



Stower Provost Community School

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: [Engage](#), [Develop](#), [Innovate](#) and [Express](#).

The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

RE Curriculum Statement

Ownership	LBabiy
Created	September 2023
Approved by Governors	
Updated (if apt)	
To be reviewed	September 2024

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1. Curriculum Statement

Intent

The school follows the Dorset Agreed Syllabus for Religious Education in accordance with Dorset's 'Standing Advisory Council of Religious Education' (SACRE), using the Cornerstones RE resources. In accordance with the agreed syllabus, Religious Education at Stower Provost Primary School:

- Is open and objective. It does not seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another.
- Endeavours to promote a positive attitude toward people, respecting their right to hold different beliefs from their own.
- Promotes the values and attitudes necessary for citizenship in a multi-faith and multi-racial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and cultures.
- Recognises similarities and differences in commitment, self-understanding and the search for truth. Respecting and valuing these for the common good.
- Is not the same as collective worship, which has its own place in the educational life of the school, contributing to an informed, reflective, compassionate and caring school community.
- Promotes community cohesion through linking with partner schools through involvement with the Stour Vale Collaboration.
- Recognises and celebrates the range of cultures and diversity of the school through workshops, assemblies and shared experiences of staff, children and people from the local community.

The RE curriculum at Stower Provost is organised to support the development of children's knowledge of religious and non-religious beliefs and worldviews, practices and ways of life and enable children to make links between these. It also develops children's knowledge and understanding of the different members of our rich and diverse community. Knowledge and skills are supported by first-hand experiences, including visits to local places of worship and visits from faith communities. Knowledge and skills are mapped to support children's understanding of religion and faith. The RE curriculum is also designed to support positive attitudes and values and to encourage children to reflect and relate learning to their own experience. Children learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, as part of its commitment to ensure mutual respect and tolerance for those with different faiths.

Each unit encourages and promotes the contemplation of key concepts, themes or festivals within religions and comparing these with responses in other faiths, religions and belief systems. The syllabus has been created in a cyclical format to enable children to revisit and build on prior knowledge of the different beliefs and practices taught across the school.

Dorset SACRE promote RE and Collective Worship in the county; develop the good teaching of Religious Education in schools and support community cohesion. At Stower Provost, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions to support their spiritual, moral, social and cultural development.

Implementation

RE is generally taught in weekly lessons, although at times, learning is blocked (if appropriate – such as linked to a specific festival). Coverage is planned to link with key dates and religious festivals to provide

opportunities to celebrate festivals and religions with greater consistency and contextual relevance. Work is recorded in RE books and is evidenced with a variety of outcomes, including written pieces, artwork and photographs.

As children progress through the programme of study, they are able to look deeper into spiritual, ethical, moral and social issues and with increasing breadth across different religions and worldviews through time and around the world. Learning is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding of key subject knowledge and specialist vocabulary around concepts focusing on

- personal resonance with or reflection on... (formerly AT2 personal)
- knowledge and understanding of... (formerly AT1)
- evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).

This ensures that the investigation, exploration and reflection of their own and others' responses to 'Big Questions' can continuously increase in depth, breadth and complexity. As pupils move through the Religious Education curriculum and the 'Big Questions' increase in complexity, depth and breadth, the expectations of pupils to explain 'what' the beliefs, practices and values are and the relationships between them, as well as explaining 'why' these are important and may make a difference to people, and 'how' they relate, change or impact on a wider world view also increases.

'Big Questions' relate to: What people believe and do (Believing), how people respond to big questions and issues (Thinking) and how beliefs and values make a difference to lives (Living). Therefore, the enquiry learning continuously builds to enable achievement in the stated skills end points for each year. Using these models, the skills end points can be divided into four key developmental stages, beginning with 'concrete' and 'fundamental' understanding, progressing to 'cognitive' and 'creative' thinking, moving towards 'critical' reflection and analysis and thinking with 'synergy'. The teaching of RE and the formation of the enquiry questions based on the relevant strands of the units are pitched to match these developmental stages, so that pupils can achieve the learning outcomes specified in this Spectrum appropriate for their age expectation.

