



Watlington Community Primary School

Rationale for Religious Education

Curriculum Intent

At Watlington CP School we aim to provide a high-quality, engaging and inclusive Religious Education curriculum that inspires and challenges pupils to develop a deeper understanding of religion and its significance in today's society. Our aim is to foster a positive and respectful attitude towards different beliefs, values and traditions, and to help pupils develop their critical thinking, empathy and spiritual awareness.

At Watlington, our curriculum is designed in accordance with the Norfolk Agreed Syllabus (2019), combined with Understanding Christianity, Twinkl and resources from Diocese of Norwich.

Through our curriculum, we aim for pupils to have skill:

As theologians:

- Analyse a range of primary and secondary sources
- Understand symbolic language
- Use technical terminology effectively.

As philosophers:

- Interpret meaning and significance
- Evaluate and reflect on beliefs and ethics and how they impact upon the lives of others and themselves.
- Refine the way they think about the world and their place in it.
- Consider moral principles, including the nature of good and evil.

As human/social scientists:

- Respectfully critique and value the wide range of beliefs and cultural influences that have shaped their own heritage and that of others, considering both similarities and differences.
- Recognise bias and stereotypes
- Represent a range of views other than their own, with accuracy.

The curriculum may also progress the following:

- A moral compass
- Reflection upon their own beliefs and cultural practises.
- Making informed personal choices.
- Empathy with and an understanding of others.

We are aware that religion is a complex area to explore and it is not possible for the pupils to learn everything about the religions they are exploring. Teachers acknowledge that the pupils should understand what is being taught to them and not just learnt facts, therefore they should teach less knowledge on a deeper level. Teachers should ensure that there are many chances to retrieve knowledge different ways throughout units to help learning go into pupil's long-term memory and to help with teacher's formative and summative assessment.

Implementation



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We implement the Norfolk Agreed Syllabus through the use of enquiry questions and a rolling programme that allows pupils to build upon and extend their experiences, learning and knowledge in RE.

The Religious Education curriculum at Watlington CP School is divided into three main content areas:

- 1- Theology- Thinking through believing
- 2- Philosophy- Thinking through thinking
- 3- Human/Social Sciences- Thinking through living.

However, these areas do not sit separately from each other. Knowledge from each area complements the others and some subject content only exists at the interplay between these 3 areas. It is important that teachers make links between these areas explicit to pupils.

In Reception, pupils learn about God as well as some religious celebrations, including Christmas, Easter and Shabbat. Pupils are provided with resources and toys which are from different cultures for them to explore.

We teach RE through discrete lessons and RE days, in Year 1-6 so that the learning has a clear focus and the pupils have time to build on knowledge, understanding and skills. Having discrete RE lessons helps to ensure sufficient time is allocated to RE and that the subject matter can be revisited and recalled frequently, allowing learning to remain in our pupil' long-term memory (Willingham, 2021). Our long-term curriculum overview for years 1-6 identifies which units each year group explore and shows when the different units are taught across the academic year. Many units build upon prior learning to enable the children the children to become confident, curious and challenging in their outlook on worldviews and beliefs.

The OFSTED 2021 Religious Education Research Review outlines three types of knowledge that pupils should make progress in:

- **Substantive knowledge:** includes knowledge about religious and non-religious traditions e.g: core concepts, truth claims, teaching and practices, wider concepts such as spirituality and secularity and how worldviews work in human life
- **Ways of knowing:** where pupils learn 'how to know' about religion and non-religion, incorporating methods from academic disciplines.
- **Personal knowledge:** pupils build an awareness of their own presuppositions and values about the religious and non-religious they study, and of the lived experience of adherents.

These are built on in each topic, which begins with a 'key question' which the pupils then explore in different ways, covering the 3 types of knowledge required. Teachers should think of ways to make RE memorable. Teachers should engage the children by exploring religions and cultures through a variety of approaches, including different multi-sensory approaches. For example: through stories, drama, dance, music or art.

In addition to RE lessons, religious celebrations are shared in school and class assemblies at appropriate times. This is an opportunity for the pupils to revisit learning from previous RE lessons and RE house days and helps them to understand celebrations and causes that some people celebrate. Teaching pupils about different religions and non-religious beliefs will help them to understand and respect others in the world around them and embraces the key British value of tolerance.



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Religious Education Subject Leader Role

The religious education subject leader is responsible in overseeing the religious education across the whole school. They will:

1. Strive to continually improve all aspects of the school's religious education curriculum and facilities
2. Ensure sufficient resources are available for all units of work.
3. Monitor the impact of religious education delivery by assessing and track pupil Progress through book scrutiny, learning walks and pupil voice.
4. Conduct annual reviews of the school's religious education provision
5. Communicate with teaching staff when necessary
6. Report to the Governors.

Impact

Our Religious Education curriculum has a transformative impact on our pupils. Our learners develop knowledge and understanding of religious and non-religious worldviews, which equip them to live in a diverse and global society confidently. They recognise the importance of tolerance and mutual respect, and are able to challenge prejudice and discrimination confidently. Our pupils develop an open-minded approach to different beliefs and perspectives, and are well-prepared to live and work in a diverse and multicultural society. Furthermore, our learners develop an understanding of their own and others' beliefs and become reflective and confident individuals who can go on to make a positive contribution to society. This also supports the readiness for high school, through teaching pupils the importance of respecting others views and beliefs.

We measure the impact of our religious education curriculum through:

- Ongoing formative assessment through retrieval practice, where needed.
- Marking books and feedback to pupils, dialogue between teacher and pupil(s).
- Use of the non-statutory age-related expectations (Norfolk Syllabus, 2019)
- Data tracking in 4 data drops per year, progress is also reported annually to parents in the end of year report.
- Teacher feedback
- Student voice

At the end of KS1 and KS2 teachers will assess whether a pupil has or has not met the expected standard. This performance measure will be tracked in school.

Sources:

- OFSTED Research Review:
<https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education#fnref:33>
- Norfolk Agreed Syllabus: <https://www.schools.norfolk.gov.uk/-/media/schools/files/teaching-and-learning/religious-education-agreed-syllabus/norfolk-religious-education-agreed-syllabus-2019.pdf>



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- Diocese of Norwich: <https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/curriculum-planning/>
- RE for Real (2015): <https://www.gold.ac.uk/media/documents-by-section/departments/research-centres-and-units/research-units/faiths-and-civil-society/REforREal-web-b.pdf>
- Religious Education Council: Religion and Worldviews in the Classroom: Developing a Worldviews Approach 2022
<https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2022/09/REC-Worldviews-Project-double-pages-Revised-cover-v1.2.pdf>
- <https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research>
- Why don't students like school? Daniel T. Willingham 2021



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Main priorities

PRIORITY	ACTIONS	WHEN?	WHO?	IMPACT	RAG
SUBJECT Religious Education					
To develop assessment and feedback tools within RE.	<ul style="list-style-type: none"> - Look into different ways of assessing and recording in RE. 	2022-2023	NS		
Pupil voice	<ul style="list-style-type: none"> - Meet with 2 chn from each year group to discuss what RE is and what they do in lessons. - 	Sum 2	NS		
Visitors/Visit	<ul style="list-style-type: none"> - To compile a list of available visitors or visits to enhance learning in units of learning - Judaism day and Islam Day. 	Sum 2	NS		
Look at how to differentiate for SEND children.	<ul style="list-style-type: none"> - Research planning and attend available courses. 	2022-2023	NS		
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