

Chapmanslade

Church of England Voluntary Aided Primary School

Statement of Intent for Religion and Worldviews Education

Our School Vision:

Chapmanslade School is a truly unique village school. Pupils consistently demonstrate and show a passion for being good neighbours. Our Christian vision from Luke 10:25-37, The Parable of the Good Samaritan. Pupils aim to show love to their neighbour in all they do through demonstrating our core values: compassion, service, courage and trust.

Our school is an inclusive place where every member of our school community shows **compassion** and **service**, looking out for each other. We recognise all of our pupils as individuals, celebrating their strengths and differences. We aim to give **courage** to our pupils to achieve their full potential, experience personal successes and thrive in all that they do. We focus on relationships and building **trust**; modelling this to our wonderful young learners.

We believe that these are the core values shown by the good Samaritan in the parable and in the hymn, 'When I Needed a Neighbour, Were You There?'.
When I Needed a Neighbour, Were You There?

Our school Curriculum Intent:

Our curriculum is designed to encourage pupils to achieve their full potential, experience personal successes and thrive in all that they do.

Religion and Worldviews Intent:

Why do we teach this? Why do we teach it in the way we do?

As a Church of England School, the Christian faith and vision is the foundation of everything we do. Chapmanslade serves its community by providing an education of the highest quality within the context of Christian belief and practice, encouraging an understanding of the meaning and significance of faith, and promoting the key Christian values of Courage, compassion, service and trust through the experience it offers to all its pupils.

We aim in all things to celebrate ourselves and our neighbours, whatever their background. We promote understanding and equality of all, encouraging all stakeholders to love their neighbour as themselves.

Our aims for all the children in RWV are:

- To give pupils' a sense of awe and wonder about the world they live in and ignite challenging questions about world religions, religious traditions, religious and non-religious world views, beliefs about God, and the heart of humanity.
- To invoke high challenge, low risk discussions about the ultimate meaning of life and their own growing belief system- developing a sense of identify and belonging, and in turn growing to become the best version of themselves, applying both substantive and personal knowledge.
- To teach; through the exploration of world religions, religious and non-religious world views, and traditions, a respect for others and to encourage pupils to challenge prejudice, through empathy, generosity and compassion, thus encouraging themselves and others to become their best version , loving your neighbour as you love yourself.

- To inspire a love of learning for Religion and worldviews, encouraging them to actively participate and therefore deepen pupil’s knowledge and understanding of Christianity, other principle world religions and non-religious world views, through the use of a creative and inspiring curriculum.

Implementation

What do we teach? What does it look like?

Our whole curriculum is shaped by our school vision ‘Love your neighbour as yourself’-Luke 10:25 37 which aims to enable all children to feel a sense of worth, regardless of background, ability, additional needs and through this become a good learning neighbour in a high challenge, low threat learning environment. We have a knowledge and enquiry based curriculum that inspires pupils to become question-askers, promoting awe and wonder of the world around us.

The statement of entitlement in RE (now renamed at Chapmanslade as RWV) lays out the entitlement of all children to receive a high quality Religious Education which supports them in all aspects of their learning. Being mindful, aware and respectful of all religious and non-religious worldviews.

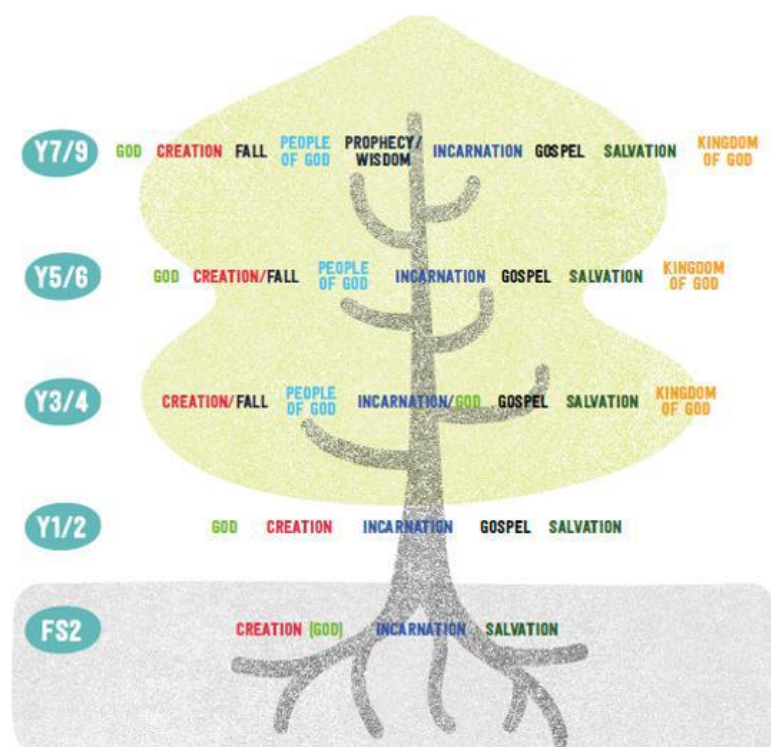
“Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together” (Statement of Entitlement).