Impact

Alongside a whole school approach to celebrating different religious and cultural celebrations, the RE curriculum provides the means to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. It ensures that children develop spiritually, academically, emotionally and morally to promote and realise a better understanding of themselves and others and to equip with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Outcomes of work is evidenced in children's books, children's understanding of religion and the ability to respond creatively to religious themes.

2. Teaching and Learning

- As part of the introduction to each new RE topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests.
- In each lesson, children are guided towards the learning intention by following the steps of the lesson. The LI is shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review of children's work and are used to identify individual target areas.
- Teachers aim to provide a teaching environment, which encourages children to share, question, to reflect and to empathise.
- Teachers will use a mixture of teaching styles, including whole class, group, paired and individual.
- Wherever possible, religious education lessons will be related to the life experiences of the pupils. Active learning in RE will include practical first-hand experiences, e.g. through the use of artefacts,

visits to places of worship and relevant learning outside the classroom, visitors to school with specialist knowledge and expertise and first-hand accounts.

- Teachers will seek to help children to acquire skills in the use of secondary resources, such as the internet, libraries etc.
- Teachers aim to ensure that the classroom ethos is such that all children's opinions are encouraged and valued.
- Teachers will ensure that their classroom is a place where religious education is active, positively welcomed and reflective of the current learning in the subject.
- If space allows, a working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary. In all cases, key vocabulary will be shared each lesson.

The children have access to the necessary resources, to further their own independent learning e.g. artefacts, books, etc.

3. Assessment

Aims and objectives for RE are embedded in the individual teaching units of the scheme of work. The scheme of work incorporates the levels of achievement expected nationally and locally and the school has mapped the key knowledge and skills of each unit to ensure that these build progressively throughout the programme of study. The key indicators for assessment in religious education are:

AT1 Learning about Religions: Knowledge and understanding of:

- religious beliefs and teachings;
- practices and lifestyles;
- ways of expressing meaning.

AT2 Learning from Religions: Skills of asking and responding to:

- questions of identity and experience;
- meaning and purpose;
- values and commitments.

The syllabus was created to include guidance that provides greater support for the development of the skills in; enquiry, critical analysis, reflection and comparison. These all promote **AT2** in lessons, and are in line with the Ofsted subject reports of 2013 'Realising the Potential' which promoted the use of enquiry and critical thinking in RE lessons.

Formative assessment is used as part of each lesson. Observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary. Children receive effective feedback through teacher assessment, either orally or through written marking work according to school policy. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of RE. Lessons within each unit are also planned to ensure the systematic development of the key identified skills across the school.

4. Planning and Resources

The RE curriculum is designed to ensure that all pupils have a high quality, coherent and progressive experience of the subject. The school's RE knowledge and skills mapping follows the Cornerstones RE scheme of work. This scheme covers the requirements of the Dorset Agreed Syllabus and promotes good practice in religious education. When planning, teachers ensure that teaching and learning activities provide a suitable level of challenge for all learners, with appropriate task differentiation where necessary. Lesson resources are available through the Curriculum Maestro website and adaptations to each lesson can be made and saved on the website.

All Cornerstones planning clearly shows learning objectives, which teachers share with children at the beginning of each lesson. Teachers plan RE lessons to ensure effective coverage of the key knowledge throughout the unit and opportunities for children to develop skills systematically.

High quality topic resources, clearly labelled for each year group's topic per half term, are available to staff as part of a central supply of RE resources. Accompanying artefacts are maintained and replenished by the subject leader. The topic resources are in a separate room and are easily accessible to teachers, along with a wide range of books to support and enhance teaching.

