Borden Church of England Primary School

School Lane Borden Sittingbourne Kent

Love Hope Forgiveness Courage Compassion

Religious Education

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Vision

Our aspiration, for all children in our care, is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society.

Religious Education seeks to make a major contribution to the spiritual, moral social and cultural development of pupils. It includes specific Christian teaching appropriate to our status as a Church of England School, providing the children with secure subject knowledge relating to Christianity, and the other major religions represented in Britain. The Bible, its stories and teachings are emphasised, and especially the life of Jesus.

R.E also helps children to develop their own beliefs and values and to become religiously literate adults. We teach the children moral values such as respect for individuals and put into practice the Christian teachings on love, hope and forgiveness.

Statement of Intent

Religious Education (RE) is a core subject at our school and is taught weekly. *At Borden CE Primary School,* pupils and their families can expect a high quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using *the Kent Agreed Syllabus and the Understanding Christianity (UC) resources in line with Canterbury Diocese,* we learn about other religions and worldviews, fostering respect for them.

Our RE curriculum ensures that children are well prepared for life in a world where there are a multitude of viewpoints. We enable the children to make their own informed decisions and to have the confidence to voice their views. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.

We aim to develop pupils' understanding of world faiths and other beliefs by exploring their commonality and diversity. There is both depth and breadth of study. The RE curriculum is also about 'belonging'. It aims to nurture pupils' awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. We all share a common humanity and we share our view of the world with an understanding of others' views.

We aim to provide our children with religious literacy where they will develop their knowledge and understanding of Christianity, other religious traditions and world views and explore their responses to life's challenges. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

We shall help our pupils prepare for their future by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them;
- Responding to such questions by referring to the teachings and practices of Christianity and other religions and belief systems, relating them to their own understanding and experience;
- Reflecting on their own beliefs, values and experiences in the light of their study.

Implementation

Our curriculum includes study of religious traditions learning from Christianity, Islam, Hinduism, Judaism and Sikhism. RE at Borden endeavours to learn from encounters with living faiths rather than the history and belief structures of traditions. UC is a spiral curriculum throughout the Key stage, where units of work are revisited in subsequent years. 70% of our curriculum is based on Christianity; the remaining 30% is focused on other world faiths and non-religious worldviews. It is our aim that RE is delivered in an objective, critical and pluralistic manner, which challenges children, enabling all children to flourish.

Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development and to their understanding of British Values are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and worldviews studied.

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.

Impact

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.
- Assessing children's understanding of each unit's linked vocabulary before and after the unit is taught
- Images and videos of the children's learning and lesson visits
- 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, assessed in line with R,W&M
- Marking of written work in books.

Children make good to accelerated progress in RE from their start point. Children leave Borden CE Primary School with a deep knowledge of religious studies and cultures. They demonstrate thoughtfulness and learn to agree or disagree well with respect, open-minds and fairness. They leave our school as well rounded global citizens.

Scheme and rationale

At Borden we use the Understanding Christianity to support our RE curriculum. UC supports pupils to develop their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. Pupils leave school with a coherent understanding of Christian belief and practice through exploring the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.

The World Faiths units and non-faith units are taught using supportive resources from RE Today. Our curriculum is an accurate and fair representation of their beliefs, values and practices.

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RE 3 Year Cycle

Lower School

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
GOD What do Christians believe God is like?	INCARNATION Why does Christmas matter to Christians? (core/digging deeper)	GOSPEL What is the Good News Jesus brings? (core/Digging deeper)	SALVATION Why does Easter matter to Christians? (core learning)	JUDAISM Who is Jewish and what do they believe?	JUDAISM Who is Jewish and what do they believe?
CREATION Who made the world?	HUMANISM Who are Humanists and how do they live? CHRISTMAS 2 lessons	INCARNATION What is the Trinity? (core learning)	SALVATION Why does Easter matter to Christians? (digging deeper)	ISLAM Who is a Muslim and what do they believe?	ISLAM Who is a Muslim and what do they believe?
PEOPLE OF GOD What is it like to follow God?	SIKHISM What is important for Sikh people? CHRISTMAS 2 lessons	UNIVERSAL How should we care for others and the world and why does it matter?	HUMANISM Who are Humanists and what do they value?	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	SIKHISM How do Sikh people worship and celebrate?

