

# The Curriculum Intent and Implementation for Religious Education

## ‘Small Village, Big Horizons’

On the Road to Emmaus – Luke 24: 13 – 35

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

Our distinctive Christian vision continues to underpin our aspiration to provide the highest educational standards possible in order to realise the potential of everyone in our school.

The school has a clear Christian vision, which is rooted in our statement: Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, enriching and challenging.

### Intent

The aim of our Religious Education curriculum is to prepare the children for the future, both in education and in life. Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences – the cultural capital.

The ambitions for our curriculum:

- **High aspirations permeate across the school**
- **The school offers a host of cultural experiences and enrichment opportunities**
- **Our pupils develop a love of life-long reading**
- **British Values are an intrinsic part of the school**

At the Emmaus Federation the principal aim of Religious Education is 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.

We are proud to have an ambitious, knowledge-based Religious Education curriculum which stimulates our children into asking searching enquiry questions by using key vocabulary which shapes their learning and enables them to be confident and resilient and ensures they are well prepared for the future, both in education and in life.

As a Church of England school, the teaching of Religious Education at the Emmaus Federation is central to our curriculum. The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Our curriculum enables pupils to experience a host of cultural and enrichment learning opportunities and uses key religious texts with the intention that our pupils are thoughtful, reflective and expressive in their handling of questions about beliefs, religion, spirituality and values.

### Small Village, Big Horizons

#### Examples of the Intent for Religious Education in Practice

#### High aspirations

- Using the Understanding Christianity pack and the Diocesan RE planning resources and knowledge organisers, teachers are more confident to teach Christianity to a deeper level.
- High standards of expectations which are the same as core subjects
- Diocesan knowledge organisers ensure children are clear about their learning and challenge permeates through all RE teaching.
- Questioning throughout the lesson that extend knowledge and tests for reliability.
- Encourage children to embrace challenge, question themselves and enjoy working hard.

<p><b>Cultural experiences and enrichment</b></p>	<ul style="list-style-type: none"> <li>• Choral singing at Lincoln Cathedral (Swineshead and Sutterton).</li> <li>• Visit to a mosque in T2 (Swineshead).</li> <li>• Art work and further understanding of places of worship through visits to local church.</li> <li>• The Little FiSH (Faith in Small Hearts) discuss philosophical, religious and theological questions and beliefs.</li> <li>• Food donations from our Harvest service went to St Mary’s Church foodbank.</li> <li>• Our Remembrance service is very well supported and parents and family members are invited to speak to the school. A beautiful display took prominence within the school.</li> <li>• Children understand religious traditions. For example, pupils performing Wadu or taking part in a Shabbat meal or an Anglican wedding ceremony.</li> </ul>
<p><b>Life-long love of reading</b></p>	<ul style="list-style-type: none"> <li>• Open the Book deliver highly engaging bible stories to the school through theatre and story-telling.</li> <li>• Classroom has non-fiction books on display that link to topic.</li> <li>• The books used within text-based writing support the love of life-long reading in RE.</li> <li>• New guided reading books on different world faiths.</li> <li>• Bibles presented at leavers’ service.</li> <li>• The English subject leader supports the RE subject leader in ensuring the reading books for RE are ambitious and aspirational.</li> </ul>
<p><b>British Values</b></p> <ul style="list-style-type: none"> <li>• <b>Democracy</b></li> <li>• <b>Rule of Law</b></li> <li>• <b>Individual Liberty</b></li> <li>• <b>Tolerance &amp; Respect</b></li> </ul>	<ul style="list-style-type: none"> <li>• Children’s views count and that everyone is encouraged to value each other’s opinion.</li> <li>• Little FiSH is inclusive theology group open to those of faith or not.</li> <li>• Humanism is taught in KS2 alongside all major world religions.</li> <li>• The prior and future teaching of RE references the cross curricular learning in other subject areas, such as PSHE and RSHE.</li> <li>• Children know what the rules and expected behaviours are and children undertake jobs with little prompting. For example, lighting a candle at the start of Christian worship, respectful of the teaching of all world religions.</li> <li>• Our RE and PSHE lessons and assemblies celebrated different views, faiths, cultures and races. We learn about the similarities and differences between oneself and others through different families, faiths, communities, cultures and traditions.</li> </ul>

## Implementation

The Religious Education curriculum is carefully structured and sequenced to ensure coverage and progression as the children move through the school. The curriculum is broken down into knowledge building blocks and the knowledge is sequenced and then built upon over time: what has been taught before and what the pupils’ need to know to reach their end point - spiral progression. The application of knowledge for each area of religion studied is identified and how the knowledge is applied across the whole of the curriculum so our children leave our school ‘knowing more and being able to do more’.

Our Religious Education curriculum uses an enquiry-based approach. Each area of religion studied has its own enquiry-led questions and the key vocabulary, which challenges our pupils’, broadens their horizons and makes them more culturally aware. The enquiry questions and the key vocabulary are implemented in our knowledge organisers and brought to life on working walls and within the learning objectives for the lesson.

Within our curriculum for religious education, there are three disciplinary curriculum areas of knowledge that we will implement to enable our pupils to become successful religious scholars. This is set out in more detail in our termly plans, progression map and assessments.

