



Religious Education Intent and Implementation Statement 2019-2020

Religious Education in a Church School Context

In recognition of our distinctive context, religious education has a high profile and is considered a 'core' subject at All Saints

We emphasise:

- a wide range of Christian resources including 'Understanding Christianity'
- a close link with the local churches, including All Saints and the Life Church
- a Christian ethos which permeates the whole curriculum, but is explored in more depth through this subject,
- the Christian foundation of the school
- diversity within Christianity and in other faiths and world views.

Intent

Religious education should help pupils to:

- acquire and develop knowledge and understanding of Christianity and the other major world religions and value systems found in Britain,
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures,
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life,
- have respect for other peoples' views and to celebrate the diversity in society,

Learning about Religions

This includes:

- identifying, naming, describing and giving accounts in order to build up a coherent picture of each religion,
- explaining the meaning of religious language, stories and symbolism,
- explaining similarities and differences between and within religions.

Learning from Religion

This includes:

- giving an informed and considered response to religious and moral issues,
- reflecting on what might be learnt from religion in the light of one's own beliefs and experience,
- identifying and responding to questions of meaning within religion.

Implementation

Curriculum balance and time

We are mindful of the guidance in 'Religious Education in Church of England Schools – A Statement of Entitlement' (2019): Christianity should be the majority religion studied in each year groups and should be at least 50% of curriculum time. In Church schools that should be clearly adhered to.

Curriculum Statement

We adhere to the *Religious Education in Church of England School: A Statement of Entitlement (2019)*

R.E. is considered a core academic subject. Pupils have a balanced R.E curriculum which enquires into religions and worldviews through theology, philosophy and the human and social sciences. It is a coherent curriculum that enables

progress through ordered and sequential learning developing knowledge and skills. There is a clear curriculum vision and intent, and a structure for implementation.

Teaching and learning style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. 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 in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.

Children carry out research into religious topics. They study religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Understanding Christianity encourages an enquiry-based approach.

We recognise that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We do not use ability based grouping at All Saints in any of our subjects, including R.E. as we believe this puts a ceiling on learning. We scaffold learning for children in a variety of ways, for example, by

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- providing resources of different complexity, adapted to the ability of the child;
- deploying teaching assistants to support the work of individuals or groups of children

Curriculum planning in religious education

We plan our religious education curriculum in accordance with the Coventry Agreed Syllabus 2017-2022 and Understanding Christianity. We have high expectations of achievement for pupils in RE and ensure that the topics studied include challenge and build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

The long-term plan maps the religious education topics studied in each term during each key stage.

	Autumn 1	Spring 1	Summer 2
Reception	<p>1. GOD / CREATION F1 Why is the word God so important to Christians?</p> <p>2. INCARNATION F2 Why do Christians perform Nativity plays at Christmas?</p>	<p>3. B.f1 Which stories are special and why?</p> <p>4. SALVATION F3 Why do Christians put a cross in and Easter garden?</p>	<p>5. E.f3 What places are special and why?</p> <p>6. L.f6 What is special about our world?</p>
Year 1	<p>1. GOD 1.1 What is God like?</p> <p>2. INCARNATION 1.3 Why does Christmas matter?</p>	<p>3. B.1.3 Who is Jewish and what do they believe?</p> <p>4. SALVATION 1.5 Why does Easter matter?</p>	<p>5. L.1.7 What does it mean to belong to a faith community? Christian and Jewish</p> <p>6. CREATION 1.2 Who made the World?</p>
Year 2	<p>1. GOSPEL 1.4 What is the good news Jesus brings?</p> <p>1.2 Who is a Muslim and what do they believe?</p>	<p>1.2 Who is a Muslim and what do they believe? (continued)</p> <p>1.5 What makes some places sacred?</p>	<p>5. L.1.7 What does it mean to belong to a faith community? (Muslim / Sikh / Hindu)</p> <p>6. CREATION 1.2 Who made the World? (Extend from Year 1)</p>
Year 3	<p>1. PEOPLE OF GOD 2a.2 What is it like to follow God?</p> <p>2. INCARNATION 2a.3 What is the Trinity?</p>	<p>3. L.12.8 What does it mean to be a Hindu in Britain today?</p> <p>4. SALVATION 2a.5 Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>5. E.12.4 Why do people pray? (3) Christian and Hindu</p> <p>6. CREATION 2a.1 What do Christians learn from the Creation story?</p>
Year 4	<p>L2.4 Why do People Pray? (NOT Christian and Hindu)</p> <p>2a.4 GOSPEL What kind of World did Jesus want?</p>	<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>2a.6 KINGDOM OF GOD When Jesus left what was the impact of Pentecost?</p>	<p>L2.6 Why do some people think life is a journey and what significant experiences mark this?</p> <p>L2.10 What does it mean to be a Buddhist?</p>
Year 5	<p>1. GOD 2b.1 What does it mean if God is holy and loving?</p> <p>2. INCARNATION 2b.4 Was Jesus the Messiah?</p>	<p>3. L.u2.6 What does it mean to be a Muslim in Britain today?</p> <p>SALVATION 2b.3 What did Jesus do to save human beings?</p>	<p>U2.3 What do religions say to us when life gets hard? (Christians and non-religious Humanists)</p> <p>6. CREATION / FALL 2b.2 Creation and Science: conflicting or complementary?</p>
Year 6	<p>B. u2.1 Why do some people think God exists? (Christians and non-religions (humanists))</p> <p>2. INCARNATION 2b.4 Was Jesus the Messiah? (Using the Digging Deeper material to extend from Y5)</p>	<p>SALVATION 2b.7 What difference does the resurrection make for Christians?</p> <p>U2.7 What matters most to Christians and Humanists?</p>	<p>PEOPLE OF GOD 2b.3 How can following God bring freedom and justice?</p> <p>EXTENSION: Investigate the Big Frieze / Create own Big Frieze</p>