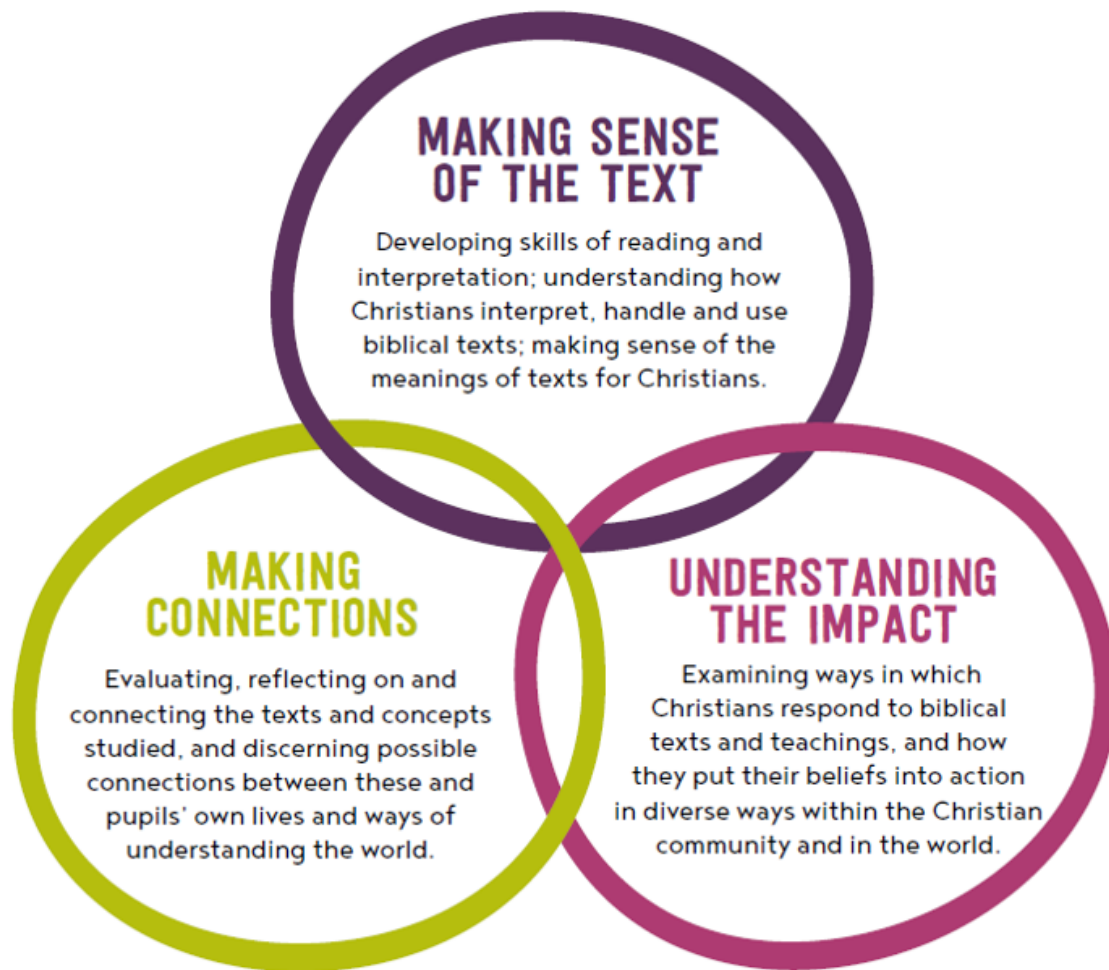
The statement lays out the details of coverage of the RWV curriculum in Church schools. We ensure that we fully meet the requirement of the statement of entitlement for Church schools.

Our RWV teaching is informed by two different teaching schemes; Understanding Christianity and Discovery RE. By using these schemes alongside each other, we are ensuring children are given the opportunity to become religiously literate, as well as have an awareness of non-religious worldviews and through our creative planning, become respectful of diversity and religiously inspired!

Understanding Christianity is based upon seven core Christian concepts. Children will explore the different concepts in a range of inspiring activities as they move through the school, starting in Foundation Stage and developing a great depth of understanding by the time they reach Year 6.

