

Intent

“True wisdom comes to each of us when we realise how little we understand about life, ourselves, and the world around us” (Socrates)

Medway Community Primary School’s RE curriculum has been designed to provoke challenging questions about meaning and purpose in life, beliefs about god, ultimate reality issues of right and wrong and what it means to be human. We aim to provide opportunities for children to challenge and question their own presumptions about religions and worldviews in local, national and global contexts, which will enable our children to explore their ideas, values and identities.

Our approach to RE aims to enable all pupils to appreciate and investigate key religious and non-religious traditions using religious enquiry. We inspire the children of Medway, to leave the classroom equipped with the tools to contribute meaningfully to society, both within and beyond their communities. Pupils gain and deploy the skills needed to interpret, understand and evaluate sacred texts, sources of wisdom and evidence. They learn how to articulate their own personal beliefs, values and experiences whilst respecting the beliefs of others.

Medway’s RE curriculum explores three principle aims to inform the planning and delivery of lessons:

- Believing
- Expressing
- Living

Believing: These principle aims allow our pupils of Medway to be able to describe, explain and analyse beliefs and practise recognising the diversity which exists within and between communities and amongst individuals.

Expressing: Our children are inspired and encouraged to express their ideas and insights about their own personal beliefs, the impact of religions, world views and how they influence individuals and communities. Pupils express their own personal reflections and critical responses to questions based on religious traditions such as values, teachings and global issues.

Living: Experiential learning takes place where pupils develop their habitus by visiting and experiencing different places of worship. Through religious enquiry, pupils investigate key religious concepts and questions of belonging, meaning, truth and purpose into what allows them to broaden their understanding of different faiths. Our pupils of Medway, develop empathy as they begin to respect, appreciate and experience different religious traditions and perspective of others.

Implementation

The RE Curriculum follows the Local Agreed Syllabus for Religious education, which is designed by the members of Leicester SACRE. We take into account the requirements and guidelines presented in the agreed Syllabus, the following religions have been selected for study:

- Christianity
- Islam
- Hinduism
- Buddhism
- Humanism
- Judaism
- Sikhism

From the syllabus it is required that:

In the Early Years Foundation Stage, learning outcomes are referenced to Christianity and a principle of other another religion in some depth as appropriate to a range of religious festivals and cultures.

- Key Stage 1 & 2 – Christianity is studied and one other principal religion in depth.

RE lessons build upon pupils prior knowledge and the skills they develop from the previous year. At Medway, we follow a whole school approach, which will be taught discretely through 6 RE days a year.

Impact

Religious Education at Medway develops pupils' skills of enquiry and response through the use of religious vocabulary, questions and the use of sacred texts. They develop skills of exploration, collaboration, investigation and critical understanding through religious enquiry. The educational experiences and visits within RE enrich the lives of the children as they are able to reflect and discuss how the experiences impact their knowledge and understanding. As children progress through each year group, they begin to apply themselves to RE in a confident and enthusiastic manner by being able to discuss previous topics they have studied.

The religions and topics covered across each year group shows a clear outline of progression. As pupils begin to move from each key stage they begin to understand the key beliefs and practices of religions in Key Stage 1. They then apply their knowledge of beliefs to more complex, controversial and global issues in Key Stage 2, with cross-curricular through English, History, Science and Art. Thus, continuing to broadening pupils' cultural capital and habitus.

RE Report

All year groups attended a curriculum-in-action meeting alongside the panel of the Senior Leadership Team and RE Coordinators to showcase the impact of the RE Curriculum and the

learning that takes place within the classrooms. Year group teachers provided pupil evidence of RE concepts that were covered over both the Autumn 1 and Autumn 2 term.

EYFS

The Early Years Provision highlighted how they intend to deliver Religious Education and History through the lens of 'Knowledge and Understanding of The World'. They begin to look at religious festivals, celebrations and communities in order to develop pupils' cultural awareness and morality. In terms of evidencing pupils' learning, this has been demonstrated through occasional photographic evidence when religious objectives have been covered during the past. Year group teachers clearly outlined how they adhere to the learning frame of what learning should take place within RE.

