



Itchen Abbas Primary School

'Growing Hearts and Minds'

Subject Development and Rationale

Religious Education

Intent of our Religious Education Curriculum

Background information about our school's local community:

Most people who live in the local community were born in the UK and migration and immigration into the area are low. Therefore, the community does not have a high level of diversity and children are not typically exposed to diversity including different religions and cultures, within their daily lives. In recent years, since Covid, the school has seen more children join the school from abroad. However, most are white middle class with parents who were working abroad and children attending British Schools. A small number of families new to the school are from Ukraine and are refugees.

Religious Education at our school:

At Itchen Abbas Primary School, we recognise Religious Education as an engaging, inviting and personally enriching academic subject that plays a vital role in preparing our pupils for life in Modern Britain. We value the significant role RE plays in helping children to understand themselves and other people; how different people live; and the differences between them. Our curriculum encourages children to explore different religious and non-religious traditions, allowing them to develop their ability to become respectful individuals of their own and other's religious or non-religious beliefs. In line with the agreed syllabus for RE in Hampshire Schools, 'Living Difference IV', the teaching of RE at Itchen Abbas intends to play an integral educational part of the lives of our pupils as they come to think, speak and act in the world. We therefore recognise RE as a crucial subject not only for our children now, but also for the future.

Through our Religious Education curriculum, we aim to:

- equip children with the knowledge and understanding of Christianity and a range of other religions and worldviews
- enable children to develop an appreciation of how faith, values and worldviews shape different people's lives
- enable children to flourish as citizens in a pluralistic and global society, showing respect for others
- enable children to understand their own world view and how that affects their view of the world
- promote the spiritual, moral, social and cultural development of our pupils
- allow opportunities for children to ask questions and respond freely and openly to questions and experiences in a variety of ways
- foster in our pupils a reflective approach to living

Implementation:

Religious Education is taught following the locally agreed syllabus, Living Difference IV. We have an enquiry-based approach based on matters, skills and processes of religious education. The cycle of enquiry includes the following steps:

Communicate and Apply to allow children to express their own response to a concept and to involve them in considering their own and others' experiences.

Inquire and Contextualise to encourage deeper thinking and to apply the concept being taught to real-life contexts.

Evaluate to give children an opportunity to consider/ discern the value of concepts from their personal point of view, and that of someone living within the context studied.

RE is taught to all year groups in the school. It is taught explicitly in Year R to ensure the children have the subject knowledge required for progression throughout KS1 and KS2. RE is given a high priority within the school and we ensure that sufficient time is spent on RE learning.

Each half term, children study one unit of R.E. These units are planned to ensure there is a breadth and variety across the school. Each unit has a focus: A concepts-examples of words shared within as well as outside of religions and religious traditions, B concepts- examples of concepts shared by many religions or C concepts-examples of concepts distinctive to particular religions and religious traditions.

Our long-term plan also includes Golden Thread concepts (**community, love, belonging and special**) that are revisited throughout the EYFS, KS1 and KS2 to provide continuity across our curriculum. These help with deepening and broadening children’s religious education over time. As children get older, the nuances of Golden Thread concepts/ words are explored. For example, the concept of *special* in EYFS and KS1 is revisited as *holy* in KS2.

Throughout their time at Itchen Abbas, children will study a range of religions. Christianity is taught across each key stage. In EYFS and KS1, children will study Christianity and Jewish traditions. Lower KS2 study Christianity and Hindu traditions and Upper KS2 study Christianity and Islamic traditions.

In addition to this, children learn about other religions through our **overview studies**. In EYFS and KS1, children are given an opportunity to also learn about Sikh traditions as part of our units on Special Clothes, Special Places and Special Books. In lower KS2, children are given an opportunity to explore the symbolic approach to trees across a range of religious traditions (Christian, Hindu, Jewish and Buddhist). In upper KS2, children learn about people’s views of God across religions and also learn about Humanist ways of life.

