



Religious Education

Religious Education at St Paul's builds on children's natural instinct to wonder about faith, belonging and community, helping them to flourish in their journey to the fullness of life.



Our Vision for Religious Education

Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life.

Religious Education has a unique place as a central subject in the curriculum of St Paul's. It is neither a core nor a foundation subject; the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Through our Religious Education curriculum, we aim to engage 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. It is vital to provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain, whilst developing their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook. We wish to enable learners to apply the insights of the principal religious traditions to their own search for identity and significance and to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life. Finally, we hope to encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

SEND: How will the subject meet the learning needs of all? The needs of children with SEND are met through the wide range of activities, stimuli and opportunities to respond that ensure RE is accessible to all.

Rationale – Why we do what we do... Over the past few years, St Paul's have found like nationally, that there has been a difference in the language skills of children as they enter in Reception. We have also noted a marked difference in the children's levels of independence, resilience, ambition (skills for life), this along with a need to promote a more deep rooted love of reading, has prompted us to shape our curriculum with greater emphasis in these areas.

We have a rigorous monitoring and auditing cycle in RE, including input from staff, children and Governors which gives a unique insight into how each group views the teaching and implementation of RE. We also use the finding our 5 yearly SIAMS inspection to help inform our planning and development of RE as a subject. As a result we are now implementing the new SACRE syllabus, alongside 'Understanding Christianity' and developing our enrichment programme to include opportunities for encounters with other faiths.

How do we enable children to learn more and retain more?

Timings and timetable:

In Reception, RE is taught as part of the 'People and Communities' aspect of 'Understanding the World'. It is taught through whole class, small group and 1:1 learning with a mixture of adult-led learning and some child-initiated learning with sustained shared thinking. Across the rest of the school, RE is taught as a core subject, alongside Maths and English. This is a deliberate decision to place RE at the heart of the curriculum and to ensure it is taught regularly and rigorously. Religious Education is generally taught on a weekly basis, but is sometimes delivered through a class topic or as a whole-school RE day. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Within each year group, the timetabling of RE is flexible, depending on the topic learning journey. However, the timings average to approximately 1 hour per week, in line with the statutory requirements for this subject. This ensures breadth and depth of knowledge and secure knowledge retention and skills progression.

RE– An Overview:

The world is truly a diverse and wonderful place! The study of Religious helps pupils to develop their knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views. Their understanding and respect for different religions, beliefs, values and traditions (including ethical life stances) grow through exploring issues within and between faiths. Pupils are encouraged to think about the influence of faith and belief on individuals, societies, communities and cultures; and develop skills of enquiry and response through the use of religious vocabulary, questioning and empathy. RE also provides opportunities to develop skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

RE provides pupils with the opportunity to consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It helps them to understand the influence of religion on individuals, families, communities and cultures and to learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs. Pupils are encouraged to learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues whilst developing their sense of identity and belonging, preparing them for life as citizens in a plural, global society. RE also enables pupils to begin to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

RE is taught as part of a termly or half-termly topic, focusing on knowledge and skills stated in the SACRE Agreed Syllabus and 'Understanding Christianity'. Progression is seen in the way children's understanding of their own faith and others' gradually expands throughout the school. Our children should leave our school equipped with the skills, knowledge, empathy and understanding that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. SEND: How do we vary our teaching to cater for all learning styles and all needs? RE at St Paul's is taught in a creative and accessible way. The activities range from practical, thought provoking group discussions to individual opportunities for reflection and response.

Enrichment is an important part of the RE curriculum. There are a range of trips which have been designed with a RE focus. Throughout their time at St. Paul's, children also have the opportunity to be a part of our Worship Council. Their role is to look at ways to improve our school RE provision and to plan and deliver worship to the school with the help and mentorship of the church team.

Assessing Outcomes in RE:

Pupils' progress in RE is based on the expected outcomes outlined in the Agreed Syllabus and in Understanding Christianity, which in turn have been developed in line with guidance produced nationally. These outcomes have been developed into 10 Key Performance Indicators for each year group and students are assessed regularly against these KPIs.

We track individual pupil's progress in this way, whilst also bearing in mind that the statements do not cover all aspects of teaching and learning in RE. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to good RE.

Progress in RE is reported annually to parents and has a prominent position in the end of year report.

Assessing outcomes in RE is rigorous and focused. Teachers regularly review learning and knowledge within and after lessons and adapt their teaching as a result.

In Reception, all children have a personalised 'Learning Journey' using Tapestry which is used to record learning from all areas of learning across the year. Evidence is also compiled in individual RE books and in a class RE and Worship diary. Teachers use this evidence to ensure that all children are making progress and attaining well. Where children are not meeting expected standards, teachers provide additional support where appropriate.

