

### Own School Vision

In our school community, we build an environment where aspiration, inspiration and motivation flourish.

Rooted in our Christian Values, we **aspire** for every child to reach their fullest potential.

We **inspire** our children to explore their unique talents and passions, instilling a lifelong love of learning.

We **motivate** our children through a rich and varied curriculum, to cultivate confident, compassionate, and resilient individuals who are prepared to make a positive impact on the world.

Values which feed into this....

- Love
- Respect
- Resilience
- Compassion (children's choice)
- Trust (parent's choice)

Our Christian Ethos is rooted in the parable of the 2 builders ([Matthew 7:24-29](#)).

The one who hears God's word but does not do what it says is like a foolish builder who builds his house on sand. That house will be crushed in a storm. The one who hears the word of God and obeys it is like a wise man who builds his house on solid rock. That house will stand up to any storm.

Jesus' teaching is the foundation of everything we do. If we follow Jesus and God, it is a good foundation for life. He inspires and motivates us in all that we do. Jesus is the light of the world. If we follow what he says then we should be aspiring, inspiring and it is what motivates us to be who we are- be the best possible version of ourselves.

### Aim of RE and Worldviews

RE is an exciting forum for the children to feel engaged, inspired and challenged. Through RE we aim to prepare our children to become global citizens who can discern and articulate their own informed worldviews with empathy and compassion. We want them to develop their capacity to reflect on personal ideas and beliefs and begin to understand where this sits in relation to other worldviews. We feel passionate about delivering an RE curriculum which promotes the virtues of respect and empathy, which are so important in our diverse society. It fosters civilised debate and reasoned argument, and through developing this religious literacy, ultimately helps our children to understand the place of religion and belief in the modern world.

### Delivery

Branscombe C of E Primary is part of the Link Academy Trust (and was previously a Voluntary Controlled school) therefore the provision of RE must be in accordance with the Trust Deed of the academy. It meets the expectations set out by the 'The Statement of Entitlement' in the *Statutory Inspection of Anglican and Methodist Schools* (SIAMS) Evaluation Schedule. In particular, Christianity forms 50% of the taught curriculum and 5%-10% of curriculum time is set aside for the

teaching of RE. This is approx. one hour per week, or in blocked time as appropriate. The time allocated for RE will be separate from time given to Collective Worship.

RE and Worldviews has an important part to play as part of a broad, balanced, and coherent curriculum to which all pupils are entitled. High quality learning experiences are designed and provided by careful planning through the Devon and Torbay Agreed Syllabus 2024-29, using Understanding Christianity and RE Today units.

In accordance with the structure of the locally agreed syllabus:

At KS 1 pupils study Christianity as well as Judaism and Islam

At KS 2 pupils study Christianity, Judaism, Islam, Hinduism and non-religious worldviews eg Humanism

Consideration of other religions and non-religious worldviews can occur at any stage as appropriate to our school context.

### **Key Skills in RE and Worldviews**

RE is more than just developing children's knowledge and understanding. It seeks to develop children's skills in:

- Investigation/enquiry (about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of IT).
- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (making connections, reflecting on and developing their own worldviews and ideas, recognising the beliefs of others and the impact of these).

### **Key Attitudes in RE and Worldviews**

As with skills, RE has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing childrens' imagination and curiosity).

### **The contribution RE and Worldviews makes to other curriculum areas**

Spiritual, moral, social and cultural development:

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society, helps individuals develop moral awareness and social understanding.

Preparing pupils for life in modern Britain:

RE makes an important contribution to a school's duty to prepare pupils for life in modern Britain and to combat extremism, promoting British values. It provides a key context to develop young people's understanding and appreciation of diversity, to hold difficult conversations about religion and belief and to give pupils the skills to challenge racism and extremism. Effective RE will promote social cohesion.

### **Personal Development:**

RE encourages pupils' personal development; it enables pupils to disagree respectfully and engage in handling and applying their learning to living. It gives opportunities for pupils to make connections between the ideas studied, with the world around them and with their own developing personal worldviews.

### **Rights of Withdrawal**

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE and Worldviews on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

### **Approaches to teaching and learning in RE and Worldviews**

- Visiting local places of worship and virtual tours of other religious buildings.
- Use of visitors to share their faith/lived experience – demonstrating diversity.
- Key question to lead each unit, promoting enquiry and investigation.
- Exploring a variety of religious texts through a theological lense.
- Using art, music, dance and drama/role play.
- Analysis of sociological census and survey data.
- Children experiencing times of quiet reflection and stillness to develop their own thoughts, ideas and spirituality.
- Using story, pictures and photographs.
- Collective recording through class scrapbooks/Sway.
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression.
- Discussing philosophical questions to develop critical thinking skills.
- Use of IT to inform, for independent research and creation of presentations.

### **Assessment**

In line with the school policy on assessment and recording It is expected that each teacher will be responsible for the regular assessment of his or her pupils. We regularly monitor children's progress each half term. This is informed by using dialogue, class scrapbooks, children's books and AFL pieces. The evidence gathered will be used by the class teacher to ensure that pupil's learning is, for example, appropriately scaffolded to support progress for SEND pupils or challenging enough to lead those to greater depth.

The RE subject leader is responsible for keeping an overview of the standard of children's work and for the quality of teaching. The RE Lead/HoS will monitor RE within the school through

analysis of assessment data, to ensure expectations and outcomes in RE match those in Literacy for instance.

The work of the subject leader also involves supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school.

**Reviewed:** January 2025