



Intent, implementation, and impact Statement: Religious Education at Burford CofE Primary School



At Burford, we are **'Rooted in love, growing in trust and blossoming with courage, prepared to flourish in God's world.'**

The importance of understanding that each of us is rooted in love is not under-estimated at Burford:

'Love always trusts, always hopes, always perseveres.'

Corinthians 13:7

Trusting in love gives us the courage to be ourselves. Courage is from the Latin 'coeur' which means 'To tell the story of who you are with your whole heart'. Our intention is for our pupils to leave Burford prepared for 'Life in all its fullness' and ready to tell their own stories.

Our Christian vision has driven us to create a bespoke curriculum for our pupils that pursues the acquisition of wisdom, knowledge and skills alongside educating for aspiration, dignity, and respect. It is also our intention to nurture a sense of community, so that all members of our school develop a deep sense of belonging, both locally and within the wider world. We believe that these attributes will support our pupils to live well together and flourish, as they move on to High School and beyond.

Our curriculum offer is therefore divided into three focus areas: **'Head, Heart and Hands'**:

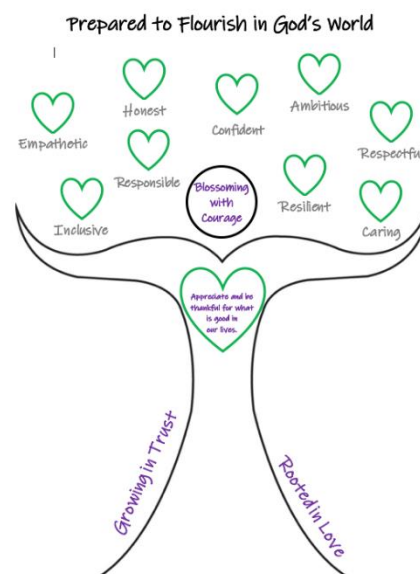
Head – Rigorous academic study. Enabling pupils to learn more and remember more, creating a change in long-term memory.

Heart – Living wholeheartedly. Choosing our own path, free from stereotyping; being curious, aspirational, confident and resilient.

Hands – Courageous advocacy. Developing a greater awareness of the challenge's others face in life and how we can make a difference in our school community, local community and further afield.

At Burford CofE Primary School, we believe that a carefully sequenced curriculum can empower our pupils and reduce social inequality, whilst providing the knowledge they need for the next stage of their education. We view our curriculum as a progression model: the mapped-out journey of concept building leading to a change in long term memory and an increase in knowledge. Through interleaving concepts throughout the curriculum, the children will develop a deep and rich understanding, meaning that the knowledge that is acquired is more likely to be remembered.

Our curriculum sets out WHAT will be learned and WHEN it will be learned.





Intent, implementation, and impact Statement: Religious Education at Burford CofE Primary School



C U R R I C U L U M I N T E N T

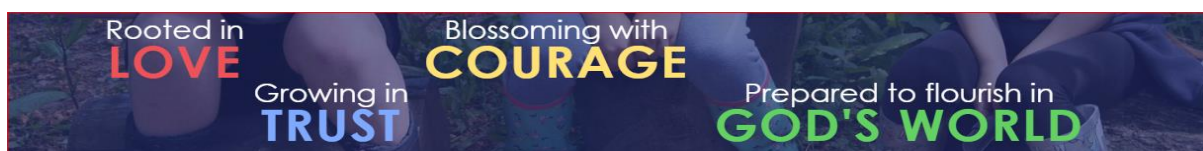
Our curriculum sets out: the significant and key knowledge that pupils should know and remember as well as the skills that the children will develop and build on; the key concepts that children will return to in different contexts and year groups; the prior learning that the children can build on; the vocabulary that will be introduced as well as the sequencing and progression of the units to be taught.

