

# WESTFIELD PRIMARY SCHOOL

## RE SUBJECT REPORT

2019/ 20



Westfield Primary School  
Bonsey Lane  
Woking  
Surrey GU22 9PR

## RE Subject Report 2019/20

<b>Subject</b>	Religious Education	<b>Report prepared by</b>	Julie Clarke
<b>Date</b>	February 2020		
<b>RE: statement of intent</b>			
<p>Religious education is a vital part of the curriculum at Westfield. As a school with 40 different languages spoken, 45 countries of origin represented and children with different religious knowledge on entry, personal experience of faith and none, it is a place of great diversity.</p> <p>Our curriculum empowers our school community to value the diverse knowledge that our children and their families bring with them. It enables an introduction to the faiths and values of others, while fostering tolerance and understanding. By exposing children to the major world religions and exploring Christianity as the main faith of the United Kingdom, pupils will expand their knowledge of the world, their ability to understand and cope with difference and their respect for others and their beliefs.</p> <p>Our creative curriculum enables RE to be taught both through discrete teaching, comprised of 6 compulsory units, throughout the year (one per half term); but also through our rich, continuous curriculum enhanced by themed weeks. For example, as part of our annual Diversity Week, children explore the culture, country and <i>religion</i> of aspirational people including past examples such as Malala, Usain Bolt and Nelson Mandela. This enables them to put religion into context, engaging and “sticking” their knowledge to real life experiences. We have many different themed weeks and opportunities to enable further reflection and/ or celebration of religious festivals e.g. Christian re-telling of the nativity, Easter themes assemblies, Harvest (with external visitors from our local community New life Church) and taking part in the festival of lights celebration in the local Woking community, thus making RE not a “bolt on” at Westfield, but an immersive journey of knowledge. These cultural capital experiences gained by the study of RE in this way, are something the children take through their lives, helping to shape their ability to understand others, their view of the world and their place within it.</p> <p>Discrete teaching units are either blocked to provide appropriate opportunity to immerse children in their learning or taught in weekly “chunks” to ensure coverage of the statutory units, alongside the rich RE soaked curriculum experiences we offer. The organisation of these units is dependent on the needs of the children and year group. Regardless, a knowledge “harvest” at the start of each unit enables the teacher to ascertain each class’ starting point and adapt their delivery to the needs of their class. This “harvest” is revisited and added to at the end of each unit to see the progress the children have made in their knowledge and understanding.</p> <p>The ongoing development of vocabulary mats helps children access and use the complex vocabulary for each religion with more confidence, aiding them to overcome some of the issues of memory and poor vocabulary that can stand in the way of learning and retaining knowledge at Westfield. Differentiated planning helps all children, including the more disadvantaged pupils to experience the learning on an equitable footing through scaffolding, videos, images and the support of an adult as needed. The continued CPD support the RE leader offers through the development of teacher information sheets linked to the units ensures staff delivering the RE units have greater confidence in their own knowledge, the purpose of each unit and the way the RE coverage unfolds and links across the school.</p>			

Our RE intent sets out our clear ambition and commitment to continue to serve our community and meet the needs of our children to develop a love of learning and life that permeates through the rest of their lives.

## **Implementation**

Our drive is to ensure that all children develop a thirst for knowledge that enables them to access and progress throughout our curriculum and in life, In RE there is a clear expectation that our inclusive community provides sequenced learning about a range of religions and worldviews, fostering respect for others. This is achieved through:

- The use of the Surrey Syllabus 2017-22, units allocated to each year group
- Planning that is collected and stored on the staff drive under year groups for easy access
- Each syllabus unit stored with the planning for extra ideas, knowledge and resources for staff
- Clickable links in the planning to online resources (BBC Bitesize, 360 degree churches, videos of stories and children talking about their faith)
- Artefacts, texts and models available in school for each major religion studied
- Vocabulary sheets explaining specific terms from the unit used by staff and pupils
- Drama and hot-seating
- Books and playsets on all major religions
- Visitors representing faiths, running workshops and delivering assemblies
- Whole school celebrations shared with parents at Harvest, Christmas and Easter
- Meditation and yoga breaks in class
- Major faith events explored at the relevant time of year
- Entering the World Peace competition held annually in Woking
- Diwali light/ lantern parade in Woking
- Bi-annual Christmas Tree Festival at the local church
- On foot visits to local places of worship
- Re-enactments of festivals and examples of worship in different religions in class
- Music and dance
- Use of questioning and comparison
- Reference made to the PRIDE values, British Values and 5 Rs linked to RE
- Use of ICT for research and presentation

## **Impact**

Raised profile of RE and its links to other curriculum areas and importance in promoting diversity (PRIDE) and tolerance, individual liberty and the rule of law (British values). Knowledge that people are different in their life and religious choices and that this must be respected. Consistent coverage of RE content.

