



Godalming Junior School

Subject: R.E

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Our curriculum intent for RE at GJS

At Godalming Junior School, we teach a range of different religions to help children have a deeper understanding of different beliefs and ways of life. As a school, we follow the Surrey Agreed Syllabus which is used all around Surrey to ensure that children's learning is continuous and progressive throughout Key Stage 2. 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.

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. Units are built around an overarching, ambitious question where, over time, children begin to think more complexly about the religions they are exploring and the world around them.

Our lessons are language rich, with children learning specific vocabulary to describe the beliefs and morales of communities across the globe. Teachers recognise that building pupils' knowledge of different Religions, helps them build their own identity and sense of place.

By the end of each unit, the children are using this vocabulary confidently in discussions and in writing.

The curriculum is organised so that each year group studies Christianity for at least three units in line with British values. In each year group, two other global religions are studied. In addition to this, there is a thematic unit which explores themes such as racism, ways to express beliefs, promises and life journeys.

How we implement the curriculum at GJS

The RE curriculum is taught across the school by a higher level teaching assistant who works alongside the class teachers to plan and deliver high-quality lessons. Teachers use a range of questioning and assessment tools 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.

RE is taught for 1 hour each week, over the course of three terms. The Class Teachers plan these lessons using the Surrey Agreed Syllabus and the GJS progression of skills document is used to ensure lessons are engaging, progressive and differentiated to support all learners' needs.

At 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 teacher to ensure there is a clear progression of skills, knowledge and understanding.

Furthermore, there are two RE theme days each year: Christmas and Easter. The whole school is off-timetable for that day, participating in exploring big questions linked to these Christian holidays. At these times, we are skilfully supported by The Trinity Trust Team who lead a whole-school assembly and workshops.

We have also hosted visitors from the local church for assemblies, we host a Christian after-school club and Year 5 visit a local mosque to complement their learning in their Islam unit.

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. By using 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 journeys here at GJS.

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.

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 they are less familiar with. Pupil voice also shows that children enjoy the RE theme days supported by The Trinity Trust Team.

Action Plan Review 2023-24

Intent	Implementation	Costs	Actual Impact
Support staff with implementation of the new syllabus	Ensure that the remaining units are downloaded when they become available Monitor the planning after Autumn term to check implementation in line with the Surrey syllabus and support staff with effective planning. Check in termly to see how implementation is going and what support can be given to year groups.	n/a	Resources are being used by all teaching staff to plan effective RE lessons. 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 they are less familiar with. Pupil voice also shows that children enjoy the RE theme days supported by The Trinity Trust Team.

Action Plan for 2023-24

Intent	Implementation	Costs	Projected 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.		There will be more opportunities for children to use resources within lessons and Teachers will be more confident in using a range of different resources. The Subject lead will check in with the Teachers so they can hear how they are getting on with teaching the new curriculum and offer any additional support. Children will use more subject related vocabulary within their written work and there will be Pupil voice to gain an understanding of their knowledge and their thoughts on their learning.