The importance of RE at Burford School

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

What RE looks like in our school:

- A balance between Christianity and other faiths is taught across the school.
- Understanding Christianity question units are used to develop the knowledge and understanding of Christianity alongside the Gloucestershire syllabus.
- Wide range of resources are being used in classes for each religion being taught, including faith leaders and places of worship where possible give opportunities to inspire children's curiosity about the world and its different faiths.
- Children work individually, in pairs and groups to develop knowledge and understanding of the different religions, faiths and belief systems practiced throughout the world.
- We use a wide range of activities to help engage pupils with religion and belief in such a way that they are stimulated to reflect upon and formulate their own beliefs, values and attitudes.
- Learning about the different religions and faiths provide children with the opportunity to explore and investigate the different belief systems and develop a greater understanding of the people around them.
- A well planned 'Progression of Skills' through following the Gloucestershire syllabus enable the children to work on and understand different aspects of different religions in each year group.





Intent, implementation, and impact Statement: Religious Education at Burford CofE Primary School



By the end of EYFS pupils will:

- Encounter religious and non-religious worldviews through special people, books, times, places and objects and by
- Visit places of worship.
- Listen to and talk about stories.
- Be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression.
- Ask questions and reflect on their own feelings and experiences
- Use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

By the end of Key Stage 1 pupils will:

- Pupils will begin to identify the core beliefs and concepts studied and be able to give a simple description of what they mean.
- They will be able to give examples of how stories show what people believe (e.g. the meaning behind a festival).
- Children will be able to give examples of how people use stories, texts and teachings to guide their beliefs and actions.
- They will be able to give examples of ways in which believers put their beliefs into action.
- Pupils will be able to think, talk and ask questions about whether the ideas they have been studying are relevant to them.
- Pupils will be able to give a good reason for the views they have and the connections they make.

By the end of KS2 pupils will:

- Children will be able to identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions, to describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts and to give meaning for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority.
- Pupils will be able to make clear connections between what people believe and how they live, individually and in communities. Using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures.





Intent, implementation, and impact Statement: Religious Education at Burford CofE Primary School



- Pupils will be able to make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers or atheists), reflect on and articulate lessons people might gain from the beliefs/practices studied including their own responses recognising that others may think differently and be able to consider and weigh up how ideas studied in the units relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.





Intent, implementation, and impact Statement: Religious Education at Burford CofE Primary School



C U R R I C U L U M I M P L E M E N T A T I O N

Our curriculum is ambitious for all pupils, regardless of their starting point. We aim for our classrooms to be places of 'high demand – low threat'. We provide support through modelling, paired talk, scaffolding and worked examples rather than highly differentiated activities or sheets. We aim to offer all children the opportunity for stretch and extension, through offering challenging tasks that build on the core learning.

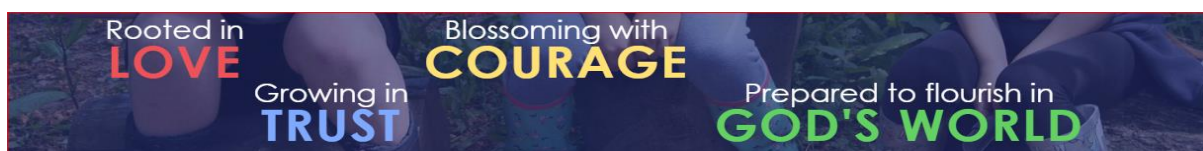
Opportunities to use high quality texts are identified in all curriculum areas. Reading is not only an important skill in its own right but can expose children to new vocabulary as well as provide a richer understanding of a topic which can underpin their new knowledge.

New vocabulary is prioritised frequently and is recorded on our working walls in order to support pupils to become familiar with it and use it in their own work and talk.

We support pupils to know more and remember more through offering frequent opportunities for retrieval practice.

How does it work in RE?