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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
CREATION What do Christians learn from the Creation story?	**HINDU DHARMA** What does it mean to be a Hindu in Britain today? **INCARNATION** Why does Christmas matter to Christians?	**INCARNATION** What is the Trinity? (digging deeper)	**GOSPEL** What kind of a world did Jesus want?	**HINDU DHARMA** What does it mean to be a Hindu in Britain today?	**SALVATION** Why do Christians call the day Jesus died 'Good Friday'? (core/digging deeper)
PEOPLE OF GOD What does it mean if God is loving and holy?	**INCARNATION** Was Jesus the Messiah?	**PEOPLE OF GOD** How can following God bring freedom and justice?	**SALVATION** What did Jesus do to save human beings?	**JUDAISM** What does it mean to be Jewish in Britain today?	**UNIVERSAL** What can be done to reduce racism? Can religion help?
CREATION Creation and science: conflicting or complementary? in the wider context of 'Big Questions'	**GOSPEL** What would Jesus do? CHRISTMAS theme 2 lessons	**ISLAM** What does it mean to be a Muslim in Britain today?	**HUMANISM** What does it mean to be a Humanist in Britain today?	**ISLAM** What does it mean to be a Muslim in Britain today?	**KINGDOM OF GOD** What kind of king is Jesus?

Assessment Calendar

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Phonics						
Reading		✓		✓		✓
Writing		✓		✓		✓
Maths		✓		✓		✓
RE		✓		✓		✓
Science		✓		✓		✓
History		✓				✓
Geography		✓				✓
French		✓			✓	
Music						
PE			✓		✓	
Computing			✓		✓	
Art			✓		✓	
DT			✓		✓	
PSHE	✓	✓	✓	✓	✓	✓

RE

RE is assessed termly and harvested 3x per year. To support children's assessment, Canterbury Diocese unit assessments are used. Children are assessed both verbally and written work using the outcomes and knowledge building blocks. Using the unit assessment, the children are identified as working towards, expected and greater depth. Assessment in RE is purposeful and ensures that it informs future planning including vocabulary, pre-teaching and working walls.

Inclusion

RE is an inclusive subject. By its very nature, we consider all faiths, beliefs, religions and cultures. Our diverse school celebrates differences in all and this is reflected in our vision, which draws inspiration from the Bible narrative, 'The Good Samaritan' that is found in the gospel of Luke 10:25-37 in the New Testament.
The Good Samaritan was a man of compassion, courage and responsibility, who took it upon himself to do the right thing by others.

We believe that all our children can make progress and be successful in RE; we have high expectations for all. Our emphasis is on vocabulary, to develop the children's understanding of religious text and the world around them. Skills are taught in small steps to ensure that children master each part before moving on. Visual aids, word

banks, working walls and knowledge organisers are used to further support children. Adults adapt learning to ensure it is accessible to all children. In-class small focus groups also support all children to be included and successful.

SMSC and Cultural Capital

At Borden CE Primary, the children's opportunities to experience spirituality is paramount. We believe that spirituality is all around us and can be experienced in the smallest of things like a cloud formation or the feathers of our resident peacocks. RE gives our children the opportunity to experience first-hand through learning about Jesus, World Faiths, values and morality. Through RE, children can learn and discuss social and moral issues that occur in the world today. RE trips support the children's cultural capital and these include trips to our local church St Peter's and St Paul's, Canterbury Cathedral and Rochester Cathedral. PP monies go towards funding for low-income families. These trips will allow children to visit places they may not have the opportunity to.