

Our Curriculum for Religious Education



RE - INTENT

School Vision:

At St. Mary's we provide a welcoming, safe and happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners. We aim to rise above the ordinary and promote excellence by providing a positive, inclusive environment for learning and growth. Inspired by our faith in Christ, and together with our parents, carers, churches and communities, we aim for each person to reach their full potential in body, mind, heart and spirit. We work as a team, in partnership with all members of the school community, to offer a high quality, stimulating, safe and innovative learning environment which values and supports all children to achieve their potential. We nurture children who understand and are able to adapt positively as active citizens, to the diverse world in which they live, both now and in the future and grow as people. Our high standards of teaching and personalised learning are set within a broad, balanced and creative curriculum. A curriculum which is intended to prepare our learners to make a positive contribution towards society and enjoy future success.

Subject Curriculum Vision:

At St Mary's Academy, Walkey, our aim is that Religious Education will 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. It develops 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 also builds resilience to anti-democratic or extremist narratives;
Enable students to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society;
Teach students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice;
Prompt students to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion;
Develop a sense of awe, wonder and mystery.

Our Curriculum for our Context:

St. Mary's Church of England Academy is situated in Walkley which is a suburb in the north west of Sheffield. The school dates back to 1865. The area consists mainly of Victorian fronted houses & has a high student population as it near to Sheffield University. St Mary's converted to becoming an academy sponsored by the local diocese in 2014 & which became DSAT (the Diocese of Sheffield Academy Trust). Whilst it has capacity for 210 pupils, the school is a smaller than average school with 173 pupils on roll aged 4-11 years.

Mobility is much higher than average & is often due to children having parents who study at the university. This can obviously prove challenging. The school is in the top 20% of schools for the proportion of EAL with a well above average proportion of the school community is from a range of minority ethnic backgrounds & speaking English as an additional language from 11 out of 17 possible ethnic groups. In addition, pupils who need support for their special educational needs and / or disabilities is about average & the number of children who are eligible for the pupil premium is above national figures.

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.

RE CURRICULUM - 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.
- Building 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, • Quality Resources: Books, texts, online resources & programmes • Visits: Religious buildings • Visitors: leaders of different faiths (eg ministers, imans, etc) • Experiences: Bible reflections (daily), Prayer Days, weekly RE lessons, P4C sessions that promote discussion of the big questions, Bible verse of the month, etc. 	<ul style="list-style-type: none"> • Texts • online resources & programmes • Published schemes – Understanding Christianity and Discovery RE. 	<p>Links are made with other subject areas wherever possible especially when looking at Global Neighbours.</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 attached.

RE - 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 • Marking 	<ul style="list-style-type: none"> • Lesson observations • Results / Data Analysis 	<ul style="list-style-type: none"> • Revision & recapping • Success Criteria

	<ul style="list-style-type: none"> • Work scrutiny • Discussions 	<ul style="list-style-type: none"> • Feedback / reflection from marking • Links & connections with other subject areas plus old & new knowledge • 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?
We endeavour to ensure that the sequence of content enables our children to progress whilst they are with us, but also to provide the building blocks necessary to develop further 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.	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 gaps in learning. We have high expectations of all children in RE, high quality teaching and excel in supporting all areas of a child's development and character skills that underpin learning. We engage parents by encouraging parental discussion with children through their homework tasks.	Through our rich & varied 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.

Appendices - Planning & Sequencing of Knowledge & Skills

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