



## **Padbury Statement of Intent for RE**

**Curriculum Intent for Religious Education (RE)** : *“RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning.” – Mary Myatt*

### **Vision:**

At Padbury CE School our vision is for all children to shine their lights before others enabling themselves and others to learn effectively. We want to foster a love of learning where pupils' curiosity is encouraged enabling them to confidently explore and discover the world around them. In our ever-changing world, pupils need to have the awareness of different religions and cultures and the curiosity to find out more in a respectful manner. Through our reflective and enjoyable curriculum, we aim to inspire and excite our children and foster a thirst for this knowledge. We believe that these opportunities will ensure that our children are confident, life-long learners who will explore Religious Education around them with positivity.

RE teaching is good at Padbury CE School when:

- there are opportunities to talk and to listen;
- lessons are informative and thought provoking;
- children are able to use a range of sources to find out more about the religions covered;
- children have frequent access to visitors/visits to bring learning to life;
- children are leading the learning experience with the teacher as the facilitator;
- lessons are differentiated to meet the needs of all children;
- lessons are well resourced;
- children are able to question and respond to topics with discussion and subject appropriate vocabulary;
- assessment informs future planning.

### **Aims and Purposes of RE:**

At Padbury Church of England School, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain. We aim to understand the way that religious beliefs shape our lives and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance our spiritual, moral, social and cultural development.

### **Intent**

At Padbury CE School we follow the Oxford Diocese Board of Education scheme of work, which is ambitious and designed to give all pupils the knowledge, skills and personal development to succeed in their learning in school as well as in life. Units of work are planned with the school's Christian vision and values underpinning and guiding curriculum decisions for RE. Wherever possible units of work link



to the cross curricular termly topics and are taken from either RE Today's Understanding Christianity or Oxford Diocese Scheme of Work and span a range of religions, concepts and ideas. All pupils receive their full entitlement to at least 1 hour of RE a week. The lessons start with a 'Big Question' which challenge the children's thinking and engages them in discussions about their learning. Our RE curriculum exposes children to a wider range of religions and provides the opportunity for our RE curriculum to reflect children in our school community. The sequencing of learning means that pupils are able to revisit religions in different contexts and embed their learning, through a variety of stimulating lessons. RE helps pupils (and the school as a whole) to reflect on the ways in which beliefs influence the way people live their lives. Children have many opportunities to explore in depth (at an appropriate level for each year group) the school's vision and associated value for each half-term.

Strong links are made with our school Vision and Ethos of, **'You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.'** Matthew 5:14-16

Alongside this, Collective Worship supports children's understanding of the Bible and what it means to Christians as well as celebrating traditions from other faiths and seeing the links between the different religions.

At Padbury we believe that RE should enable our pupils to:

- Acquire and develop knowledge and understanding of principal religions represented in the United Kingdom;
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies, and cultures from the local to the global;
- Develop the ability to make reasoned and informed judgements about religions and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom;
- Enhance their spiritual, moral, social and cultural development;
- Develop positive attitudes of respect towards other people who hold views and beliefs different to their own, and towards living in a society of diverse religions and beliefs.

### **Implementation**

Teachers create a positive attitude to RE learning within their classrooms and reinforce an expectation that all children can respect and understand key religions and be able to discuss and share opinions on sometimes challenging concepts. Our whole school approach to the teaching and learning of RE involves the following;

- RE is taught as a discrete subject for at least an hour weekly.
- Through our planning, we involve deeper thinking opportunities that allow children to find out for themselves. Children are encouraged to ask their own questions and be given opportunities to follow these questions up through discussion and reflection.
- We build upon the learning and skill development of the previous years. A skills progression document supports teachers to ensure skills and knowledge are built up sequentially across



the three phases in school (KS1 LKS2, UKS2) building on their understanding from the Early Years.

- New vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.
- Where possible, experts from the different faiths taught enhance the curriculum with talks and visits to school while opportunities are sought wherever possible to visit places of worship and key religious places.