- Each Year group will study a different aspect of each religion, following the Gloucestershire syllabus for RE and 'Understanding Christianity' scheme of work. 'I Can' statements to help assess the children in this area.
- The children will then progress through the programme of study as they move up the school.
- A range of religions are covered through carefully chosen aspects that will enable the children to develop their knowledge and understanding and give them the tools needed to develop their own beliefs and views.
- By the time the children leave Year 6, they will have covered a wide range of religions, faiths, and beliefs, enabling them to build their own views, opinions, and beliefs.
- Topics are taught half termly which are presented as a question for the children to investigate. Each year group topic question builds on from the previous years.
- All children at Burford Primary School will get the opportunity to go on various trips to develop local, regional and national religious experiences.
- Links with other areas of the curriculum are embraced to provide a more meaningful learning experience.
- Lessons may be taught discreetly or as a block of lessons. A written outcome is not expected.





Intent, implementation, and impact Statement: Religious Education at Burford CofE Primary School



What do adults do to enable children to flourish in RE?

- Have high expectations and prompt the importance of RE,
- Plan exciting, progressive lessons which build on prior knowledge,
- Create a learning environment that supports learning and that engages children's interest in the topic being studied, e.g. religious artefacts, books, photographs and interactive resources.
- Regular book scrutiny, pupil perceptions and planning audits.
- Whole school professional development.

How do we help children who need additional support?

- Work might be differentiated so that all children are able to meet the learning objective.
- Small group/1:1 adult support given where required.
- We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- These pupils will then receive additional support or resources to use.

How do we challenge children in RE?

- Learning is differentiated when necessary.
- Challenge through questioning.

How do we ensure all children can access the RE curriculum?

- Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic.
- Seating children alongside good role models to support one another.
- By providing visual/practical prompts.
- Teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, texts etc





Intent, implementation, and impact Statement: Religious Education at Burford CofE Primary School



C U R R I C U L U M I M P A C T

The impact of children's progress and their ability to know more and remember more will be visible through a range of methods. These may include end of unit assessments or quizzes, hot and cold tasks, spoken responses, progress over time in pupils' books, extended writing or even an end of unit project.

What will you see in RE

- Engaged learners.
- Children and teachers posing questions for research.
- Paired/group work.
- Children discussing, reflecting and sharing their learning.
- Self-motivated children.

How do we know how well our pupils are doing in RE?

- Lessons are planned based on the Gloucestershire syllabus which are specific for each year group.
- Marking and feedback by teacher and peers.
- Photographic and video evidence.
- Displays of work in classes.
- At the end of each half term, skills are highlighted according to whether a child has demonstrated that they have met a skill.
- Book scrutiny, pupil perceptions and planning audits.

What do we do with the assessment data we collect?

- We use hot and cold tasks to see what knowledge the children have previously retained and what they still need support with.
- Use it to support questioning
- Target children
- To make the next teacher aware of next steps.

How do we know that our children are flourishing in RE?

Children will be:

- Inquisitive learners.
- Reflective learners.
- able to demonstrate an understanding of different beliefs and be able to explain their thoughts and viewpoints.
- prepared to share what they have learned in a variety of ways.





Intent, implementation, and impact Statement: Religious Education at Burford CofE Primary School



C U L T U R A L C A P I T A L

What is Cultural Capital?

The National Curriculum defines cultural capital as: ‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

The RE curriculum enables children to access and enhance their understanding of their home, their local area and the wider community, developing their cultural capital and giving them opportunities and choices about their future and their impact as they progress through their school career and beyond.

This will help them become successful members of modern British society, preparing them for the challenges and opportunities they will face.

Examples

- Children may demonstrate an understanding of the significance of different religious buildings and places in terms of belief, community, architecture, culture, geography and history.
- They will understand some of the purposes of such buildings and the impact they have had and continue to have on their communities and beyond.
- They may develop an appreciation for different religious expressions as well as a sense of awe and wonder through viewing and possibly visiting places of worship.

Other useful information: Suggested Reads

