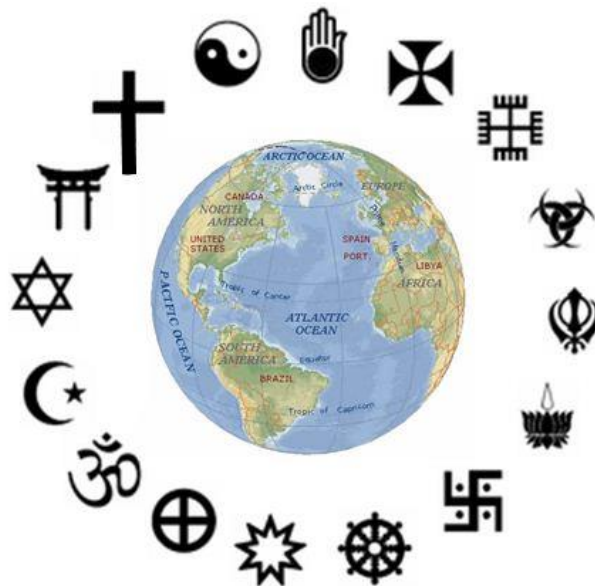




# How RE is taught at Swindon Village



Intent, Implementation and Impact

## **RE at Swindon Village Primary School**

### **Curriculum Intent**

At Swindon Village we engage our pupils in enquiring into, and exploring questions arising from, the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development. Our curriculum deepens children's understanding of the significance of religion in the lives of others and helps them to grow and develop into religiously educated young people, who can confidently share their own beliefs, viewpoints and ideas, while developing mutual respect and tolerance for others' beliefs.

We follow the Gloucestershire Agreed Syllabus for RE, including in EYFS, which aims to ensure that all children can:

- 1. Make sense of a range of religious and non-religious beliefs, so that they can:**
  - identify, describe, explain and analyse beliefs and concepts.
  - explain how and why these beliefs are understood in different ways.
  - recognise how and why sources of authority (e.g. texts, traditions, leaders) are used.
  
- 2. Understand the impact and significance of religious and non-religious beliefs, so that they can:**
  - examine and explain how and why people express their beliefs in diverse ways.
  - recognise and account for ways in which people put their beliefs into action.
  - appreciate and appraise the significance of different ways of life.
  
- 3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**
  - evaluate, reflect on and enquire into key concepts and questions studied.
  - challenge the ideas studied, and allow the ideas studied to challenge their own thinking.
  - discern possible connections between the ideas studied and their own.

The Agreed Syllabus ensures that children build on their understanding of religions studied in previous years, and ensures clear progression within the three strands throughout their studies in RE at Swindon Village.

Children will explore a variety of religious and non-religious beliefs throughout their time at SVPS. Each topic has a comprehensive knowledge organiser which is used to ensure the children are able to develop their knowledge and understanding in RE.

Children will take part in a variety of activities to help them engage with religion and belief so that they are stimulated to reflect upon and formulate their own beliefs and values. A wide range of resources will be used in classes for each religion being taught, including religious artefacts, links with faith leaders or other believers and visits to places of worship.

## Curriculum Implementation

Throughout their time at SVPS, children will learn about a variety of religious and non-religious beliefs. Each unit of study will build on their understanding of beliefs explored in previous units, as guided by the Gloucestershire Agreed Syllabus.

- A new unit from the Agreed Syllabus will be taught each half term presented as a 'Big Question' for children to investigate.
- Each unit will be supported by a comprehensive Knowledge Organiser.
- Children will get the opportunity to visit at least one place of worship per year, and to visit the place of worship for each religion we study at least once in their time at SVPS.
- At the end of each unit, children will complete a piece of writing based on the Big Question (which is displayed on the Knowledge Organiser and the classroom display).
- RE is taught by PPA providers for 1.5 hours fortnightly.
- Our local Reverend will hold a whole school assembly once a half term to talk about important events in the church calendar, and the 'Open the Book' team will also hold a whole school assembly once a half term.
- Where possible, faith leaders will also visit the school or remotely talk to the children.
- Children in Years 3-6 will visit our local church, St. Lawrence, for 'Experience Easter' every year (in addition to their yearly RE visit).

Teachers are expected to:

- Plan engaging lessons which build on prior knowledge. They need to cover the objectives specified in our curriculum document, which are taken from the three strands **Make sense of beliefs, Understand the impact of beliefs, and Make connections between beliefs** from the Agreed Syllabus. They should also refer to the Agreed Syllabus themselves for suggested content, ensuring all content helps answer the 'Big Question'.
- Begin each lesson with a review of the knowledge organiser and a quiz on previous learning (current and previous topics, and previous year's learning) to enable children to retain what they have learnt previously and be able to build on it in the next lesson.
- Create an engaging learning environment including an RE display appropriate to the topic and, where possible, to exhibit (and use purposefully in lessons) some of the school's important religious artefacts for the religion currently being studied.
- Support children to complete a 'Fundamentals' sheet at least once a term on the key facts for each religion they have studied so far (these should also be on the display and feature in quizzes) to enable children to remember (and distinguish between) them.
- KAT team will carry out regular monitoring to include book scrutiny and pupil interviews.

SVPS ensures that all children can access learning in RE by:

- Adjustment of task where appropriate
- Small group or 1:1 support where and when necessary
- AFL strategies used in the classroom to assess children's learning and adapt teaching or tasks where necessary
- Providing additional activities/extensions to challenge pupils where appropriate.

SEND or EAL children are supported at SVPS by:

- Re-visiting prior learning through quizzes at the start of each lesson
- Seating children alongside good role models during input (including quizzes) to support one another
- Seating children in ability groups (where appropriate) to enable adults to better support those that need it during written/reading tasks
- Providing visual or practical prompts (e.g. Widgeo images of knowledge organiser words)
- Provide sentence starters for written tasks (e.g. when answering the Big Question) where appropriate, to be copied or already written for children to complete
- Work may sometimes be adjusted so that all children can meet the learning objectives
- Teachers to use AFL to identify which children will need support during different lessons
- Teaching lessons using a variety of techniques where possible, to appeal to different learning styles such as visual, auditory, kinaesthetic.

### **Curriculum Impact**

All children in the school will be able to speak confidently and enthusiastically about their learning in RE.

Children engaged in their RE lessons:

- Are able to ask and answer questions about the religious and non-religious beliefs studied, the impact of these beliefs on people's lives and can make connections between these beliefs and their own
- Have positive attitudes towards other people who hold religious and non-religious beliefs different to their own
- Are able to transfer the skills they have learnt in RE across the curriculum

At SVPS we know our children are doing well by:

- Teaching lessons which are planned based on the Agreed Syllabus, knowledge organisers, and prior learning
- Marking and feedback
- Photographic evidence
- Looking at the piece of writing at the end of each topic which answers the topic question
- Book scrutiny and pupil interviews
- Quickfire quizzes about the knowledge organisers at the beginning of every lesson

Children at SVPS will become inquisitive, reflective learners who are enthusiastic about RE. They can confidently share their own beliefs, viewpoints and ideas, while demonstrating mutual respect and tolerance for others' beliefs.