- Theology (**believing**)
- Human/social sciences (**living**)
- Philosophy (**thinking**)

We have identified the application of knowledge that we will implement to enable our pupils to become successful religious scholars. This is set out in more detail in our termly plans.

- **Investigation**
- **Expression**
- **Interpretation**
- **Reflection**
- **Commitment**
- **Empathy**
- **Application**
- **Discernment**
- **Analysis**
- **Synthesis**
- **Evaluation**

**The application of knowledge to be a religious scholar:**

**INVESTIGATION** – in RE this includes:

- asking relevant questions;
- knowing how to use different types of sources as a way of gathering information;
- knowing what may constitute evidence for understanding religions.

**EXPRESSION** – in RE this includes:

- the ability to explain concepts, rituals and practices;
- the ability to identify and articulate matters of deep conviction and concern, and to respond to religious issues through a variety of media.

**INTERPRETATION** – in RE this includes:

- the ability to draw meaning from artefacts, works of art, poetry and symbolism;
- the ability to suggest meanings

**REFLECTION** – in RE this includes:

- the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices;
- the ability to use stillness, mental and physical, to think with clarity and care about significant events, emotions and atmospheres.

**EMPATHY** – in RE this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow;
- the ability to see the world through the eyes of others and to see issues from their point of view.

**APPLICATION** – in RE this includes:

- making the association between religions and individual, community, national and international life;
- identifying key religious values and their interplay with secular ones.

**DISCERNMENT**-in RE this includes:

- explaining the significance of aspects of religious belief and practice;
- developing insight into people, motives, actions and consequences;
- seeing clearly for themselves how individuals might learn from the religions they study.

**ANALYSIS** – in RE this includes:

- distinguishing between opinion, belief and fact;
- distinguishing between the features of different religions.

**SYNTHESIS** – in RE this includes:

- linking significant features of religion together in a coherent pattern;
- connecting different aspects of life.

**EVALUATION** – in RE this includes:

- the ability to debate issues of religious significance with reference to evidence and argument;
- weighing up the respective claims of self-interest, consideration for others, religious teaching and individual conscience.

## **Processes for Effective Learning in Religious Education**

### **1. Identify questions**

These covers identifying questions and defining enquiries, using a range of methods, media and sources. It includes the skill of investigation.

### **2. Plan and carry out enquiries**

This includes carrying out and developing enquiries by gathering, comparing, interpreting and analysing a range of information, ideas and viewpoints.

### **3. Present and explain findings**

This involves expressing and explaining ideas and feelings, suggesting interpretations of findings and analysing the range of information.

### **4. Empathise and reflect**

This involves using empathy, critical thought and reflection to consider their learning and how they feel about it.

### **5. Evaluate**

This involves evaluating their learning and considering how it might apply to their own lives.

## **Personal Qualities for Effective Learning in Religious Education**

- **Independent enquirers**
- **Creative thinkers**
- **Team workers**
- **Reflective learners**
- **Self-managers**
- **Effective participators**

## **The Daily Implementation of Religious Education at the Emmaus Federation**

- We comply with the legal requirements for the teaching of Religious Education by following the Lincolnshire Agreed Syllabus for Religious Education and the Understanding Christianity programme of study.
- Religious Education is taught on a weekly basis in each year group but is also delivered through whole school days and activities (sometimes with parents and carers invited to take part) designed to further enrich their understanding of Religious Education and provide cultural capital, such as our Multi Faith Day.
- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand Religious Education and to use these skills across the curriculum.
- Working Walls: Religious Education Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of Religious Education.
- Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are given a secure grounding in the Prime Areas of Learning, ensuring they have a good foundation on which to build through the specific areas, including: People and Communities and Understanding the World.
- Text: Children will have access to a growing variety of subject specific books, religious texts and scripture.
- Use of artefacts: Artefacts is an essential component to the teaching of Religious Education. We believe that handling artefacts of religious significance enhances the children's religious knowledge, understanding and skills.
- Teachers assess children's work in RE by making formative and summative assessments throughout the school year. All pupils are encouraged to evaluate their own learning and to suggest ways to progress further with their declarative and process knowledge.
- Teachers record the progress made by the children against the learning outcome for each unit: below expected for age, at expected, or greater depth. Teachers record this information on our bespoke assessment tracker on OTrack against the learning objectives from the Lincolnshire Agreed

Syllabus for Religious Education and Understanding Christianity. These records also enable the teacher to make an annual assessment of progress for each child, and to pass this assessment information on to the child's next teacher at the end of the year.

- Progress in Religious Education is reported to parents.

### **Impact**

Religious Education develops pupils'...

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life choices), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

**Religious Education encourages pupils to:**

- consider their own thoughts and opinions on the challenging questions of the meaning and purpose of life, beliefs about God, their own self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging in the world, preparing them for life as citizens in a multi-cultural global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

**Religious Education enhances pupils'...**

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

**Religious Education offers:**

- opportunities for all pupils for personal reflection and spiritual development;
- preparedness for life in a multi-cultural global society where they can exist in harmony with others and live life to the full.