

“Be courageous; be strong. Do everything in love” (1 Corinthians 16:13-14)



BITTERLEY C OF E PRIMARY SCHOOL

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Diocese of
Hereford
Multi-Academy Trust

Intent, implementation, and impact Statement: RE at Bitterley CofE Primary School

At Bitterley, we encourage pupils ‘to be courageous, strong and do everything in love.’ The importance of understanding that each of us is rooted in love is not under-estimated at Bitterley.

‘Love always trusts, always hopes, always perseveres.’ Corinthians 13:7 Trusting in love gives us the courage to be ourselves. Courage is from the Latin ‘coeur’ which means ‘To tell the story of who you are with your whole heart’. Our intention is for our pupils to leave Bitterley prepared for ‘Life in all its fullness’ and ready to tell their own stories.

Our Christian vision has driven us to create a bespoke curriculum for our pupils that pursues the acquisition of wisdom, knowledge and skills alongside educating for aspiration, dignity, and respect. It is also our intention to nurture a sense of community, so that all members of our school develop a deep sense of belonging, both locally and within the wider world. We believe that these attributes will support our pupils to live well together and flourish, as they move on to High School and beyond.

Our curriculum offer is therefore divided into three focus areas: ‘**Courage, strength and love**’:
Courageous – Living wholeheartedly. Using the knowledge and skills in our curriculum to choose our own path free from stereotyping; being curious, aspirational. Speaking out for those who do not have a voice.

Strength – Having a growth mindset, developing resilience, being able to persevere to achieve our goals to create a confident well-rounded citizen in our diverse world.

Love – Embracing our neighbours, developing a greater awareness of the challenge’s others face in life and how we can make a difference in our school community, local community and further afield. Through the curriculum we develop pupils understanding of challenges locally and globally. We teach pupils to listen with respect.

At Bitterley CofE Primary School, we believe that a carefully sequenced curriculum can empower our pupils and reduce social inequality, whilst providing the knowledge they need for the next stage of their education and beyond. We view our curriculum as a spiral: the mapped-out journey of concept building leading to a change in long term memory and an increase in knowledge. Through progressive concepts throughout the curriculum, the children will develop a deep and rich understanding, meaning that the knowledge and skills that are acquired are more likely to be remembered. Our curriculum sets out WHAT will be learned and WHEN it will be learned. We understand that cultural capital is the essential knowledge that children need to prepare them for their future success. Through our curriculum we provide different experiences and opportunities to support the accumulation of knowledge, behaviours, and skills that a child gains over time

Intent

At Bitterley CE Primary School 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.

Our intent for Nursery pupils is to deliver experiences which provide the building blocks for later development in RE. For Year Reception to Year 6 pupils, our intent, delivered utilising the Herefordshire Agreed Syllabus and Understanding Christianity resources, is to develop children's understanding and knowledge of different religions as they progress through the school. Our pupils will also gain a deeper understanding of Christianity through the teaching of Christian concepts. Our RE curriculum offers opportunities for pupils to know and understand about other major religions and world views. Our curriculum will enable children to explore answers to thought-provoking questions and develop a confidence to talk about their own beliefs.

Herefordshire Agreed Syllabus for RE 2020–2025

Coherent understanding: There is an increased emphasis on helping pupils to develop a coherent understanding of several religions, by studying one religion at a time (systematic study) and bringing together and comparing different traditions (thematic study). The thematic study allows pupils to draw together their learning each year.

Core concepts: Clarity about identifiable core concepts of religions and beliefs helps teachers and pupils to understand how beliefs and practices connect, so that pupils are able to build effectively on prior learning as they progress through the school.

This syllabus incorporates the **Understanding Christianity** approach, so that schools who are using that resource can be confident that they are meeting the requirements of the agreed syllabus with regard to the teaching of Christianity.

The key purpose of the **Understanding Christianity** approach is to help all teachers support pupils in developing their own thinking and their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.

We aim to see pupils leave school with a coherent understanding of Christian belief and practice. Pupils explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.

The curriculum for RE aims to ensure that all pupils **make sense** of a range of religious and nonreligious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

It aims to ensure that all pupils **understand the impact** and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

It ensures that pupils **make connections** between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Implementation

The teaching of RE in Nursery is taught through child-led play and by the provision of experiences which provide the building blocks for later development, starting with things which are familiar to the children, and providing lots of hands-on activities and learning. These experiences are varied and planned to support each cohort and can include dressing up and dancing or acting out scenes from stories, celebrations or festivals, making and eating festival food, talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination, exploring authentic religious artefacts, seeing pictures, books and videos of places of worship and meeting believers in class, the introduction of religious vocabulary, work on nature, growing and life cycles or harvest, seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet, starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.

For Year Reception to Year 6, the teaching of RE explores units from the Herefordshire Agreed Syllabus and Understanding Christianity. Year Reception follow a one-year cycle with KS1 and KS2 following a two-year cycle. Each termly unit creates an opportunity for pupils to explore a Big Question which becomes more in-depth as children progress through the school. Our teaching encourages pupils to develop their questioning skills and add their own views and opinions to religious topics. Opportunities are given for children to express their knowledge and understanding using different methods of presentation i.e. music, art, drama / movement, outdoor learning and use of discussion and debate. As part of their development for understanding other religions our pupils also visit places of worship.

Herefordshire Agreed Syllabus for RE 2020–2025

Teaching and learning approach: There is a clear teaching and learning approach at the heart of the 2017 syllabus, whereby all units enable pupils to **‘make sense’** of the religions and beliefs studied, **‘understand the impact’** of these beliefs in people’s lives, and to **‘make connections’** in their learning and their wider experience of the world.

Impact

By the end of Nursery, pupils will display understanding and knowledge of the “Understanding the World” Area of Learning for 3- and 4-year-olds.

By the end of each key stage including the Year Reception, pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant termly unit. Pupils are assessed on their knowledge and understanding of each unit using professional judgement, by looking at work samples, recalling discussions and other responses to teaching and learning. Pupils who are not meeting expectations will be supported in developing their knowledge, understanding and skills in RE.

Monitoring

We have a rigorous schedule of monitoring which includes:

Pupil conferencing

Book Scrutiny

Learning Walks by RE Coordinator, SLT, DHMAT

Moderation with DHMAT schools

The insight from these and other monitoring activities gives the RE Coordinator a clear understanding of the strengths and relative weaknesses of RE. From this analysis, it can be ensured that any professional development is closely matched to teachers’ needs and allows the RE Coordinator to reflect on how effective the curriculum is and whether any changes are needed.

Herefordshire Agreed Syllabus for RE 2020–2025

RE and personal development: The syllabus retains its emphasis on RE contributing to the personal development of pupils. RE is not simply about gaining knowledge and understanding about religions and beliefs. It also helps pupils to develop their own understanding of the world and how to live, in the light of their learning, developing understanding, skills and attitudes. It makes a significant contribution to pupils’ spiritual, moral, social and cultural development, as well as important opportunities for exploring British Values.