## **Evidenced:**

Coverage of the units of work has been established and monitoring is ongoing to ensure this is being met in all year groups through book looks, learning walks, subject leader to

teacher conferencing and pupil voice interviews. Teachers and HLTAs delivering the units are better informed about rationale behind the unit and children are using starting to use the vocabulary with more confidence because of the vocabulary sheets. Progress from start to end of each unit it easier to see because of the knowledge harvest sheet.

By the end of KS2, children have a basic knowledge of Christianity, Islam, Sikhism, Hinduism, Buddhism and Judaism, what they hold in common and how they differ and they know that people can choose to follow a religion and to follow none.

In addition to this, as subject leader, evidence is collected through identifying additional holistic opportunities within our school community's creative curriculum that puts RE into context to prepare children to be citizens for life for example:

- Diversity week
- The Christmas Tree Festival at the local Christian church
- Year R Nativity
- Year 1 & 2 Christian themed assemblies
- Engage assemblies termly (local Christian drama group)
- Year 6 Christingle making
- The choir singing carols at the local old People's Centre
- Chinese new Year celebrations
- Easter themed assemblies
- A quiet, non-food area set aside for Muslim pupils and staff who are fasting through Ramadan
- An 'on foot' visit to the local church and to the Mosque
- The World Peace Competition (summer)

### **Pupil voice surveys show children's engagement with the subject:**

"It's about being equal, no one left behind"

"You could see other people's options"

"If you're not religious, it could be hard because you've never heard of it before"

"When I draw or colour, it gives me time to think about the story and bring it to life and I remember it better"

"It makes me happy. It's fun and exciting to learn about other religions when I don't have one. It's strange when it's new but it's one of the best lessons we have"

"It is exciting and fun and amazing to learn about different people. It's good."

### **Assessment**

RE is assessed using the statements made in the Surrey syllabus, which outline what attainment looks like in both knowledge and in expression about belief at an expected level, an emerging level and an exceeding level (see below example)

<b>Pupils should KNOW ABOUT AND UNDERSTAND so that they can:</b>	<b>Pupils should EXPRESS IDEAS, BELIEFS AND INSIGHTS so that they can:</b>
<p><b>EXPECTED ATTAINMENT:</b></p> <ul style="list-style-type: none"> <li>investigate how peoples' lives were changed after meeting Jesus</li> <li>make links between what Jesus did and what Christians believe about him being 'Saviour' and God's Son</li> </ul>	<p><b>EXPECTED ATTAINMENT:</b></p> <ul style="list-style-type: none"> <li>compare their ideas with others'</li> <li>raise questions about encounters / aspects of Jesus' miracles, giving their own considered response</li> </ul>
<p><b>EMERGING:</b></p> <ul style="list-style-type: none"> <li>retell a story about Jesus and suggest why it might be important</li> <li>recognise that questions about miracles are hard to answer</li> </ul>	<p><b>EMERGING:</b></p> <ul style="list-style-type: none"> <li>share their own ideas about miracles or peoples' encounters with Jesus</li> </ul>
<p><b>EXCEEDING:</b></p> <ul style="list-style-type: none"> <li>explain the sacrifices people made when they followed Jesus</li> <li>describe how Jesus' miracles might have an impact on Christians today</li> </ul>	<p><b>EXCEEDING:</b></p> <ul style="list-style-type: none"> <li>raise questions about miracles / encounters and suggest possible explanations</li> <li>describe how a miracle / an encounter made a difference to people</li> </ul>
<p>These expressions of attainment are woven into the planning of learning experiences, alongside the learning objectives, so that the learning journey through the units gives plenty of opportunities for assessments to be made using these criteria. They also ensure there is differentiation of expectation, questioning and challenge. This is reflected in the level each pupil has recorded on their end of year report, which is shared with parents.</p>	

