



## GREAT HORWOOD CHURCH OF ENGLAND SCHOOL

### RELIGIOUS EDUCATION CURRICULUM STATEMENT

#### OUR VISION

**I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing." John 15:5**

#### **We are successful Philosophers when we have the opportunities to:**

- Acquire and develop knowledge and understanding of principal religions and world views.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies, and cultures from the local to the global.
- Develop the ability to make reasoned and informed judgements about religions and moral issues, with reference to the teachings of the principal religions and world views.
- Enhance their spiritual, moral, social and cultural development;
- Develop positive attitudes of respect towards other people who hold views and beliefs different to their own, and towards living in a society of diverse views and beliefs.
- Talk, listen, question and respond to topics with discussion and subject appropriate vocabulary
- Use a range of sources to find out more about the world religions covered;
- Visitors/visits and other first-hand experiences that bring learning to life;

At Great Horwood Church of England School, the academic, emotional and spiritual well-being of all individuals is at the heart of all that we do; where everyone is valued. We are a safe, welcoming school within the heart of the village community that aims to provide all our children and adults with the learning opportunities to flourish, be healthy, grow in resilience and realise their full potential; being fully equipped and prepared for a successful future.

We aim to foster a love of learning where pupils' curiosity is encouraged enabling them to confidently explore and discover the cultural world around them. In our ever-changing world, pupils need to have the awareness of different religions and cultures and the curiosity to find out more in a respectful manner. Through our reflective and values-led curriculum, we aim to inspire and excite our children and foster a thirst for this knowledge. We believe that these opportunities will ensure that our children flourish, becoming confident and successful life-long learners.

#### **Aims and Purposes of RE:**

At Great Horwood Church of England School, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and other world views. We aim to understand the way that religious beliefs and world views shape our lives and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance our spiritual, moral, social and cultural development.



## **INTENT**

At Great Horwood CE School we follow the Buckinghamshire Agreed Syllabus for RE, which is ambitious and designed to give all pupils the knowledge, skills and personal development to succeed in their learning in school as well as in life. Strong links are made with our school vision of **"I am the vine; you are the branches. If you remain in me and I in you. You will bear much fruit; apart from me you can do nothing."** John 15:5 Alongside this, Collective Worship supports children's understanding of the Bible and what it means to Christians as well as celebrating traditions from other world faiths and views.

Our RE scheme of work is designed to give all pupils from EYFS through to Year 6 a coherent picture of Christian worldviews and a range of other appropriate worldviews in line with the agreed syllabus. Wherever possible, units of work link to our cross curricular two-yearly cycle and are taken from the Oxford Diocese RE Scheme of work. We aim to cover a range of faiths, world views, concepts and ideas.

Our scheme will take pupils on a journey through a range of concepts driven by three core strands: Beliefs and questions, Community and identity and Reality and truth. These strands will create connections between faiths, beliefs and world views and will include opportunities for the development of personal knowledge. The aim is to develop curiosity in pupils and equip them for future learning about, as well as enabling them to make sense of, the complex world of religious and non-religious worldviews.

Beliefs and questions will focus on theology, looking at the core beliefs and diverse interpretations of text, symbols and teachings of the chosen religions and worldviews.

Community and identity will focus on Human and Social Science and using data and other sources to examine practices and human expressions of religious and non-religious beliefs.

Reality and truth will focus on philosophy and ethics, looking at how people decide what is true and reliable drawing on the worldviews covered in the other units. There is the opportunity to study non-religious and other world views such as Baha'i and Buddhism within these units.

It is in these units that pupils will have the opportunity to explore the wider concept of what a worldview is and how people reach these ideas.

## **IMPLEMENTATION**

The lessons start with a 'Big Question' which challenges the children's thinking and engages them in discussions about their learning. The sequencing of learning means that pupils have opportunities to revisit beliefs and views in different contexts and embed their learning, through a variety of stimulating lessons. RE helps pupils (and the school as a whole) to reflect on the ways in which beliefs influence the way people live their lives. Children have many opportunities to explore in depth (at an appropriate level for each year group) the school's vision and associated values for each half-term. All pupils receive their full entitlement to at least 1 hour of RE a week.

Teachers create a positive attitude to RE learning within their classrooms and reinforce an expectation that all children can respect and understand key religious practices and beliefs and be able to discuss and share opinions on sometimes challenging concepts. Our whole school approach to the teaching and learning of RE involves the following;

- Through our planning, we involve deeper thinking opportunities that allow children to find out for themselves.
- Children are encouraged to ask their own questions and be given opportunities to follow these questions up through discussion and reflection.
- We build upon the learning and skill development of the previous years. A skills progression document supports teachers to ensure skills and knowledge are built up sequentially across the key phases in school (EYFS, KS1 LKS2, and UKS2)



- New vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.
- Where possible, experts from the different faiths taught enhance the curriculum with talks and visits to school while opportunities are sought wherever possible to visit places of worship and key religious places.
- RE is taught for at least an hour weekly in Reception to Year 6.

