



## What do we intend?

St George's is clear about its mission. We are here to bring learning to life for every member of our school community, just as water brings life to the world. We are here to prepare children for their journey through life as responsible respectful citizens of the future who are **ambitious, courageous and kind**. We are a school that is proud to be creative, caring, nurturing and challenging in equal measure. We aim to develop life-long learners who thrive in our care and bring life to the future of our world. Our core values are kindness, courage and ambition. Like the flow of water in a river, they flow through our vision and in everything we do for our children to be the life giving future of our world. We learn about our values during worship, class time, playtime and with our friends, teachers and families.

Religious Education (RE) helps to provide a unique contribution within a "broad and balanced curriculum" to ensure our children are prepared to live life in modern Britain. We aim for all our children to flourish and thrive as individuals, developing dignity and respect, encouraging all to live well together. RE gives an opportunity 'to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living' (Herefordshire Syllabus 2020). It provides a safe place in which to ask challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. We use RE to explore religions and world views in local, national and global contexts. It enables our children to develop their own ideas, values and identities. They learn to value positive dialogue, articulate their own beliefs, ideas and experiences coherently while respecting the right of others to differ.

### What Religious Education looks like in our school:

- A balance between Christianity and other faiths is taught across the school.
- Understanding Christianity question units are used to develop the knowledge and understanding of Christianity.
- A wide range of resources are used for each religion being taught to inspire children's curiosity about the world and its different faiths. This includes visits from faith leaders and exploration of places of worship where possible.
- Children work individually, in pairs and groups to develop knowledge and understanding of the different religions, faiths and belief systems practiced throughout the world.
- We use a wide range of activities to help engage pupils with religion and belief in such a way that they are stimulated to reflect upon and formulate their own beliefs, values and attitudes.
- Learning about the different religions and faiths provide children with the opportunity to explore and investigate the different belief systems and develop a greater understanding of the people around them.



**This is the knowledge and understanding gained at each stage:**

### **By the end of EYFS**

- Children in EYFS will encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship.
- They will listen to, talk about and reflect upon stories.
- Children will be introduced to subject-specific words/vocabulary and use all their senses to explore beliefs, practices and forms of expression.
- They ask questions and reflect on their own feelings and experiences.
- They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

### **By the end of Key Stage 1**

- Pupils will begin to identify the core beliefs and concepts studied and be able to give a simple description of what they mean.
- They will be able to give examples of how stories show what people believe (e.g. the meaning behind a festival).
- Children will be able to give examples of how people use stories, texts and teachings to guide their beliefs and actions.
- They will be able to give examples of ways in which believers put their beliefs into action.
- Pupils will reflect, discuss and ask questions.
- They will give a good reason for the views they have and the connections they make.

### **By the end of Key Stage 2**

- Children will be able to identify and explain the core beliefs and concepts studied, using examples from a variety of religious sources.
- Children will give meaning for the texts/sources of authority studied.
- They will describe examples of ways in which people use and interpret texts/sources of authority to make sense of core beliefs and concepts.
- They will be able to make clear connections between what people believe and how they live, individually and in communities.
- Using evidence and examples, children will show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures.
- Children will be able to make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers or atheists).



- They will reflect upon what people might gain from the beliefs/practices studied including their own responses.
- Children will be able to consider how ideas studied in the units relate to their own experiences of the world today.
- They will recognise that their views may be different from the views of others.

## How will we implement it?

### Using the Herefordshire Agreed Syllabus

The Herefordshire Syllabus sets out an underlying teaching and learning approach where the three core elements are woven together to provide breath and balance within teaching and learning about religions and beliefs. These elements set the context for open exploration and offer a structure through which pupils can encounter diverse religious traditions alongside non-religious world views. These three elements form the basis of the End of Phase Outcomes and the progressive learning outcomes in each unit of study. Key questions are also based on the core elements in a spiral curriculum. We follow the key questions set out in the syllabus whilst also allowing for cross-curricular links when effectively appropriate. Understanding Christianity provides an effective foundation for the study of Christianity and we use its suggested pathways. We value the opportunities to encourage our children to respond to learning about religions and world views by showing how they learn from this knowledge through art, poetry, drama as well as writing and speaking. There are wider links with RE across the curriculum and the ways children articulate their behaviours, express their personal beliefs and ideas in discussion and also how they actively respond to local and wider world issues.

**EYFS-**The Agreed Syllabus for RE sets out experiences, opportunities and appropriate topics for children in the Early Years Foundation Stage which connect to the seven areas of learning. RE sits very firmly within the areas of Personal, Social and Emotional Development and Understanding the World. The framework enables children to develop a positive sense of themselves, others and how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within the enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness. They will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.



**Key Stage One and Two**-The Agreed Syllabus requires that all pupils develop an understanding of Christianity in each Key Stage. In addition, across the age range, pupils will develop an understanding of other principal religions represented in the UK. The faiths taught at KS1 are Christianity, Islam and Judaism. At KS2 Christianity, Islam, Judaism and Hinduism. As a church school, we provide an increased amount of time devoted to the teaching of Christianity.

### Teaching and learning in RE

The scheme of work for RE maintains a balance between the three core elements of Making Sense, Understanding the Impact and Making Connections. There are clear outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus. The scheme of work ensures that there is continuity and progression for pupils and opportunities for assessment. We employ a variety of teaching methods to ensure Religious Education is a lively, active subject. These include discussions, recording, drama, art, music, the use of artefacts, stories, visits and periods of stillness and reflection. We include activities that challenge pupils, promote independent enquiry, promote creative thinking, enable collaboration and enable opportunities for pupils to organise and reflect upon their own learning. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values and enable children to build on their own experiences. Where possible, we want our pupils to have opportunities to encounter local faith communities through visits to places of worship or visits from members of local faith communities.

## How will we know it is working?

There are numerous ways in which our children demonstrate that our RE curriculum is effective, for example the quality of responses in their RE books, their verbal responses, photos, their reflections, their use of quality questions, the ability to make links/connections and through pupil voice.

Assessment is related to End of Phase Outcomes, which focus on knowledge, understanding and skills. Within each unit of work, learning outcomes are presented that relate to the End of Phase Outcomes. These unit learning outcomes are specifically related to the knowledge and skills required to address key questions and relate to the three elements of the teaching and learning approach-Making Sense of Beliefs, Understanding the Impact and Making Connections. The spiral nature of the curriculum means that pupils will encounter some of the same concepts in different questions at different stages. Exploring the same concepts again, from a different perspective and using different materials is essential to support pupils' ability to connect ideas and develop a coherent understanding of religion and belief, consolidating and embedding learning.



# Religious Education

'RIVERS OF LIVING WATER'

During Religious Education lessons, learning intentions are shared with the children and pupils are encouraged to develop skills to enable them to self assess their own progress and to understand how to improve their work in RE. Throughout each unit, teachers are aware of how far pupils achieve the outcomes, so as to guide their next steps in teaching and learning. Each teacher is responsible for regular assessment, through quality questioning, observation and marking. RE is assessed against the end of phase outcomes in order to make an overall judgement as to whether children are: working towards, at expected, at greater depth.

connect

sequence

change

replace

reduce

compare

add

arrange

classify

assemble