### **Impact**

The impact of our successful RE Curriculum is that children reach the intended end points identified by the end of each phase (see below). Robust assessments also reflect children's knowledge and skills as well as their ability to discuss their views on their learning. Regular monitoring and evaluation of the subject, through the use of pupil voice and books scrutiny, shows that children can talk confidently about what they have learnt from the subject and give their views respectfully on the topics covered.

### **End Points**

In the Early years, children will have encountered Christianity and other faiths as part of their growing sense of self and their own community. These experiences are likely to have included:

- making links and noticing patterns in their experience
- showing curiosity about objects, events and people
- using their senses to explore the world around them
- talking about events and celebrations in their own lives and those of their friends and family
- finding out about similarities and differences between themselves and others, and among families, communities and traditions.

### **Key Stage 1**

By the end of the phase children will know: (Focus: Christianity and Judaism)

- That many people believe in a being they call God, the creator of the world.
- People who believe this often think that creation can show people what God is like and so the world must be looked after
- That there are different belief systems, called religions, that have different ways of relating to God e.g. for Christians God is Father, Son and Holy Spirit
- That there are things that people do because they believe in God e.g. prayer and worship and that these beliefs are found in sacred texts, traditions and experiences
- That stories are told to help people understand God and the world. These stories are found in sacred texts e.g. the Bible, the Torah, the Qur'an
- That there are many things that people think are worth celebrating e.g. Shabbat, Christmas, Easter, Rosh Hashanah
- That what people do and what they believe doesn't stay the same. In the past many things were different
- That religion is often social. There are often special places where people meet together in groups of different sizes and types to share these beliefs and spend time together



- That there are certain people, historically and currently who are important to people e.g. Abraham, Joseph, Moses, Joshua, Jesus, vicars and rabbis
- That for Christians, Jesus is the most important. They believe he is a friend who is with them all the time and can help them when they need help. He is called Saviour
- That Christians believe Jesus is God. He was born as a baby, died and came back to life
- That not everyone shares the same beliefs, and many people do not believe in God at all

### Lower Key Stage 2

By the end of the phase children will know: (Focus: Christianity, Hinduism and Judaism)

- That many religious believers show commitment to God through a variety of ways, for example, worship, celebration, pilgrimage, prayer
- That Hindus, Jews and Christians believe in one God; they do not believe all the same things about God
- That religions encourage people to follow certain rules and behave in certain ways. They help people decide what is right and wrong
- That communion and baptism are important practices for many Christians, and Christmas and Easter are important festivals because they tell the story of Jesus
- That Christians believe that Jesus, as Son of God, died and came back to life as Saviour and that this is why people still follow him today. He performed miracles in the name of God
- Sacred texts are a key source of authority for many religious believers and contain teachings that influence practices and celebrations for example, the parables, the story of Passover
- Christianity and Judaism share some of the same texts – the book Christians call the Old Testament
- The texts and stories that underpin key practices and festivals for example, Rama and Sita, the Nativity, Lent, Holy Week
- The names, stories, attributes and characters associated with important people e.g. the Hindu Trimurti, Jesus, Mary etc.
- That religious believers think that their faith makes a difference to their everyday lives for example, that prayer makes a difference

### Upper Key Stage Two

By the end of the phase children will know: (Focus: Christianity, Islam and/or Sikhism)

- That for many believers, scriptures (Bible, Guru Granth Sahib Ji, Qur'an) provide guidance for life, including choice of clothing, career, food and social action.
- That many believers accept that their sacred texts have been communicated by God/Allah either directly or indirectly, and that this gives them authority for example, the Qur'an.



