



*'Train up a child in the way they should go and when they are old, they will not depart from it.' Proverbs 22:6*

## Christ Church C of E Primary School

### Religious Education Intent, Implementation & Impact

As a church school, Christ Church CE Primary is committed to Religious Education. We aim to build the foundations of 'life in all its fullness' underpinned by our Christian values of love, peace, forgiveness, thankfulness, friendship and endurance. Through Religious Education and our school vision, we hope to ensure that our children understand what it means to be loved, and to love others within our school and local, national and global community.

#### Religious Education Intent

At Christ Church we intend to:

- Ensure our children have access to a high quality RE curriculum that is progressive, challenging, reflective and enjoyable.
- Provide children with a *safe* and *supportive* space to reflect on their own values, religious, spiritual and/or philosophical convictions.
- Help children to know about and understand Christianity as a living world faith through the exploration of core theological concepts.
- Help children to consider the impact and connection that Christianity has on the lives of people worldwide.
- Enable all children to develop knowledge and understanding of other major world religions and world views, and their impact on society, culture and individuals.
- Open up the children's awareness of the global community, as well as helping them to understand their neighbours and the diversity of belief and opinions that exist in their locality.
- Explore diversity, make connections as well as challenge preconceptions.
- *Nurture* understanding, respect, compassion and *open-mindedness*, in order to *inspire* a lifelong desire to contribute to a cohesive society in modern Britain.

#### Religious Education Implementation

Christ Church CE bases its RE provision on the Walsall Locally Agreed Syllabus. In addition, the school uses the Lichfield Diocesan RE Guidance and Understanding Christianity planning materials.

At least 5% of curriculum time is dedicated to explicitly meeting RE objectives, although the subject may also be taught across the curriculum when appropriate. Within this teaching allocation, at least two thirds of subject content is used to explore the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

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The curriculum is progressive where religions are revisited in increasing depth as children move through the school. In Key Stage One, children learn about Christianity, Islam and Sikhism, and in Key Stage Two Christianity, Islam, Sikhism and Hinduism. There are also opportunities to explore other beliefs within other units of work. In Early Years, Christianity is the focus religion, however continuous provision includes learning about key festivals such as Diwali, Sukkot, weddings, etc.

Special RE days and visits enhance this provision. It is taught through a variety of pedagogies, such as investigating religious texts, listening to religious stories, Godly Play, drama, poetry writing, discussion (Philosophy for Children), visits and visitors, use of artefacts, art, music, writing and reflection.

## Planning

1. **Long term:** Walsall SACRE and Lichfield Diocese Understanding Christianity.
2. **Medium term:** Yearly overview, regularly updated in response to staff evaluation, Christian Distinctiveness Adviser advice and in house monitoring of teaching & learning.
3. **Short term:**
  - Weekly lessons include a clear lesson objective 'I can...'
  - Lessons are taught in 3 parts: starter (recapping prior learning and key world religions), main & plenary (often a reflective task)
  - Short term planning is supported by the use of the Walsall SACRE and Understanding Christianity schemes of work.

## Teaching

'Quality first teaching' linked to teaching standards:

All teachers:

1. 'Know where their children are' through the use of concise summative assessment, prior learning, assessment,
2. 'Understand where their children need to be' through a secure understanding of year group expectations and/or pre key stage expectations and ongoing formative assessment
3. 'Know how they are going to get them there' through the use of a range of strategies to promote independence, mastery and high expectations of ALL.
4. Effectively deploy adults, specifically during introductions, plenaries & catch-up sessions
5. Plan for progression during and between lessons

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## **Learning**

'Quality first learning'

We work as a team to ensure all of our children:

1. are school ready
2. feel safe & secure
3. are supported by effective classroom routines
4. are engaged in an engaging environment
5. have a clear understanding of the high expectations set for them
6. have high expectations of themselves
7. are confident in their learning
8. feel ready and excited to be challenged
9. are independent learners
10. are effective critical friends

## **Religious Education Impact**

A high-quality Religious Education curriculum will enable our children to build upon their British and school values. Through our curriculum, the children will learn to celebrate diversity and show respect for others who are different from themselves. They will develop the ability to become global citizens with an increased awareness of the beliefs of others. The children will be able to reflect on the decisions people make, compare their own experiences and identity with others, reflect and empathise with the big questions of life, and be confident to explore their own spirituality, open their own minds and search for truth.

The children's work in RE books will demonstrate a broad and balanced Religious Education curriculum. Throughout the key stages, there will be a clear progression of knowledge and skills.

## **Assessment**

RE learning in Early Years is recorded within a class book and children's Learning Journeys, whereas Key Stage One and Two children have individual books.

At the beginning of a unit of work, children are encouraged to share their pre-existing knowledge and ask questions that they would like to find answers to. This is revisited at the end of the teaching and learning in order to demonstrate progress and share new knowledge. Assessment tasks may be planned for so that pupil views and understanding can be judged through discussion or written feedback.

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After each unit of work, the children are assessed against the key objectives and assessment grids are completed. Teachers indicate whether children are working towards, at expected or exceeding age-related expectations. These are then shared with the subject leader to allow monitoring of overall standards.

Children are also encouraged to be critical of their own work, highlighting their own next steps.

1. Summative/reported - Termly assessment grids, which are completed by the class teacher.
2. Formative / ongoing - Marking, Assessment and Feedback. End of unit task.
3. Prior & Post learning - informs future planning, demonstrates progress in books, celebrates effort and achievement.

#### **Moderation:**

In-house  
Lichfield Diocesan Adviser  
Sharing of good practice with other schools

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