

Statement of Intent for Religious Education



Our School Vision

'Working together to nurture, raise aspirations and promote life in its fullness. Through Our Christian ethos we seek to develop happy, enquiring minds, a spirit of curiosity, respect and resilience. We value every, member of our school community for who they are and through challenge, support and building positive relationships, we pursue excellence in all we do'

'Ask and it shall be given, seek and you will find, knock and the door will be opened' Matthew 7.7

Intent

Why do we teach this? Why do we teach the way we do?

As a Church of England school, the Christian faith is the foundation of everything that we do at Billinghay CE Primary School. In all learning and life experiences, we aim to fulfil our school vision, values and raise aspirations. We promote an inclusive environment where every member of our community feels known, accepted and valued as an individual and where our Christian faith affects not only what we teach but how we teach it. We seek to empower our pupils and all members of the community to be agents of change and with God's help open the door to a brighter future. Jesus tried to change the world and make it a better place and showed how others can change things in the accounts from the gospels; we aim to educate and inspire our pupils to follow in his footsteps.

Our curriculum reflects the specific context of Billinghay CE School. High expectations are fundamental to all that we do. We implement an exciting and stimulating curriculum that celebrates diversity and shows what education can achieve.

What do we teach and what does it look like?

Our whole school curriculum is shaped by our school vision which strives to empower all children, regardless of background, ability and additional needs to become the very best version of themselves they can possibly be. The intent of our RE curriculum is to deliver a curriculum which is accessible to all and removes barriers to learning. Our goal is to maximise expert outcomes for every child by developing a 'powerful knowledge' and to become religiously literate. This will give children the tools to express what they know and understand and as a result, enable them to hold balanced and well-informed conversations about religions and beliefs.

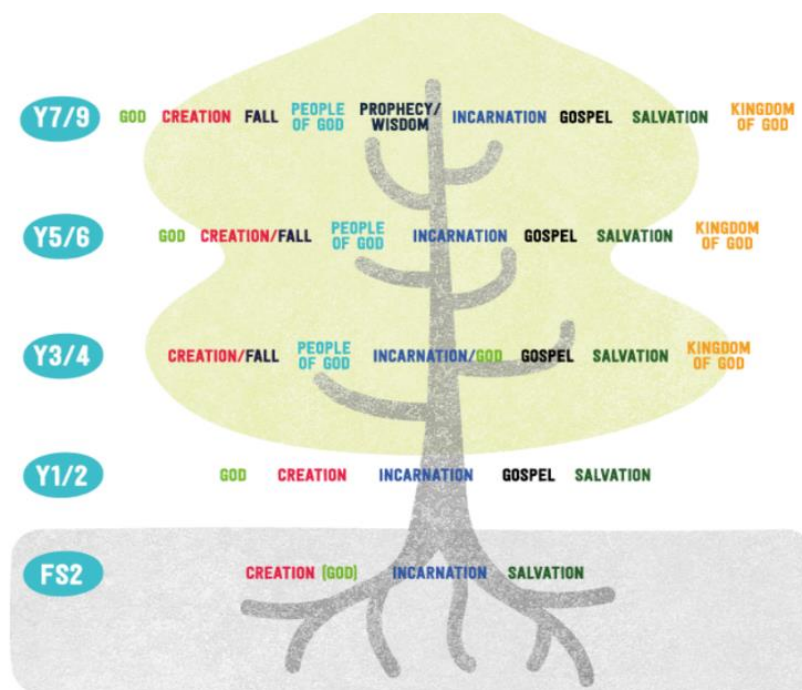
Our RE curriculum has golden threads of knowledge interwoven into it. It follows a sequential approach informed by two different teaching schemes; Lincolnshire Locally Agreed Syllabus and Understanding Christianity. The curriculum is well sequenced to ensure that pupils learn the knowledge they need for later topics. Drawing on this prior knowledge enables them to consider more complex ideas about religion.

Substantive knowledge, what we want our pupils to know and remember, is drawn from the Lincolnshire Agreed Syllabus and Understanding Christianity.

Our curriculum also considers when pupils should relate the content to their own personal knowledge (for example, their own prior assumptions). Personal knowledge is the knowledge a child brings into class and opportunities are provided to reflect on this knowledge.

‘Religious Education in a Church School should enable every child to flourish and to live life in all its fullness. (John 10:10) It will help educate for dignity and respect encouraging all to live well together’ Statement of Entitlement

Understanding Christianity is based on seven core Christian concepts. The children explore different concepts in a range of inspiring activities as they progress through the school, starting in the EYFS and developing a great depth of understanding by the time they reach Year 6.



