



Boutcher C of E Primary School Subject Story Religious Education



Intent

At Boutcher, we aim to develop a strong foundation of the Christian faith through children's knowledge and understanding of its beliefs, traditions and festivals. We encourage children to explore fundamental questions of human existence and teach them the skills needed to make informed judgements and decisions, applying an understanding of Christianity in responding to life and moral issues. We support children in developing their knowledge and understanding of other major world faiths, so that they acquire respect, empathy and sensitivity. We purposefully provide children with a relevant curriculum which seeks to give children a strong understanding of diversity within our local area as well as globally, supporting them in grasping how religion shapes culture. Through the RE curriculum, children are provided with opportunities to develop their spiritual, moral, social and cultural awareness in an open and loving environment. Our RE lessons provide children with chances to openly discuss their own religious, spiritual and philosophical ideas, beliefs and opinions and we promote the understanding of people from different, and/or no faith, in line with the British values.

Implementation

At Boutcher we provide children with a robust and challenging curriculum based on the Southwark Diocesan Board of Education (SDBE) scheme of work, which adheres to SDBE guidance. Our curriculum is split with Christianity receiving two thirds of the teaching and other world faiths receiving the remaining third.

Our teachers aim to deliver the curriculum through creative and innovative work, including, drama, art, music, food technology, reflective storytelling, educational visits, visits from people of faith (Christianity and other) as well as written pieces of work.

RE is taught discreetly for at least 1 hour each week, however, cross curricular links are regularly made between topics of study in RE and the wider curriculum. This encourages children to contextualise learning and develop an understanding of the place of religion in the world.

In every lesson, we aspire to ensure that children explore religion in an innovative, creative, exciting and progressive way, as it is important to us that our children ask questions, raise issues and develop their beliefs.

Impact

- Boutcher was awarded an 'Outstanding' judgement in the SIAMS inspection (Statutory Inspection for Anglican and Methodist Schools) in all areas in June 2018. With the school's explicit and inclusive Christian vision being praised as being very well reflected through its motto of, 'Faith, Family and Fascination'.
- Boutcher was awarded the RE Quality Mark 'Gold' Standard for our RE.
- Children are assessed in RE in two areas, AT1 – their understanding of different religions, beliefs and practices and AT2 – where children demonstrate what they have learnt from religion. Children at Boutcher make the same (or more) progress in RE as core subjects within the school.
- The school's Visions and Values committee meet termly and assess the impact of RE, ensuring that the intent is implemented and that the RE taught is relevant, effective and meaningful.

What can I expect to see in an RE lesson at Boucher?

- Children learning about religion in a real and relevant way, where the learning is brought to life through immersive experiences such as, handling of resources, tasting of food and role play.
- All children participating in meaningful and purposeful discussions, within an environment where all beliefs and viewpoints are respected and valued.
- Children developing their own spiritual, social and moral ideas through critical questioning and making links.

Examples of our outstanding learning



Joy to the World

An interpretation of nativity being depicted through art and our culture.

*L.O. to revisit previous learning and understand new vocabulary (AT1)
To think about things that are special to us (AT2)*

	Christianity	Islam	Judaism	Sikhism
Sacred text	Bible	Q'uran	Torah	Guru Granth
Place of worship	church	Mosque	Synagogue	Gurdwara
Religious Leader	Vicar / priest	Imam	Rabbi	Granthi
God	God	Allah	Yahweh	Waheguru
Rules	Holy communion	5 times a day prayer	Par Mitzvah	5 K's
Head Coverings	Mantilla	Hijab	Kippah	turban
Symbols	Crucifix	Moon	Star of David	Gob and

AT2 - What things, places and people are special to you? Why?

<p>God</p> <p>I love God because God made my cat, my dad, everyone that I need.</p>	<p>Maha</p> <p>Gods house made of black metal</p> <p>Maha is special to me because without Maha I can't worship to God.</p>	<p>mun</p> <p>Sister</p> <p>My mum and sister I special to me because they are always there for me.</p>
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Comparing and contrasting faiths in Year Three



A visit to Central Gurdwara to learn more about Sikhism.

What voice do pupils have?

- At least every 6 weeks the children's faith group meet. The children give their opinions on topics studied in RE, select projects that they would like to participate in and make suggestions on how to improve RE within the school.
- Children are regularly asked for feedback on RE lessons.

Examples of pupil voice

Year 6 child – "I really enjoy our RE lessons. RE is my favourite subjects because I love learning about other people and their beliefs."

Year 3 child "Our RE lessons are very good because we get to learn about other people. I really enjoyed learning about Judaism in Year 2 and look forward to learning about Sikhism in Year Three."

How do children's skills progress?

An example of skills progression from Year 1 – 6

KEY SKILLS	EYFS (ELGs)	Key Stage 1	Lower Key Stage	Upper Key Stage
Believing	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts.</p>	<p>Talk simply about core beliefs and concepts and what they mean.</p> <p>Use appropriate RE-specific vocabulary when they talk.</p> <p>Remember and retell religious, moral and spiritual stories.</p> <p>Identify how stories and symbols show what people believe.</p> <p>Identify similarities in features of religion and belief.</p> <p>Identify how religion and belief is expressed in different ways for different people.</p>	<p>Describe and suggest meanings for the symbols and other forms of expression of people of faith or belief, using RE-specific vocabulary and giving reasons for their ideas.</p> <p>Make links between religious concepts, texts, stories, beliefs and practices, (believing, belonging and living.)</p> <p>Identify similarities and differences between theological concepts, religions and beliefs, giving examples from their learning.</p>	<p>Express their understanding of religious concepts in theological terms.</p> <p>Suggest meanings for a range of forms of expression, using RE-specific vocabulary.</p> <p>Drawing on key texts, sources and concepts, explore, gather, organise, explain and express ideas about religion, belief and worldviews in a range of words and styles.</p> <p>Using a wide religious vocabulary, suggest some ways in which different people in different religions and within the same religion might interpret and express texts / sources and beliefs and show how they are connected to believers' lives</p>

What successes were there in the last few academic years?

- Children made good progress in RE and attainment is in line with other core curriculum subjects.
- We were awarded the RE Quality Mark Gold Standard for our RE. The Assessor commented, "RE perfectly encapsulates the school's values of Faith, Family and Fascination."
- We have taken children on educational visits and established good relationships with other faith groups in our community (E.g. East London Mosque) that provide excellent opportunities for our children.
- We held an RE Curriculum Open Afternoon where we showcased the brilliant learning going on in RE lessons to parents and our local community.

What are the priorities in RE?

- To ensure that children have more opportunities to exercise retrieval practice within RE to support their knowledge retention.
- To develop more opportunities and build more links with people of faith, inviting them to Boucher to share their religious beliefs, practices and experiences with us.
- To continue to provide many opportunities for children to develop their SMSC and support them in doing so.
- To fully embed the new RE Syllabus; creating exciting and inspiring lessons that provide opportunities for children to develop their believing, thinking and living skills.