



RE

Our vision: “Building strong foundations, together, for everyone.”

RE Curriculum Statement

Vision: ‘Every child a spiritual learner.’

January 2023

Intent: What do we hope to achieve by teaching RE?

During their time at Binfield C.E. Primary School (V.A.) we aim for all pupils to experience being and developing the characteristics needed to be a spiritual learner.

We believe that the ‘Essential Characteristics’ of a spiritual learner include:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.



- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Implementation: How is RE organised and taught?

The RE curriculum is based upon the Early Years Foundation Stage Statutory Framework (2021) and the National Curriculum in England Framework (2014). In Year R, RE is integrated within Understanding the World and the key questions for the RE units are closely linked with Year R's topics for each half term. In Years 1-6, we have divided the RE curriculum into Breadth of Study (the knowledge that needs to be studied/what context the learning is done through) and Threshold Concepts (the big ideas and skills that need to be taught, repeated and built upon over time so that the learning is progressively deepened).

In RE, we use 'Discovery RE' and 'Understanding Christianity' as a starting point for our planning. This is used to ensure RE is taught progressively, with knowledge and skills built across and within year groups. Furthermore, the RE curriculum is mapped out to ensure that links between prior learning and different religions are explicit and that knowledge and skills are both revised and built upon from Year 1 up to Year 6.

RE lessons are taught weekly in each year group (approximately 1 hour per week in KS1 and approximately 1.25 hours per week in KS2); ensuring we meet the statutory requirements as outlined in the Pan-Berkshire Syllabus (36 hours a year in KS1 and 45 hours a year in KS2). In addition to RE lessons in class, RE learning is enriched through celebrations such as Harvest Festival, Nativities and Easter Concerts and visits to the local church which give children the opportunity to deepen their knowledge and understanding of the religions they have studied while presenting their learning in a variety of contexts. There is also a termly 'Sharing Assembly' where each year group can choose to share some of their RE learning for the term to their parents and the whole school.

[Link to Pan-Berkshire Syllabus](#)

SMSC is integral within the RE curriculum

Spiritual education in RE involves children experiencing and searching for meaning in life and the values by which we live. In learning about a range of different religions and why people believe, children have the opportunity to learn from their experiences; to reflect on and interpret spirituality in their own lives; and to discuss and reflect on ultimate questions. Through these experiences, children are filled with a sense of awe and wonder in their learning; about themselves and others around them.

Moral education in RE allows children to learn about shared and differing moral values from religious perspectives while debating moral dilemmas about right and wrong, good and bad etc. In RE children are encouraged to make a personal response to right and wrong and to consider a range of responses to moral issues.



Social education in RE involves children exploring the similarities and differences in religions and cultures through which they should begin to make links between faith and personal action in everyday life. This is reflected in their relations with others in the classroom and their ability to work together co-operatively. Through the study of different religions, children are made aware of the similarities and differences they may have with other children in their class.

Cultural education in RE includes learning about a range of different religions and traditions; giving children an opportunity to learn what it means to belong, to develop confidence in themselves and be able to respond positively to similarities and differences in our changing multi-ethnic and multi-faith society.

'Power Tools for Learning'

'Power Tools for Learning' are at the heart of our school's curriculum and we are a recognised 'Advanced Thinking School' (Exeter University). 'Power Tools' are a range of skills, attributes and tools taught from Year R upwards, which support pupils in becoming more independent thinkers and learners. They include: De Bono's Thinking Hats, Hyerle's Thinking Maps, Philosophy for Children and Claxon's Learning Muscles. Furthermore, within our curriculum and assessment framework (Chris Quigley), Bloom's Taxonomy (a model/hierarchy of thinking which starts at a simple level and becomes more complex) is integral, ensuring that deeper thinking and learning is required as pupils advance through each milestone. Together, these support staff in ensuring that suitable cognitive challenges are integrated across the curriculum and that pupils are equipped with the skills to learn independently, beyond school. We aim to ensure that all pupils are well prepared for the next stage of their educational careers by the time they leave us in Year 6.

