RE at Welton CE

Religious Education: The Curriculum

As a Church of England School, Religious Education plays a central role within the curriculum at Welton CE Academy and is fundamental to our Christian Ethos, Values and Vision with the aim of creating aspirational and knowledge-rich pupils. Pupils will secure a significant perspective by placing their growing knowledge into different contexts and understand the connections, similarities and differences between faiths. Our Religious Education Curriculum is sequenced coherently so the children develop religious literacy by investigating and understanding religion and beliefs, reflecting and interpreting human experience in relation to identity, belonging, diversity, meaning, purpose, truth, values and commitments. At the heart of the RE curriculum is the Understanding Christianity resource and the Peterborough Diocese Agreed Syllabus. We also have close links with the local church – St Martin's. At Welton CE Academy we consistently promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people. As a result of the accumulation of essential knowledge, pupils' cultural capital and religious understanding will be substantial and will provide a secure foundation that will enable them to succeed in the next stage of their education. We want them to know how religious education promotes tolerance and combats prejudice, producing positive citizens, preparing them for adult life, employment and life-long learning.

We actively promote the Church of England's view that 'in Church of England schools, where pupils and staff come from all faiths and none, religious education (RE) is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. At the heart of RE in church schools is the teaching of Christianity and pupils also learn about other faiths and world views.'

At the end of Foundation	**At the end of Key Stage 1**	***At the end of Key Stage 2***
Children will understand that in our school, country and world; people follow different religions/faiths. They will also understand that while we all have different beliefs there are many similarities between different religions and there is no right or wrong way to have a belief. Children will be able to ask questions about what people believe and will be introduced to stories from different religions. As part of our country's heritage children will understand what Christmas and Easter is and begin to understand why it is celebrated by our country and others in the world.	Children will l*earn about what beliefs and teachings Christians, Jews and Muslims follow and how each religion encourages its followers to live their lives while carrying out and showing their faiths' beliefs. Children will learn that Christians, Jews and Muslims have their own set of values and how they believe that for them it has a special meaning. They will understand that Christians believe God gave Jesus to the world and that Jesus came back to life after His crucifixion. Children will also understand that Jews believe it is important to do what God asks of them. They will learn that praying at regular intervals can help a Muslim in his/her everyday life and that going to a Mosque can give Muslims a sense of belonging.*	*Children will learn that different religions/faiths have their own set of values and they need to show respect and understanding for these differences. They will build on all their learning across the primary phase and apply this knowledge to being able to think critically about religious beliefs and values and relate them to their own lives and beliefs. They will also recognise that everyone has a right to believe differently. Children will be able to understand the significance of Mary and the Virgin birth for Christians and how this links into why for Christians, Jesus as the Son of God had to be born and die. (Salvation concept – he died to save us from our sins). They are also able to understand how Muslims show their beliefs and commitment to God in their actions and how they live their lives. Children will begin to develop an understanding of what happens when religious beliefs can be misinterpreted by others and used for violence – they are able to look at world events in the past and present and make informed judgements about what has happened.*

All children:

By the end of the curriculum all pupils will have a coherent knowledge and understanding of the six world religions and will have acquired the skills of philosophers being able to ask perceptive questions, think critically, consider evidence, sift arguments, and develop perspective and judgement. Pupils will have a broader understanding of the different religions, which will reduce prejudice within their community and enable them to respect one another after discovering more about the way they live. Educating pupils about the different beliefs will also help them articulate their own beliefs and enable them to make links and respect the action of others. Children will also have a deeper understanding of Christianity and the values and beliefs that impact on the lives of Christians.

Leaders will monitor the quality and impact of the Religious Education Curriculum through regular pupil voice and assess the extent to which pupils know more and remember more.

Pedagogy

We plan our Religious Education syllabus around the Understanding Christianity resource and the Peterborough Diocese Agreed Syllabus. Two 45 minute sessions of RE are taught each week. One session is always Christianity, the other will be either Christianity or the other main religions. Learning follows the structure of Text, Impact, Connections. RE is always taught by a teacher.

Opportunities for reflection are given regularly throughout the curriculum. Spirituality slips are used within books to show when these opportunities have arisen. Time for reflection is also given daily within Collective Worship. A prayer station is available every day for the children to access and this is changed every fortnight, alternating between one set by the church and one set by the school.

Although Religious Education contributes to other subjects it is not defined by or confined to them. Similarly, although Religious Education and Collective Worship can enrich each other, Religious Education is not replaced by or delivered through Collective Worship.

Assessment

We use a multi-faceted approach to assessment within RE.

- The big question is explored at the beginning of the unit and revisited at the end
- Assessment for learning is used within each lesson through skilful use of questioning and live feedback.
- Summative assessment is carried out at the end of each unit and the children's attainment is recorded in an assessment spreadsheet

Cultural Capital

Enrichment is an essential part of the Welton CE RE Curriculum which provides pupils with discrete time to focus and deepen their learning, they provide opportunities for new experiences as well as nurturing and developing a thirst for learning. This is achieved through:

- Collective worship
- external visitors such as the local Vicar
- visits to places of worship
- Prayer and ethics committee
- using our school prayer station
- focus days to celebrate key festivals in world religions
- exploring a range of religious artefacts
- whole school immersive days which focus on RE
- links to school values in all subjects
- spirituality strips used for reflection in a range of subjects

Career Professional Development

We develop strong subject knowledge amongst all staff which is achieved through; comprehensive middle leadership development, a focus on developing all teachers' subject knowledge and pedagogy within RE. All staff benefit from implementing the high-quality planning resources provided by the Trust yet amended to meet the needs of all pupils. We have a gold service level agreement with the Peterborough Diocese, which also provides a range of high quality CPD opportunities.

