



Together Everyone Achieves More

Through....Loving learning, loving each other and loving life itself

AGAPE: The Good Samaritan (Luke 10: 25-37)

North Curry C of E Primary School
RWE Intent, Implementation and Impact Statement

Intent – our agreed ways of working

Approach to Religious and Worldviews Education

As a Church school academy we follow the Diocesan guidance for RE which is to implement the Locally Agreed Syllabus 'Somerset Agreed Syllabus' with an adjustment in the balance of learning opportunities toward Christianity, in order to fulfil our Trust Deed. This will be supplemented by the use of the 'Understanding Christianity', Oak Academy and RE Today resources.

We value the contribution RWE makes towards our mission statement. RWE also plays an important part in fulfilling the aims of the school.

In our Religious and Worldviews Education, we aim to develop children's substantive and conceptual knowledge which weaves together over time. The disciplinary knowledge holds these weaves together by ensuring the depth of knowledge.

Our curriculum also promotes spiritual development by enabling children to experience wonder and joy through learning about and from stories, celebrations, rituals and different expressions of Religion and culture. Also, by encouraging children to consider different beliefs and expressions of awe and wonder in spiritual practices such as worship and prayer.

Implementation – everyday delivery

In planning for RWE we try to use a multi-disciplinary approach to learning that focuses on the 'what', the 'how' and the 'golden threads' needed to ensure a balanced and inclusive curriculum. We ensure that we are clear about what we are trying to achieve and how we organise learning to achieve our aims. We use key enquiry questions based on clear content, ways of knowing and positionality. We also focus on depth and not breadth of learning. There is a balance of whole class, group and individual work. We use a range of lived experiences such as Real life examples (visitors and visits), books, social media, persona dolls and data. We also consider diversity within Religion through the use of more than one example of an image, opinion, interpretation, actions etc. There is an increased focus on theology, philosophy and social sciences.

Planning

We encourage all teachers to follow the whole school two year rolling programme which includes a long term plan for each year (see below).

North Curry C of E Primary School
KS1: Year A

Year	Autumn		Spring		Summer	
EYFS	Why are some stories special?	F2: Incarnation: Why do Christians perform nativities at Christmas?	What makes people special?	F3: Salvation: Why do Christians put a cross in an Easter garden?	What makes places special to different people?	How and why do some people care for the world?
Concepts		 		 		
Links	RE Today: Unit F6	Understanding Christianity	RE Today: Unit F2	Understanding Christianity	RE Today: Unit F4	RE Today: Unit 1.9
1	1.2: Creation: Who made the world?	What is the impact of Christmas celebrations on the environment, and does it matter?	1.1: God: What do Christians believe God was like?	1.4: Gospel: What is the Good News that Jesus brings?	Who was Moses and what was important to him (God)?	What is like to be a Jewish person in the UK (Somerset)?
Concepts						
Links	Understanding Christianity	Oak Academy: Festivals Unit	Understanding Christianity	Understanding Christianity	Oak Academy: Jews and the Covenant Unit	Somerset Unit

North Curry C of E Primary School
KS2: Year A

Year	Autumn		Spring		Summer	
2/3	How do we study worldviews?	What is God like according to Hindu Dharma?	2A.4 Gospel: What kind of World did Jesus want?	What helps people make good decisions?	2A.1 Creation/Fall: What do Christians learn from the Creation story?	What does Christianity and other worldviews say about how we should treat the environment?
Concepts						
Links	RE Today: Investigating Worldviews	Oak Academy: Y2 Hindu Stories Unit and Y6 Brahman Unit	Understanding Christianity	Oak Academy: Y2 Choices Unit and Y6 Humanism Unit	Understanding Christianity	RE Today: Religion and the Environment
3/4	Who was Muhammad and what was important to him (God)?	What is it like to be a Muslim in the UK (Somerset)?	2A.3 Incarnation/God: What is the Trinity?	2A.5 Salvation: Why do Christians call the day Jesus dies Good Friday?	2A.6 Kingdom of God: When Jesus left, what was the impact of Pentecost?	What is it like to be a Hindu in the UK (Somerset)?
Concepts					 	
Links	Oak Academy: Y4 Muhammad Unit and Y3 Prayer and Fasting Unit	Somerset Unit	Understanding Christianity	Understanding Christianity	Understanding Christianity	Somerset Unit
5/6	How do people understand good and evil?		2B.4 Incarnation: Was Jesus the Messiah?	2B.6 Salvation: What did Jesus do to save human beings?	What part did Wells Cathedral play in the transatlantic slave trade?	
Concepts						
Links	Oak Academy: Y6 Ethics Unit and RE Today: Good and Evil		Understanding Christianity	Understanding Christianity	Somerset Unit	

Plan for a weekly RWE lesson: minimum one hour per week (10% of teaching time)

KS1: 36 hours per year

KS2: 45 hours per year

Use the Oak Academy, Understanding Christianity, RE Today and Exemplars on the SSE website.

