



Our Religious Education Curriculum



Curriculum Intent

Religious Education (R.E.) is NOT simply an exploration of the world religions. It is also about helping children to be more aware of who they are, what they and others believe and what they value, thus taking a worldviews approach to the teaching of the subject. R.E. is important because it promotes spiritual, moral, social and cultural development. It enables pupils to acquire and develop an appreciation and understanding of religious traditions and those qualities of human existence which religion addresses.

The aims of R.E. are to enable pupils to:

- Develop an awareness of spiritual and moral real-life experiences, identify questions and issues which they raise and respond to then in a variety of ways.
- Develop knowledge and understanding of Christianity, other principal traditions and value systems represented in Great Britain.
- Reflect on their own experiences, beliefs and values and develop personal responses to ultimate questions in light of their studies.
- Have confidence in their own viewpoint whilst engaging in an open and honest enquiry, respecting the right of others to hold beliefs different from their own in a religiously diverse society.

Each of the aims contributes to the spiritual, moral, social and cultural education of pupils.

Curriculum Implementation

Planning for R.E. at Wootton Waven is done within the context of the requirements of the Warwickshire Agreed Syllabus and the units of work are developed by the Warwickshire Education Authority, providing pupils with knowledge and understanding of a range of religions. Used alongside the Agreed Syllabus is Understanding Christianity, which seeks to **“see pupils leave school with a coherent understanding of Christian belief and practice” (Understanding Christianity Teachers’ Handbook)**. The units from both of these syllabuses have been linked with work in other curriculum subjects where possible and if necessary adapted to suit the particular circumstances of different classes within the context of the school’s long-term plan.

We visit our local church, St Peters, on numerous occasions throughout the year to celebrate key Christian celebrations.

The whole school were involved in an arts-based project to create our hall displays. These displays representing the main world religions. In February 2019, the whole school took part in a music project with POP UK, whereby we spent 2 days learning songs associated with our school values, and then performed a pop concert at our local church for parents and some members of the community to attend.

When applicable, learners’ work shows that they make links with other subjects and refer to their local community. For example, when studying the Anglo-Saxons, one class visited the local church

and the vicar talked to the pupils about the importance of the church to the community both then and now.

In April 2022, the whole school were involved in a workshop with Dancefest, to support our Vision Launch Day, each class produced a dance to represent and highlight the importance of our Bible verse (1 Corinthians 12) and Bible story (the parable of the mustard seed). Each class then performed to the rest of the school and parents.

In June 2023, Key Stage 2 will be attending 'Alive 2023' to take part in a 'Praise Party', organised by the diocese.

Curriculum Impact

The impact of our teaching of RE is predominantly measured by the behaviour and attitudes of the children who demonstrate their understanding of our Christian and British values on a daily basis. They also show respect the beliefs of others.

In May 2021, we became one of the first schools in Warwickshire to achieve the RE Quality Mark (Gold Status). To obtain this, we had to document how we successfully teach and embed RE and Christian values across the school.

Assessment

Each unit of work contains sections relating to pupil expectations and assessment opportunities showing how pupils might demonstrate what and how they have learnt within each unit. The unit expectations provide three differentiated bands of achievement: developing, secure and extending. These enable teachers to make summative assessments of the pupils' attainment. These assessments are recorded on topic/subject assessment grids and are used to make judgements regarding pupil progress in respect to Aspect 3 which are recorded on Insight.

At the start of each unit, pupils are provided with a unit outcomes sheet, detailing the big questions they will be covering. We use Big Questions thought bubbles on our reflection areas to address these questions as we move through the unit. Pupils and teachers also make an assessment against each big question at the end of the unit.

Monitoring

The subject leader carries out a book scrutiny and a learning walk each term and records the key findings with action points for the following term. Pupil conferencing is also carried out every term (where possible), sometimes alongside the RE governor, where pupils come and talk about their R.E. books, work they are proud of and found challenging, and their knowledge, with particular focal questions on the Understanding Christianity units. These findings will then inform subsequent action points to feedback to staff. Photographs are also used to collect evidence of activities such as role playing out a biblical story. Lessons observation also take place.

