



Crowmarsh C.E. Primary School Approach to Religious Education

This guidance outlines the teaching, organisation and management of the R.E. curriculum taught and learnt at Crowmarsh Gifford. The implementation of these guidelines is the responsibility of all teaching staff

School Vision and Values

A community supporting children to care, grow, persevere & shine.



Introduction

Our overall aim at Crowmarsh School is for children to enjoy their learning journey. We put children at the centre of everything we do, ensuring they understand learning as an active process in which theirs is a central role. We teach them how to become effective learners by helping them to think about their own learning more explicitly, teaching them specific strategies for planning, monitoring, and evaluating. They begin by learning how to be effective learners and as they progress through year groups this becomes a strong work ethic that has far-reaching impact on secondary school life and beyond.

The intention of the R.E. curriculum at Crowmarsh is to provide opportunities for all pupils to **see themselves reflected** in the curriculum, but also to be taken **beyond their own experiences**. Religious education (RE) is not part of the National Curriculum but must be taught in schools by law. Oxfordshire County Council is advised on RE and collective worship by Oxfordshire SACRE (Standing Advisory Council on Religious Education). The syllabus for RE is produced locally and is known as the 'local agreed syllabus'. This is drawn up by an Agreed Syllabus Conference (ASC), which has a similar membership to the SACRE.

Intent	We have chosen a Religion and Worldviews curriculum because it teaches pupils about diversity within and between beliefs, cultures and worldviews from across the world, and seeks to teach the skills and knowledge to hold respectful and informed conversations about religion and belief; to be religiously literate . There is a conscious inclusion of vocabulary and substantive content that recognises the need to decolonise teaching materials in a meaningful and accessible way. It adopts a scholarly approach to the core disciplinary knowledge of theology, philosophy and social sciences , developing pupils' ability to hold the types of conversation and to think like theologians, a sociologists and philosophers. Our curriculum fosters a curiosity and openminded approach to the worldviews of others and a reflective consciousness of their own worldview.
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We have adopted the United Learning Curriculum which **has six core principles**:

Entitlement	All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it
Coherence	Our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year and makes connections within RE and with other subjects in the context of the National Curriculum.
Mastery	We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts
Adaptability	The core RE curriculum (the 'what') is brought to life in our own local context, and lessons are adapted (the 'how') to meet the needs of pupils in our classes
Representation	All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience
Education with character	The RE curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and

	'hidden curriculum' of the school is intended to spark curiosity and to nourish both the head and the heart
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This curriculum provides all children with coherent and sequenced substantive knowledge of religion and worldviews represented in Britain and the wider world, selected to build pupils' understanding through three vertical concepts.

Implementation	<p>Substantive knowledge ('what we know') is always carefully situated within existing schemas. Where prior learning is being built-upon in a unit, that knowledge is reviewed and contextualised, so that pupils can situate new knowledge in their broader understanding of different worldviews.</p> <p>Disciplinary knowledge ('how we know') is introduced in steps, beginning as implicit lenses of study and building to explicit introduction of key terminology and opportunities to engage in the types of conversation, and to apply the methods and processes, of the three disciplines. (e.g. in KS1 pupils are introduced to the 'puzzling questions' asked by a philosopher in relation to the concepts of creation and freedom; in Year 3, pupils learn to apply the methods of a theologian when considering the reliability of Biblical text; in Year 4, pupils practise the methods of a social scientist to analyse Census data)</p> <p>Personal knowledge (a pupil's awareness of their own worldview) is developed through regular opportunities for paired and class discussion, modelled, reasoned oracy practice, as well as explicit examination and challenge of misconceptions through substantive knowledge. (e.g. in Year 3, pupils learn about the words of the Qur'an on modesty of dress and see examples of how this is interpreted in different ways by many Muslim women; they learn about both the challenges and empowering experiences of different Muslim women and consider how they might support a pupil who chooses to wear a hijab in school.)</p>
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Vertical concepts are implicit thematic threads used within overall curriculum design to connect significant aspects of religious and non-religious worldviews. These are not explicitly shared with pupils to avoid cognitive overload as pupils are already managing complex substantive and disciplinary knowledge. These vertical concepts build a thematic narrative and provide context across diverse worldviews, as well as using small steps to help pupils gain a deep understanding of complex, abstract ideas:

Sacrifice	Giving something up for the benefit of someone else is a recurring concept across religious & non-religious worldviews and takes many different forms. What motivates human action and what are the societal and personal consequences?
Knowledge & Meaning	One of the unique qualities of human intelligence through time has been our quest for knowledge and meaning. How have religion and belief impacted on humanity's search for "Truth"? How do beliefs impact human behaviour? What is it reasonable to believe?
Human Context	Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place). Everyone is different, so how have our diversities been influenced by our personal context? What influences a personal worldview?