During RE lessons, children develop both their substantive knowledge and disciplinary skills. Substantive knowledge (content) is built upon so that children are being prepared for future learning. For example, in Years 1 and 2, children learn about synagogues as part of their learning about ‘Special Places’ before then further exploring the significance of synagogues in ‘Belonging in Judaism’.

The progression and coverage of disciplinary skills is outlined in our Threshold Concept document. These are then tracked through our Threshold Concept Overview.

The threshold concepts for RE are:

Threshold concept symbol	Threshold concept title and descriptor
	Communicate experiences and beliefs Express individual understanding and experience of a religious concept or belief
	Apply understanding Apply individual understanding of a religious concept or belief to different situations or contexts
	Inquire further Recognise that there are many different ways of looking at things through reflective collaboration and deeper conceptual exploration.
	Contextualise religious beliefs Examining the concept in a specific context, often through a specific religion or religious activity
	Evaluate religious concepts Have the opportunity to weigh up the value of a religious concept or belief both to a religious person and to ourselves

Our RE curriculum delivers a personal element for our pupils whereby they are given regular opportunities to reflect on their own knowledge and to share their own ideas, beliefs and opinions. It also promotes opportunities for children to develop their curiosity by giving them time to raise and listen to each other's questions. Through **Pondering Time** and **Personalised Learning Time** tasks, children are able to explore their own lines of enquiry as well as research topics or themes of their choice to support the learning they do in RE lessons.

When working in RE, pupils are able to record their work in a wide variety of ways, including pictures, poetry, letters, posters, annotated drawings, reports and accounts.

Vocabulary

To ensure that children can communicate their knowledge and understanding of the religions/ worldviews accurately, key vocabulary is identified on the planning for each unit and is defined to the children and taught in context. Children are encouraged to use the correct vocabulary in both their verbal discussions and written work.

Enrichment

The RE curriculum at Itchen Abbas is enriched for children by:

- Seeing and handling religious artefacts and special books
- Visiting places of worship
- Visitors brought into school and giving children opportunities to speak to people who lead a religious life
- Reading fiction/non-fiction linked to concepts being studied
- Taking part in drama, art and music to enhance their learning

Support for Staff and Subject Knowledge Development

The RE leader consults with advice from Hampshire as well as training from the National College to ensure their own subject expertise. As a school, we also have good ties with our feeder secondary school, Henry Beaufort, and local primaries and have developed networks to support our curriculum development.

The subject leader has written the RE scheme of work in line with Living Difference IV and through liaising with HIAS.

Subject leaders have compiled a support for SEN document which supports teaching in identifying how to support children with additional needs so that all children have access to the full curriculum.

The subject of RE is discussed as a staff at given intervals and in Staff Meetings to ensure that progression/new updates are implemented and maintained throughout the school. Curriculum maps are shared and evaluated to maintain interest and progression for our pupils.

How this Subject Works Alongside Others

SMSC

The Agreed Syllabus Living Difference IV, outlines how:

The **spiritual** development of pupils can be developed through:

- discussing and reflecting upon key questions of meaning and truth, such as the origins of the universe, life after death, good and evil, the being of God, and values such as justice, honesty and truth

- learning about, and reflecting upon, important concepts, experiences and beliefs which are at the heart of religious traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- considering how religious and non-religious ways of life perceive the value of human beings, and their relationships with one another, with the natural world, and perhaps with God.

The **moral** development of pupils can be developed through:

- valuing diversity and engaging in issues of truth, justice and trust
- exploring the influence on moral choices of family, friends and the media, and how society is influenced by beliefs, teachings, sacred texts and guidance from religious and non-religious leaders
- considering what is of ultimate value to all people through studying the key beliefs and teachings from religious and non-religious ways of life, on values and ethical codes of practice
- Studying a range of moral issues, including those that focus on justice to promote racial and religious respect and the importance of personal integrity

The **social** development of pupils can be developed through:

- considering how religious and non-religious ways of life lead to particular actions and concerns
- investigating social issues from religious and non-religious perspectives, recognising diversity of viewpoint within and between religious and non-religious ways of life.