Year 1

Year 1 acknowledged that the religions they cover are Christianity and Judaism. The curriculum has been designed and planned by classroom teachers. However, the delivery aspect of the curriculum has been covered by HLTA's or Cover Supervisors during Year Group Teacher's Management or PPA time. As a result, HLTA's have been planning and resourcing their own RE lessons, which year group teachers expressed they may sometimes lose focus of the RE objective that is meant to be delivered.

Year 2

Year 2 teachers provided a range of evidence of children, who have demonstrated their understanding of RE. The curriculum is based on Hinduism and Christianity, understanding the beliefs of Hindus and retelling traditional stories. Many concepts were covered for the term, however a small proportion of concepts did not match the outcomes intended. There were elements of the progression from the previous year where children were expected to write about the story of Rama and Sita.

Year 3

Year 3 produced a high quantity of evidence, where RE concepts were gathered from the local agreed Syllabus focusing on Christianity and Buddhism. The evidence that was produced was of good quality and it was clear to identify the progression that has been made from Year 2, especially with standards of writing. Year group colleagues addressed the fact that they implement social stories to develop pupils' awareness of different religions, which they then begin to draw on with their own personal beliefs. This was apparent within the evidence provided, with pupils making reference to their own spiritual, moral and social beliefs.

Year 4

Year 4 presented a moderate quantity of evidence which was based on RE concepts from the local agreed Syllabus focusing on Christianity and Islam. A fair amount of concepts were covered and there was evidence of progression from previous year groups, especially with links made to wider historical concepts. Year group colleagues addressed the fact that RE has been planned and resourced by the class teachers, but taught by the HLTA during PPA

cover, which they acknowledged had affected the quality of the work produced. Class teachers highlighted that subsequent topics (i.e. Ancient Baghdad) would lend themselves to a deeper investigating of RE concepts.

Year 5

A range of evidence was provided which covered the concepts linked to Sikhism from the locally agreed syllabus, and year group colleagues confirmed that RE lessons are delivered and resourced by the class teachers. Although there was a range of evidence provided and clear examples of progression from the previous year, the written outcomes did not always match the concepts. This was partly due to the clear focus on producing high-quality writing within foundation subject, which was evidenced through the use of English concepts (i.e. using relative pronouns) to support the writing. Although this approach was well-intended, it was clear that the lens had shifted from the teaching and learning of RE, to grammar, which affected the depth of work produced.

Year 6

Year 6 highlighted how they planned their RE curriculum through the lens of current and historical themes, such as abortion rights within and across different religious groups. The evidence produced was of a very high quality across the year group, and year group teachers clearly outlined their vision for the teaching and learning of RE to ensure this quality was adhered to and built upon for the remainder of the year. Hinduism and Christianity had been studied in some depth, but further exploration of these religions would be carried out to complement their examination of The Partition in Autumn 2. Overall, the outcomes demonstrated high-quality planning and teaching, with clear links made to prior study from previous year groups.

Concluding comments

The next steps regarding RE is to ensure the planning and delivery of the subject is taught by classroom teachers to ensure the principle aims are covered and are consistent across the year group. RE coordinators will provide CPD for colleagues to show how they can evidence RE learning that takes place within the classroom. Also, providing recommendations of how RE can be applied cross-curricular without losing the substance and depth of the RE knowledge that underpins concepts taught. A follow-up RE CIA meeting will take place in Spring 2 to identify whether colleagues have acted on their areas of development suggested by SLT and RE coordinators.

By the end of Year 6, pupils are well equipped with a broad range of knowledge and understanding of their ability to respond to Christianity and other principal religions, traditions and world views. They are able to understand the influence of faith and beliefs on individuals, communities and cultures. By the end of Key stage 2, children are able to learn about religious and ethical teachings, which enable them to make informed responses to moral, social and religious issues. Additionally, pupils show respect and sensitivity to others, in particular those whose faith and beliefs are different to their own. Our curriculum has

been designed to prepare our pupils for life in a multi-cultural global society where they can exist in harmony with others and develop a sense of identity and belonging within the world.