



Subject Report 2023-2024

Subject	RaW (Religion and World views)	Report prepared by	Karlene Neumann
----------------	--------------------------------	---------------------------	-----------------

Overview of the year:

RaW has a new subject leader this year who has been able to build on the work that was put in place previously at the Cambridge. 3 key messages from the previous year included:

- We have continued to build a rich scheme of work across Key Stage 1 and 2 using the Hampshire Portal Services to ensure a clear, consistent and engaging approach to teaching the subject and ensure progression of skills.
- Assessment within RAW is clear and consistent throughout Key Stage 1 and 2. Following guidance from the Hampshire Portal Services, teachers assess a key skill in each term (apply, inquire, contextualise, evaluate, communicate). This ensures every skill is taught and assessed throughout the year and allows teachers and children to focus on the assessed skill, fostering a deeper understanding.
- The children have adopted a profound curiosity and appreciation for the religions, the diverse range of cultural celebrations and the current affairs within the world around them.

Curriculum: Intent, implementation, Impact

Intent

RaW at The Cambridge Primary School aims to foster an atmosphere of curiosity and understanding of our diverse world. We intend for pupils to develop a strong sense of identity and belonging, as well as a sense of pride in their individuality and beliefs. Pupils are encouraged to take **ownership** of their cultural, moral, social and spiritual development and understanding by raising inquisitive questions about new concepts and reflecting on their own experiences and opinions. Lessons should provide opportunities for children to **collaboratively** discuss and share their opinions and experiences, nurturing a deeper understanding and appreciation for the world around them. The curriculum endeavours to grow children's critical thinking skills through enquiry based learning and promotes community cohesion throughout the school and society.

Our approach to teaching RaW encourages all children to be interested in other religions, whilst being secure with their own beliefs. It fosters opportunities for debate and reasoned argument and helps children understand the place for religion and belief in the modern world.

"Religions are different roads converging to the same point. What does it matter that we take different roads, as long as we reach the same goal? In reality, there are as many different religions as there are individuals." - Ghandi

In RaW, A Cambridge Pupil will leave with:

Key Skills	Qualities
<ul style="list-style-type: none"> • Confidence to reflect on their own experiences and concepts explored. • The ability to actively apply their understanding and empathy of religion and world views. • The ability to Enquire and have a deeper understanding of the diverse range of religions emerged in our world. • Curiosity about religious life and beliefs and a passion to seek answers through primary and secondary sources. • Aptitude to analyse and express opinions on religious life and world views considering past and current affairs. 	<p>A Cambridge pupil has a natural curiosity and level of respect towards a wide range of religions and world views. They take ownership of their cultural understanding and learn by raising appropriate and inquisitive questions; knowing how to seek answers to their enquiries through primary and secondary sources. Pupils will collaboratively share experiences, opinions and knowledge through quality discussions to further their comprehension on the diverse range of religions and beliefs submerged in our society. Throughout their RAW educational journey at The Cambridge, they acquire personal opinions and beliefs about the world around them, using past and current affairs as a development tool, and are brave in sharing these opinions with their peers.</p>

Implementation

RaW teaching at The Cambridge Primary School follows the Hampshire Services Portal and SACRES (Surrey Standing Advisory Council on Religion Education). It is taught as a whole class. Lessons are active, engaging and lead by quality discussion to enrich children's understanding of the world around them. Each topic is underpinned by the five main skills; application, enquiry, contextualisation, evaluation and communication. Careful planning of their skills progression provides opportunities for pupils to build upon their prior beliefs and experiences, deepening understanding of the diverse nature of religion and belief in the contemporary world. Each term has a focus of one of the five fundamental skills embedded in our RaW curriculum. This allows teachers and children to develop a deeper understanding of the skill and how it applies to the concept being taught.

In our 1 hour, discrete lessons, we explore a diverse range of concepts, religions (Christianity, Judaism, Hinduism, Islam, with consideration of non-religious beliefs) and beliefs with enquiry at the heart of learning. This promotes the virtues of respect and empathy, which are important in our diverse society. Lessons are supported by quality texts and stories to support the development of the children's understanding of the concepts being taught. Children are encouraged to be inquisitive of the values and beliefs within the stories and raise questions around them.

Children at The Cambridge Primary School encounter and respond to a range of stories, artefacts and other religious materials, such as art & music. The children are encouraged to share their 'big questions' about the world and to suggest possible answers through discussion. This year, we have focused on providing children with rich experiences to enhance their learning such as, guest speakers who have shared their experiences and expertise on significant religious celebrations throughout the year. This has enabled the children to apply their understanding to real life experiences.

