

# Chancel's Curriculum - Religious Education



## Impact

Our curriculum consistently leads to good outcomes and results for the pupils at Chancel Primary School. We are consistently in line and above national averages for outcomes at the end of EYFS, KS1 and KS2.

Pupils leave Chancel Primary School with a secure understanding of RE/SMSC. Evidence of pupils' progression and understanding can be found in their books (books are passed on yearly, so that progression of the subject is evident). In addition, pupils' attainment is monitored by Teacher assessment based discussions, questioning and written evidence in books.

**Intention 1: to develop our learner's learning (our head and body: what we learn)**

Through RE and SMSC fostering a strong cultural capital and personal development in our children (increasing participation in learning about the diversity that represents modern Britain [e.g. Derby Faith Trail]) and adopting Discovery RE scheme of work, which delivers age related lessons, Chancel strives to ensure pupils attainment in core and foundation subjects are in line with or exceeding their age related expectations when we consider the starting points of children.

**Intention 2: to develop the character of our learners (our heart and character: who we are when we learn)**

Taking part in high quality lessons and workshops, the impact on pupils will help them become rounded characters with clear understanding of ways to explore the relationship between beliefs, teachings and world issues. They will also be able to express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.

**Intention 3: to develop behaviours and habits to become effective learners (our actions and attitudes: how we act when we learn)**

The impact we intend to achieve by developing this intention is seen by how the children are able focus on values and commitments, and consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why this is sometimes difficult.

**Intention 4: to develop the moral compass of our learners (our place in the community and wider world: who we are)**

The pupils' critical thinking skills will be developed; their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy the pupils are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather inform and develop the skills with which evaluation can take place.

**As a result of our (RE) teaching at Chancel Primary School you will see:**

- Engaged children who are all challenged.
- Confident children who can all talk about RE and their learning, demonstrating a clear understanding of the lesson objective
- Lessons that use a variety of resources to support learning.
- Enrichment opportunities, including: workshops delivered by outside agencies looking at different religions , Year 5 pupils taking part in The Derby Faith Trail, themed (Christianity) assemblies based on stories from The Bible delivered to the whole school by members of the local church, Rev Jo leading Christianity workshops with Reception class.
- Learning that is monitored to ensure all children make at least expected progress.