



Godalming Junior School

Subject: R.E

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Our curriculum intent for RE at GJS

Religious Education contributes dynamically to pupils' education in by provoking challenging questions about meaning and purpose in life. As such, we promote the pupils' spiritual, moral, social and cultural development. Within lessons, links are made to the **school values** and how everyone can live a good life no matter their religion or beliefs.

- At Godalming Junior School, we follow the [Surrey Agreed Syllabus](#) which was reviewed and adopted in 2023 following nationally produced guidance including the [OFSTED RE subject review](#). Following this syllabus ensures continued progression from EYFS and KS1 as both of our main feeder schools also follow this syllabus. The curriculum is organised so that each year group studies **Christianity** for at least three units in line with **British values**. Each year group also studies **two other world religions** and a **thematic unit**. Each thematic unit has been selected to suit the children at Godalming Junior School in that year group and encourages them to consider their own beliefs as individuals and identify common threads between different religions and cultures.
- All units are built around an **overarching, ambitious question** which encourages children to think more complexly about the religions they are exploring and the world around them. The questions allow for **enquiry-based learning** as they are designed to expand and deepen children's knowledge. These units promote children's **disciplinary** (knowing what) and **substantive** (knowing why) knowledge.
- We are a **UNICEF gold rights respecting school**, and as such, we support children when they are learning about a range of religions, beliefs, lifestyles and global ideas. Children understand that they have a right to their own identity, beliefs, culture and religion and that they should respect others thoughts and opinions even if they differ from their own. Teachers recognise that building pupils' knowledge of different religions helps them build their own identity and sense of place.
- Our lessons are **language rich**, with children learning specific vocabulary to describe the beliefs, values and traditions of communities across the globe. By the end of each unit, the children are using this vocabulary confidently in discussions and in writing. The vocabulary used is outlined in the Surrey Syllabus alongside child friendly definitions.

How we implement the curriculum at GJS

- RE is taught for 1 hour each week by a higher-level teaching assistant (HLTA) as part of teachers' PPA.
- The Class Teachers plan for these lessons using the **Surrey Agreed Syllabus** and the **GJS Progression of Skills and Knowledge document**. A range of questioning and assessment tools are used to address misconceptions and deepen children's understanding. Lessons are planned to ensure that, throughout units, children are using and building their substantive and disciplinary skills effectively.
- All lessons are planned to be multi-sensory to ensure that all learners are able to access the learning. The Surrey Agreed Syllabus has a range of suggested resources that teachers are able to adapt and use for each lesson. As a school, we also have a supply of artefacts for each religion that teachers are encouraged to plan into their lessons. In Year 5, the children visit the Mubarak Mosque as part of their learning about Islam.
- Towards the end of each unit, an assessment task is completed by the pupils which class teachers use to assess their understanding. These tasks are designed to encourage creative discussion and allow children to voice their views and understanding of their topic. Children also receive feedback in every lesson: this could be verbally or written by the teacher, peer-assessed or self-assessed.
- The RE lead monitors the planning and books throughout the year, feeding back to the class teachers and HLTAs to ensure there is a clear progression of skills, knowledge and understanding.
- Throughout the year, we have two RE Days which are supported by the [Trinity Trust Team](#). These are based around Christmas and Easter, with each year group exploring an over-arching, ambitious question linked to these events. This is in addition to the main RE curriculum. The Trinity Trust Team also lead a whole school assembly for these days which links the work of each year group together.
- We have regular visits from James Rattue, the Rector at St John's Church in Farncombe, to come to lead assemblies based on our school values and how they link to Christianity. Parents and other members of the community are also invited to share their religion, beliefs, traditions and customs as part of the curriculum.
- We host at Christian after-school club, WOWSA, lead by the Trinity Trust Team.

As per Government guidelines, parents have the right to withdraw their child(ren) from RE following a discussion with the headteacher.

The impact of our RE curriculum at GJS

- The 'big questions' for each unit require children to build on prior knowledge, think deeply about the topic being covered and allows them the opportunity to express their own beliefs and compare their ideas with others across the globe. All lessons link back to this question to help children develop their own answer based on their knowledge and understanding.
- Through the use of BOLTs in our learning journeys (Building On, Leading To), children are aware of the skills and knowledge that they obtain throughout their time at GJS. By using the materials provided by Surrey, we ensure that all lessons are demanding and relevant to the children's learning while at our school.
- Within lessons, children are able to show their understanding in different ways. Each unit has a cross-curricular writing element within, but also allows children to act, draw and talk to share their knowledge. This ensures that children who may struggle with writing are able to show their understanding in a way that suits them.
- Through the assessed tasks and class discussions and debates, it is evident that children reach their potential in RE: they speak eloquently, with evidence of their collected knowledge and using the vocabulary. Children are encouraged to discuss their own beliefs and make comparisons with others in a respectful way.
- Pupil voice indicates that children are enjoying the new units, particularly when visitors come in to school and when they get to learn about other global religions that they are less familiar with. Pupil voice also shows that children enjoy the RE theme days supported by The Trinity Trust Team.
- Following twice-yearly data drops in all foundation areas, this allows the subject lead to scrutinise content of the curriculum, the pitch and expectation of activities and overall aims of units of work. This is then fed back to colleagues to make slight alterations to ensure the curriculum is fit for purpose each year.

Action Plan Review 2023-24

Intent	Implementation	Costs	Actual Impact
To embed the new Surrey curriculum in its second year of implementation, with all teaching staff feeling confident with the content and resources.	Regular planning and book reviews to ensure there are a range of activities planned and implemented. Make sure that all year groups have resources they feel confident using, including if the provided resources are not being used: staff will feel confident in making the new syllabus their own. A resources review to check that all RE resources in the school are useful and embedded in the teaching and learning. This may involve purchasing relevant items.	Time	<i>The new curriculum is now fully implemented and embedded within the school with a over a full year of the new curriculum having now been taught.</i> <i>Some lessons and units are lacking in multi-sensory resources (e.g. pictures, videos or artefacts). This has been fed back to relevant staff to ensure that future lessons are inclusive for all children including those with SEND.</i> <i>We also have a wide range of artefacts available for different religions which are not being used as often as they should - this will be a target for next year.</i>

Action Plan for 2023-24

Intent	Implementation	Costs	Projected Impact
To ensure a range of resources, including hands-on artefacts, are used in lessons.	Inventory of hands-on resources within school so that teachers have an up-to-date understanding of what is available for each unit. Subject lead to make suggestions of where each artefact could be used within the school. Discussion with other schools about possible visitors and trips that could help further embed children's understanding. Further invitations to parents who may wish to share their beliefs, traditions and customs. Subject lead to monitor Lynx presentations to ensure they are engaging and dyslexia friendly.	PRT Time	<i>Lessons are more engaging and inclusive for learners with all children being able to access the curriculum at their level.</i> <i>Children will have a deeper understanding of possibly unfamiliar religions and be able to relate knowledge to real life through effective AfL strategies.</i>
To develop the assessment of RE within the new curriculum.	Ensure that the Progression of Skills and Knowledge document is up-to-date and ensure teachers are aware of the BOLTs for each unit/ religion. Monitoring of assessed tasks to ensure that they are relevant and are checking children's understanding as well as knowledge. Teachers to ensure that HLTAs have opportunities within the lessons for verbal feedback or peer-/self-assessment and provide possible wishes for written feedback at least once per half term.	PRT Time	<i>Teachers will have a better understanding of children's ability within RE in order to effectively differentiate and support learners within lessons.</i>