Alongside the discrete teaching of RaW, the subject plays a key role in promoting the school's values. Through whole school assemblies, children are able to explore the values embedded in the school community whilst considering and evaluating their own values and opinions. There is a weekly 'good news' assembly of which we discuss current affairs in the wider world, cultivating children's moral, social and cultural understanding.

This approach to teaching RaW is connected to other subjects such as British values and SMSC because it helps children to develop a strong sense of identity whilst learning to respect the views of others.

Topics taught across each year group:

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year R	Celebration Celebrating birthdays (<i>Jesus' birth</i>)	Celebration Celebrating birthdays (<i>Jesus' birth</i>)	Storytelling Stories Jesus Told	Celebration Celebrating new life	Remembering Shabbat	Special Special Clothes (<i>special things</i>)
Assessment		COMMUNICATE	APPLY	INQUIRE	CONTEXTUALISE	EVALUATE
Year 1	Celebration Harvest	Concept: Light as a symbol Advent and Hanukah	Concept: Change People Jesus met, Jesus changed people's lives	Concept: Sad and Happy Easter	Concept: Belonging Belonging in Judaism	Concept: Creation Creation stories
Assessment		COMMUNICATE	APPLY	INQUIRE	CONTEXTUALISE	EVALUATE
Year 2	Concept: Special Special Books	Concept: Light as a symbol Candlelight at Divali and Advent	Concept: Remembering Passover	Concept: Welcoming Palm Sunday	Concept: Special Special Food	Concept: God Ideas about God
Assessment		COMMUNICATE	APPLY	INQUIRE	CONTEXTUALISE	EVALUATE
Year 3	Belonging Belonging (in Islam)	Messages Stories with messages	Temptation Making choices	Neighbour Christianity	Wisdom Guru Nanak and the Gurus	Protection Raksha Bandhan
Assessment		COMMUNICATE	APPLY	INQUIRE	CONTEXTUALISE	EVALUATE
Year 4	Concept: Persuasion Making decisions	Concept: Symbol Hanukah	Concept: Identity Baisakhi	Concept: Good and Evil Holi	Concept: Ritual Paschal candle	Jesus as divine (God incarnate) Christian miracle stories about Jesus
Assessment		COMMUNICATE	APPLY	INQUIRE	CONTEXTUALISE	EVALUATE
Year 5	Concept: good/evil Diwali	Concept: Prophecy Magi	Concept: Ritual Prayer	Concept: Symbol Easter-Eucharist	Humanism (A good life)	Interpretation God
Assessment		COMMUNICATE	APPLY	INQUIRE	CONTEXTUALISE	EVALUATE

Rationale for curriculum organisation:

RaW is taught for one hour per week. In addition to this, we have a weekly school values assembly and good news assembly where we are able to discuss current world affairs and values. Teaching and learning has developed further this year with the support of the trust RE network and the implementation. The work that was undertaken by the previous RaW leader ensured that the curriculum in place at The Cambridge school have been carefully selected to guarantee a broad and diverse range of religions and beliefs are being taught throughout the year. RE leaders within the trust are sharing teaching ideas and resources to make learning exciting and engaging. Links with the Wellesley Community are also continuing and resources have been donated to support teaching.

Following our OFSTED inspection in 2022, a main focus for RaW teaching and learning at the Cambridge was to exhibit a greater emphasis on religions within the topics taught. Networking with the trust and county RE leaders has facilitated the development of this target as we have been able to share ideas on how to intertwine the religions through the whole of the topic alongside the concept.

The intention for the upcoming year is to organise opportunities for RaW activities outside the explicit lessons in the week. This could be through religious stories during story time, sharing experiences of recent religious celebrations or by having a 5 minute news round discussion at the end of the day to explore the current affairs in the world. We currently utilise the diverse community within our school and seize opportunities to have the children talk about their religions and experiences within the topic being taught (i.e Diwali). This year, we would like to promote these opportunities more so that children are able to take pride in their identity and for the whole class to consider other children's experiences. We have planned opportunities for children to discuss with the subject leader how they feel about the RaW lessons so that we have some insight into pupil voice.

What have you done to ensure that every skill is covered?