<p><b>5 Key messages of the year:</b></p>	<p><b>What Performance Information is monitored and what are the 3 questions are you considering for future developments?</b></p>
<ol style="list-style-type: none"> <li>1. To continue to highlight the importance and legal requirement of RE coverage for the school and society</li> <li>2. To focus on coverage in years R, 4 and 5</li> <li>3. To keep up with current training for myself and staff</li> <li>4. To embed new units of the New Surrey Syllabus and collect their planning</li> <li>5. Pupil voice survey</li> </ol>	<ol style="list-style-type: none"> <li>1. What do the children think about the RE lessons and which methods of delivery do they learn from best?</li> <li>2. What are the training needs of the staff?</li> <li>3. How is the New Surrey Syllabus being embedded? Any problems?</li> </ol>
<p><b>What is progress like within your subject?</b></p>	<p><b>How much funding did you receive this year and what was it spent on?</b></p>
<p>Year 2 children are coming into the junior class much better able to express their learning from the previous year now. Most children make expected progress in RE.</p> <p>The children learn at the level best suited to their age group with differentiation for different cohorts and levels of ability.</p> <p>The skills set out in the RE syllabus need to be more closely applied to the planning in future to be able to make a judgement of the progress level of the children</p>	<p>There was an oversight in the allocation of funds last year which has recently been rectified. New funding of £350 has recently been given and has been spent on</p> <ul style="list-style-type: none"> <li>• Crib sets for each R and KS1 class</li> <li>• Walk through the Bible workbooks</li> <li>• Christingle products</li> <li>• Sikhism resources</li> <li>• Judaism resources</li> </ul>
<p><b>How does your subject area help to further develop SMSC in and around the school?</b></p>	<p><b>How are Fundamental British Values promoted within your subject?</b></p>
<ul style="list-style-type: none"> <li>• RE links to many of the areas identified in Learning for life skills</li> <li>• It promotes the 5Rs (respect, resilience, resourcefulness, relationship and reflection)</li> <li>• Diversity and acceptance of difference are key messages in Westfield and RE is a very good way of promoting these</li> <li>• Using all subjects in the creative curriculum to promote RE coverage</li> <li>• Learning about and reflecting on the importance of belief and practice</li> </ul>	<ul style="list-style-type: none"> <li>• RE promotes all the British values:</li> <li>• <i>Democracy and rule of law</i> are discussed when a religion may have a different teaching to the law of the country it is practised in</li> <li>• <i>Mutual respect and tolerance</i> of all faiths is discussed at the start of every unit and new topic area/practise encountered</li> <li>• <i>Individual liberty</i> is addressed frequently, with children and adults allowed to choose their faith and to hold a position of no faith</li> </ul>

and how it influences the lives of others

- Shared concepts, experiences and beliefs across cultures, especially in the light of the many ethnic backgrounds of our children at Westfield
- Looking at social and political issues arising in our local area, across the country and around the world and finding common ground and balance in responses and views
- Promoting harmony and tolerance with respect for all cultures, faiths and ways of life
- Promoting community cohesion through exploring a variety of people of religious faiths and none
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- By promoting tolerance in diversity
- By understanding how all faiths have rules to live by for the wellbeing of the community
- By investigating global issues and religious differences in faith and practice
- By debating individual liberty in the context of rules for the common good
- By promoting respect for others and their ways of life

If you could change/ develop one thing in this area what would it be and why?	What will be the three key resources you will be bidding for this year and why?
To engage the children more in articulating their learning to discuss beliefs, tolerance and behaviours	<ol style="list-style-type: none"> <li>1. Islam resources as we now have more classes studying the subject at the same time and resources can't meet that need</li> <li>2. Visitors to enable children to meet representatives of different faiths</li> <li>3. a religious food tasting event: suggested by children in pupil voice survey</li> </ol>

**Subject Web: WHY DO WE TEACH WHAT WE TEACH**

**To enable children to show**

**6 key skills:**

1. reflection
2. investigation
3. empathy
4. analysis
5. evaluation
6. expression

**Rationale for curriculum organisation:**

We teach RE at Westfield to show that we value and respect the beliefs and choices of others in a diverse community.

We believe that exposure to a variety of religious and non-religious belief at this early stage of their lives enables children to show tolerance and understanding as they grow into adults and take their place in society.

The organisation of the units of study into half termly blocks which are taught either in chunks or as a complete unit enables staff to have flexibility in the way they deliver to their class while retaining consistent coverage of the material across each year group.

The exploration of RE across other areas of the creative curriculum and through themed weeks ensures the children see the importance of religious belief in their own and others' cultures and countries and embeds its relevance in society.

Marking celebrations and times of religious importance as a whole school widens the children's knowledge of the world and increases their cultural capital.

A 'knowledge harvest' at the start of every unit ensures that each teacher knows where the starting point of knowledge is with their class and thus what elements they need to include in the learning experiences to ensure each class in the year group reaches the same level of understanding and attainment by the end of the unit.

The development and use of religious vocabulary mats aids all children to understand and use accurate vocabulary when approaching each unit and develops their confidence when speaking and writing about religion.

The statements of attainment in the Surrey Syllabus guide planning and lead to differentiated experiences or approaches to ensure the needs of all children are addressed.

The development of teacher information sheets aid teachers and HLTAs teaching the units to have

confidence in their knowledge and delivery of the subjects.

Our RE syllabus, planning and delivery sets out our clear ambition and commitment to continue to serve our community and meet the needs of our children to develop a love of learning and life that permeates through the rest of their lives.

**Describe what a good learner of this subject looks like when they leave WPS:**

- Enthusiastic about their learning in RE
- Aware of and respectful of difference
- Tolerant of what is held dear by others
- Able to hold and respectful discussion about belief
- Able to use the skills of RE in this and other subjects
- Aware of how deeply held beliefs affect attitudes and behaviour