



### RE Vision statement

"Differences were not meant to divide but enrich." J. H. Oldman

1. Subject: RE
2. Leader: Mrs Rees
3. Link Governor: Sarah Searle
4. Why is RE important?

### Our intention

We recognise that the personal development of pupils; spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Therefore, we aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs. Alongside this they are provided with an opportunity to explore and develop their spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. This is a whole school commitment.

The school follows the Hampshire Living difference Agreed Syllabus for Religious Education. In line with this our RE curriculum intentions are below.

- It is open and objective. It does not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another.
- Endeavours to promote a positive attitude toward people, respecting their right to hold different beliefs from their own.
- Promotes the values and attitudes necessary for citizenship in a multi-faith and multi-racial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and cultures.
- Recognises similarities and differences in commitment, self-understanding and the search for truth. Respecting and valuing these for the common good.
- Promotes community cohesion through themes and key values which run through the curriculum, whilst linking well to our school values.

- Recognises and celebrates the range of cultures and diversity of the school and community through workshops, assemblies and shared experiences of staff, children and people from the local community.

The RE curriculum at St Helens is organised to support the development of children's knowledge of religious and non-religious beliefs and worldviews, practices and ways of life and enable children to make links between these. It also develops children's knowledge and understanding of the different members of our rich and diverse world wide and local community. Knowledge and skills are supported by first-hand experiences, including visits to local places of worship and visits from faith communities.

The RE curriculum is designed to support positive attitudes and values and encourage children to reflect and relate learning to their own experience. Children learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, as part of our commitment to ensure mutual respect and tolerance for those with different faiths.

We follow the Living difference program which is purposefully designed to support us with teaching all pupils, including disadvantaged and SEN pupils, together as much as possible. This fosters a sense of social inclusion and supports the performance of the children who are progressing more slowly. Teaching strategies such as targeted questioning, varied tasks, scaffolding, visuals and adult support is used and based on assessment, specifically focusing on disadvantaged and SEN pupils to enable good progress.

Hampshire Living Difference syllabus promotes the good teaching of Religious Education and supports community cohesion. At St Helens, we are committed to providing our children with an exciting and positive learning environment, in which they can develop their knowledge and understanding of religions to support their spiritual, moral, social and cultural development.

## 5. How we teach RE at St Helens Primary

### Our Implementation:

RE is taught in a weekly topic block each half term. Coverage is planned to link with key dates and religious festivals to provide opportunities to celebrate festivals and religions with greater consistency and contextual relevance. Work is recorded in RE books and is evidenced with a variety of outcomes, including written pieces, artwork and photographs.

As children progress through the programme of study, they are able to look deeper into spiritual, ethical, moral and social issues and with increasing breadth across different religions and worldviews through time and around the world. Learning is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding of key subject knowledge and specialist vocabulary.

We have "golden threads" which are key concepts that thread through the whole curriculum to enable continuity through the key stages. The four concepts through our curriculum are;

- Community
- Belonging

➤ Special

➤ Love

Learning is supported by encouraging children to relate concepts to their own life or the life of others whilst asking questions, examining and evaluating each concept or piece of new knowledge. Therefore each lesson the children are encouraged to learn through five stages

- Communicate their own experience and look at the experiences of others.
- Apply their own knowledge and experience to those of others.
- Enquire and reflect collaboratively, recognising that there are many different ways of looking at things.
- Contextualise-to examine the concept in specific context.
- Evaluate their experience of the concept in two ways. First from the viewpoint of someone living a religious life. Secondly, the children will be able to discern what may be of value in the religious experience of the concept for them, from their own point of view.

#### Progression in RE

The golden thread concepts are studied in each key stage at least once. In year R the golden threads will be introduced. In KS1 the children study two of the key threads each year so that they have experience of learning in all four concepts by the time they go into KS2.

The syllabus has been created in a cyclical format to enable children to revisit and build on prior knowledge of the different beliefs and practices taught across the school.

A class KWL (knowledge, want to know, learnt) process is used throughout each unit of work. The children are asked what they already know specifically about the new topic. This provides the teacher with an insight into the children's 'starting points' for the topic, to enable the use of assessment to inform planning. The children are then also asked what they would like to know and class responses are collated and used to inform the programme of study to ensure an aspect of 'focussed interest planning'. At the end of the topic, children take part in a review of what they now know. The teacher is then able to consolidate any of the key knowledge which is identified at this part of the process as not yet being secure.

Within all lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the knowledge in a new situation and are designed to promote analytical thinking.

#### 6. Early Years Foundation stage

In EYFS the children are introduced to the golden threads of our RE syllabus, the concepts are linked to children's personal experiences and life. EYFS pupils are taught in a variety of ways through adult-led and supported tasks and child-initiated learning in provision areas.

Within areas of provision in the reception classroom, children are exposed to a wealth of opportunities to develop different areas of learning such as social and emotional, understanding of the world- these areas

Our EYFS endeavours to create rich learning experiences which reflect the children's interests and fascinations, therefore our planned activities are carefully crafted to match their needs. For example,

Within the Statutory Framework for the EYFS (2021), there are different areas which connect to our RE syllabus. Throughout EYFS children should be taught how to;

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Think about the perspectives of others.

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

To achieve their early learning goal, children should be taught to;

Personal, Social and Emotional Development Building Relationships

- Show sensitivity to their own and others' needs.

Understanding the World Past and Present

- Talk about the lives of the people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People and Communities

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

7. Links to other subject areas.

A variety of approaches are used in the teaching of R.E including discussion, storytelling, role play, research, the use of IT, visits, visitors and the handling of artefacts. Therefore R.E. has many natural cross-curricular links and these are used to extend learning and creative opportunities, for example, the use of poetry and creative writing to explore spirituality or the study of religious paintings in art.

8. British Values

We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. Our RE curriculum provides a vehicle for furthering understanding of these concepts alongside deepening and developing understanding. For example pupils are encouraged to discuss and respect differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Links and visits are promoted with local faith communities and places of worship. E.g. Members of different faiths or religions are invited to school to share their knowledge and enhance learning within assemblies and in class.

#### **Impact of our RE curriculum**

Alongside a whole school approach to celebrating different religious and cultural celebrations, the RE curriculum provides the means to celebrate diversity and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. It ensures that children develop spiritually, academically, emotionally and morally to promote and realise a better understanding of themselves and others and to equip with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.

As well as outcomes of work in children's books, children's understanding of religion and the ability to respond creatively to religious themes is also evidenced during monitoring and celebrations. The outcome features a wide range of work from the children of St Helens and sharing of this work through weekly newsletters and celebrations help to raise the profile of religious education both in our community and across the school.