

INTENT

School Vision:

At Totley All Saints Church of England Primary School, we aim to be an exceptional school with Christian values at the very heart of the community. We are committed to providing a caring environment where every child can thrive & is supported to achieve their unique & amazing potential as a child of God.

Subject Curriculum Vision:

Our aim is that our programme of Religious Education will do the following:

- provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.
- develop students' knowledge of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development;
- encourage students to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and Faith and how these impact on personal, institutional and social ethics; and to express their responses. This will also build resilience to anti-democratic or extremist narratives.
- enable children to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society;
- teach children to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice;
- prompt children to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society & in so doing, encourage empathy, generosity and compassion;
- develop a sense of awe, wonder and mystery.

Our Curriculum for our Context:

Totley All Saints is situated in a semi-rural setting on the edge of the city of Sheffield and close to the Peak District. Our school is a smaller than average school with 212 pupils on roll aged 4-11 yrs. The ratio of girls to boys is higher than the national average & the proportion of pupils eligible for free school meals is much lower than average. A lower than average number of pupils comes from minority ethnic backgrounds & the school is predominantly White British. The school now has a near to average number of children categorised as SEN with Support as well as children with a Statement of SEN or EHCP. Pupils typically enter FS2 either below or at least in line with national in Reading, Writing & Maths.

Our Curriculum reflects the ethos & aims of the school as well as the context from which our children derive. This means that our curriculum provides the necessary building blocks to develop the necessary knowledge & skills, whilst also promoting British Values, healthy lifestyles & mental wellbeing, plus excellent behaviour & attitudes. It is underpinned with a large emphasis on SMSC development, a strong practical outworking for others in line with our Christian ethos, whilst also building character & readiness for the next stages of education & the learning journey beyond.

IMPLEMENTATION

Breadth and depth in RE for all pupils can be achieved if the following are taken into account:

- Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Build on the statutory requirements, it is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole.

- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.
- The breadth of study should take account of the four levels of community cohesion which all maintained schools are now obliged to promote. Decisions by SACREs and ASCs about the religions, other than Christianity, to be studied should take account of the balance of religion within: the school community, the community within which the school is located, the UK community, the global community.

Learning Experience	Resources	Links with other Subject Areas
What is the breadth of experience provided for our children?	What resources are used to support the teaching & learning of this subject?	What links are made between this & other subject areas?
<ul style="list-style-type: none"> • Quality First teaching: variety of teaching styles & varied stimulus including religious artefacts • Quality Resources: Books, texts, online resources & programmes • Visits: Religious buildings • Visitors: leaders of different faiths (e.g. ministers, imams, etc.) • Experiences: Bible reflections (daily), daily prayers and Prayer Days, weekly RE lessons, P4C sessions that promote discussion of the big questions, Bible verse of the month, etc. • Links are made within assemblies to RE lessons reinforcing/embedding learning. 	<ul style="list-style-type: none"> • Texts • Bibles • Religious Artefacts • Online resources & programmes • Published schemes: Understanding Christianity and Discovery RE • Pictures and photographs: Picturing Christianity • Pupil and teacher assessment sheets. • Word mats and prompt sheets 	<p>Links are made with other subject areas wherever possible especially when looking at Global Neighbours /Global issues. Links are made within assemblies to RE lessons to reinforce /embed learning.</p>

Planning & Sequencing of Knowledge & Skills
How is the subject planned & sequenced in order that our children can progress through the Building Blocks for learning? This may include: Vocabulary, People, Places, Events, Concepts, Skills, Analysis, Evaluation, Problem-solving, Creativity, Independence, etc.

See Appendices.

IMPACT

Assessment	Monitoring & Evaluation	Long Term Memory
How is this subject assessed?	How do we know we have been successful?	How does this subject impact on long term memory?
<ul style="list-style-type: none"> • Teacher assessment • Child self & peer assessment • Marking • Discussion 	<ul style="list-style-type: none"> • Lesson observations • Results / Data Analysis • Work scrutiny • Discussions 	<ul style="list-style-type: none"> • Revision & recapping • Success Criteria • Feedback / reflection from marking

<ul style="list-style-type: none"> • Observation • Summative end of year assessment. 	<ul style="list-style-type: none"> • Timetables. 	<ul style="list-style-type: none"> • Repeated recall • Curriculum Mats • Links & connections with other subject areas plus old & new knowledge • Learning Journal • Quizzes • Discussion.
Readiness for Next Stage of Education	Promotion of Social Mobility	Promotion of British Values & SMSC
How does this subject prepare our children for the next stage of their educational journey at secondary school & beyond?	How does this subject promote social mobility?	How does this subject promote British Values & SMSC?
<p>We endeavour to ensure that the sequence of content in RE enables our children to progress whilst they are with us, but also to provide the building blocks necessary to build on at secondary school & their learning journey beyond. Underlying all of this is our emphasis on Learning Culture which provides the underlying principles of attitude, resilience & character.</p>	<p>Our aim is that no child is disadvantaged by their background situation & that, as a school, we provide everything that a child needs so that there is no cumulative dysfluency or cultural gaps in learning. As a result, we ensure that children have a broad range of curriculum experiences, free access to a wide variety of books and other resources, multiple opportunities to speak as well as listen, plus our curriculum is designed in order to boost general as well as subject specific vocabulary. We have high expectations of all our children in RE and excel in supporting all areas of a child's development including character skills that underpin learning.</p>	<p>Through our rich & varied RE curriculum, we ensure that our children are well equipped for life in modern Britain &, through subject linkage have an excellent understanding of Democracy, the Rule of Law, Responsibility & Liberty, Mutual Respect plus Tolerance of those of different faiths and beliefs. Our Curriculum is driven by SMSC Development &, as a result, pupils thrive – enjoying their lives, learning & want to make a difference for others.</p>

Appendices

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