



What the National Curriculum/DfE says:

All state schools are also required to make provision for a daily collective worship and must teach religious education to pupils at every key stage.

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of religions and beliefs which form part of contemporary society. Religious education provides challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

Intent:

Bromesberrow St Mary's Church of England Primary School is committed to delivering the highest standards in teaching and learning, in a distinctly Christian environment. We encourage a rich and deep knowledge and understanding of the meaning and importance of faith and practices by promoting our community chosen Christian values; respect, motivation, pride, perseverance, cooperation and kindness, whilst living out our school vision; Shining Together, We Reach for the Stars. We are dedicated to the fulfilment of each individual's potential and will strive to enable all children to grow intellectually, spiritually and morally, into successful and resourceful human beings, who 'live life in its fullness' with the skills and resilience to adapt to an ever-changing world which is supported through the teaching of Religious Education.

By creating a friendly and happy environment, with an open and engaging approach, we take pride in supporting our children in 'Shining Together, We Reach for the Stars', with the continuous aim to help children and adults to flourish and thrive at Bromesberrow. We strive for our curriculum to develop our pupils' understanding of cultural diversity of our wider community, modern Britain and the wider world. Our curriculum is set to engage and challenge our children through core concepts and questions, which engage with biblical texts and theological ideas. Through this, our children will have opportunities to understand the role of foundational texts, beliefs, rituals and practices and how they help to form the identity of religions and worldwide views; thinking carefully about how these may change in different times, places and cultures. The intent of our curriculum is to also introduce our children to a range of disciplines including; theology, philosophy and the human and social sciences, which will develop confident religious literacy.

The Church of England's statement of entitlement states:

Religious Education in a Church school should enable every child to flourish and live life in all its fullness. (John 10.10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.



Implementation:

As a Church of England School within Gloucestershire, we follow the Gloucestershire agreed syllabus for the teaching of Religious Education. This is supplemented with the use of resources from Understanding Christianity. To support the teaching of RE within our mixed aged classes, we have carefully designed a two year rolling programme for each class to ensure the children make sense of belief, make connections, and understand the impact faith and belief has on how they, and others live. Our local Church, St Mary's, creates the community links that we celebrate, supporting us to build relationships beyond the doors of the school, supporting the implementation of our curriculum.

Our curriculum encourages children to be religiously literate – 'helping children and young people hold balanced and well-informed conversations about religion and belief'. This is balanced between three disciplines:

1. Theology: this is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.
2. Philosophy: this is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.
3. Human/social sciences: this is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

Bromesberrow St Mary's C of E Primary school will provide:

- A challenging and robust curriculum based on an accurate theological framework.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of religion and world views as lived by believers.
- RE curriculum that makes a positive contribution to SMSC development.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A safe place for children to be courageous advocates on matters they feel passionate about.

In line with expectation, our children have RE carefully timetabled in order to deliver the aims and expected standards of the syllabus effectively:

- 4-5s: 36 hours of RE per year
(e.g. 50 minutes a week or some short sessions implemented through continuous provision)
- 5-7s : 36 hours of tuition per year
(e.g. an hour a week, or less than an hour a week plus a series of RE days)
- 7-11s: 45 hours of tuition per year
(e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)



SEND

Through a carefully developed learning environment we ensure all our children are able to access the learning of Religious Education in a way that supports their learning needs. With an adaptive teaching approach within the classroom, adults are able to scaffold and support learning for individuals. Strategies used to support learners include: Key vocabulary displayed with pictures to support (dual coding), in the moment, teaching partners to create picture and word banks to support children during the teaching input, use of Clicker to support communication, sharing results, predictions, observations and ideas in science. Teaching partners could also scribe this, use of widget – pictures linked to text, re-activate prior learning at the beginning of the session to support those children who struggle with retention, use of word banks to support retention of specific vocabulary, use worked examples as a scaffold and model for children to support completion of independent work, pre teaching of prior vocabulary, reframing questions and linking to prior learning and experiences to support a child to make connections in learning and to understand content, chunk learning, break it down to make it accessible and understandable, use of questioning and probing to elicit understanding e.g. that's interesting, why do you say that?, model your own thinking to support understanding of abstract concepts in Religious Education, use of writing frames, which give multi-choice or cloze, group discussions and small group learning.

Impact

Through pupil voice, book looks and monitoring visits we carefully assess the impact of the curriculum to ensure it is robust in providing the children with the religious education they deserve. We also timetable assessment meetings with a clear focus on Religious Education and half termly assessment, using assessment resources that have been built in line with the curriculum being followed. Our aim is for children to leave us being prepared for the next stage of their RE education, having been immersed in theology, philosophy and human sciences. Our children leave us having had the opportunity to develop a strong understanding and appreciation of Faith, based within a strong Christian foundation of inclusiveness and invitation ready to embark on the next stage of their Religious Education learning. Through our curriculum offer, our children will be questioners and have a curiosity in regards to Faith and belief.