Below is a summary of the CPD activities bespoke to RE:

- Internal CPD sessions for any updates to RE, subject knowledge or use of artefacts
- Drop-ins available for staff from the RE lead
- Team teaching/coaching from the RE lead
- Clear and progressive planning ensures that teachers are given the subject knowledge needed
- External training given by DRET RE Community and RE experts
- Range of courses provided by Peterborough Diocese

Due to mixed year groups, the curriculum will be followed through a two year rolling programme:

R/Y1

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A	Why is the word God so important to Christians? (Christianity)	Why do Christians perform a Nativity at Christmas? (Christianity)	Being special, where do we belong? (Multi-faith)	Why does Easter matter? (Christianity)	What do Christians believe God is like? (Christianity)	Who am I? What does it mean to belong? (Multi-faith)
B	Which places are special and why? (Multi-faith) Why is the word God so important to Christians? Digging Deeper (Christianity)	What do Christians believe God is like? Digging Deeper (Christianity)	Why do Christians put a cross in an Easter garden? (Christianity)	Why does Easter matter? Digging Deeper (Christianity)	Which stories are special and why? (Multi-faith)	Who made the World (Christianity))

Y1/2

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A	What do Christians believe God is like? (Christianity)	Why does Christmas matter? (Christianity)	Who made the World? (Christianity)	Why does Easter Matter? (Christianity)	Who is Muslim and how do they live? (Multi-faith) Who made the World? Digging Deeper (Christianity)	Who am I? What does it mean to belong? (Multi-faith) What is the good news that Jesus brings? (Christianity)
B	What is the good news that Jesus brings? Digging Deeper (Christianity)	Why does Christmas matter? Digging Deeper (Christianity)	What makes some places sacred to believers? (Multi-faith) What do Christians learn from the Creation story) (Christianity)	Why does Easter Matter? Digging Deeper (Christianity)	Who is Jewish and how do they live? (Multi-faith) What do Christians believe God is like? Digging Deeper (Christianity)	How should we care for the world and others and why does it matter? (Multi-faith) Why is the word God so important to Christians? (Christianity)

Y3/4

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A	What do Christians learn from the Creation story? (Christianity)	What is it like to follow God? (Christianity)	What does it mean to be Sikh in Britain today? (Multi-faith) What is it like to follow God? Digging Deeper (Christianity)	Why do Christians call the day Jesus died Good Friday? (Christianity)	What are the deeper meanings of festivals? (Multi-faith) When Jesus left, what next? Digging Deeper (Christianity)	What kind of world did Jesus want? (Christianity)
B	What is the Trinity? (Christianity)	How and why do people show their commitments during the journey of life? (Multi-faith) What is the Trinity? Digging Deeper (Christianity)	What does it mean to be Hindu in Britain today? – identifying Hindu deities and describing beliefs (Multi-faith) What do Christians learn from the Creation Story? Digging Deeper (Christianity)	Why do Christians call the day Jesus died Good Friday? Digging Deeper (Christianity)	When Jesus left, what next? (Christianity)	What does it mean to be Hindu in Britain today? – how Hindus show their faith in Britain today (Multi-faith) What kind of world did Jesus want? (Christianity)

Y4/5

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A	What is it like to follow God? Digging Deeper (Christianity)	What does it mean if God is holy and loving? (Christianity)	What did Jesus do to save human beings? (Christianity)	What does it mean for Muslims to follow God? (Multi-faith) Was Jesus the Messiah? (Christianity)	What does it mean for Muslims to follow God? (Multi-faith) What do Christians learn from the Creation story? Digging Deeper (Christianity)	What would Jesus do? (Christianity)
B	What is the Trinity? Digging Deeper (Christianity)	What does it mean for a Jewish person to follow God? (Multi-faith) What did Jesus do to save human beings? Digging Deeper (Christianity)	What will make our village a more respectful place? (Multi-faith) What does it mean if God is holy and loving? Digging Deeper (Christianity)	What kind of king is Jesus? (Christianity)	Was Jesus the Messiah? Digging Deeper (Christianity)	Why is pilgrimage important to some religious believers? (Multi-faith) What kind of king is Jesus? Digging Deeper (Christianity)

Y6

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
A and B	What difference does the resurrection make for Christians? (Christianity)	How can following God bring freedom and justice? (Christianity)	What does it mean for Muslims to follow God? (Multi-faith) What difference does the resurrection make for Christians? Digging Deeper (Christianity)	Why do some people believe in God and some people not? (Multi-faith) How can following God bring freedom and justice? Digging Deeper (Christianity)	How do religions help people live through good and bad times? (Multi-faith) Creation and Science – conflicting or complimentary? (Christianity)	Creation and Science – conflicting or complimentary? Digging Deeper (Christianity)