

Curriculum INTENT: Religious Education

Our School Vision and Values

Jesus said "I have come so that you might have life –life in all its fullness." John 10:10

Jesus encouraged all his children to live life in all its' fullness. Through our core values of **love, courage and fellowship**, and with an enquiry approach to our inter-disciplinary curriculum, our children enjoy learning about themselves, about others and the world which we are guardians of. We nurture a love of learning, celebrate courage to persevere in learning and fellowship through collaboration and recognising each other's strengths and special qualities. **'Be kind, never give up and work together.'**



Love: To love ourselves and one another alongside developing a deep-rooted love for learning.



Courage: Perseverance. To ask questions; to take measured risks; to have the courage and confidence to stand up for what you believe is right and to have the voice to say it.



Fellowship: In fellowship with our entire community, we value strengths and uniqueness so that everyone has a strong sense of belonging. We celebrate the progress towards being independent life-long learners so that our children achieve happiness and success.

Our church school is one where we learn to live alongside each other; supporting, nurturing and collaborating with one another. We are a global family of children whereby every child is unique in the eyes of God. We are all loved by God and our core Christian values of Love, Courage and Fellowship, underpin everything we do.

At Chawton CE Primary School, we aim to inspire children to have a genuine interest in the lives of others and to demonstrate respect for themselves, others and the world around them. We aim to develop the children's knowledge and understanding of the religious beliefs which form part of contemporary society whilst promoting religious understanding and respect, and challenging prejudice, discrimination and stereotyping. Our teaching will offer children the opportunity to ask and explore difficult or 'risky' questions within a safe but challenging context. We aim to help children to learn to clearly and coherently articulate their own personal beliefs, ideas, values and experiences, while respecting the right of others to differ.

Love 'Let all that you do be done in love.' 1 Corinthians 16:14		Courage 'Be strong and courageous for the Lord your God is with you wherever you go' Joshua 1:9		Fellowship 'If we walk in the light as he is in the light, we have fellowship with one another...' 1 John 1:7	
Creativity	Reflection	Perseverance	Enquiry	Collaboration	Connection
Thinking outside of the box and responding to thinking and learning in different ways.	Thinking about and looking back on learning to decide how it went and where to go next.	The ability to stick at a challenge or a task when you feel like giving up. The desire and determination to self-improve and succeed.	A way of finding out. Asking questions and wanting to find out answers.	Working together to get a job done. Working together, co-operation and communication are essential when collaborating.	Linking the building blocks of knowledge and skills together to create new understanding.

Curriculum IMPLEMENTATION

Our concept led curriculum allows children to explore the beliefs and practises of different religions as they work through the steps of communicating, applying, contextualising and evaluating each concept.

The overarching aim for Religious Education in the document 'Religious education in English schools: non-statutory guidance 2010'

- Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.
- The breadth of study should take account of the four levels of community cohesion which all maintained schools are now obliged to promote. Decisions by SACREs and ASCs about the religions, other than Christianity, to be studied should take account of the balance of religion within:
 - o the school community
 - o the community within which the school is located
 - o the UK community
 - o the global community.

Whilst we may need to operate virtually, the following sites are recommended to support the teaching of RE (there are many more!):

<https://www.bbc.co.uk/bitesize/subjects/zxnygk7>
<https://www.theschoolrun.com/key-stage-1-religious-education>
<https://www.reonline.org.uk/>

Planning	CONCEPT Overarching Enquiry Question	Cross-curricular
<p>Living Difference IV, the agreed syllabus for religious education in Hampshire, builds on an approach to religious education, enriched by philosophical and theological enquiry, as well as current research. It explores religions through concepts. Golden thread concepts run throughout our 2 year cycle.</p> <p>Understanding Christianity support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.</p> <p>We aim to see pupils leave school with a coherent understanding of Christian belief and practice. Pupils from 4-14 explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.</p>	<p>Communicate</p> <p>'Hook' e.g. give a story to explore, then ask 'what do you think?' Begin with the children – what do they know? How can they relate?</p> <p>Apply</p> <p>Widen out. What do you think about the characters? What is the impact on the characters? (UC - Making sense of the text)</p> <p>Contextualise</p> <p>Now bring in resources Core bit/chunk of learning Bits from Understanding Christianity/Activities Visits and visitors here (UC – Making connection)</p> <p>Evaluate</p> <p>So why is it important? Why is it important to Christians? What is the point? Impact on life? (UC - Understanding the Impact)</p>	<p>British Values -</p> <p>Religious literacy: We aim for children to be able to hold a balanced and well-informed conversation about religion and belief. We do this by exploring and asking questions.</p> <p>Mindfulness – daily mindfulness activities are carried out daily after lunch in each class.</p>

Curriculum IMPACT

As a result we have a community of children who have a knowledge and understanding of the religious beliefs which form part of contemporary society. As a church school, we aim to see pupils leave school with a coherent understanding of Christian belief and practice. Pupils explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy. Children at Chawton CE Primary demonstrate respect for people of all religious beliefs or those who have none. They are confident to talk about and question religious beliefs and ideas as they explore and develop their own beliefs and ideas.

Governors, through the Governor Monitoring Plan and Subject Leader Reports, evaluate the work of subject leaders in ensuring that the quality of teaching and learning across the school is at least good. They ensure that pupils are ready for transition to secondary school and are equipped with the skills to flourish and succeed as caring individuals.