

Statement of Intent, Implementation and Impact for Religious & Worldviews Education at Holywell CE (VC) Primary School

Intent: What are endpoints we want our children to
achieve?

Through the study of Religious & Worldviews Education at Holywell Primary School pupils will develop their ability to question, reflect and make links which are critical thinking skills for our young citizens.

The teaching of Religious & Worldviews Education provides children with access to knowledge and understanding of the main religions and religious traditions. This enables our pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. We teach pupils to develop respect for others, which helps them to challenge prejudice and encourages empathy, generosity and compassion.

We aim to provide an outstanding Religious & Worldviews Education curriculum, based specifically on this locality and our children's needs. Our school community includes people of many different faiths as well as people of no faith or Humanist belief. A worldview may be defined as:

“Worldview’ describes the way in which a person encounters, interprets, understands and engages with the world.”

The Cambridgeshire Agreed Syllabus 2023-28 page 7:

Through a broad range of cross-curricular opportunities, our children experience world religions at the heart of our rich multicultural society. The ability to celebrate diversity of different cultures, faiths and beliefs is central to enabling children to engage positively with the world around them.

The intention of the study of Religious & Worldviews Education at Holywell Primary School is to enable our children to make reasoned and informed judgements about religious issues and the world around them, with reference to the teachings of the principal religions represented in Cambridgeshire and the UK.

In addition the school strives to promote Religious Literacy:

“Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views.”

As described in the Cambridgeshire Agreed Syllabus 2023-2028 page

Implementation: How are school's intentions realised?

Because we are a Voluntary Controlled School our Long Term Plan uses the ratio 50% Christianity: 50% five other major faiths and beliefs including no belief as detailed in The Cambridgeshire Agreed Syllabus. Over the seven years a child is at our primary school they will have studied: Judaism, Sikhism, Hinduism, Islam, Buddhism, Humanism and Christianity.

Which syllabus and resources are used?

At Holywell we follow the Cambridgeshire Agreed Syllabus and use The Emmanuel Project as a resource to teach Years 1-6.

The Emmanuel Project has been developed to include:

"..an approach that enables learners to understand what drives people of faith to live the way they do. This builds each child's 'religious literacy' helping them understand the nature of religion and belief in the world in which they live. Pupils then have the opportunity to learn from this religious belief e.g. reconciliation and put this into practice in their own lives.

Focus on the concepts at the heart of the religion

Based on the concept cracking approach of Margaret Cooling. In short, this approach teaches that any key belief or concept can be understood as long as it is 'cracked open' in a way a child understands. The engage section in every unit enables this to happen with activities suggested by experienced teachers, before the religious content is introduced. Focussing on a concept ensures each unit is theologically grounded and focused on belief and practice.

Look at the experience of believers from the point of view of a child

Characters in the scheme such as Tom and Tessa enable pupils to relate to their experiences. Persona dolls are recommended to encourage empathy and inclusion.

An enquiry approach to every unit

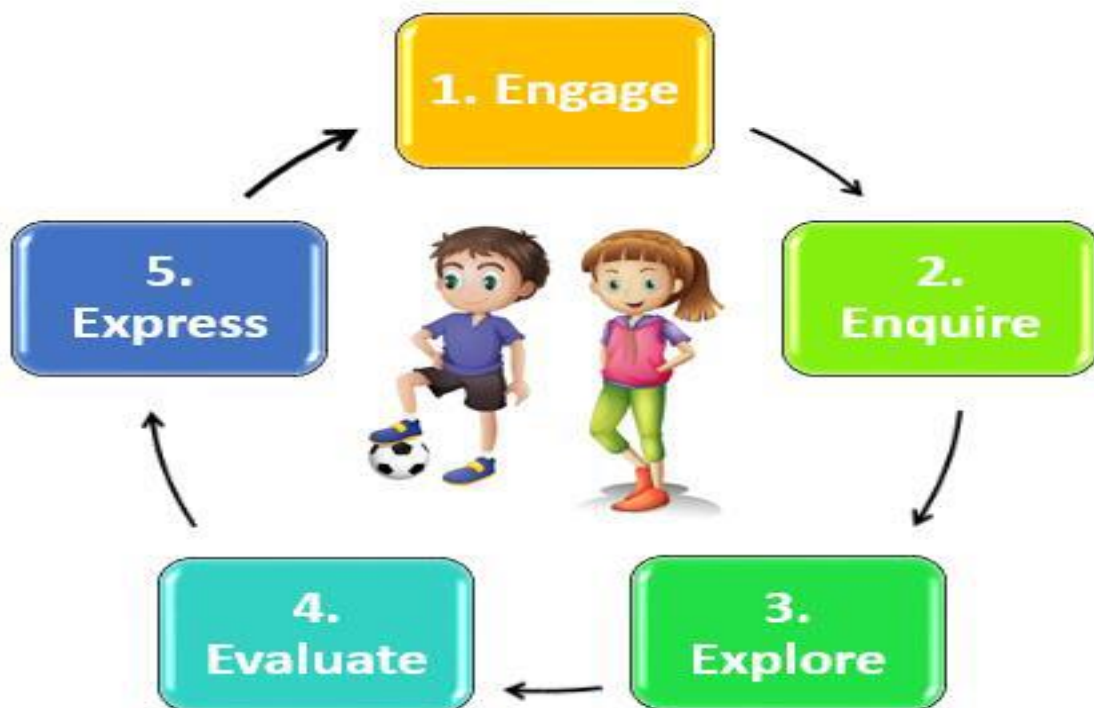
The Emmanuel Project uses big questions as central to its approach. These questions are then explored in different ways. This is not 'enquiry' in the traditional sense of pupils setting and exploring their own learning. However, pupils are encouraged to ask their own questions throughout.

