

St Peter's CE (Aided) Primary School, Cowfold
How We Teach Religious Education 2020+

Time allocation for RE

The Dearing Review recommended that the following minimum hours should be devoted to RE:

Key Stage 1	36 hours per year (72 hours over the Key Stage)	- 1 hour a week*
Key Stage 2	45 hours per year (180 hours over the Key Stage)	- 1 ¼ hours a week*

*RE can be blocked into longer periods to make cross-curricular links.

Collective Worship is not part of the 'taught day' and so cannot be included in the calculation of RE time.

Balance

The Church of England's Statement of Entitlement (2016) states that not less than 2/3rds (approx. 70%) of RE time should be spent on Christianity and then the remainder spent on Other Faiths.*

St Peter's Cowfold uses the 'Understanding Christianity' Resources (The Church of England & RE Today – 2016) to form the basis for its teaching of Christianity in RE,

RE Syllabus

St Peter's uses the WSCC Agreed Syllabus for RE (2015). As a Voluntary Aided School, using 'The Understanding Christianity' Resource, our RE coverage will be deeper and broader than the WSCC Agreed Syllabus.

Aims for Religious Education

The aims set out what we expect pupils to know and understand about religion and the skills needed to do this.

Key Stage 1

The curriculum for RE aims to ensure that all pupils:

A. Know about and understand a range of religions and worldviews, so that they can:

- A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- B3. Notice and respond sensitively to some similarities between different religions and worldviews.

C. Gain and deploy the skills needed to engage purposefully with religions and worldviews, so that they can:

- C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- C2. Find out about and respond with ideas to examples of co-operation between people who are different.
- C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Key Stage 2

The curriculum for RE aims to ensure that all pupils:

A. Know about and understand a range of religions and worldviews, so that they can:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C. Gain and deploy the skills needed to engage purposefully with religions and worldviews, so that they can:

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

C3. Discuss and apply ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

***For details of the breadth of study required please refer to the WSCC Agreed Syllabus 2015.**

EYFS

In line with the DfE's 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

Communication and language:

- children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;
- use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources;
- talk about how they and others show feelings;
- develop their own narratives in relation to stories they hear from different traditions.

Personal, social and emotional development:

- children understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;
- think and talk about issues of right and wrong and why these questions matter;
- respond to significant experiences showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and are sensitive to those of others;
- have a developing respect for their own cultures and beliefs, and those of other people;
- show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the world

- children talk about similarities and differences between themselves and others, among families, communities and traditions;
- begin to know about their own cultures and beliefs and those of other people;
- explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive arts and design

- children use their imagination in art, music, dance, imaginative play, and roleplay and stories to represent their own ideas, thoughts and feelings;
- respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy • children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics • children recognise, create and describe some patterns, sorting and ordering

Assessment System at St Peter's

St Peter's Cowfold uses End of Key Stage Outcomes for the WSCC Agreed Syllabus & The Understanding Christianity Resource to assess pupils' progress and attainment.

Unit Assessment Grids

There is a set of 'Objective Grids' for every R.E. Unit from the Long Term Overviews. In the case of Christianity Units these are the 'Knowledge Building Blocks' from the Understanding Christianity plans. For Other Faiths Units they are the relevant objectives from the WSCC Agreed RE Syllabus.

As a teacher delivers a unit of work they assess the children on a formative basis, lesson by lesson. When they have covered a particular objective they write the children's names next to it. The names of those children who have met the expectation for that objective, for their particular age, are entered in the central MET column. Those whose understanding is still developing towards the expected level have their name entered in the WTS Column. And those who understand the objective at a level beyond which teachers would expect at that age have their names in the GDS column.

Teachers should refer to this portfolio at times when they are in doubt of what 'Expected' looks like for the age/ objective.

As the unit goes on through the weeks the teacher assesses against the full range of objectives covered by the unit. During this time pupils' names may move category, depending on development from lesson to lesson. When the unit ends the final grid for the unit is saved electronically in SS – TEACHERS & TAS – 2017-18 ASSESSMENT – RE UNIT ASSESSMENT GRIDS.

Reporting to Governors

The percentages of children working AT, BELOW or ABOVE Age Related Expectations in R.E. are reported to Governors in either the Ethos & Curriculum Committee, or the Assessment Working Group, so that they receive a termly update in the same way as they would for Maths and English.

Marking & Feedback

For every piece of work a child does they will receive a written comment **in green pen** for:



A STAR – Something they have done well.



A WISH – Something for a child to do to improve their work **or**

A question that encourages the child to reflect – **Green pen questions.**

i.e. **Shows how RE is having an impact on:**

- what pupils understand about Faiths
- pupils' respect for diversity and others
- pupils own beliefs, actions and spirituality

- E.g. 'What do you think about ...?' 'Do you think it's a good thing that....?'
'Would you ever do?' 'How is this going to make a difference to your actions?'

- Give time for pupils to think and respond. **'Red Pen Reflections'**