

Religious Education

The aim of Religious Education at Kempford C of E School 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 but also considering our global community and the need for tolerance. We believe that it is important not only to learn about religion but also to learn from religion.

Religious Education at Kempford is set within the context of our school vision:

Together, we will RISE

We at Kempford School are passionate about our togetherness: 'How good and pleasant it is when God's people live together in unity!' (Psalm 133:1). Through our commitment to RISE, we ensure that every child can flourish and 'have LIFE, and have it to the full' (John 10:10). This vision is underpinned by our six core school values: Respect, Care, Perseverance, Forgiveness, Trust and Friendship.

School has identified key intentions that drive our curriculum. These are in line with the Church of England's Statement of Entitlement. At Kempford C of E Primary School our RE curriculum intentions are to provide pupils with:

Intent	Research	Implementation	Impact
1. To deliver a challenging and robust curriculum based upon an accurate theological framework	The Church of England's Statement of Entitlement which underpins the Gloucestershire syllabus states that pupils should receive 'high quality sequential religious education' and that a	Scheme of work: School follows the Programme of Study for RE as suggested in the Gloucestershire Agreed Syllabus and has a scheme of work that reflects this for each Key Stage. Through the Key Stages pupils are taught knowledge, skills and understanding	Children will make at least good progress from their last point of assessment. This will be measured by progress made in each strand across the year.

	<p>'Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions.'</p>	<p>through learning about Christians, Muslims, Hindus, Jewish and Humanist people through three key strands: <i>Making Sense of the Text, Understanding the Impact and Making Connections</i> Each unit of work builds upon prior learning Teaching: RE is taught in a timetabled weekly slot, following a 2 year rolling programme Resources: Children gain a deeper understanding of the religion studied through the use of high quality resources and artefacts.</p>	
<p>2. To deliver a curriculum that draws upon diversity of religious experience, including opportunities for pupils to deepen their understanding of religion as lived by believers, which then instils respect for different views and interpretations</p>	<p>The principal aim of the Gloucestershire syllabus is to <i>'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'</i>. It is important to explore questions about purpose and existence sensitively and cultivate a respectful attitude. (McCreery, 2004)</p>	<p>Planning and Teaching: Our scheme of work ensures breadth of coverage of a range of religions. Knowledge is built upon through the key stages ensuring knowledge of the foundations of each religion are secure before deepening pupil knowledge and understanding. Each unit of work is planned around the 3 strands: Making Sense of the Text, Understanding the Impact and Making Connections. These strands allow for gains in knowledge and understanding but also opportunities to consider other religions within the context of their own lives Our STRIKE curriculum works alongside RE to nurture an inquisitive approach to religion and religious views Our school values underpin attitudes fundamental to RE</p>	<p>Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.</p> <p>They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.</p> <p>Children learn about important people from the past and the present who have been or are positive role models and who are of a different race or religion.</p>

		<p><i>These work alongside the SMSC links and British Values implemented within school as a whole.</i></p> <p>Collective Worship: These are led by different members of our school community: clergy, church members, teachers and pupils</p> <p>Visits and Visitors: Community walks to our local church. Weekly Collective Worship from local vicar Visits from people of different faiths including religious leaders</p> <p>Pupil Discussion: We have worked on a collaborative approach to RE tasks. Children discuss and compare the lives of people they have studied from a variety of different religions.</p>	
<p>3. To use an assessment process that has rigour and demonstrates progression based upon key religious concepts</p>	<p>Gloucestershire syllabus research suggests a flexible approach to assessment base upon end of phase outcomes linked to the teaching and learning approach.</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Teachers assess pupils through key questions based upon key vocabulary taught • Observing collaborative learning tasks and pupil contributions • Teachers use the school's marking policy and mark RE work against the learning objective and success criteria set <p>Summative assessment:</p> <ul style="list-style-type: none"> • Teachers complete a summative assessment each term. Over the course of a year the 3 strands are assessed twice 	<p>RE book looks, lesson observations and pupil voice interviews are completed according to the whole school monitoring cycle</p> <p>Data analysis occurs after each termly summative assessment is completed</p>

Teaching and Learning in RE

RE is taught during a weekly timetable session.

Teachers plan from the Gloucestershire Agreed Syllabus. We have adopted a 2 year rolling programme which ensures the progression of skills through the three strands: *Making sense of the text*, *Understanding the Impact* and *Making Connections*, in our mixed age classes.

In the Foundation Stage pupils will be introduced to a range of Christian traditions with some comparisons made to Judaism and Islam. In KS1 the children will predominantly study Christianity but will also experience units on Judaism and Islam. This will be built upon in KS2 with units on Hinduism also being taught.

In each lessons pupils will focus on:

- The Big Question - what they will be learning and what they have been taught previously.
- Key vocabulary and its meaning.
- An active enquiry based approach to learning
- Working collaboratively, using other curriculum areas e.g music, drama, art, to facilitate their learning
- Individual reflection on the learning.

In addition to class lessons there are opportunities for reflection on key themes in faith assemblies. These are led by the different members of our school community: clergy, church members, teachers and pupils

The whole school also visits the village church for Harvest, Christingle and Easter, providing children with a chance to experience the practice of a faith in a religious setting. Pupils also visit the church to explore the themes they are exploring. We also provide opportunities to visit other religious buildings and invite visitors from other faiths into school.