Religion & Worldviews is a multidisciplinary subject touching on many academic disciplines. In our curriculum, we focus on developing disciplinary skills through the **types of conversation** and **methods and processes** required to be scholarly in the studies of **Theology, Philosophy** and **Social Sciences**. The curriculum has been sequenced so that the disciplinary content is reviewed and developed in subsequent units.

Impact	<p>Assessing impact is assessing how well pupils have learned the required knowledge from the implemented curriculum. If pupils can keep up with a well-sequenced curriculum that has progression built in, they are making progress!</p> <p>Formative assessment in lessons: There are opportunities in the lesson slides, and teachers adapt their lesson delivery to address misconceptions and ensure that pupils are keeping up with the content.</p>
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	Books and pupil-conferencing: Talking to pupils about their books allows assessment of how much of the curriculum content is secure.
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Request to withdraw

When a request to withdraw is received by a school, the request will be granted without delay. The school may offer to speak with the parent to try to understand the basis for the withdrawal but only after the request has been granted. The school must make clear that the parent's right to withdraw their child has been granted and that they are not required to give reasons for their request.

R. E. Essentials

Year Groups		Year 1 to Year 6			
Time Allocation		Weekly lessons (40 minutes in KS1 and 1 hour in Key Stage 2)			
Class teachers at the start of each year		<ul style="list-style-type: none"> • Use the CPD provided to develop their knowledge of the curriculum • Use the Curriculum Overview to understand how units fit into the bigger picture. • Identify units which need more significant planning • Seek support as required from the Subject Lead 			
	Resources	In every unit	In Every Lesson	Where Appropriate	
INTENT	<ul style="list-style-type: none"> • United Learning RE Curriculum • Think like a philosopher/ Think like a sociologist/ Think like a theologian 	Before every unit <ul style="list-style-type: none"> • Download the most recent set of resources from the United Curriculum website. • Watch the relevant unit CPD video • Read and understand the unit Teacher Pack • Ensure subject knowledge is secure • Identify prior learning for this unit and identify any significant gaps which pupils are likely to have • Use the Resources section of the Teacher Pack to prepare resources and prepare these • Adapt the unit as required (number of lessons, strengths and needs of pupils, local context). 	Before every lesson <ul style="list-style-type: none"> • Read the first slide in the Lesson Slides carefully as this contains the notes for teachers. • Adapt the lesson according to the needs of your pupils (see above). • Adapt, print and prepare the printable Pupil Resources as applicable. • According to the previous lesson, consider any further pre-teaching or adaptations which are needed to ensure appropriate challenge for all pupils. 	<ul style="list-style-type: none"> • Plan visits and visitors • Locate or order resources 	
	IMPLEMENTATION	<ul style="list-style-type: none"> • Visits and visitors • In-school RE resources • Vicar and local church 	Within the Unit <ul style="list-style-type: none"> • Each unit clearly sets out the knowledge that should be taught and reviewed in the sequence of lessons. • Each unit is planned to cover six lessons (40 mins for KS1 and 1 hour for KS2). This allows time before and after the unit for you to fill gaps or address misconceptions as required. A sequence of four lessons is also provided for each unit; this allows you to teach the core, non-negotiable knowledge for the unit while allowing additional time to fill gaps if required. • Teach the core content in order suggested in the lesson sequence, filling gaps and addressing misconceptions as required. 	Within the Lesson <ul style="list-style-type: none"> • Lesson slides and resources for key aspects of the unit are provided in the Lesson Resources documents. As in other subjects, the principles of the Great Teaching Toolkit should be followed, with content broken down into small steps and 'I', 'We', and 'You' to allow for modelling, guided practice and independent practice. • These resources are just one way to teach the required knowledge. You should adapt these slides as much or as little as is required to meet the needs of your class. 	<ul style="list-style-type: none"> • Risk assess visits • Implement planned visits • Adapt the lesson slides as much as is required to meet the needs of your class.
		IMPACT	<ul style="list-style-type: none"> • Lesson slides • Self-assessment grids • Time for pupil-conferencing 	At the end of each unit <ul style="list-style-type: none"> • Assess pupils' understanding and note any particular areas which need revisiting • Keep a record of successful adaptations 	<ul style="list-style-type: none"> • If pupils can keep up with a well-sequenced curriculum that has progression built in, they are making progress! • Formative assessment opportunities in the lesson slides