Impact: What difference does make and how do we know?

In determining the impact of the RE curriculum, we are essentially asking the question, 'How well have pupils developed the essential characteristics of a spiritual learner (as defined above in our **Intent**)?'

We use two main methods to determine this: 1. Assessment (quantitative) and 2. Feedback from the pupils, their parents and other stakeholders (qualitative).

Assessment

At Binfield C.E. Primary School (VA), we assess YR pupils using the EYFS Framework and we use 'Depth of Learning (DOL)' (Chris Quigley) as our assessment system for Years 1-6.

In YR, pupils are assessed using on-going observation and questioning from staff and these are recorded in individual electronic profile documents. Evidence is used to build up a picture of the child's achievements and level of independence over time and summative assessments are made each term. At the end of YR, a determination is made as to whether the child has met or exceeded the Early Learning Goal.

For Years 1-6, the curriculum and the assessment is divided into 3 Milestones (1, 2 and 3). These relate to KS1 (Years 1 and 2); LKS2 (Years 3 and 4) and UKS2 (Years 5 and 6) respectively. Threshold Concepts (the big ideas and skills that need to be taught, repeated and built upon over time so that



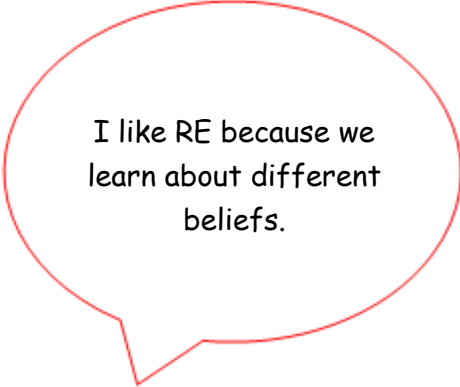
the learning is progressively deepened) are broken down into specific indicators which are used to assess the pupils' depth of learning against. The terms Basic, Advancing and Deep (BAD) are used to identify who is meeting the expected standard and who is going beyond the expected standard.

We would expect a pupil in Years 1, 3 and 5 to be working at Basic 2 by the end of the year to be on-track to reaching Advancing 2 (or the expected standard) by the end of the following year. Pupils who are working above this would be considered to be working at a greater depth and those working below this would be below the expected standard. An online software programme (DOL) is used to record the assessments of pupils against these indicators and progress is measured and tracked over time. This also supports teachers in identifying areas of strength and areas that may need additional support during the next teaching episode. We aim for the highest possible standards and over time, we would hope that standards in RE would be in-line with or even better than outcomes in Core subjects.

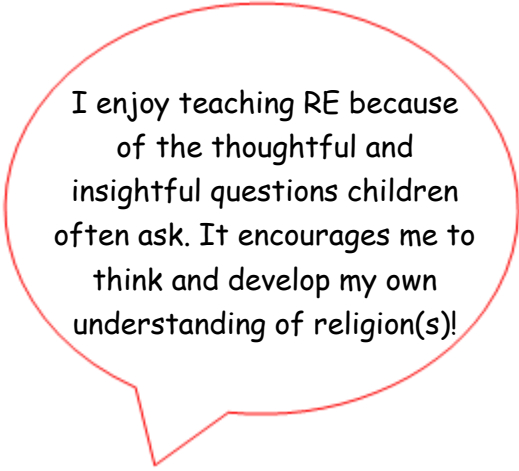
Feedback

We also value the feedback from the pupils themselves and from other stakeholders. These are captured informally (during lessons) but also more formally too e.g. through questionnaires, and comments submitted to the school.

This is what some of our stakeholder's say...



I like RE because we learn about different beliefs.



I enjoy teaching RE because of the thoughtful and insightful questions children often ask. It encourages me to think and develop my own understanding of religion(s)!



My son comes home and tells me about other faiths and beliefs he has learned about. We often have conversations about what he has learned and further questions he has.

I really like that every half term is focused on a different part of a religion.