5. Organisation

6. EYFS

While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. EYFS teachers follow the Development Matters to design, plan and deliver RE across the Statutory Framework for EYFS. Lessons and activities foster children's learning and understanding of the world, including people and communities. Religious Education in EYFS is enriched by the school's community links, which enables access to local places of worship.

7. KS1 and KS2

Children in KS1 and KS2 follow the Dorset Agreed Syllabus, which details what and how RE should be taught in our schools in Dorset. The Cornerstones scheme of work includes a range of audio-video and paper resources that are created to support teachers in the effective delivery of Religious Education. The following skills are central to religious education and are embedded in practice across the key stages, building progressively.

- **Investigating:** Knowing what may constitute evidence for understanding religions.
- **Interpreting:** The ability to draw meaning from artefacts, works of art and symbolism.
- **Reflecting:** The ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices.
- **Empathy:** The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.
- **Evaluating:** Weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.
- **Synthesising:** Linking significant features of religion together in a coherent pattern.
- **Analysing:** Distinguishing key religious values and their interplay with secular ones.
- **Applying Knowledge:** Identifying key religious values and their interplay with secular ones.
- **Expressing Knowledge and Ideas:** The ability to explain concepts, rituals and practices.

Religious Education in KS1 and KS1 is enriched by the school's community links, which enables access to local places of worship.

8. Equal Opportunities

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions and learning from that experience.

- Commitment: Understanding the importance of commitment to a set of values by which to live one's life.
- Fairness: Listening to the views of others without prejudging one's response.
- Respect: Respecting those who have different beliefs and customs to one's own and the avoidance of ridicule.
- Self-understanding: Developing a mature sense of self-worth and value.
- Enquiry: Curiosity and a desire to seek after the truth and willingness to value insight and imagination as ways of perceiving reality.

9. Inclusion

We aim to explore creative and flexible ways of providing RE. Planning takes account of the school's own context and the curriculum is designed to provide a broad and balanced learning experienced, enriched with schools visits and visitors, that are inclusive to all. The provision is also adapted to, for example, through effective differentiation, to ensure appropriate challenge to all learners.

Teachers use a range of inclusion strategies, including paired work, open questions and direct, differentiated questioning and the activation of prior knowledge and contextual learning to support and enable children to deploy skills, ask questions and explore answers, as learners, to continually extend their learning.

10. Role of the Subject Leader

The subject leader will:

- Raise the profile of Religious Education at Stower Provost through their own practice, by promoting Religious Education displays around the school and by providing teachers with information on various religious festivals celebrated at certain times of year.
- Develop opportunities for parents/carers to become involved in Religious Education. For example, by ensuring that parents and carers that can share their own experiences of a religious celebration or custom, through effective prior communication with parents about whole school celebrations and relevant classroom topics.
- Keep up to date on current developments in Religious Education (including through participation in LA forums) and disseminate information to colleagues.
- Organise, maintain, audit and purchase Religious Education resources.
- Sustain the school's partnership working with local faith schools.
- Ensure that children's understanding of different religions and beliefs, as well as places of worship, is supported by frequent, continuous and progressive learning outside the classroom.
- Monitor outcomes of work to ensure a high standard of work in line with termly content, ensuring evidence of acquisition of the identified key knowledge and, where appropriate, the development of skills identified for each topic.
- Take an assembly each week to share relevant festivals and celebrations with the whole school.

11. Parents

At Stower Provost School, the significance of children's experiences at home is recognised and children are encouraged to report on home observations and practices. We recognise that the teaching of religious beliefs usually begins in the home, and that carers and parents have a valuable role to play in assisting in their child's learning. Parents and carers are encouraged to share beliefs and practices in class and are actively encouraged to participate and share their experiences and knowledge in whole school celebrations, such as the Christmas events.

Parents are informed of their child's learning at Open Evening and in the annual end of year report.

Curriculum Statement Agreed:	September 2023
Curriculum Statement Review Date:	September 2024