



William Law CE Primary School's Subject Stories

RE



Intent

At William Law we aim to teach children about Christianity and a range of other faiths, the beliefs and practices of members of those faiths, and how and why people worship in the way they do. In this way, we offer a broad curriculum that encourages respect, acceptance and understanding of all faiths. Our R.E curriculum helps promote the children's spiritual, moral, social and cultural developments as they grow in their knowledge and understanding of the religions and beliefs that form part of modern society in our community and country.

As a Church of England school, Christianity is the key focus of our R.E lessons as children learn about the Bible and teachings of Jesus. The children also learn about the beliefs and teachings of other faiths. Opportunities are also given to reflect which helps the children develop their own beliefs.

Implementation

Children learn about the celebrations and festivals in Christianity and other religions, especially concerning initiation ceremonies and family life, noting the similarities and differences between them and drawing comparisons to their own lives. Children visit places of worship for various religions and/or have people from different faiths coming into school to talk to the children. Each year William Law attends workshops at Peterborough Cathedral which help children set their learning in context and helps them understand the Bible stories and try to see themselves in the situations of Jesus first followers. St. John the Baptist with Emmanuel Werrington also donate a Christian Bible to every Year 3 child. The children can then use this Bible in their RE lessons throughout their time in Key Stage 2. When the children leave William Law in Year 6 they are given their Bibles to keep as a memento of their time at William Law. Teachers are creative and experienced in adapting planning to meet the needs and interests of their class and to ensure lessons are practical and well-resourced with religious artefacts and objects and have a diverse range of learning outcomes. The teaching approaches are varied often using Big Questions, drama, games, debates, art and food technology to engage the children in their learning. In R.E lessons, children also engage with challenging questions about meaning and purpose in life and belief in God.

This broad curriculum, based on the Local Education Authority schemes of work and the Understanding Christianity resource seeks to make religion purposeful and relevant to children's lives and their growth within the community, encouraging respect towards others.

Impact

- ✓ Children are assessed in their understanding of different religions – beliefs, practices and worship (AT1) and also their ability to engage with questions and express their beliefs in response to this (AT2). Children make progress equal to comparable subjects
- ✓ Our latest SIAMS inspection on the 5th March 2019 achieved an "Excellent" grading
- ✓ Every child is RE is taught by a dedicated, knowledgeable and enthusiastic subject specialist teacher



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If you were to walk into an RE lesson at William Law, you would see:

- High quality resources been used to enhance learning and opportunities for those who belong to a faith group to share their beliefs and practices with peers
- Engaged learners participating in meaningful discussion and debate about challenging questions in a safe and secure environment that respects and values all beliefs and viewpoints
- Children working collaboratively to deepen their understanding through conversation, questioning, games, role-play and art

Pupil Voice:

Year 5: "In RE I have learnt that religions aren't that different and they have many similarities that we must remember. We can learnt a lot from other people and should respect everyone's beliefs". Year 3: "When I joined this school I only knew about Christianity but when we visited the mosque I could ask lots of questions about Muslims and what they do and believe in."

Year 1: "RE is fun because we sing songs about God and dress up and we play games and talk a lot about different people."

An example of skill progression within our RE curriculum

RE aspect: To learn about religious stories and what believers can learn from them.						
Reception:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
Retell a religious story	Retell and recall various religious stories	Remember and recall a religious story from at least one other religion and talk about its meaning	Retell some of the religious and moral stories from a range of religions	Begin to compare the similarities of at least three different religious texts or stories	Compare and respond thoughtfully to a range of sacred writings/stories. explain what they mean to different faith communities	Provide valid reasons why texts, religious stories and religious opinions differ

Outstanding examples of learning outcomes



Year 4 visiting a Gurdwara in Peterborough to learn more about Sikh beliefs and practices



EYFS listening to a Hindu story of Rama and Sita as part of learning about Diwali.



Year 5 baking honey biscuits as an introduction to learning about the Jewish harvest festival of Rosh Hashanah.

Successes in 2019-2020

☺ **SIAMS March 2019-** 'Standards of attainment in R.E are above national expectations and all pupils make exceptional progress from their starting points... Pupils report that their teachers are so inspiring that, when they go home they



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want to find out more about what they had been learning... Pupils are universally excited by R.E and many say that it is their favourite subject'.

- ☺ Pupil voice surveys demonstrated that children enjoyed the range of activities that were planned by the RE teacher and were engaged in their learning.
- ☺ 'Walk through the Bible' OT programme was successfully delivered and allowed children to deepen their knowledge and understanding of the Old Testament.

Priorities for 2020-2021

- ☺ Create more opportunities for children to develop their religious literacy and draw comparisons between religious places of worship, practices and beliefs.
- ☺ Foster links with other Church of England schools and moderate work externally.
- ☺ Provide more opportunities for children to answer and discuss Big Questions and reflect on local, national and global views.