- That it is through the study of the sacred texts that people meet with and know what God is like and this leads many to show commitment to their religion.
- That people gather together in places of worship for teaching and service. They will know the names of places of worship and that there are differences within as well as between religions.
- That most Christians believe that scripture is to be studied; it can be interpreted in different ways and still be the word of God. This leads to diverse practice within the church.
- That many people believe that God speaks to them through scripture, prayer, worship and other people, especially those counted as prophets for example Prophet Muhammad and Guru Nanak .
- That the death and resurrection of Jesus are central to Christianity and believed by most Christians to be true; it is through Christ that people find forgiveness and eternal life.
- That Christians believe the spirit of God guides them, changes lives, and impacts in the world through individuals, prayer and miracles.
- That Islam, Sikhism and Judaism believe that God is one, indivisible and incorporeal. Christians believe that God is one, but manifested as Father, Son and Holy Spirit. This is the Trinity and is a source of much debate among Christian scholars.
- That for many people religion helps them to answer questions about life and death, good and ill, right and wrong.
- That many people believe there is no God. There are also many other religious groups, with a wide variety of beliefs and practices.
- That there are people in many faiths who show commitment above and beyond the ordinary, often in the face of persecution or hardship. They are often called saints.

### **Progression of Skills in RE - Impact**

Through teaching units weekly, children build up the knowledge and skills required to make informed decisions. Assessments at the end of each phase are supported by understanding the skill progression involved in RE.

#### Key Stage 1

- Identify and name beliefs, festivals, places of worship and religious leaders using simple vocabulary
- Recall and retell a range of stories from religious and non-religious traditions
- Recognise and name core symbols
- Give examples of religious practices
- Make simple links between beliefs and behaviours
- Recognise basic similarities and differences between religions and individuals
- Share and justify their own opinions
- Ask appropriate and relevant questions
- Listen respectfully to the opinions of others
- Make links between learning and their own lives.



## Lower Key Stage 2

- Make links between beliefs, festivals, places of worship, religious leaders and sacred texts using correct religious terminology
- Demonstrate how stories from a range of traditions have been and can be interpreted differently
- Describe religious and non-religious symbols and suggest meanings
- Show how actions and symbols can be linked to meaning and suggest how these may have changed over time
- Make clear textual links between beliefs, behaviours and moral and ethical choices
- Make links between the interpretation of text and diversity of belief
- Offer justifications for their own and others' opinions
- Ask and suggest answers to challenging questions about life and beliefs
- Respond appropriately to the opinions of other people
- Show how their learning has challenged their thinking about reality and ethics.

## Upper Key Stage 2

- Make clear connections between beliefs and key life events using technical religious vocabulary
- Evaluate the importance of religious texts and stories in establishing beliefs
- Give examples of some of the ways that beliefs and practice have changed over time
- Demonstrate how religious leaders have been influenced by texts
- Show how inspiration can lead believers to take courageous actions and show commitment
- Explain how different genres of text can be read in different ways and lead to conflicting interpretations
- Evaluate their own and other peoples' opinions, challenging others where necessary
- Raise questions about the appropriateness of ethical and moral actions, supporting their responses with appropriate evidence
- Demonstrate with examples how their thinking has been challenged and changed by their learning.

### **Safeguarding**

Safety is paramount in all lessons and where the children are researching using technology, the safeguarding principles are applied. All forms of technology are checked regularly, and children know how to safely report any unwanted sites or images that could be seen. We have ensured our child protection policies cover the use of technology by adults and children within the school.

The school complies with

- Inspecting Safeguarding in early years, education and skills settings

Appropriate filters and monitoring systems are in place to protect learners from potentially harmful online material.



## **Special Educational Needs and Equality**

Lesson plans are to be differentiated to ensure equality of access to all children. For children with special needs, tasks may have to be broken down into small steps, giving them achievable goals, and activities should reinforce the pupil's understanding of content covered previously. In this way all children will be enabled to achieve their full potential.

Padbury CE School is committed to promoting Disability Equality and equality of opportunity for pupils with learning difficulties. When planning and teaching RE, staff will make reasonable adjustments to promote equality of opportunity for disabled and nondisabled pupils. This could include;

- allocating adult support
- providing additional support materials (e.g. visual aids such as photographs, Makaton symbols, concept boards)
- providing alternative resources e.g. switch technology which is easy to manipulate, use of alternative materials for pupils with sight or hearing difficulties.
- modifying tasks (e.g. working on the same objectives but with an alternative choice of media, recording work in different ways such as with a digital camera/ verbally/ with devices.)
- See also 'SEN Policy'.

