



'Love one another as Jesus loved us' (John 13 v 34-35)

RE at St Mary's CE Primary School

RE Curriculum Rationale

At St Mary's CE we are theologians! We want the children at our school to love and value Religious Education. We want our children to aim high, be ambitious and grow up wanting to be priests, lecturers or anthropologists. Our vision at St Mary's CE Primary School is to encourage and nurture the growth of every individual and their uniqueness, so that all flourish and become all that they can be and all that God made them to be.

The R.E curriculum has been carefully designed and sequenced so that our children develop their religious capital. We want our children to remember their RE lessons in our school and embrace the R.E opportunities they are presented with! Previously, in Unit 3.1: Called by God, the children in Year 3 learnt about the covenant between Noah and God. (The rules that God gives humans to obey and also the promises to keep.) The children thoroughly enjoyed recreating a mock wedding in St Mary's Church, led by Mother Katie. They created invites, dressed as the guests, took photographs, looked at the promises made and experienced the different aspects of the ceremony. Bringing Religious Education alive is important at St Mary's CE Primary School.

Curriculum Intent

The R.E curriculum is ambitious and allows our children to become independent and resilient – like all curriculum areas. As a VA School, we are required to follow the Manchester Diocesan curriculum, which comprises of Understanding Christianity Units and Questful R.E.

We want to equip our pupils with all the statutory requirements of this Religious education curriculum and also prepare them for the opportunities, responsibilities and experiences in the next stage of their education and beyond. We want our children to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do.

Throughout their time in Key Stage 2 the children visit a Jewish museum, a Hindu Mandir, a Sikh Gurdwara, and a Mosque. This is a wonderful way for the children to learn and discover about a range of world religions, cultural beliefs and develop their respect for other values, opinions and lifestyles. Our town is a multiculturally diverse society and we want the pupils of St Mary's to understand and celebrate similarities and differences, building a foundation of mutual respect and cooperation, inspiring them to be good citizens of the future.

At St Mary's we celebrate innovation and the freedom of choice that British Society represents and as a result our pupils are encouraged to become free thinkers, with ambitious ideas. We encourage and celebrate this individuality. This often feeds into the R.E curriculum where we enrich their time in our school with memorable, unforgettable experiences and provide opportunities to engage and intrigue our pupils. For example, the children have been encouraged to ask the bigger questions about religion and develop their spirituality. Clergy share their responses to the 'big questions' pupils ask at the end of our school assemblies. Year 6 were also encouraged to consider 'big questions' during a visit to Manchester Cathedral, where they attended a conference with lessons and workshops, to develop their philosophical insights about God and The Big Bang.

The R.E curriculum links with local, national and global charities like Christian Aid, The Salvation Army, Save The Children, Mary's Meals and the Teams4U shoebox appeal, in order to develop the children's

appreciation of what they have. The children listen and discuss stories about influential and inspiring Christians, such as Martin Luther King campaigning racism and Nelson Mandela fighting apartheid and Jesse Owens competing in the Berlin Olympics. Our pupils are inspired by these people, learning from their actions, and as a result these often influence their resilience and perseverance, providing pupils with an insight into how they can make a difference.

We firmly believe that it is not just about what happens in the classroom, it is about the benefit we offer to really inspire our children. Through annual hands on church visits and memorable, unforgettable experience days, (Pentecost, Christmas, Easter, Harvest, Church) allow the pupils from Year 2 and above to experience Christianity in action, first hand. The Church is transformed into inspiring, engaging and motivating stations where the pupils are encouraged to share their views, ask questions and interact with each other and members of the Christian community, learning about all aspects of Christianity. This is also reflected in our very own Ethos Day!

Curriculum Implementation

We have just completed a second review of the R.E curriculum and this will become an annual task. In this second review, the R.E Curriculum has been carefully revisited to ensure there is a clear progression of knowledge and vocabulary, embedding key aspects of learning as aspects are revisited. The medium term plans are under review to ensure that the progression overview (The tree of core knowledge from Creation, Salvation and Incarnation in Reception, to the whole of the Big Story by the end of Year 6) is clearly reflected in the sequence of learning within any given topic. The assessment points and milestones are being defined and developed to reflect the key learning required in each year group. This will ensure the way R.E is taught throughout our school, follows a consistent structure.

With the reviewed curriculum, pupils encounter up to eight core concepts, a number of times as they move through the school. These form the 'Big Story' of the bible. Teachers deliver lessons through an initial referral to The Big Story . The units of work usually begin with a 'Way In' using key questions and vocabulary and the floor book for discussion work. They then flow from 'making sense of the text' to 'understanding the impact' and the concept on the Church community and Christian living, then explore 'making connections'. This means reflecting, evaluating and connecting the texts and concepts studied between these and the pupil's own lives and ways of understanding the world. So the move from the text onwards through the world of the Christian and to the world of the pupil runs through each unit.

The units end with a M.A.D statement where the children reflect upon the unit and how they can 'Make A Difference. '

Subject Leads have devised whole school subject long-term curriculum plans, which identify when the different subjects and topics will be taught across the school and across the academic year. All subjects are taught discretely but staff make meaningful links across subjects where appropriate. They link prior knowledge to new learning to deepen children's learning. The Understanding Christianity units build on from Core Learning to Deeper Understanding. For example, in Year 3, when the children explore 'Jesus the man who changed lives' (from GOSPEL - Understanding Christianity Unit 2A - What kind of world did Jesus want?) This unit deepens the children's insight into the impact Jesus had/has on people's lives. This builds on the knowledge and understanding they were taught in Year 2 when they enjoyed the stories of Jesus' miracles to gain an awareness that Jesus was an extraordinary person who welcomed everyone as a friend. Unit 2.3 Jesus, A friend to everyone (from GOSPEL - Understanding Christianity Unit 1.4)

Our pupils are taught connected knowledge based upon a spiral curriculum.

Class Teachers have devised year group long-term curriculum plans which outline when the different subjects and topics will be taught across the academic year within the year group.

Medium term plans have been developed and continue to be refined to show the sequence of lessons taught within each unit. These set out the learning challenges for each lesson and closely reference the key learning, the part of the 'big story', text, impact, connections, vocabulary and progression overview.

Staff teach a weekly R.E lesson. This helps to ensure sufficient time is allocated to R.E and that the subject matter can be revisited and built upon, each week. The structure that has been developed helps to ensure the children's full engagement with the texts, beliefs and practices – from starting by discussing the big story, to evaluating and reflecting upon how they can make a difference, at the end. This helps them to bring their own world to the text, whilst giving them the opportunity to allow the text to enlarge their understanding of the world.

We believe that by constructing our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and thus improve the rates of progress they make.

Curriculum Impact

We use both formative and summative assessment information in every R.E lesson. Staff use this information to inform their short-term planning and support. This helps us provide the best possible support for all of our pupils, including the more able. The progression overview and the assessment points, once finalised, for each year group ensure that knowledge in R.E is progressive and built upon year on year.

Our aim is for staff to use R.E formative assessment methods to systematically assess what the children know as the unit progresses and inform their future planning. This formative assessment is then used to inform summative assessment judgements for each unit.

Assessment information in R.E is collected once a year and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in R.E. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring in R.E includes: book scrutinies, floor book scrutinies, lesson observations and/or learning walks, pupil/parent and/or staff voice.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

At St Mary's CE Primary School, we are

Theologists!