of others. Children achieving at the 'expected' level in the 'understanding the world' ELG.

	In Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. Herefordshire Agreed Syllabus 2020).	community, encouraged to draw on their own experiences where possible. Visits to places of worship and places of local importance to the community. Visitors from different religious and cultural communities will be invited into the classroom to share their experiences with children. Opportunities for children to engage with religious and cultural communities and their practices will be woven into the curriculum at appropriate times of the year. Children will be helped to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.	Children using appropriate vocabulary to discuss religious practices and beliefs. **How we measure success:** Observations Children's work and verbal contributions towards class discussions Role play and interactions with peers and adults
Key Stage 1 and Key Stage 2	The curriculum for RE aims to ensure that all pupils: **1. make sense of a range of religious and non-religious beliefs, so that they can:** • identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary • explain how and why these beliefs are understood in different ways, by individuals and within communities • recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation **2. understand the impact and significance of religious and non-religious beliefs, so that they can:** • examine and explain how and why people express their beliefs in diverse ways • recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world • appreciate and appraise the significance of different	The objectives for teaching RE are taught using the Herefordshire Agreed Syllabus (revised 2020), supplemented by Understanding Christianity. Children in Key Stage 1 will be taught about Christians, Jews and Muslims. Children in Key Stage 2 will be taught about Christians, Jews, Muslims and Hindus. A weekly RE lesson (usually 45 minutes for KS1 and 1 hour for KS2) plus other RE themed events and days. Topics are taught each half term and are presented as key questions for children to investigate. Clear programmes of study, linking core knowledge, skills and assessment. Children are assessed after each unit against objectives. Discrete RE lessons as well as links with other subject areas across the school. Attendance at a multi-faith event with other schools.	**What we will see:** A genuine enjoyment of Religious Education**.** Confident, articulate children who are able to express and share their thoughts and feelings openly. Children who can respect places of worship and understand their significance. Children with an empathy for and understanding of the viewpoints and beliefs of others. Children using appropriate vocabulary to discuss religious practices and beliefs. Children able to discuss and interpret religious texts in the context of today's society. Children who care deeply about the world around them and can speak passionately about the climate emergency. Reflective and empathetic learners. Inquisitive children who are not afraid to ask questions which lead to whole class discussions.

	ways of life and ways of expressing meaning **3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:** • evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses • challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response • discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.	Visits to places of worship both locally and further afield. Visitors from different religious and cultural communities will be invited into the classroom to share their experiences with children. Visits from local clergy and regular visitors such as 'Bible Explorer' to enhance lessons. *Note: children may be withdrawn from RE lessons by their parents. This needs to be requested in advance from the Headteacher via the school office.*	Children who have positive attitudes towards other people who hold religious beliefs different from their own. Children who are able to transfer skills taught in RE across the curriculum. **How we measure success:** Learning walks and lesson observations. Children's work and verbal contributions towards class discussions. Half-termly assessment against unit objectives. Photographic/video evidence. Display work within classes and around the school.