## **Wider impact of Religious Education**

### **Language and communication**

Children develop language skills by:

- exploring ideas about the starting points for their work;
- asking and answering questions about a topic and challenging their thinking by talking with others;
- finding out about religious traditions, people and beliefs by extracting information from sources such as reference books, stories and the internet;
- discussing and comparing their own and others' work and explaining their own views.

### **Values and attitudes**

Children have opportunities in Religious Education to:

- Consider their own attitudes and values in relation to images and artefacts and learn to challenge assumptions, stereotypes and prejudice in visual and other forms.
- Develop respect for their own and others' work and learn how to offer and receive constructive feedback and praise.
- Work with others, listening to and respecting each other's ideas and learning to value different strengths and interests within the group.
- Develop a respect for the materials and resources that they use in their work and learn to evaluate critically their own and others' use of these.

## **Spiritual, Moral, Social & Cultural (SMSC) Development in RE**



## **Spiritual**

At Padbury, we understand that spiritual development is a whole school responsibility and not just the specific responsibility of the leaders and teachers of RE. We want all of our children in every lesson whenever possible and appropriate to experience **'Life in all its fullness'** during their time at Padbury School. Therefore, our entire curriculum provides opportunities for enhancing the spiritual well-being of learners in every aspect of school life.

Specifically, our RE curriculum endeavours to provide all children with opportunities to be involved in learning and activities that nurture and encourage an awareness of the following:

### ***Self (being a unique person and understanding self-perception);***

In key stage 1, the children explore the Big Question, 'Is Everybody Special?'. In lower key stage 2, children explore whether Jewish and Hindu children are free to choose how to live and in upper key stage 2, the children investigate the question, 'Are the Saints encouraging role-models?'

### ***Others (how empathy, concern, compassion and other values and principles affect relationships);***

In years 1 and 2, the children are asked whether some stories are more important than others? In lower key stage 2, the children investigate whether a Holy journey is necessary for believers and in upper key stage 2, children explore the significance of the Qur'an and the Mosque in the lives of Muslims.

### ***World and Beauty (perceiving and relating to the physical and creative world through responses to nature and art);***

In key stage 1, children explore the Big Question, 'Does the Creation Story help people to understand God?' Years 3 and 4 explore how light is a good symbol for a celebration and, in upper key stage 2, the children investigate what is best for our world and whether religion helps people to decide?

**Beyond – (relating to the transcendental and understanding experiences and meaning outside the 'everyday')**. Years 1 and 2 work on answering the Big Question, 'Can stories change people?', in lower key stage 2 the children explore the miracles of Jesus and years 5 and 6 investigate the Big Question, 'Is the Resurrection important to Christians?'

## **Social Development**

Discussion is central to any RE lesson at Padbury CE School. This encourages pupils to become adept in both speaking and listening. Social education in RE involves exploring similarities and differences in religions and cultures through which pupils can start to link religion to personal action in everyday life. This is also reflected in their relations with others in the classroom and their ability to work productively with their peers.

### **Moral Development**

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.
- understanding of the consequences of their behaviour and actions





- ability to offer their own views about moral and ethical issues and to understand and appreciate the viewpoints of others on these issues

### **Cultural Development**

Pupils will learn about other religions and cultures, giving them an opportunity to appreciate what it means to belong to a religious group. Within major world religions pupils will explore differences between denominations and understand the origins of differences which are often cultural. Pupils will cover the meaning of belonging to a multi-faith ever changing society.

#### **Examples of SMSC in RE include:**

Developing an understanding of individual identity

- Focusing on the beliefs of self and exploring the origins of these
- Studying of major world religions (such as; Christianity, Islam, Judaism) to see how different people live, promoting tolerance and understanding
- Reflecting on responses to 'ultimate questions'
- Studying different moral issues and justifying own views
- Exploring key religions (Christianity, Islam, Judaism and Sikhism). This includes detailed coverage of the beliefs and teachings of these religions and the main practices
- Working as part of a group or team, sometimes to create their own working teams
- Sharing of views and opinions with others and resolving any differences
- Showing respect for people, living things, property and the environment
- Reflecting on one's contribution to society and how we can support other communities.