Through subject leadership release time, there has been a careful review and planning of the curriculum. This has ensured that there is a clear progression of skills and knowledge, as well as a record of assessment, as the children advance through the school. Through regular book looks and reviews of teacher planning, the subject leader is able to monitor and endorse that there are a vast coverage of the main religions within our society. The learning intentions for each lesson throughout the year have been planned, with the consideration of Blooms Taxonomy, to guarantee the deepening of children's thinking in every topic. With a clear assessment grid, the progress of the children within the given religions and the fundamental skills embedded in RaW. The skills assessment grids will follow the children up the school so that there is a clear vision of every child's progression.

Skills progression maps (from Reception to Year 6) are used and referred to throughout the year to certify the coverage of the National Curriculum objectives. These are used by teachers when planning, embedding key skills into lessons. In addition to this, we are building upon the Hampshire curriculum planning and our MTPs this year so that the skills and religions are being covered.

Impact

Class teachers are beginning to record formative assessment consistently across the school for RAW by focusing on the allocated focus skill for that term. This assessment grid is used as a working document so that teachers are able to identify gaps and build upon these in future lessons. Teachers RAG rate the children's progression within the required skill so it is clear which children need further support in each skill.

What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?

Pupil progress is assessed initially through the 'live marking' fast feedback strategy. Children are encouraged to reflect upon what they are learning through RAG rating their understanding of the learning intention. This is then checked by the class teacher to discuss with the child whether they agree. Teachers correct any spelling mistakes, particularly topic specific vocabulary by rewriting them in green. Children correct their work using a 'purple polishing pen.'

Quality assurance of work and lessons is made through book scrutiny and monitoring.

What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?

Links have been made with other trust schools to share resources and ideas, as well as joining a Religious Education for teacher community page where teachers from all of the country can share their ideas and experiences.

RaW has grown this year through accessing the Hampshire curriculum which has already enriched the children's experiences within the subject. Through further CPD and research, within both the teaching and the leadership of RaW, both teachers and children's confidence in the teaching and learning of RaW will develop.

What Performance Information is monitored? What are the 3 questions you are considering for future developments?	How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?
<p>After securing a clear vision and structure for the RaW curriculum, we are able to ensure a successful progression of skills and in depth understanding of topics taught. It is evident from the RaW MTPs throughout the year groups that lessons are active, engaging and contextualised.</p> <p>As the subject is discussion led, it is pertinent that we develop the quality and depth of questions to assess pupils and encourage deeper thinking and justifications within lessons.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. Are teachers confident and secure with their subject knowledge, beliefs and values? Does this lead to respectfully challenging discussions and debates within lessons to challenge children's thinking? 2. Are pupils effectively challenged within RAW? 3. What can we further implement to create more of a culture of curiosity around other religions (i.e trips, artefacts, songs, quality texts)? 	<p><u>Fundamental British Values</u></p> <p>In RaW we endorse mutual respect and consideration for other religions, beliefs and experiences. They are encouraged to reflect upon their individual beliefs and values as well as others through sharing ideas and listening to others. Children work collaboratively in lessons to develop their thinking and skills with the support of each other.</p> <p><u>The Cambridge Learning Characteristics (BICO)</u></p> <p>Children work collaboratively in lessons to share and reflect on their learning and experiences. In RAW lessons, children are encouraged to be brave when sharing their personal beliefs, opinions, experiences and values with others. In addition, they are brave when exploring new cultures by trying new things, such as foods. Children act innovatively by raising inquisitive questions about topics and concepts. Overall, children take ownership of their learning in RAW by reflecting and challenging their prior beliefs and foster a strong sense of identity.</p> <p><u>Opportunities for Personal Development</u></p> <p>Assemblies have been introduced with the school value on Mondays and a 'Good News' on Thursday. The children have the opportunity to explore the values and learn about relevant news and events that will interest them. Building on this, a great career club that has launched this year is 'junior journalists' where children would have the opportunity to research and question current and past affairs themselves. The 'journalists' publish a termly newspaper that is delivered to each class. The children in classes enjoy learning more about the children, staff and events happening around them. Children have the opportunity to suggest content for future newspapers which also allows them to be excited about what is happening around them.</p> <p>Furthermore, the implementation of trips, guest speakers and a wider range of resources would be beneficial to the impact of the children's learning. I would also like to develop my personal subject knowledge and understanding further through CPDs and research.</p>
What have we done in 2022?	
Implementation	Impact
<p>Resources for teaching and learning have been donated by Wellesley Community to support our Christianity topic.</p> <p>Liaise with Hampshire Services Portal and EEEa trust to ask for resources for other faith topics to be donated.</p>	<p>This will deepen children's understanding of other religions and strengthen their questioning skills.</p>
<p>Joined the trust RE Leaders Network. Develop ideas and resources for teaching and learning.</p>	<p>Access to teaching and learning ideas Shared resources.</p>
<p>Develop a scheme of work for RAW. Purchased planning from Hampshire Services Portal.</p>	<p>To develop a clear and consistent approach to teaching RAW across the key stages.</p>
<p>Aim to have guest speakers for other faith topics in the curriculum. Liaise with Hampshire Services Portal and RE Leaders network.</p>	<p>This will deepen children's understanding of other religions and strengthen their questioning skills.</p> <p>We intend for the children to be respectful and open minded towards others with different faiths and beliefs in the local, national and wider global communities.</p>

