



St. Andrew's Church of England Primary School

RE CURRICULUM STATEMENT

Introduction

At St. Andrew's, Religious Education forms part of our core curriculum and benefits from subject-specific teaching throughout Early Years, key stage 1 and key stage 2.

Through studying Religious Education, we **follow God's path** to understanding and appreciating the richness of our diverse world. We master the theological skills of making sense, understanding impact and making connections to enrich our personal understanding of world religions and our own spirituality. As a Church school, RE has a vital role in developing and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other world faiths and traditions.

Our planned curriculum meets the requirements of the [Church of England Statement of Entitlement](#), as well as the [Staffordshire Agreed RE Syllabus](#).

Curriculum Vision

A St. Andrew's Theologian is open-minded, they are well informed as a result of experiencing a balanced and inclusive curriculum which promotes a deep understanding of the beliefs, values, practices and ways of life across a range of UK religions.

A St. Andrew's Theologian rejoices in learning about Christianity as a living world-faith, alongside the religious beliefs of those around them. They understand and celebrate the rich diversity and cultures of our world. They make connections and seek to promote a sense of togetherness which values the beliefs of all people, they encourage community and are a friend to all.

A St. Andrew's Theologian asks life's big questions and have a genuine thirst for understanding and in turn take time to personally and critically reflect upon their own religious, spiritual and philosophical convictions and faith. They appreciate and value the beliefs and opinions of others; they disagree well, affording dignity and respect to all. They build the foundation for positive participation in God's community for life.

Provision, Planning and Delivery

Our Provision

We enact our vision for Religious Education through:

- Giving prominence to the study of Religious Education within the school's curriculum and timetable.
- Encouraging creativity and offering children the opportunity to respond to learning in a variety of ways which promote their developing spirituality.
- Promoting discussion as a vehicle for developing understanding.
- Planning time to explore life's big questions and giving all pupils regular opportunities to think deeply.
- Teaching children to disagree well, with frequent opportunities for debate and disagreement.
- Creating a safe-space for discussion and exploration.
- Fostering the development of personal reflections and exploration of spirituality.
- Celebrating diversity and supporting pupils in making connections.
- Capturing learning in the moment and evidencing learning in the most appropriate form.
- Bringing learning to life through well-planned and sequenced spiritual encounters (educational visits, visitors, places of worship, community links).
- Building progression in theological understanding, religious literacy, knowledge and thinking skills year on year.

- Sequencing learning in such a way that golden threads are developed deeply throughout the year and followed through into subsequent years (religious literacy, knowledge, skills).
- Planning opportunities to challenge stereotypes and children's thinking.
- Ensuring learning opportunities are exciting, engaging and inspirational.
- Making explicit links between scripture, discussion and teaching and the school values.
- Allowing opportunity to celebrate and praise success.
- Promoting high-quality articulation, and encouraging all to verbalise and explain their thinking deeply.
- Regularly allowing learners time to explore and critically engage in with biblical text and scripture.
- Allowing for opportunities to collaborate across the MAT, sharing good practice and spiritual encounters with others.

Planning

The Religious Education plan ensures that all learners access a compliant and balanced RE curriculum throughout their time at St. Andrew's. Completion of this journey progressively deepens pupil's understanding of the keys to Religious Education (see key progression) across a range of different religions studied through dedicated RE lessons and regular Enrichment days.

Each year, the children encounter RE teaching sequences which explore the Christian faith and other world faiths. In Early Years learners discover that there are a wide range of different religious beliefs in our world. In Key Stage 1, learners study Christianity and Islam in more depth, this progresses into key stage 2 where learners study Christianity, Judaism and Islam.

Delivery

The Religious Education curriculum in Key Stage 1 and 2 is delivered weekly in lessons. This weekly teaching is enriched where possible with enrichment days which give the children the opportunity to deepen their understanding of world religions and their own spirituality through exploring a specific theme.

Progression

To ensure progression in Religious Education, our curriculum is organised to progressively deepen learners' understanding of the topics studied. Where year groups are paired into one class, the same topics are studied but deeper understanding is drawn out, usually from the older children.

Assessment, Recording and Reporting

Assessment

Teachers assess children's knowledge, understanding and skills in RE by making observations within lessons and by reviewing written evidence at the end of each lesson. Outcomes from this assessment are then used to formatively re-shape the learning journey for individuals and whole classes as necessary. From this ongoing assessment, teachers make decisions to re-teach, consolidate or extend learning in the subsequent session. Pre and post learning assessment questions are used to assess progress made by learners within and across teaching sequences.

Recording

Learning in Religious Education is recorded in pupil's individual RE books in Key Stage 1 and Key Stage 2 and in class floor books in Early Years in order to ensure emphasis is on discussion and understanding rather than writing at this early stage. Learning episodes are captured in a way which best meets the learning objective. Some of the evidence may include child-produced written work or diagrams, whereas others may involve photographs or teacher notes from discussions or drama activities.

Reporting

Children's achievements in Religious Education are formally shared with parents and carers annually, as part of their end of year report and informally through termly open-door events and parent consultation appointments.

Policy into Practice

The following serves as a list of supporting documents and resources, which support the implementation of this policy into practice:

- Mid-Trent MAT Religious Education Policy
- Religious Education Long Term Plan