

RE

- INTENT
- As a Church of England Voluntary Aided Primary School, Religious Education at Sutton Benger is a central and essential element of the curriculum which we believe makes an important contribution to the personal and intellectual development of our children. During RE lessons, the children will explore key questions about life, find out what people believe and what difference this makes to how they live. Through their investigations, pupils will learn about world views and religions as well as being encouraged to reflect on their own ideas and ways of living.

IMPLEMENTATION

Implementation of the teaching of Christianity

We use the Understanding Christianity materials to support teachers in planning and teaching about Christianity within Religious Education. 'The key purpose of the Understanding Christianity materials is to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.'

Teaching & Learning Approach

By addressing key questions, Understanding Christianity encourages pupils to explore core Bible texts, examine the impact for Christians and consider possible implications. Each unit incorporates the three elements:

- Making sense of the text – Developing skills of reading and interpretation; understanding how Christians interpret, handle and

use biblical texts; making sense of the meanings of texts for Christians

- Understanding the impact – Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world

- Making connections – Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.

Each unit begins with a 'way in' and then offers teaching and learning ideas for each element. The teacher chooses how to weave together the elements, from making sense of the text, through looking at the impact on the world of the Christian, and helping to make connections with the world of the pupil, in order to achieve the outcomes.

This model shows that the Understanding Christianity approach is not just getting pupils to learn what Christians think. Instead, it is about developing skills to help them 'think theologically' alongside learning lots of knowledge about the Bible, Christian belief and practice. It also shows that these three elements do not represent rigid, distinct steps, but that pupils can 'make connections' whilst 'making sense of the text', for example.

Implementation of the teaching of World Views and Religions other than Christianity

We use the Swindon Agreed Syllabus for Religious Education 2016–2021 to help us plan and teach about World Views and religions other than Christianity:

‘The new Agreed Syllabus will help our young people to develop an understanding of the religious traditions and worldviews represented in Swindon, preparing them to encounter the diversity of beliefs and values present nationally and globally. They will engage with challenging questions about the meaning and purpose of life, and learn to articulate their personal beliefs, values and ideas. There will be opportunities for reflection, discussion, debate and dialogue, where they will develop confidence in their own views and respect for the views of others. RE offers opportunities to build knowledge, understanding and skills that are essential for life in modern Britain. The Swindon Agreed Syllabus provides a framework of academic rigour, within which young people will gain a combination of knowledge, skills and attitudes that will help equip them for future study, employment and development as engaged citizens.’

Sarah Lane Cawte – Chair of Swindon Standing Advisory Council on Religious Education (SACRE)

Assessment

Teachers assess children at the end of each termly unit in order to assess whether they have achieved the unit objectives, are ‘working towards’ these or have a ‘Deepening understanding’ of the objectives set. These assessments inform the end of year reports when effort and achievement grades are reported.