



## **Religious Education at Condover CE Primary School**

### **Intent**

At Condover CE Primary School, we utilize the Gloucestershire Agreed Syllabus and Understanding Christianity resources. Our intent 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.

### **Gloucestershire Agreed Syllabus for RE 2017–2022**

**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) before 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.

### **Implementation**

The teaching of RE explores units from the Gloucestershire Agreed Syllabus and Understanding Christianity. We currently follow 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.

### **Gloucestershire Agreed Syllabus for RE 2017–2022**

***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**

In RE, by the end of each key stage including the Early Years, 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.

### **Gloucestershire Agreed Syllabus for RE 2017–2022**

*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.

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