

## Tenbury Primary Academy



### School Vision Statement

Tenbury Primary Academy is a welcoming, inclusive and nurturing family with Christian values at our core. We are dedicated to promoting friendship, compassion and respect to enable everyone to flourish. With courage and perseverance we aim to be the best that we can be.

**‘Therefore encourage one another and build each other up.’**

Thessalonians 5:11

## RE at Tenbury Primary Academy

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### Tenbury Curriculum Intent

**The vision for our curriculum is to equip children with the skills to be safe, confident and creative, inspire them to ask questions and explore possibilities about their changing world and enable them to make a positive difference in both our local and global communities of the future. Staff and pupils will achieve this together, supporting each other along the way, working collaboratively and encouraging one another to be reflective thinkers.**

### This is our RE philosophy

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

At Tenbury Church of England Primary School the teaching and learning of Religious Education takes into account the Christian ethos of the school. In the life of the school there is evidence of Christianity as a living faith and a clear expression of Christian values is given. The school values every child as a part of God’s creation and ensures spiritual, moral, social and cultural growth. The school seeks to maintain a positive and healthy relationship with our local church.

RE prepares pupils for living in a multi-faith society through learning about Christianity and other religions, it offers opportunities for reflection, and it challenges pupils to consider, analyse and evaluate issues.

RE promotes values such as truth, justice, respect and it contributes to pupils’ Spiritual Moral Social and Cultural (SMSC) by enabling them to disagree respectfully and make connections within their own worldviews.

The purpose of Religious Education does not include any attempt to alter a child's beliefs. Indeed reflecting the inclusive ethos of the school our religious education programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'. (Quoting from the DFE circular 1/94 paragraph 32)

#### What RE looks like in our School

- Inspiring and challenging lessons
- Children working independently and in groups
- Opportunities for critical thinking and discussion
- Cross curricular and discrete lessons
- Creative work, exploring ideas and recording experiences
- having transferable skills, knowledge and expertise
- being stimulating, creative and fun fostering a love of learning
- encouraging the asking of 'big questions' and becoming critical thinkers
- children who are able to use a rich vocabulary of words associated with RE
- morally, spiritually and culturally aware children
- children who are tolerant and respectful of others
- children who demonstrate our Tenbury Christian values and the British values to support learning and behaviour

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews/ religious and non-religious worldviews.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, appreciate and appraise varied dimensions of religion.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews.
4. Build on prior learning through accessing a spiral curriculum that revisits and expands upon concepts previously taught

#### By the end of EYFS pupils will:

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

#### By the end of Key Stage 1:

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-

	<p>specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.</p> <p><u>By the end of Key Stage 2:</u></p> <p>Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p>
<p>C U R R I C U L U M  I M P L E M E N T A T I O N</p>	<p><u>This is how it works:</u></p> <ul style="list-style-type: none"> <li>• Lessons based on the agreed Gloucestershire Revised Syllabus</li> <li>• Lessons supported by Understanding Christianity resources and SACRE materials</li> <li>• As subscribers to RE Today, staff have access to a wealth of resources published by NATRE</li> <li>• Lesson provided through cross curricular or discrete lessons</li> <li>• Clear progression of skills developed throughout school</li> <li>• Progression of knowledge developed each year</li> </ul> <p><u>This is what adults do:</u></p> <ul style="list-style-type: none"> <li>• Teachers work collaboratively to support each other in the teaching of RE, understanding and applying current developments in the subject, and providing direction for the subject in the school.</li> <li>• Teachers who show enthusiasm for the subject regardless of personal beliefs</li> <li>• Curriculum leader evaluates the strengths and weaknesses in the subject and indicate areas for further improvement.</li> <li>• Create a positive learning environment to encourage discussion and personal opinion</li> <li>• Provide lessons that encourage the development of the Tenbury Christian values</li> <li>• Look for opportunities to use specialists and outside providers when necessary</li> <li>• Teachers revisit and recall knowledge in thoughtful and engaging ways with the aim of embedding learning in the long term memory. For example, through presenting images or texts from previous units for pupils to label, Lingo Bingo, Kim's Game.</li> </ul>

This is how we support:

We teach RE to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children (see RE policy for exemptions). Teachers provide learning opportunities matched to the needs of children with learning difficulties. Different technologies are used to allow children with special educational needs to have access and contribute to lessons.

- Teachers provide learning opportunities matched to the needs of children with learning difficulties.
- Small group or 1:1 where needed
- A range of equipment and resources so children can make progress

This is how we challenge:

- Differentiated lessons/questioning
- Additional activities to stretch learning or develop skills

This is how we ensure all children can access the curriculum:

- Peer support
- Pre teaching of Key Vocabulary
- Providing equipment that may support individuals
- Using knowledge organisers and other resources to build on prior learning

This is what you might typically see:

- Happy and engaged learners
- Children demonstrating transferable skills, knowledge and expertise
- Lessons which are, creative and fun fostering a love of learning
- Children demonstrating a rich vocabulary
- Curious children who ask 'big questions' and take part in discussions
- Children who are respectful of other's beliefs and opinions
- Confident children who are willing to persevere

This is how we know how well our children are doing:

- Informal judgements based on observation during lessons.
- End of unit assessments which are shared with the RE Subject Leader
- Annual assessments in line with the National Curriculum in England 2014, to inform annual report writing for each pupil
- Summative assessment discussed during transition meeting with next class teacher

This is how RE contributes to the spiritual, moral, social and cultural development of the child:

Discussions and activities in RE can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that religion has on people's moods, senses and quality of life. Children at Tenbury CE Primary School have the opportunity to encounter religions from many cultures and, through their growing knowledge and understanding of multi-faiths, they develop more positive attitudes towards other cultures and societies.

### Cultural Capital:

Through our teaching of RE, children visit places of worship in our local and wider community, such as a Mosque, Hindu Mandir and a Synagogue, in addition to our local churches. A virtual tour is also used to interview members of the Jewish faith community. Face-face interviews are held with members of the Muslim wider community. These experiences build an understanding and respect for the multi-faith society that we live in. We have strong global learning links through our partnership with our Tanzanian school, involving both virtual links and face-face visits. We participate in the MAF advent project annually, which also promotes children's knowledge of global communities. Through weekly Forest School sessions, our pupils experience our changing natural world, building respect for their environment and giving time for reflecting on the creation around them. Our curriculum is further enriched by visitors who come into share their knowledge and beliefs with the children, which encourages the children to ask more profound questions and promotes their thirst for knowledge.

### This is the impact of the teaching:

As a result of the delivery of our RE curriculum at Tenbury, you would typically see confident and engaged children who talk enthusiastically about the subject and reflect on their learning. Children will be working in groups, pairs and independently demonstrating that they are self-motivated, resilient and able to make choices about how they express their knowledge. Children can confidently refer to various faiths and are respectful of the beliefs of others.