

## RE at Surrey Hills All Saints

### Intent, Implementation and Impact

#### Intent

At Surrey Hills All Saints, a rich and engaging RE curriculum immerses our pupils with enquiry and exploration opportunities, fostering a love of learning throughout the curriculum. The freedom to express their curiosity, enabling them to answer challenging questions, equips them for life in our multi-cultural society. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through our core values, self-awareness and reflection. These skills, deeper understanding and knowledge, will contribute to the development of their own spirituality with a broad and sympathetic grasp of the beliefs of others. These aspirations will lay an academic foundation that will equip them to thrive in all areas of their life.

#### Aims:

Whilst R.E. in primary schools is not part of the National Curriculum, it is compulsory for all (maintained) primary schools to teach KS1 religious education and KS2 religious education. Through a stimulating cross curriculum, which encourages reflection and questioning, RE gives our pupils valuable insights into the diverse beliefs and opinions held by people today. It helps with their own personal development and supports an understanding of the spiritual, moral, social and cultural questions that surface again and again in their lives.

- enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today;
- enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents;
- develop understanding of religious faith as the search for and expression of truth;
- contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs.

#### Implementation

##### Planning:

As a VA and Good Shepherd Trust Academy school, SHAS uses the Guildford Diocesan Guidelines for R.E. to plan. The guidelines outline the areas for coverage over the phases, resources and theological background for each unit. Using the Guildford Diocese guidelines, provides a Big Question based curriculum which promotes opportunities for pupils to engage, enquire and explore, evaluate and express. Planning is structured to promote British values through developing understanding of other cultures and beliefs, treating people of all faiths equally and nurturing tolerance for other people's opinions. There are clear indicators for end of year achievement which are measured using both the diocesan assessment criteria and the Chris Quigley Milestones for RE. Formal monitoring against these are undertaken twice yearly.

Planning should be conducted as a phase. However, each class teacher needs to adjust this outline for their own children's needs. A two year Long Term plan is followed to ensure that full coverage of all areas of the Guildford Diocesan guidelines are taught in each phase.

##### Cross Curricular

The overarching aim of the school's RE curriculum is to promote and embed Christian and British values by making continuous links to our vision and core values. Through this, children develop and embed an understanding and empathy of other cultures and beliefs, treating people of all faiths and backgrounds equally and nurturing tolerance for other people's opinions. Alongside our school Core values, the RE and RHE curriculum, underpinned by fostering and developing the Church of England's Vision for Education which has the following four strands:

1. Wisdom – to enjoy their own uniqueness and the uniqueness of others.
2. Hope – to have the hope to be themselves and can fulfil their potential without fear of being bullied.
3. Dignity – to celebrate the wonderful variety of different ways of being human.
4. Community – within a loving and hospitable community explore their own identity without fear of harm, judgement or being ostracized.

**Range of tasks:**

**Must include:** an enquiry model of learning, as it helps pupils to deepen their understanding in RE, make secure connections and utilise higher level thinking skills.

Each unit follows the following model of enquiry based learning:

1. **ENGAGE** – a stimulus is offered to engage pupils with a key religious idea. This element of the process should connect pupils' with the theme of the unit, and form a 'bridge' from pupils' lives into the world of religion, enabling them to make and deepen links in their learning.
2. **ENQUIRE & EXPLORE** – a key question related to the learning in each Diocesan unit forms the title of the unit, but further questions should be constructed and agreed with the pupils in this stage, setting the enquiry within the context of the unit.
3. **EVALUATE** - pupils should then EVALUATE, reflecting on their learning using an age appropriate balance of personal reflections and impersonal critical thinking skills. Pupils' evaluations should relate to the question(s)" that have been the focus of the unit, and are likely to create opportunities for them to learn & from & religion.
4. **EXPRESS** - pupils should be given opportunities to EXPRESS their own ideas and insights about what they have learnt during the ENQUIRY, which might be through cross curricular tasks, such as art, English or ICT, linking RE with other subjects.

**Resources:** The RE curriculum is stipulated in the Diocesan guidelines with unit outlines and suggestions for activities and resources. In addition, the diocese provides guidance for assessment.

Children have access to a range of resources for a variety of different religions. We encourage a hands on approach so that children are able to see how artefacts are used in different religions and supported to understand their value.

Our close links with the local churches enable the children to visit them for both services and education. In addition, church members regularly visit to contribute to collective worship and class activities.