On entry to Year 1, children discover and learn more about RE. All acquired knowledge and experimentation of skills linked to RE is recorded in the RE book begun in Reception alongside the KPI sheet for the year group. Teachers use the KPIs to assess ongoing attainment and progress. The class RE and Worship diary is also carried through into Year 1.

The RE subject leader completes regular monitoring of attainment and progress through a combination of pupil voice, book monitoring and matching actual outcomes to intended outcomes as identified in the SACRE Agreed Syllabus for Herefordshire and in 'Understanding Christianity'. The school Worship council (comprising of one pupil per class) and the Church School Ethos Committee (a Governor's sub-committee) are regularly involved in the monitoring process, particularly book monitoring and learning walks. From this monitoring, key actions are given to the teacher and are re-visited frequently.

The RE subject leader then has a formal meeting with senior leaders to discuss outcomes and next steps. The Curriculum Senior Leader uses the information given to them to hold Governor sub-committee 'Church School Ethos' each term. These are in addition to the Pupil Progress Meetings that identify and celebrate pupil progress and set agreed targets for narrowing any gaps in knowledge and skills.

SEND: How do we ensure/record progress of children if they are not at the NC level for their age etc? The KPIs for RE are fully achievable by all learners. They can be met through many different forms, from individual work, through group discussion to whole class projects and more. Evidence that can be gathered in RE books, but each class also keeps an RE and Worship diary to document discussions and practical activities.

Enrichment

Enrichment opportunities within and across all areas of the curriculum are important to St Paul's to help develop the children's skills for life. Our research shows that although lots of children have been exposed to visits, the quality of these visits vary. For example, verbal feedback showed that although lots of children at our school may have visited the local church and have regular contact with the church pastoral team, the opportunities to 'dig deep' into other faiths is limited. Therefore, our enrichment opportunities for RE provide a clear purpose with plenty of opportunities for extension and challenge. They are relevant, age appropriate and inclusive to all.

Year Groups	Enrichment Opportunity	Term of Enrichment	Topic
Rec	Opportunity: Visits to St Paul's Church, Cathedral Purpose:		
1	Opportunity: Visits to Cathedral. Visitor from Jewish faith to talk about home practice. Purpose:		
2	Opportunity: A visit to Craven Arms Islamic Centre, Cathedral Purpose:		
3	Opportunity: Visit to Cathedral Purpose:		
4	Opportunity: A visit to Hindu Temple in Birmingham, Visit to a monastery Purpose:		
5	Opportunity: Purpose:		
6	Opportunity: Sequence of lesson with Church Staff leading to opportunity for Confirmation classes. Visit to Cathedral for Leaver's Service and activity day. Purpose:		

Environmental Link

RE- Opportunities for children to make a positive difference to the environment.

Year Groups	Topic	Making A Positive Difference
Rec	Why is the word God so important to Christians?	Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it.
1	How should we care for the world and others and why does it matter?	Recall earlier teaching about Genesis 1: retell the story, remind each other what it tells Jewish and Christian believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). Talk about ways in which Jews and Christians might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation; Genesis 2:15 says they are to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important for everyone, not just religious believers. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees).
2	Who do Christians say made the world?	• Talk about: if Christians believe God made the world, what should they do? Perhaps thank God. Look at some 'thank you' prayers Christians might say about the world; or

		some praise prayers about the Creator. • Make links with grace before meals: many Christians thank God every time they eat. Find out some examples of these prayers and talk about why people say them. What difference does it make to how they live?
3	How and why do people try to make the world a better place?	Think about some of the ways in which the world is not such a good place: you could start small and local, and end up big and global e.g. from upsetting people in the dinner queue through to messing up the environment. Talk about why people are not always as good as they could be.
4	Hindus and God	Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
5	Christians and how to live: 'What would Jesus do?'	<ul style="list-style-type: none"> • Look at ways in which people show generosity to those in need, e.g. supporting foodbanks, volunteering for charities. Non-religious and people of other faiths are also committed to serving others; why do they do it? Which of these examples is the most inspiring to pupils? Are there any practical ways they can help people in need?
6	For Christians, what kind of king is Jesus?	<ul style="list-style-type: none"> • This unit is about trying to transform the world. Talk about what a better world would be like. Gather ideas about some of the problems in the world (e.g. hunger, poverty, violence, lack of healthcare, etc.) and find out about some people who have made a difference to the world (e.g. have a look at winners of the Nobel Peace Prize or the Niwano Peace Prize). List ways in which people could make the world a better place in the next 50 years.

