



**Showing our love through kindness, determination and curiosity; strengthening ourselves and our community.**

**“with all your heart, with all your soul, with all your strength, with all mind.”**

# Religious Education Subject Statement

## Intent

The Religious Education (RE) curriculum at Long Wittenham CE Primary school is built on our school vision, which enables children to flourish. Our aim is that the children will know the value of religious education and the impact it has on our wider society. Our RE curriculum is designed with a strong working knowledge of Christianity, Judaism, Islam and Hinduism and other non-religious worldviews and encourages a good understanding of the role of foundational texts, beliefs, rituals and practices and how these things help inform identity. Through this knowledge they will understand and accept that others have different beliefs and worldviews, and be tolerant and respectful of others' beliefs. They will have meaningful and informed dialogues with a range of religions and worldviews. They will also be willing and open to respectfully discuss religion with others. In doing this, we will be supporting them to develop a sense of their place within our society.

## Implementation

The RE curriculum is delivered through weekly, subject specific lessons. Six units are completed each academic year on a two-year rolling programme.

A unit of work in RE will follow the following sequence:

- Elicitation task to ascertain children's prior knowledge and to identify any existing misconceptions.
- A series of lessons sequenced to introduce the key knowledge in a logical sequence as outlined in the knowledge organiser. Each lesson will address an element of the core declarative knowledge outlined. Discussion will be planned for and strongly encouraged in these lessons to support formative feedback.
- A review task designed to ascertain the aspects of the core knowledge that have been retained and that can be demonstrated through the task.

According to the Church of England Statement of Entitlement, RE teaching consists of a minimum of 5% of curriculum time across KS1 and KS2 each year.

In the Early Years Foundation Stage, the R.E curriculum is delivered with careful consideration for the Christian character of our school whilst also making provision for the details of the programme of study for the people, culture and communities strand of the understanding the world as outlined in the EYFS 2021 specifically that children should understand that we live in a culturally diverse world. The key questions chosen allow children to explore themselves and their own sense of belief and belonging before considering what this looks like for Christians and also giving them opportunity for children to compare this to other religions and communities.

In Key Stage 1 (KS1) children will study Christianity and as their other world religion, they will study Judaism. The children will study the different traditions and beliefs of both these religions as well as touching on non-religious world views.

In Key Stage 2 (KS2) All classes will focus on Christianity in terms 1, 2, 4 and 6. Other religions will be covered in terms 3 and 5. In Year A both KS2 classes will study Hinduism and in Year B both KS2 classes will study Islam.

All year groups: The two most important Christian festivals, Christmas and Easter, will be taught to every year group every year in term 2 and term 4. Across the school and in most topics other religions will be linked to the topic that is being covered. For example, when Year 1/2 cover the topic 'Why do many Christians meet together regularly and what do they do?', the concept of Jewish people going to Synagogue will be linked in. This will ensure that children will be learning about a wide variety of religions and non-religious perspectives throughout their time at Long Wittenham. It will also enable them to have balanced discussions regarding the similarities and differences between all religions and non-religious perspectives covered in EYFS, KS1 and KS2 and to make respectful, well-informed comparisons. We hold daily acts of worship in school, drawing on our local community for Open the Book assemblies and assemblies with the local vicar every other week. We regularly hold events in the church including, Harvest, Easter, Christmas and our leavers service.

## Impact

The children make progress by knowing more, remembering more and being able to do more. They need to transfer and embed key concepts into their long-term memory and apply them fluently.

We measure the impact of our curriculum in the following ways:

- Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.
- They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.
- Interviewing the pupils about their learning (pupil voice).
- Pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of written work in books.

## Right to Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can also exercise their right to withdraw from teaching the subject.

When a request to withdraw is received by a school, the request should be granted without delay. The school may offer to speak with the parent to try to understand the basis for the withdrawal but only after the request has been granted. The school must make clear that the parent's right to withdraw their child has been granted and that parents are not required to give reasons for their request.