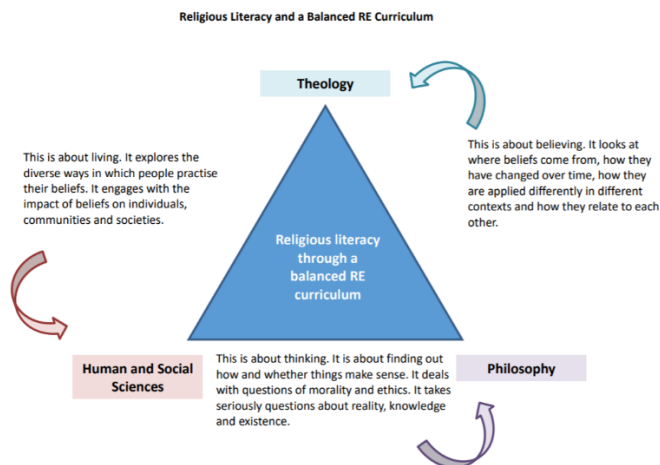
Understanding Christianity believes that not only should children show an understanding of religious texts and teachings but they should also demonstrate a deepened and more thoughtful approach to their learning and how this influences day to day life. Therefore, this is fulfilling our school vision of becoming agents of change. This is based upon a three-step enquiry model of teaching.



Lincolnshire Locally Agreed Syllabus

Billinghay CE School follows the programme of study for RE as suggested in the Lincolnshire Diocese Agreed Syllabus. Therefore, each child will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. It is important at our school to open eyes to diversity, as we are 96% + white British in terms of ethnicity.

The scheme has units of work, some compulsory and some additional, from EYFS to Year 6. Each key stage is taught; knowledge, skills and understanding through learning about Christianity, Islam and Hinduism (Hinduism at KS2 only). We teach the children how Christians, Muslims and Hindus behave in three key areas; Believing (Theology), Living (Human and Social Sciences) and Thinking (philosophy). The scheme comprises of connecting core units; God, Community (KS1 and KS2) Being Human and Life journey (KS2)



The LAS scheme is sequenced and tailored to the context of our school (96% White British and our pupils are less familiar with Islam and Hinduism as world religions) to ensure that at each stage pupils are making appropriate progress and continuously building on prior learning. For example, Hinduism/Islam community units in autumn/spring term build on the work done on celebrations in the first half of autumn term because they focus on the idea of communal identity, this is a key theme of that first half term. Teachers' then make a connection with the *Understanding Christianity* units. Units such as 'Why does Christmas matter to Christians' are taught in the summer term to ensure that the children are not confused by Jesus a baby at Christmas followed by Jesus as an adult on the cross in succession.

Implementation:

Each unit of work identifies prior learning and shows how this built upon. Each unit is taught in a block within a term to allow suitable links to be made to specific festivals taking place. The children gain a deeper understanding of the religion studied through the use of high-quality resources and artefacts. We use a variety of teaching methods including art, music, discussion, the development of thinking skills, drama and the use of reflection.

Knowledge Organisers for Christianity, Islam and Hinduism units are placed in a child's individual RE books to support pupils to better transition powerful knowledge from the working memory in such a way that it can be retrieved and reused when necessary. The Knowledge Organisers also provide pupils with a clear summary of the knowledge that is being covered in any given religion unit and the way in which key ideas within the religious unit relate to each other.

Barriers to learning

- High numbers of pupils in receipt of Pupil Premium. National statistics show that disadvantaged children tend to perform less well than their peers.
- Children enter school with low levels of vocabulary (Research shows that this is common for children from disadvantaged backgrounds)
- Lack of parental involvement (possible due to their own educational experiences) and expectations of their children.

- Pupils tend to have a lack of life experiences beyond the everyday and outside of Billingham.

We aim to overcome barriers to learning by:

- Inviting parents into school to attend acts of worship, to see showcased work.
- Provide opportunities for awe and wonder outside of Billingham e.g, visit to the Mosque, Alive church, Leicester Golden Mile.
- Invite educational visitors into school, for example, Sunita Patel to run Hindi workshops.
- Tailored educational visits to places of worship in Billingham.
- Invite members of the ministry team to work in small groups with the children, e.g Mustard Seed spiritual group.

Assessment

Our curriculum is designed to enable progress to happen. At Billingham we use assessment activities that align with the key knowledge as set out in the Knowledge Organisers. We assess if the children are applying their contextual understanding appropriately and if they are successfully developing a process of reasoning.

To check that the children know what we think that they should know we assess in the following ways, quizzes, knowledge checks, class RE evidence portfolios, mind maps, hot seat recording, question and answer sessions, art work and teacher judgements.

Impact: What will this look like by the time children leave our school?

- All pupils will demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.
- All pupils will have a secure understanding of religions and have developed a powerful knowledge that enables them to demonstrate a good understanding of issues relating to the truth and value of religion.
- For all pupils to be religiously literate, enabling them to ask and answer significant reflection questions about religion with meaning and purpose
- Our pupils will be inspired to be agents of change and exemplify the School's Christian Values that are rooted in the Bible in all aspects of life in and beyond school.
- To have embedded high expectations of themselves and pursue hopeful futures beyond school

