



## Religious Education

### Our Curriculum Drivers at Ludlow Primary School

Social Skills and Language

Global Identity

Aspirations, resilience and growth mindset

Physical and mental health and well-being

### Our Core Values

Independence

Happiness

Honesty

Kindness

When Ludlow Primary School was created in 2019 from the amalgamation of Ludlow Infant and Ludlow Junior School, we had the exciting opportunity to consider our school community's needs and create a curriculum specifically tailored for them.

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

These join with our core values to help children understand and appreciate the world around them so they can develop into responsible, knowledgeable, and caring international citizens of the 21<sup>st</sup> century.

### **What RE looks like in our school:**

RE is taught through the Jigsaw programme, a comprehensive enquiry-based teaching programme for Religious Education. RE aims to give children the knowledge, critical thinking skills, open minded and respectful attitude with which to investigate the world of religion and beliefs, and make their own decisions about what this means to them, whilst empathising with what it means to those who hold those beliefs. It also aims to enable children to grow spiritually by developing their awareness and skills of reflection. This whole school approach focuses on developing an understanding of their own and others' worldviews to underpin the growth of empathy and respect. Appreciating that we all see the world through the lens that has been formed by our experiences, upbringing, culture etc and that this influences our decision-making and our own way of seeing the world is so valuable.

### **This is our philosophy:**

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

This is the knowledge and understanding gained at each stage:

#### **By the end of EYFS pupils will:**

- Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship.
- They should listen to and talk about stories.
- Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences.
- They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

#### **By the end of Key Stage 1 pupils will:**

- Pupils will begin to identify the core beliefs and concepts studied and be able to give a simple description of what they mean.
- They will be able to give examples of how stories show what people believe (e.g. the meaning behind a festival).
- Children will be able to give examples of how people use stories, texts and teachings to guide their beliefs and actions.
- They will be able to give examples of ways in which believers put their beliefs into action.

#### **By the end of Key Stage 2 pupils will:**

- Be able to identify and explain the core beliefs and concepts studied, using examples from sources in religions.
- Pupils will be able to make clear connections between what people believe and how they live, individually and in communities.
- Reflect on and articulate lessons people might gain from the beliefs/practices studied including their own responses recognising that others may think differently.

**This is how it works:**

- Each Year group study 3 worldviews (including Christianity).
- Jigsaw RE utilises a four-step learning model. The four steps are:
  - Step 1:** Engagement: the children's own human experience is explored to act as bridge from their world (which may or may not include religion) into the world of the religion being studied.
  - Step 2:** Investigation: over the next 3 lessons, the teacher will guide the children to explore and investigate appropriate subject knowledge relevant to that question of enquiry.
  - Step 3:** Evaluation: An assessment activity enables each child to show their thinking and the depth of critical evaluation.
  - Step 4:** Expression: This refers the children back to the starting point of their own experience and allows them to reflect on whether their findings have influenced their own thinking.
- By the time the children leave Year 6, they will have covered a range of worldviews, enabling them to build their own views and understand those of others.
- Topics are taught half termly which are presented as a question for the children to investigate. Each year group topic question builds on from the previous years.
- All children at Ludlow Primary School will get the opportunity to go on various trips to develop local, regional and national religious experiences.

**This is how we support:**

- Work can be adapted so that all children are able to meet the learning objective.
- Small group/1:1 adult support given where required.
- We use teacher and self-assessment to quickly identify any child who requires additional support.

**This is how we challenge:**

- Additional activities to stretch and challenge the learning within the lesson.
- Deeper thinking questions and discussions.

**This is what adults do:**

- Plan exciting, progressive lessons which build on prior knowledge.
- Create a learning environment that supports learning and that engages children's interest in the topic being studied, e.g. religious artefacts, books, photographs and interactive resources.
- Whole school professional development.

**This is how ensure all children can access the curriculum:**

- Children may be taught key vocabulary prior to the lesson/topic.
- By providing visual/practical prompts.
- Use of widgeit to support reading and use of key vocabulary.
- Providing children with information through the use of videos, drama, artefacts, texts etc.

**This is what you might typically see:**

- Engaged motivated learners.
- Children asking questions and participating in paired/grouped discussions.
- Children discussing, reflecting and sharing their learning.
- Children exploring different sources to help learn
- Trips or visitors coming into school to provide children with an insight into a particular worldview or religious celebration.

**This is how we know how well our pupils are doing:**

- Weekly lessons specific for each year group.
- Marking and feedback by teacher and peers.
- Photographic and video evidence.
- Displays of work in classes.
- Assessment tracked at the end of each half term and entered onto our assessment tracking system.
- Evidence scrutiny, pupil perceptions and planning audits.

**This is the impact of the teaching:**

- Inquisitive learners.
- Reflective learners.
- Able to demonstrate an understanding of different worldviews and be able to explain their thoughts and viewpoints.
- Prepared to share what they have learnt in a variety of ways.
- Children will be able to discuss the worldviews studied and show a respect for the beliefs of others.
- Children who use acquired vocabulary within lessons
- Children who can name different worldviews and the recall the beliefs they hold.
- Be able to make links between different worldviews with an understanding of their significance to believers.

### What is Cultural Capital?

It is important to understand that every child has a cultural capital – that is – knowledge, skills and behaviours that children can utilise in life beyond school, and that these accumulate over time through many different experiences and opportunities. Children need to be introduced to the best of what is thought and said, helping empower, raise aspirations and prepares them for an exciting future. At Ludlow Primary school, children are empowered to build on their knowledge, skills and behaviours in all aspects of school life. In RE children are empowered by:

The RE curriculum enables children to access and enhance their understanding of their home, their town and the wider community, developing their cultural capital and giving them opportunities and choices about their future and their impact as they progress through their school career and beyond.

This will help them become successful members of modern British society, preparing them for the challenges and opportunities they will face.

#### **Examples**

- Children may demonstrate an understanding of the significance of different religious buildings and places in terms of belief, community, architecture, culture, geography and history.
- They will understand some of the purposes of such buildings and the impact they have had and continue to have on their communities and beyond.
- They may develop an appreciation for different religious expressions as well as a sense of awe and wonder through viewing and possibly visiting places of worship.

## **SMSC links in PSHE at Ludlow Primary School**

**Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. All schools in England must show how well their pupils develop in SMSC.**

### **Spiritual**

In RE we explore beliefs and experiences; respect faiths, feelings and values; enjoy learning about ourselves and others. We value the world around us and use our imagination and creativity to reflect. Developing deep thinking and questioning the way in which the world works promotes the spiritual growth of our pupils. We are sensitive to pupils' individual needs, backgrounds, and experience. We aim to give all pupils an appreciation and understanding of the different worldviews.

### **Moral**

We teach how to recognise right and wrong; respecting the law; understand the consequences of our actions; investigate moral and ethical issues and be able to offer reasoned views. Within the classroom, we encourage respect and reward good behaviour. We value listening to others' views and opinions. We promote discussion about different worldviews.

### **Social**

Children are taught to use a range of social skills; participate in their local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance. We encourage collaborative learning in the classroom – in the form of listening and learning from each other as well as paired discussion.

### **Culture**

We teach the children understand, accept, respect and celebrate diversity. To participate in cultural opportunities and appreciate cultural influences. Making links to the British Value of Mutual respect of those with different faiths and beliefs and for those without faith.

S  
M  
S  
C  
  
L  
I  
N  
K  
S