Planning across the phases ensures that children have opportunities to visit religious institutions across different faiths.

**Displays:** All classrooms will have displays linked to the current Core value, the school's vision and current RE learning. The following will be seen and updated regularly in each classroom:

- RE displays include reflections and ideas that the children have made as well as the concepts and work undertaken about the unit.
- The Core Values display should have the SHAS Vision statement and all the values displayed alongside the current value.

**Assessment:**

- Continual assessment informs the teaching and learning sequence.
- Feedback is given on children's learning in line with our feedback policy. Verbal feedback is known to be more effective than written.
- Formative assessment within every lesson helps teachers to identify the children who need more support in order to achieve the intended outcome as well as those who are secure and require a challenge.
- Summative assessments are completed once a term and gap analysis of tests is undertaken and fed into future planning.
- Working with SLT, key data is analysed and regular feedback is provided, to inform on progress and future actions.

## **Events:**

Whole school –

- major Christian festivals are celebrated and reflected upon. Children are actively involved in specific collective worship sessions and activities regarding that festival. Opportunities are provided within phase planning to experience, reflect and discuss aspects of those festivals and gain an understanding of its importance to Christians and themselves.
- Pause Days – Easter, Pentecost, All Saints Day and Advent – off curriculum days to focus on aspects of these festivals through cross curriculum activities – art, drama, music, prayer and reflection.

Class based –

- Unit specific visits or visitors are organised to embed exploration, learning and reflection eg a visit to a mosque or a visit from a Jewish person to explain aspects of their faith which are important to them.
- Big question sessions with the local clergy or members of the church community

## **Impact**

At SHAS, we aim to create learners who feel confident to be themselves and fulfil their potential without fear. Our RE curriculum provides our children with an understanding of how Christianity has shaped British culture and heritage and influences the lives of millions of people today. By learning about other major religions, it provides an insight into their impact on culture and politics, art and history, which allows them to prepare for life in modern, multi-cultural Britain. Throughout our RE curriculum we aim to promote the development of pupils' spiritual and philosophical convictions, exploring their own faith and beliefs as well as showing respect and understanding for different faiths, opinions and values. At the end of the year, children are expected to apply the knowledge that they have gained through RE lessons to their daily life both in and out of school.

## **Pupil Voice**

Pupils are able to -

- talk enthusiastically about their knowledge of religion
- reflect on their learning and are able to confidently articulate their views, opinions and questions
- articulate their learning, views and questions through a variety of mediums
- listen to and be considerate of the views and beliefs of others
- articulate well about the need to be respectful of different beliefs

Monitoring informs us that RE is taught consistently across the school with an element of challenge. Pupils enjoy practical lessons and expressing their individual views, experiences and values in a variety of creative mediums. Key questions and deeper thinking challenges have enabled children to articulate these and reflect with confidence. The full range of creative activities and discussion based learning has insured that children of all abilities can access the learning and fully contribute in lessons.

## **Evidence in Knowledge**

Pupils can make links between their learning in RE and their life outside of school by:

- enabling pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today;
- enabling pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents;
- developing understanding of religious faith as the search for and expression of truth;
- contributing to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs.

## **Evidence in skills**

Children are taught to understand the importance of:

- their own uniqueness and the uniqueness of others.
- having the hope to be themselves and being able to fulfil their potential without fear of being bullied.
- celebrating the wonderful variety of different ways of being human.
- exploring their own identity within a loving and hospitable community, without fear of harm, judgement or being ostracized.
- everyone has the right to be accepted for who they are.
- having a responsibility to acknowledge and appreciate difference and diversity.
- having responsibility to be positive and active members of a democratic society.

Teacher's subject knowledge ensures that all children make good progress and children have a good understanding of how to apply learnt skills to life in modern Britain so that they become compassionate, positive citizens.

At the end of each year, we expect children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention, to ensure equal access to the curriculum through a variety of mediums to encourage reflection and deeper thinking.

At the end of the key stage curriculum, children should be able to apply their knowledge and skills to life experiences both within and outside school. Examples of this include when children are able to:

- Apply the school values to identify how their behaviour or relationships with others may impact others and how they can resolve these issues.

Deeper engagement is noted through children applying their learning in RE and collective worship to discussions in other subjects in the curriculum as well as by linking ideas discussed with their everyday experiences.