

RELIGIOUS EDUCATION



Our Intent Statement:

At Great Finborough Church Primary School, Religious Education is regarded as a core subject in line with English, Maths and Science. We believe that RE should be of the highest standard and that it should reflect our school's distinctive Christian character. In RE, it is our intent that children will learn about religion and from religion.

They are taught to understand the belief and practice of Christianity, which influences our school and community. They also have ample opportunity to explore major world religions outside of their experiences, enabling them to deepen their understanding and appreciation for beliefs and cultural practices locally, nationally and globally.

Open-mindedness, respect for all, appreciation and wonder, and self-awareness are the key attitudes that are embedded into our RE teaching and learning. Through an enquiry based approach, RE allows us to nurture children's ability to ask questions; share ideas; reflect; and develop self-awareness, which in turn supports their individual spiritual growth and development. Our RE curriculum also cultivates the children's curiosity about the faith of people and the communities we share our world with and helps them to understand what drives people of faith to live the way they do, fostering respect and tolerance for others.

Our Implementation Statement:

RE is taught in weekly sessions across the school. We follow the Suffolk Agreed Syllabus for RE (2012) and use the multi-faith scheme called 'The Emmanuel Project' to support our delivery of the learning themes and key concepts.

'The Emmanuel Project' allows for a consistent and progressive whole school approach to RE and it includes engaging, creative and exciting activities that offer a high level of challenge. The religious knowledge, skills and concepts are taught in a progressive way to ensure that children's understanding is extended and broadened each year.

Children are taught using an enquiry cycle to engage, enquire, explore, evaluate and express their learning. An exploratory question is posed at the beginning of each unit (of which there are six per year). Our approach enables learners to look first at a religious text before moving on to looking at the impact of this concept in the religious community and on the life of the individual: it reflects a good balance between theology, philosophy and human sciences. Pupils are encouraged to broaden their understanding by recalling and applying previous knowledge, making links, revisiting key vocabulary and concepts when comparing and contrasting different beliefs and themes.

To support the teaching of RE, the children have access to a range of religious artefacts and texts from a variety of world faiths. Acknowledging different learning styles, children may learn through drama, song, stories, art, discussions and video clips.

We have strong links with our local churches and Reverend Chris and Reverend Pauline play an important and active role in the Christianity units of the RE curriculum. They support us with activities throughout the year such as whole school services and 'Experience' days. To further

enrich our RE curriculum, and ensure that it remains real and relevant, educational visits to places of worships and visitors from other world faiths are organised carefully throughout the year.

At the end of each unit, we assess children's knowledge and understanding of the concepts taught: we use both an end of unit quiz and the solo taxonomy method. These methods supplement each other and allow us to assess the quality of the children's work and understanding. We then use these to provide a secure grade for the work completed. Children's knowledge is assessed as being either at a beginning, developing, expected or greater depth level. These half-termly levels contribute to an end of year grade.

Our Impact Statement:

By the time our children leave Great Finborough Church Primary School, ready to embrace the next stage in their learning, our children will have:

Reflected upon their own spiritual identity and core values.

Become well versed in the stories from the Bible that tell Christians about God and how they should live their lives.

Attended and participated in whole school Christian services and have a deep understanding of the reasons for the Christian festivals during the year.

Broadened their knowledge, understanding and appreciation of religious beliefs and practices.

Developed the ability to ask others about their faith and beliefs in a mature and respectful manner.

Acquired a vocabulary to articulate the similarities and differences between the practices and way of life of different faiths, denominations and none.

Explored a variety of artefacts and texts from different religions and visited local places of worship, thus showing an awareness of the beliefs held within our local communities.

Thought carefully about how they can support their local community and carried out charitable work.

Ultimately, RE will allow the children to deepen their own spiritual identity and foster respect and tolerance of other faiths.