Amend and annotate for your class

Teaching and Learning

Reflection time – Response to teacher's questions from the previous lesson

Recap sticky knowledge at the beginning of every lesson (based on the previous one)

Clear learning objectives that are clearly displayed, shared and understood

High expectation of pupil progress within the lesson:

Core Religious concepts/vocabulary to be explicitly taught and regular checks to ensure understanding

Use of effective teacher questioning (especially open questions) to promote understanding and reflection

A wide variety of different teaching and learning strategies to promote progress in learning for all children ensuring good differentiation

Effective opportunities to promote Spiritual, Moral, Social and Cultural development (<http://www.amvsomerset.org.uk/REquiREments/RE-and-spiritual-moral-social-and-cultural-development/>)

Ensure that the following skills are central to Religious and Worldviews Education, and are reflected in learning opportunities:

Investigation, Interpretation, reflection, Empathy, Analysis, Synthesis, Application, Expression and Self Understanding

Children's Work/Learning

Evidence in books should show a worldviews approach

A wide range of opportunities for writing in RE books and include evidence of individual contributions to class discussions

Topic sheet to be stuck in books at the start of new RE units of work with 'We will be learning to:' and key vocabulary

Expect the same high standard of pREsentation in RE books as in English books (see KS1/KS2 RE pREsentation policy – to be signed and stuck in all RE books)

Marking

Every piece of work should be marked with a question

Children should be given time at the start of the next lesson or before they start their next piece of writing to respond to the teacher's questions in green pen

Assessment

Ensure children know what their next steps are

Track progress carefully and plan each lesson for progress

Use sticky knowledge quizzes/continual assessment for each child

Complete the end of unit assessment for each unit and record outcomes on Curriculum Maestro termly

Use the overall RE assessment to make your end of year judgements for reporting

Impact – How are we making a difference?

The impact of our RE curriculum is as follows:

RE helps pupils become **successful learners, confident individuals and responsible citizens.**

By the end of KS1 all pupils should have the opportunity to:

By the END of the phase all pupils should have the opportunity to...				
	Concepts, beliefs and practices (including data)	Sources of authority (SOA) (using different disciplines- philosophy /sociology /theology)	Influence/impact of beliefs/concepts on the lives of individuals, community or societies	Analyse and evaluate Positionality (application of WorldViews)
KS1      	- Offer simple explanations for beliefs, practices and concepts - Refer to more than one belief - Use tier 2 and 3 vocabulary - Describe simple beliefs, practices and concepts	- Explain why a SOA might be important to an individual - Offer an alternative meaning from a SOA - Explain a simple meaning from a SOA - Retell a simple story from a SOA	- Describe a belief, an associated action and a reason for that action. - Describe a belief and an associated action - Describe a simple belief	- Explain their perspective using reasons - Explain a perspective and give a simple reason for it - State a perspective that is different to my own - State a perspective

By the end of LKS2 all pupils should have the opportunity to:

By the END of the phase all pupils should have the opportunity to...				
	Concepts, beliefs and practices (including data)	Sources of authority (SOA) (using different disciplines- philosophy /sociology /theology)	Influence/impact of beliefs/concepts on the lives of individuals, community or societies	Analyse and evaluate Positionality (application of WorldViews)
LKS2      	- Give simple comparisons for different beliefs, practices and concepts - Explain why people hold beliefs and how those beliefs lead to practices - Identify and define tier 2 and 3 vocabulary - Offer simple explanations for beliefs, practices and concepts - Refer to more than one belief - Use tier 2 and 3 vocabulary - Describe simple beliefs, practices and concepts	- Explain how a SOA can be interpreted in different ways - Use a simple quote from a SOA to support a belief or practice. - Use a specific SOA to explain a belief, practice, concept, data - Explain why a SOA might be important to an individual - Offer an alternative meaning from a SOA - Explain a simple meaning from a SOA - Retell a simple story from a SOA	- Offer simple explanations about why these actions/feelings are important - Link beliefs to specific actions/feelings of individuals - Use an SOA to support belief and associated action. - Describe a belief, an associated action and a reason for that action. - Describe a belief and an associated action - Describe a simple belief	- Give simple comparisons for different perspectives - Explain a different perspectives with supporting evidence from a SOA - Explain their perspective using reasons - Explain a perspective and give a simple reason for it - State a perspective that is different to my own - State a perspective
By the END of the phase all pupils should have the opportunity to...				
	Concepts, beliefs and practices (including data)	Sources of authority (SOA) (using different disciplines- philosophy /sociology /theology)	Influence/impact of beliefs/concepts on the lives of individuals, community or societies	Analyse and evaluate Positionality (application of WorldViews)
UKS2       	- Give simple suggestions about how beliefs have changed over time - Explain why there are differences between beliefs/ practices/ concepts/data - Compare and contrast beliefs/practices/concepts/ data within WorldViews - Give simple comparisons for different beliefs, practices and concepts - Explain why people hold beliefs and how those beliefs lead to practices - Identify and define tier 2 and 3 vocabulary - Offer simple explanations for beliefs, practices and concepts - Refer to more than one belief - Use tier 2 and 3 vocabulary - Describe simple beliefs, practices and concepts	- Link interpretations of a SOA and explain their importance, including simple contextual information - Explain how a SOA can be interpreted in different ways - Use a simple quote from a SOA to support a belief or practice. - Using a specific SOA to explain a belief, practice, concept, data - Explain why a SOA might be important to an individual - Offer an alternative meaning from a SOA - Explain a simple meaning from a SOA - Retell a simple story from a SOA	- Link different interpretations of SOA to a range of actions/feelings of individuals, communities and societies - Link beliefs to specific actions/feelings of individuals and communities - Explain why these actions/feelings are important - Offer simple explanations about why these actions/feelings are important - Link beliefs to specific actions/feelings of individuals - Use an SOA to support belief and associated action. - Describe a belief, an associated action and a reason for that action. - Describe a belief and an associated action - Describe a simple belief	- Ask questions about identity, belonging, purpose - Explain what makes a perspective convincing or not - Give simple comparisons for different points of perspective - Explain a different perspective with supporting evidence from a SOA - Explain their perspective using reasons - Explain a perspective and give a simple reason for it - State a perspective that is different to my own - State a perspective

Monitoring, lesson observations and informal drop-ins are done regularly where linked to any action plans within the Quality Improvement Plan .