Keep RE balanced with opportunities to explore a religious key concept through the following areas:

- i (i) Text or Narrative*
- ii (ii) Community Practice*
- iii (iii) Living*

This teaching and learning approach enables learners to look first at a religious text before moving on to looking at the impact of this concept in the religious community and on the life of the individual.”

Quoted from The Teachers Handbook: pages 4-5, Diagram page 7, The Emmanuel Project © 2020 Diocese of St Edmundsbury and Ipswich



We are striving to ensure that our lessons include the three types of knowledge that Ofsted requires:

3. Types of knowledge

The OFSTED 2021 Religious Education Research Review vii outlines three types of knowledge that pupils should make progress in:

substantive knowledge: knowledge about religious and non-religious traditions
-core concepts
- truth claims
- teachings and practices
-behaviour and responses of adherents

wider concepts such as spirituality and secularity
how worldviews work in human life

Ways of knowing

pupils learn 'how to know' about religion and non-religion,
incorporating methods from academic disciplines
Personal knowledge
Pupils build an awareness of their own

*presuppositions and
values associated with;
- the religious and non-
religious traditions
studied
-the lived experience of
adherents*

*The study of the
relationship between
religion and worldviews
is thus a core element of
the substantive content
of the subject*

Quoted from the CAS 2023

How do children progress with their learning?

Our Long Term Religious & Worldviews Education plan has been designed so that children deepen their understanding of different faiths and worldviews as they progress through the school. Major world faiths are taught in the order that they were established as outlined in the Agreed Syllabus. Please see our Long Term Plan, available on the school website for further details.

In KSI as children learn they are encouraged to think about the similarities between beliefs and practices across Judaism, Christianity and Islam. At KS2 this is

developed to include similarities and differences across different faiths and worldviews.

When and for how long is the subject taught?

Every child will take part in weekly Religious & Worldviews Education lessons. In Foundation Stage the expectation is a minimum of 30 hours taught over the school year. In Key stage 1 the expectation is a minimum of 36 hours of Religious & Worldviews Education taught over the school year, and a minimum of 45 hours in Key Stage 2.

Teaching of Religious and Worldviews Education takes place weekly in Years 1-6 (currently by a specialist teacher.) In EYFS it is taught by the class teacher. Please see attached timetable for how this is assigned each week.

Occasionally it may be appropriate for some teaching to take place in blocks of time in order to coordinate with visits to religious buildings or visiting speakers. Such visits and visitors embed knowledge gained at first-hand experience and create powerful memories for children which stimulates further enquiry.

How will children be taught?

Children will acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the UK. Enquiry based knowledge is particularly valued is stimulated through high quality teaching and planning of lessons which may include the use of stories, video clips, virtual tours and the use of artefacts and objects to engage and stimulate enquiry. Children will be actively encouraged to develop positive attitudes of respect towards other people who hold views and beliefs different from their own.

Equally important, is the opportunity for children to reflect on their own beliefs, values and experiences from what they have learnt and respond accordingly. These opportunities may be provided through food, craft, practical activities or outdoor learning. While children in the Foundation Stage and Key Stage 1 perform in nativity plays to promote and develop an understanding of Jesus' birth.

Across Key Stage 1 and Key Stage 2 pupils have opportunities to attend the local church to Explore Christmas and Easter. Visits to other places of worship to complement the programme of study are to be arranged as needed.

As a whole school we are now able to visit St John's church, Holywell for the Patronal Flower Festival every June. Children across the school contribute art work to decorate the church on the theme for that year. Parents and church visitors were able to come in and help support the children creating designs in clay using flower petals.

How is evidence of children's learning in the subject captured?