Understanding Christianity believes that not only should children show an understanding of the religious text and teachings but they should also demonstrate a deepened and more thoughtful approach to their learning and how this influences their day to day life. Therefore is based upon a three step enquiry model of teaching.





Discovery RE is used alongside Understanding Christianity to ensure that children are given opportunities to explore a wide range of different religions throughout their time in Primary School.

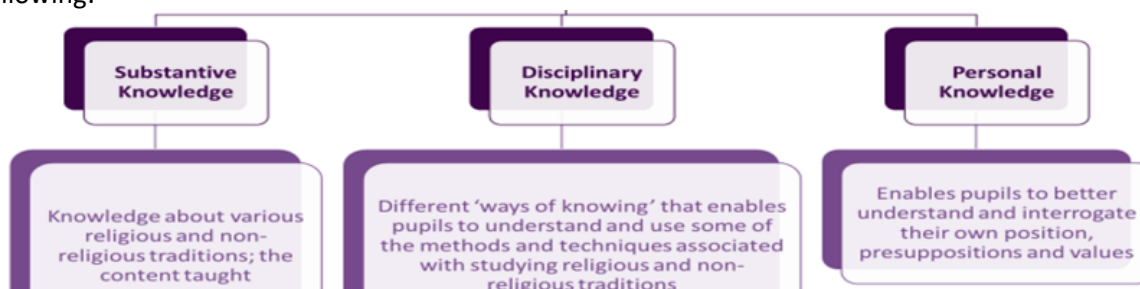
Using Discovery RE we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RWV curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. Both Schemes have links made with the Wiltshire Syllabus. This is evidence in the Unit overviews that are planned for each unit taught.

It is through the use of our two schemes of work alongside each other, we are providing children with a holistic and balanced RWV curriculum. As a school with mixed aged classes we work on a carefully mapped out two year cycle to ensure each year group is challenged and previous knowledge is built upon. This is evidenced in the unit overviews. The RWV lead previously trialled our 'Immersive Curriculum' style of teaching and introduced the use of knowledge organisers and quizzes to assess the retainment of knowledge in a high challenge, low threat culture of learning. This is now being embedded. 'Sticky' Knowledge is therefore assessed and monitored through the quizzes and enquiry skills are assessed and monitored through highlighted grids for each year group that move up with them.

We use a variety of teaching methods including art, music, liturgical dance, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of reflection to inspire a love and respect for RWV. We also hold a RWV journey day where the children carousel in mixed aged house terms to take part in a variety of workshops linked to various Religions and worldviews. This will often involve faiths or worldviews not covered through the planning cycle,

involve having visitors from various religious backgrounds and teaming up with our clergy to take part in a workshop at our school church.

Through our RWV curriculum we hope to use all types of knowledge, breaking it down into the following:



Through this disciplinary Knowledge we then hope to allow pupils the opportunity to grow as theologians, having an awareness of what they and others believe (theology), understanding its context and how this belief is lived (Social Sciences) and then asking those big questions whilst looking through the lens of another world perspective(philosophy)

Disciplinary Knowledge in RE

Theology Believing	Human/Social Sciences Living	Philosophy Thinking
<p>Specialist knowledge: sources of authority from which people derive their beliefs</p> <p>Specialist skill: interpretation of sources of authority</p>	<p>Specialist knowledge: ways in which context affects ways of living</p> <p>Specialist skill: analysis of data that shows ways in which context affects ways of living</p>	<p>Specialist knowledge: different ways in which humans seek knowledge/wisdom</p> <p>Specialist skill: reasoning</p>

Impact

What will this look like? By the time children leave our school they will:

- Ask and offer possible answers to challenging questions about the meaning of life, beliefs, religious and non- religious worldviews, nature of reality and morality, showing respect for all views given.
- Have a secure understanding and knowledge of the religions and non-religious worldviews studied and be confident to answer ultimate questions, being respectful of diversity.
- Have the ability to ask significant and reflective questions about religious and non-religious world views and demonstrate a good understanding of issues relating to the nature, truth and value of religion.
- Have a sense of self, identity and belonging to become the best version of themselves and in turn actively participate within the community and in turn become responsible citizens, “loving their neighbour”.
- Show respect, tolerance and understanding of all religious and non-religious world beliefs.
- Have a strong understanding of how the beliefs, values, practices and ways of life within any religion or worldview come together.
- The ability to link the study of religious and non-religious worldviews to personal reflections on meaning and purpose.
- The ability to exemplify the School’s Christian values and vision in all aspects of life that are rooted in the teachings of the Bible.

Updated March 2024