## **IMPACT**

Pupils will know more and be able to give an age-appropriate, coherent account of Christianity and the other worldviews covered. They will be able to ask questions, use a range of sources and skills to explore the traditions taught and have developed curiosity about how and why people think and act. They will know that there is more to learn about religious and non-religious worldviews and have developed the skills to research further. Pupils will understand that there are different ways of interpreting texts, and that different people reach different conclusions about what is true, good, right, and wrong. Outcomes, progression, and improvement information will be contained within the scheme and can be adapted to suit individual school expectations.

The impact of our successful RE Curriculum is that children reach the intended end points identified by the end of each phase (see below). Robust assessments also reflect children's knowledge and skills as well as their ability to discuss their views on their learning. Regular monitoring and evaluation of the subject using learning walks, pupil voice and books scrutiny, shows that children can talk confidently about what they have learnt from the subject and give their views respectfully on the topics covered.

## **End Points**

### **Early Years**

In EYFS children will learn to recognise and explore special times and events for them and others, understanding that people have different beliefs and celebrate special times in different ways. The children will explore different celebrations such as Harvest, Christmas, Diwali, Hanukkah, Chinese New Year, Passover and easter. They will begin to understand that some places are special to members of their community and will have the opportunity to visit St James Church in Great Horwood. Children will become familiar with some stories from the Old Testament such as Noah's Ark, Daniel in the Lion's Den and Creation. They will begin to know stories about Jesus and his life such as The Nativity and Easter Story.

### **Key Stage 1**

By the end of the phase children will know: (Focus: Christianity and Judaism)

- That many people believe in a being they call God, the creator of the world.
- People who believe this often think that creation can show people what God is like and so the world must be looked after
- That there are different belief systems, called religions, that have different ways of relating to God e.g. for Christians God is Father, Son and Holy Spirit
- That there are things that people do because they believe in God e.g. prayer and worship and that these beliefs are found in sacred texts, traditions and experiences
- Stories are told to help people understand God and the world. These stories are found in sacred texts e.g. the Bible, the Torah, the Qur'an
- That there are many things that people think are worth celebrating e.g. Shabbat, Christmas, Easter, Rosh Hashanah
- That what people do and what they believe doesn't stay the same. In the past many things were different
- That religion is often social. There are often special places where people meet together in groups of different sizes and types to share these beliefs and spend time together



- That there are certain people, historically and currently who are important to people e.g. Abraham, Joseph, Moses, Joshua, Jesus, vicars and rabbis
- For Christians, Jesus is the most important. They believe he is a friend who is with them all the time and can help them when they need help. He is called Saviour
- That Christians believe Jesus is God. He was born as a baby, died and came back to life
- That not everyone shares the same beliefs, and many people do not believe in God at all

### Lower Key Stage 2

By the end of the phase children will know: (Focus: Christianity, Islam and Hinduism)

- That many religious believers show commitment to God through a variety of ways, for example, worship, celebration, pilgrimage, prayer
- That Hindus, Jews and Christians believe in one God; they do not believe all the same things about God
- That religion encourages people to follow certain rules and behave in certain ways. They help people decide what is right and wrong
- That communion and baptism are important practices for many Christians, and Christmas and Easter are important festivals because they tell the story of Jesus
- That Christians believe that Jesus, as Son of God, died and came back to life as Saviour and that this is why people still follow him today. He performed miracles in the name of God
- Sacred texts are a key source of authority for many religious believers and contain teachings that influence practices and celebrations for example, the parables, the story of Passover
- Christianity and Judaism share some of the same texts – the book Christians call the Old Testament
- The texts and stories that underpin key practices and festivals for example, Rama and Sita, the Nativity, Lent, Holy Week
- The names, stories, attributes and characters associated with important people e.g. the Hindu Trimurti, Jesus, Mary etc.
- That religious believers think that their faith makes a difference to their everyday lives for example, that prayer makes a difference.

