



ST. ANDREW'S RE CURRICULUM

RE CURRICULUM INTENT

At St. Andrew's our intention is that we provide a broad RE curriculum where children explore belief systems of major world religions and are able to make comparisons between them in a respectful manner. As a Christian school, there is a greater focus on understanding of Christian beliefs and how these relate to our four St. Andrew's Core Values:

Compassion: Understanding the viewpoints of others and how different faiths demonstrate compassion.

Achieve: Pupils will gain a breadth of understanding and use a range of different methods to demonstrate knowledge across three key disciplines: theology; philosophy and human social sciences. They will reflect on their own experiences and develop a personal response to some of the fundamental questions of life.

Respect: Listening to other people's beliefs with respect and understanding and appreciate the cultural differences in Britain today as well as worldwide.

Enjoy: Celebrate and explore their own beliefs and the beliefs of others.

We aim for all children to become religiously literate and be able to hold balanced and well-informed conversations about religion and world views.

RE CURRICULUM IMPLEMENTATION

At St. Andrew's RE is taught through units of work that are planned in accordance with the 2022 Essex Agreed Syllabus. It is taught as a core foundation subject, once a week, with a total of at least 28.5 hours of RE being taught in each year group, over the course of a year.

Pupils develop skills through three key disciplines; theology, philosophy and human/social sciences. Key knowledge and skills are developed systematically and built on continuously using the RE Progression Ladder.

Six Key Questions:

Each year group studies, in depth, three Christianity units per year and one each of Hinduism and Islam. They also study a themed unit, where opportunities for pupils to learn about other religions are planned for. Pupils may also 'encounter' other world religions as part of each topic so that they can make links between them. In Year Six, pupils study Humanism instead of Hinduism, to ensure they have opportunities to develop an understanding that not all worldviews are religious. Pupils in years 3-5 will also encounter non-religious world views (where applicable) as part of their half-termly RE topic.

Each unit of work focuses on a 'big question,' for pupils to explore through a sequence of lessons and develop the following skills:

- exploring moral issues
- developing an understanding of the beliefs of world religions
- understanding how a faith community expresses their beliefs and the impact religions and worldviews have on people's lives

Our lessons are adapted for children according to their needs. Children take part in mixed ability groups/pairs, or as part of a small group with adult support, so that reading and writing tasks do not hinder their achievement in RE.

Through questioning and encouraging children to make connections, teachers are able to extend learners who are working at greater depth.

We also seek to build on children's experiences of world religions through many aspects of school life, including: collective worship; visits and visitors, extra-curricular activities; and performances. In this way we hope that children will appreciate RE as a rewarding and integral part of their lives.

The use of RE floor books provides a record of questions discussed and other questions raised, valuing the importance of talk as well as the work recorded in books. These floor books are continued through the school so that progression in RE is evidenced. Developing pupils' oracy when talking about RE is also a key focus and the RE Progression Ladder signposts the progression of subject-specific vocabulary.

Opportunities to support the development of pupil's religious literacy as planned for in different curriculum subjects too. For example, spirituality could be developed when wondering at the beauty and order of pattern in mathematics, or when encouraging a sense of wonder at scientific discovery.

RE CURRICULUM IMPACT

Skills will be assessed using a variety of activities throughout the year as well as end-of-unit assessments, including solo taxonomy.

Assessment grids are completed at the end of each unit of work and identify pupils working below, pupils working at and pupils working at greater depth in RE.

By the end of KS2, children at St. Andrew's will be able to:

- Explain different sources of authority and the connections with beliefs.
- Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
- Begin to analyse and evaluate whether a position or argument is coherent and logical, and show increasing awareness of divergence of opinion.
- Use well-chosen pieces of evidence to support and counter a particular argument.
- Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.

The RE Subject leader continually monitors and evaluates the effectiveness of our RE curriculum and draw on a range of data – this might include book scrutinies, climate walks, lesson visits, interviews with children.