Religious & Worldviews Education learning is recorded in RE books in Years 1-6. In the Foundation Stage children follow the EYFS curriculum units. At this stage, children learn about Religious & Worldviews Education through listening to stories and participating in discussions. They continue to develop their learning by participating in follow up activities provided within the setting. Evidence of their learning may be recorded in their online Learning Journals via the SeeSaw platform.

Across all year groups, children's learning may include written, drawn or spoken evidence. Pupils may also express their ideas and responses through artwork, drama or music. Evidence of children's learning may be recorded through the use of photographs or other

recorded media, in strict accordance with the school's policies.

Children will be encouraged to be open to ask questions searching for answers of meaning and purpose for themselves which, in turn, will enhance their spiritual, moral, social and cultural development.

Spiritual, moral, social and cultural development (through Religious & Worldviews Education)

Children develop their spirituality by experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religious and worldviews. Children are encouraged to ask and respond to questions of meaning and purpose and by considering 'big questions' about God and the world. The school is fortunate to have links to local community leaders who sometimes visit to be interviewed by the children.

Our pupils may also experience awe and wonder at the natural world during outdoor learning, e.g. during Forest School which takes place every week in all year groups. This may in turn stimulate questions about the world around them and beliefs about creation across major world faiths and worldviews.

Children will explore spiritual practices such as worship and prayer. They will consider the impact of these on believers and any relevance to their own life, reflection / stilling exercises are also used. Children will also consider how we are all special through symbols and clothing adopted by people of particular faiths and worldviews.

Children develop moral learning by exploring morality including rules, teachings and commands such as The School Behaviour Policy, The Ten Commandments and the sayings of key religious leaders for example.

Children are encouraged to ask questions about the purpose and meaning of reconciliation and salvation e.g. exploring Yom Kippur and Easter. Whole school assemblies celebrating the key festivals in the Christian calendar are held at school and also at St John the Baptist Church, Holywell. We also investigate and celebrate the key festivals of other world faiths in Key Stage Assemblies and through a central school display.

Children consider their social development by exploring the qualities which are valued by our school through Our Twelve Christian Values and by asking questions about the social impact of religion at an age appropriate

level. The importance of our twelve Christian Values is reinforced through a weekly award and celebration of individual children's demonstration of these values. These pupils can be nominated by anyone in the school including their peers.

There are many opportunities for children to develop cultural understanding by exploring similarities and differences between faiths. By engaging with texts, places of worship and artefacts from different cultures and religious backgrounds. Special and religious occasions are celebrated at whole school level.

British Values are developed through Religious & Worldviews Education, as knowledge and understanding of the subject challenges pupils to be increasingly respectful and to celebrate diversity of different cultures, faiths and beliefs.

Impact: How is the effect of children's learning assessed?

Children will receive verbal and written feedback throughout the Religious & Worldviews Education unit to help them move forward with their learning. Teachers also assess children's knowledge, understanding and skills in Religious & Worldviews Education by making

observations of children working during lessons by listening to their verbal contributions in discussions and debates.

Teachers make judgements based on the End of Year Progress Statements (1-6) statements from the Cambridgeshire Agreed Syllabus. These are printed and attached on to the inside cover of each child's RE book and achievements highlighted after each termly assessment and as needed.

The two main areas of the Religious & Worldviews Education curriculum comprise: building on knowledge 'about' different religions and worldviews (Progress Target 1) and reflecting on this (Progress Target 2).

These progress targets are described as:

" PT1 - Knowledge and understanding of religion and worldviews

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life, and ways of expressing meaning with reference to the specific beliefs and religions studied.

PT2 - Responding to religion and worldviews

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values, and commitments making increasingly insightful links to the specific religions studied."

from page 24 of The Cambridgeshire Agreed Syllabus 2023-28:

These statements help to inform a teacher's end of year assessment about whether a child has met the expectations for the year- (Expected) or below it (Working Towards). This is reported to parents via their end of year report delivered in the summer term.

(Please see end of Year statements Years1-6 progress statements which can be found on the website below under Assessment)

EXTERNAL ASSESSMENT:

- Educational standards in Religious & Worldviews Education and the whole curriculum are thoroughly inspected by OFSTED on a regular basis.
- Every four years the School is inspected by the Church of England Education Office & Methodist Church (SIAMS).

ADDITIONAL INFORMATION:

- The Cambridgeshire Agreed Syllabus 2023-28 and associated documents can be found at:
- <https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/cambridgeshire-standing-advisory-council-on-religious-education>
- Holywell Primary School's Weekly Teaching Timetable for Religious and Worldviews Education, which can be found on the school website.
- Holywell Primary School's Long Term Plan for Religious and Worldviews Education, which can be found on the school website.
- Holywell Primary School's Religious and Worldviews Education Policy, which can be found on the school website.