### Upper Key Stage Two

By the end of the phase children will know: (Focus: Christianity, Hinduism, Islam, Sikhism and Humanism)

- That for many believers, scriptures (Bible, Guru Granth Sahib Ji, Qur'an) provide guidance for life, including choice of clothing, career, food and social action
- That many believers accept that their sacred texts have been communicated by God/Allah either directly or indirectly, and that this gives them authority for example, the Qur'an
- That it is through the study of the sacred texts that people meet with and know what God is like and this leads many to show commitment to their religion
- That people gather together in places of worship for teaching and service. They will know the names of places of worship and that there are differences within as well as between religions
- That most Christians believe that scripture is to be studied; it can be interpreted in different ways and still be the word of God. This leads to diverse practice within the church
- That many people believe that God speaks to them through scripture, prayer, worship and other people, especially those counted as prophets for example Prophet Muhammad and Guru Nanak
- That the death and resurrection of Jesus are central to Christianity and believed by most Christians to be true; it is through Christ that people find forgiveness and eternal life
- That Christians believe the spirit of God guides them, changes lives, and impacts in the world through individuals, prayer and miracles.
- That Islam, Sikhism and Judaism believe that God is one, indivisible and incorporeal. Christians believe that God is one, but manifested as Father, Son and Holy Spirit. This is the Trinity and is a source of much debate among Christian scholars
- That for many people religion helps them to answer questions about life and death, good and ill, right and wrong
- That many people believe there is no God. There are also many other religious groups, with a wide variety of beliefs and practices



- That there are people in many faiths who show commitment above and beyond the ordinary, often in the face of persecution or hardship. They are often called saints

### **Safeguarding**

Safety is paramount in all lessons and where the children are researching using technology, the safeguarding principles are applied. All forms of technology are checked regularly, and children know how to safely report any unwanted sites or images that could be seen. We have ensured our child protection policies cover the use of technology by adults and children within the school. Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material.

### **Special Educational Needs and Equality**

Great Horwood CE School is committed to promoting inclusivity and equality of opportunity for all pupils. When planning and teaching religious education staff will make reasonable adjustments to promote equality of opportunity for all pupils based on them as individuals.

Lesson plans outline how learning is scaffolded in many ways to ensure equality of access to all children, enabling them to be inclusive to whole class, quality first teaching. For children from disadvantaged backgrounds, with special educational needs or who have English as an additional language, tasks may be broken down into smaller components, providing them with achievable goals. Learning builds upon small components and reinforces pupils understanding of content previously taught. As a result of this, all children will be enabled to achieve their full potential.

Specific support could include;

- allocating adult support
- providing additional support materials (e.g. visual aids such as photographs, Makaton symbols, concept boards)
- providing alternative resources e.g. ipads, chrome books which is easy to manipulate, use of alternative materials for pupils with sight or hearing difficulties.
- modifying tasks (e.g. working on the same objectives but with an alternative of media, recording work in different ways such as with a digital camera/ verbally/ with a tape-recorder)
- Adult support so pupils can access whole school worship, visitors and trips to places of worship
- Creating safe spaces where pupils can share their opinions and beliefs
- Use of visitors (clergy & Bridgebuilder) or family experts to develop cultural capital
- Pre-teaching of new vocabulary
- See also 'SEND Policy'.

### **Spiritual, Moral, Social & Cultural (SMSC) Development in RE**

The RE Scheme of Work ensures opportunities throughout for all aspects of SMSC. Below are some examples of how we ensure we are meeting these needs.

#### **Spiritual Development**

Each unit begins with the child's experience and then returns to it, encouraging students to reflect on their views considering what they have learned. For example, In Year One, pupils are asked 'How should people care for the world? Children are encouraged to consider aspects of the natural world in an exploration of Christian beliefs about Creation demonstrating Imagination and creativity. In Year Four pupils are asked to consider 'Is light a good symbol for celebration? The children can share their experiences of celebrations and what makes them special compared to celebrations in key religions.

#### **Moral Development**



Pupils debate moral topics in all units of work covered. Pupils are expected to justify personal responses to moral issues and listen to the opinions of others. Issues of right & wrong and good & bad are explored consistently and pupils are often asked to approach sensitive topics with the ability to be understanding of other people's viewpoints.

### **Social Development**

Discussion is central to any RE lesson at Great Horwood CE School. This encourages pupils to become adept in both speaking and listening. Social education in RE involves exploring similarities and differences in beliefs, world views and cultures through which pupils can start to link religion to personal action in everyday life. This is also reflected in their relations with others in the classroom and their ability to work productively with their peers.

### **Cultural Development**

Pupils will learn about other religions, giving them an opportunity to appreciate what it means to belong to a religious group. Within major world religions pupils will explore differences between denominations and understand the origins of differences which are often cultural. Pupils will cover the meaning of belonging to a multi-faith ever changing society.

#### **Examples of SMSC in RE include:**

Developing an understanding of individual identity

- Focusing on the beliefs of self and exploring the origins of these
- Studying of major world religions (such as; Christianity, Islam, Hinduism, Judaism) to see how different people live, promoting tolerance and understanding
- Studying different moral issues and justifying own views
- Exploring key religions including a detailed coverage of the beliefs and teachings of these religions and the main practices
- Working as part of a group or team
- Sharing of views and opinions with others and resolving any differences
- Showing respect for people, living things, property and the environment
- Reflecting on one's contribution to society and how we can support other communities
- Learning about religious groups in the school and wider community and how they contribute towards the wider local community.

