

# How we teach core subjects

## Religious Education and Worldviews - RE

At St Peter's, Cowfold we believe Religious education should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect, encouraging all to live well together.

*“ Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.*

*(Religious Education Statement of Entitlement February 2019)* ”

The religious education (RE) at St Peter's, Cowfold CE Primary School is informed by our school vision and values and our Anglican foundation.

As a church school, we recognise the core place that RE occupies in relation to our Christian distinctiveness and regard it as one of our core subjects. The teaching of Christianity sits at the heart of our RE curriculum, but we recognise the variety of religious and non-religious backgrounds that make up our school community and respect this variety of backgrounds in the spirit of Christian welcome. Pupils and their families can expect a RE curriculum that meets legal requirements, is rich and varied and provides pupils with a thorough knowledge and understanding of a range of faiths and worldviews. We actively promote British values, including the respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice. RE is one curriculum area in which our pupils encounter and critically reflect on a range of religions and worldviews.

As an Aided church school we follow the West Sussex Agreed Syllabus, using high quality resources and an enquiry approach to engage pupils with Christianity and other religions and worldviews, focusing on significant theological concepts which develop and deepen pupils' own understanding of the world as part of their wider religious literacy.

Links with our Christian values and our school vision support pupils' spiritual, moral, social and cultural (SMSC) development and we provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and worldviews studied.

Our RE curriculum map is based on the West Sussex Agreed Syllabus 2021 and we use Understanding Christianity and The Emmanuel Project to help us deliver this content effectively. Worldviews are woven through our RE curriculum and intrinsic to each unit of work. Our RE spiral curriculum is built on concepts and it has been updated for September 2023 to ensure it reflects the recommendations from Ofsted's Research Review into Religious Education (May 2021) and the requirements of the West Sussex New Agreed Syllabus (April 2021). Teaching and Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space for pupils to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and

informed dialogue with those of all religions and worldviews. Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning.

We teach RE to all pupils, whatever their individual needs. RE forms part of our commitment to provide a broad, balanced and inspirational education for all pupils. Through our RE teaching we provide learning opportunities that enable all pupils to make progress. Through Religious Education our children think analytically, take responsibility and see beyond their own horizon.

- Through Religious Education our children have the opportunity to grow spiritually, to be resilient and challenge themselves and each other in order to succeed together.
- Through Religious Education our children are encouraged to be courageous advocates who challenge inequalities in society and are able to articulate spiritual and ethical issues.

## Subject Concepts

The outcomes of the national curriculum are achieved through our concept-based curriculum. Our subject concepts are a helpful way to organise a curriculum as they provide learners with a disciplined way of thinking about curriculum content. Subject concepts come up repeatedly in each subject within our curriculum, supporting learners to assimilate new knowledge into growing schema.

Bearing in mind the findings of the OFSTED Religious Education Review (May 2021), and our vision for our pupils to be 'lifelong learners', we will always bring our study of religious education and worldviews into a context where our learners can be scholarly' in objective.

### Subject Concepts for religious education and world views

The following have been selected as the key concepts:

#### Theology

## Theo – Theology / Believing



This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.



Theology involves investigating key texts and traditions within different religions and belief systems, exploring the ways in which they have been used as authoritative for believers and the ways in which they have been challenged, interpreted and disregarded over time. It considers the use of reason in assessing the key ideas of a religion or belief system (thus crossing over with philosophy in places), as well as exploring the significance of experience on the claims made by religious and non-religious people. Theology enables children and young people to grapple with questions that have been raised by religions and beliefs over the centuries. Thus, we argue that everyone can have something to say about these ideas and concepts and that all can be theologians (QAA 2014).

## Social Sciences

# Livvy – Social Sciences / Living



This is about living. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies.



Engaging with the methodologies of the human/social sciences will help students investigate the ways in which religions, beliefs and religious believers have shaped and continue to shape societies around the world. They can promote better understanding of the ways in which religions and beliefs influence people's understanding of power, gender, compassion, and so on. The methodology includes listening to the voices and observing the practice of members of faith and belief communities. Considering both the strengths and weaknesses of religions and beliefs in their lived reality is a crucial element of helping pupils hold the balanced and informed conversations we hope for. It also enables pupils to consider the nature of religion itself and the diverse ways in which people understand the term 'religion'.

## Philosophy

# Sophia – Philosophy / Thinking



This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.



For many thousands of years, human beings have asked questions about meaning and existence. Around the 6th century BCE these questions began to be systematized in religious philosophies in different areas of the world. This is the starting point for the discipline of philosophy. It is this process of reasoning that lies This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other. This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence. Living Believing Thinking at the heart of philosophy. Philosophy is less about coming up with answers to difficult questions and more about the process of how we try to answer them. It

uses dialogue, discussion and debate to refine the way in which we think about the world and our place in it.

Philosophy contains three fields of enquiry that would be applicable to a balanced framework for RE these are metaphysics, logic and moral philosophy. Metaphysics considers the nature of the world around us, logic investigates our process of reasoning (the way we think about ourselves and the world around us) and moral philosophy considers the nature of good and evil.

## Vision Concepts:

Our vision concepts spiral throughout our curriculum so St Peter's children have a range of opportunities to apply what they have learnt in meaningful contexts and live out our school values, develop spiritually and explore their own beliefs.

Our children apply their knowledge and skills that are set out in our small-steps progression documents to become 'agents of change' and explore 'courageous advocacy' through our vision concepts.

### Community

The concept that we have a responsibility as a Christian community to learn about, understand and love others in our school, village, nation and the world

### Christian Values

The concept that if we live by our distinctively Christian values and can demonstrate the qualities of our learning friends we will be equipped as lifelong learners

### Ambition

The concept that we should use our knowledge and skills to improve the lives of ourselves and others

## Small Steps Progression

Each subject concept has progression indicators called small-steps. The small-steps outline what intended knowledge pupils should attain during each milestone. We refer to the substantive knowledge as 'I know' knowledge and disciplinary knowledge as 'I can' knowledge. The small step documents, that describe this progression, are organised into 4 milestones. These are:

- ❖ Early Years Foundation Stage
- ❖ Milestone 1 – Year 1 and 2
- ❖ Milestone 2 – Year 3 and 4
- ❖ Milestone 3 – Year 5 and 6

## Assessment

We assess the 'I know' knowledge and 'I can' knowledge each term. Within a particular milestone, a teacher assessment is made for each learner's level of knowledge: emerging, advancing and deepening. These levels of knowledge represent 3 cognitive domains.



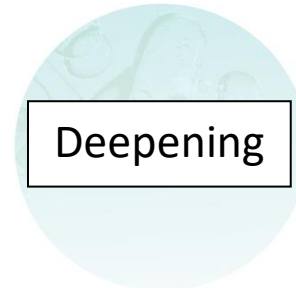
**Emerging**

Low-level cognitive demand. Involves following instructions.



**Advancing**

Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.



**Deepening**

Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.