<p>'Big Questions' to be introduced to each class. Children to write their 'big questions' about each topic they are learning. Children to understand that these questions cannot always be answered.</p>	<p>To develop deeper thinking and questioning skills.</p> <p>To create a deeper understanding of RAW teaching and learning.</p>
What is the action plan for 2023?	
Implementation	Impact
<p>Learn and celebrate about festivals and celebrations from world religions and cultures, as they occur throughout the year including: Chinese New Year, Easter, Eid, Baisakhi, Passover, Rosh Hashanah, Yam Kippur, Succoth, Harvest Festival, Diwali, Hanukkah, Advent and Christmas.</p>	<p>To create a deeper understanding of RAW.</p> <p>This will deepen children's understanding of other religions and strengthen their questioning skills.</p> <p>Children can share some of their experiences and beliefs including how they celebrate these festivals and celebrations within their own families at home.</p>
<p>Continue to develop a scheme of work for RAW. Purchased planning from Hampshire Services Portal.</p>	<p>To develop a clear and consistent approach to teaching RAW across the key stages.</p>
<p>Provide a variety of experiences for children to relate their learning to a context.</p> <ul style="list-style-type: none"> - Religion and World Views Assembly - Religion and World Views Book Buddies <p>Religion and World Views Hook Day's – to be linked to a particular festival or celebration rather than a specific religion in its entirety, such as Chinese New Year or Diwali.</p>	<p>To create a deeper understanding of RAW.</p> <p>This will deepen children's understanding of other religions and strengthen their questioning skills.</p> <p>Children can participate and share some of their experiences and beliefs with the wider school community.</p>
<p>Weekly 'news round' where children are able to be kept up to date with current affairs in the world.</p>	<p>Expand children's knowledge and understanding of the world we live in. It will also enable children to develop their social and cultural understanding further.</p>
<p>A range of high quality, real life RAW resources (i.e books, artefacts, trips, guest speakers etc.), including creating a RAW book spine</p>	<p>To enable effective, impactful RAW lessons to pupils. This will also nurture children's curiosity and enquiry skills. Teachers and children will be able to relate the learning to stories and enhance their RAW skills using literature.</p>
<p>Subject Leader to attend RE CPD and networks so that good practice can be shared and disseminated to staff, providing RAW training for teachers around all curriculum areas.</p>	<p>Children will be able to be challenged effectively, deepening their skills within the subject. In addition, lessons will be more engaging as teachers will be passionate about what they are teaching.</p>
<p>To create a clear assessment tool for teachers and children to use.</p>	<p>Teachers and children will have a clear idea of their own and the class's attainment and progression within the topics. Children will be able to understand where they need to develop to progress and teachers will be able to identify gaps easily to support learning.</p>
<p>Have RAW ambassadors in each year group. We will meet half-termly to receive direct pupil feedback.</p>	<p>We will receive direct pupil feedback about the teaching and learning of RAW at the Cambridge and have a shared vision of RAW across the school.</p>
<p>Make a RAW display of key festivals during that term and key vocabulary.</p>	<p>Teachers and children will be able to relate the learning to different religious festivals. They will be able to consolidate their understanding of vocabulary through the display.</p>
<p>Start an after school club to explore and learn about current affairs within the world.</p>	<p>Children will become more aware of the events that occur in our society today. Children will foster a curious outlook when exploring the news.</p>
<p>To create knowledge organisers for each topic, feeding into a knowledge map to support assessment. Liaise with secondary schools to support the transition from KS2 and KS3, including key knowledge and vocabulary.</p>	<p>Both teachers and children should have an understanding of the key concepts being taught and how they relate to different religions and cultures. Children should remember previously taught knowledge to link and build up within a new year group.</p>