

Religious Education Curriculum Statement

Intent

At Callowell, our curriculum is designed to develop **independence** and **resilience** in our learners whilst improving their **oracy** skills. We provide our learners with a wide range of experiences and activities to broaden their **cultural development** beyond their own community and to promote **inclusion**.

In Religious Education our principal aims are to ensure all pupils:

- explore what people believe and what difference this makes to how they live.
- gain the knowledge, understanding and skills needed to handle questions raised by religion and belief.
- reflect on their own ideas and ways of living.

Implementation

At Callowell, Religious Education (RE) lessons are taught through the Gloucestershire Agreed Syllabus, which provides programmes of study for the Early Years Foundation Stage (EYFS), Key Stage One (KS1) and Key Stage Two (KS2). We ensure that learning is progressive and **inclusive** with a focus on teaching relevant high-quality vocabulary to improve subject specific **oracy**.

In the EYFS, the RE syllabus sets out experiences, opportunities and appropriate topics for children in the Foundation Stage that are also connected to the Early Learning Goals (ELG) and underpinned by the characteristics of effective learning. Although RE is only statutory for children registered on school roll, the Syllabus also provides a selection of suggested experiences and activities for children of pre-school age.

The Gloucestershire Agreed Syllabus is designed to 'deepen pupils' knowledge of religions' and develop 'religious literacy'. This is achieved by studying one religion at a time (systematic units), before building on learning by comparing religions, beliefs and practices studied (thematic units). The syllabus ensures that there is suitable progression across key stages by following a teaching and learning approach that is embedded across three core elements; making sense of belief's, making connections and understanding the impact.

At Callowell, we have a range of established links within our local community that we draw upon to enhance learning. To ensure children are provided with a broad **cultural development** we also provide them with opportunities to extend their learning beyond our local community. Learning experiences include; trips, workshops, expert visitors and topic boxes.

We recognise the fact that we have children of differing abilities within all of our classes and so we aim to make all lessons **inclusive** by matching the challenge of the task to the ability of the child. In RE, this is achieved through different forms of differentiation according to the type of task. For example; differentiation by content, process, outcome or support. Pupil Premium children are also supported and challenged through quality first teaching and targeted monitoring.

Impact

Across key stages, children will be able to answer end of unit questions, which are underpinned by the principle aims of the subject. Within each unit of study children will achieve learning outcomes linked to the three core elements; making sense of belief's, making connections and understanding the impact.

By the end of the EYFS children will demonstrate the expected level within the Early Learning Goals stated in each unit of the Gloucestershire Agreed Syllabus.

By the end of KS1 children should have developed their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary, raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

By the end of KS2 children should have extended their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should have been introduced to an extended range of sources and subject-specific vocabulary. Children should be curious and able to ask increasingly challenging questions about religion, belief, values and human life. They should have learnt to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

By the end of each key stage children are expected to know, apply and understand the concepts, skills and processes studied within the Gloucestershire Agreed Syllabus programme of study.

RE is monitored with the support of our pupil assessment system (Insight), which tracks the attainment and progress of children throughout their school journey and ensures coverage is being met. Other methods, such as books looks, lesson observations, pupil and parent interviews and staff feedback provide opportunities to assess the impact of RE beyond the data.

Children at Callowell are provided with an in-depth understanding of Christianity in line with the religious demographic of our local area, alongside a wider understanding of the principal religions represented in the UK, including Islam, Hinduism, Sikhism, Buddhism and Judaism.