The **cultural** development of pupils can be developed through:

- promoting cultural understanding from a religious and non-religious perspective through encounters with people, literature, the creative and expressive arts, and resources from different cultures
- considering the relationship between religious and non-religious ways of life and cultures and how religious and non-religious ways of life contribute to cultural identity and practices
- promoting racial harmony and respect for all, combating prejudice and discrimination.

Religious education and personal, social, health and economic education, relationships and sex education and health education

Developments in relation to PSHE and RSE and health education since the publication of *Living Difference III* in 2016, reveal continuing connections between religious education and PSHE through, for example:

- developing confidence and responsibility when sharing opinions and understanding there are different perspectives when discussing different issues
- understanding that religious and non-religious contexts could provide different perspectives on healthier lifestyles including drug use and misuse, food and drink, leisure, relationships and human sexuality. In addition, recognising the value of religious and non-religious ways of life in relation to sex education, and enabling children and young people to consider and express their own views
- developing good relationships and respecting the differences between people by experiencing and being taught about plurality and studying the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings, considering issues of marriage and family life, and meeting and encountering people with beliefs, views and lifestyles that are different from their own.

Early Years

In Early Years, RE is taught in discrete half-termly units. New learning is then developed through enhancements to continuous provision, which meet the needs of the learners in the class. The Early Years Leader has developed progression maps which identify which skills will be taught at which stage to support children's RE development so they are ready for year 1 learning. We anticipate seeing RE in the Early Years through the following areas and specific goals:

Communication and Language	<p>Listening, Attention and Understanding:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
Personal, Social and Emotional Development	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p>
Literacy	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes, poetry and role play</p>
Understanding the World	<p>People, Culture and Community</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences of what has been read in class</p>

Impact of our Curriculum

Assessment and Progression

- End of unit assessments are completed by Class Teachers and recorded on the wider curriculum assessment documents. These are analysed by the RE leader. These are used to inform future planning and strengths/ development areas for RE across the school.
- Assessment is completed through class discussions, questioning and carefully selected activities in RE books.
- Each stage of the RE enquiry cycle has an identified outcome so that the children can demonstrate their learning throughout the topic. An assessment focus for each unit is identified and shared with class teachers. Each half termly assessment focus is consistent across the school.
- Our RE Progression documents inform teachers of the level at which pupils need to be working to achieve age related expectations.

Monitoring and Pupil Voice

- Subject leaders evaluate the understanding of conceptual knowledge and vocabulary through pupil voice of different groups of children and abilities. This supports the RE subject leader's evaluation of the subject.
- Subject leaders regularly scrutinise children's work in books to evaluate impact of teaching, advise the teacher on even better and identify next steps in CPD.
- The subject leader evaluates how teachers have adjusted their lessons and supported children with additional needs so that all children have had appropriate stretch and support.
- Photographs are provided from the EYFS leader to demonstrate the quality of RE learning in Year R
- Curriculum maps are shared and evaluated to maintain interest and progression.
- The subject of RE is discussed as a staff at staff meetings to ensure that progression is maintained throughout the school.

As a result of the RE curriculum at Itchen Abbas Primary School:

- Children have a strong grasp of religious concepts and world views and are able to use the correct language to communicate them. Children therefore make good progress in their RE learning.
- Children have a strong understanding of different peoples' cultures and beliefs as well as their own. They demonstrate respect and understanding for the beliefs of others.
- The teaching and learning of RE in each class is highly effective. Pupils are engaged in their learning and display an enthusiasm and interest in the areas being studied.
- Children can respond to religion in a way that allows them to express creativity.
- Children discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.
- All children are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.