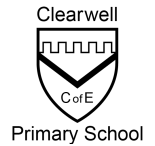


Religious Education

Curriculum Intent



At Clearwell, it is understood that every educational setting has a set of unique factors. It is important to recognise all children have the potential to achieve the best possible educational outcomes as well as being effectively prepared for their future life. Clearwell School draws children from a range of backgrounds and varied catchments. The intake is diverse and varies year on year due to its numbers. A small proportion of children are from deprived backgrounds, have special educational needs or English as an additional language. It is important that the school's curriculum addresses these needs throughout its content and delivery.

The school follows the EYFS Framework and KS1 & KS2 National Curriculum 2014 to provide the skeleton for the knowledge, skills and milestones that are delivered within the school. Using this as its basis, the curriculum is tailored so its delivery meets the following seven statements of intent.

The curriculum intends to promote Christian values

Clearwell C of E Primary School is a church school that prides itself on teaching Christian values throughout its curriculum and the wider life of school. As a church school, the children learn about Christian values, as well as those of other faiths, in order to prepare them as caring and considerate members of society. The values of respect, friendship and courage are nurtured and highlighted throughout all teaching and are fundamental to the children's attitudes towards learning. They help support a growth mindset and also help build relationships and attitudes beyond the curriculum. Periods of reflection and worship support learning attitudes and the ability for children to understand how Christian values can aid learning new skills; acquiring new knowledge and supporting others to do the same.

The curriculum intends to be experience based

It is recognised that children start school with a wide range of different experiences. The curriculum is planned to extend and enhance these experiences. An in-depth knowledge of each child allows staff to plan individual programmes and experiences to fill in any gaps in developmental progress. Staff ensure children's learning, where possible, is based on hands-on experiences; meeting visitors who can inspire children and visiting places of interest which ensure children have first-hand experiences.

The curriculum intends to utilise technology to enhance learning

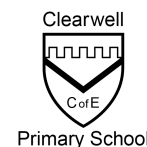
We recognise that in a society which relies so heavily on technology, we have a duty to prepare our pupils to operate effectively in the modern world. We aim to provide opportunities for pupils to learn about how technology can be used to enhance learning and awaken interest in the possibilities that exist now and those that might follow in the future.

The curriculum intends to raise self-esteem, self-confidence and promote well-being

Throughout all aspects of school life staff promote a can-do attitude and celebrate the successes, resilience, perseverance and progress of all children. This is particularly apparent at Clearwell as, due to our small numbers, all children are given the opportunity to develop their self-esteem and self-confidence.

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Clearwell recognises the opportunities that small school teaching can provide and promotes mixed age learning to support and challenge all pupils. The curriculum is structured to provide the children with the opportunity to experience their full entitlement in a supportive environment that celebrates perseverance and resilience to challenge. We recognise that some children may need support to maintain and promote their well-being and we will seek to do this in a nurturing and positive learning environment.

The curriculum focusses on the core skills of Reading, Writing and Maths

Staff recognise that for children to succeed beyond the classroom the skills of reading, writing and maths are crucial. Children start school with a range of levels of understanding and development for their age group. The school recognises some children will need extra support in order to close these gaps. Staff work closely with parents and carers to help children succeed.

The curriculum has a clearly mapped out progression of skills and knowledge

Staff recognise that in order for children to learn effectively, it is important that the taught curriculum is carefully mapped out. The rolling programme of three and four-year curriculum cycles allow children to acquire and develop these skills, revisiting them and reinforcing them continually. This ensures that long term acquisition of skills and knowledge is embedded. Each curriculum area has been considered to ensure that the benefits of mixed age teaching can be maximised whilst still providing adequate challenge and progression within each key phase of primary education.

The curriculum intends to develop effective communicators:

Some children enter school with Speech and Language development below the expected level. As such staff tailor the curriculum to prioritise this aspect and utilise opportunities both within formal and informal learning. From the first weeks at Clearwell, children are encouraged to develop their speaking and listening skills through performance, stories, singing, rhymes and role play. The unique set up of multi-age classes means that the children have role models to imitate and learn from. The development of oracy skills is key in developing the ability to communicate in writing.

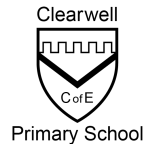
Implementation

At present the current curriculum provides a wealth of opportunities to meet these seven aims (as outlined above). However, the school recognises that there are areas to improve, consistency to be achieved across all subjects and actions to be taken in order to make this fully effective.

The curriculum will be regularly reviewed to ensure it provides the progression of skills and knowledge needed in order for children to make progress. Care will be taken to ensure that both progression and coverage of the curriculum are adhered to.

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Structure of the Curriculum

The curriculum is a progressive curriculum which builds upon previously gained knowledge and skills.

Where possible, we aim to develop cross-curricular links which contributes to levels of engagement and enthusiasm for learning.

The school has mixed age classes throughout the school and it is important that the curriculum allows children to build on their current understanding and not repeat previously learnt skills in the same manner. When planning the curriculum, staff are aiming to develop mastery of skills and consistent recall of key facts. The range of abilities within a teaching group is considered when planning lessons to ensure that there is support and challenge for all pupils so that all pupils make good progress.

The curriculum intends to teach children Christian values:

As a Church of England school the ethos is rooted in the teaching and modelling of Christian values. Through regular Worship these values are reinforced and children are taught to understand how to apply them in all aspects of their life. Christian values permeate every aspect of school and are integral to the design and implementation of policy; planning and delivery of lessons and the behaviour and standards set by all stakeholders. Teachers look to identify, model, include and praise these values in all curriculum areas.

In RE, this means the study not just of Christian beliefs, teachings and practises, but also those of other faiths and ideals. In our lessons, children may engage in discussions about moral dilemmas, ethical decision making and applying Christian values to real-life situations.

Our Christian values include a strong emphasis on community and caring for others. Our RE lessons and the way in which we work and engage with our pupils in everyday life, encourage the demonstration of Christian compassion and kindness. We promote respect for diversity and an understanding of different faith traditions. This contributes to fostering an inclusive and tolerant school environment.

Our RE curriculum serves as a key element for imparting, reinforcing and applying Christian values in the lives of our pupils, contributing to their holistic development and understanding of the Christian faith.

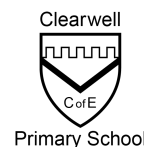
The curriculum is based on a range of experiences and opportunities for learning:

Currently the curriculum provides a wide range of experience based opportunities for children to draw upon in their work these involve a range of visitors/trips and experiences in the classroom.

In RE, this means the use of visitors and guest speakers (eg: local religious leaders, community members, representatives from different faith traditions) which provides pupils with direct exposure to diverse perspectives and first-hand accounts of religious beliefs and practises. Such encounters give opportunities for children to engage in interfaith dialogues or discussions. This can promote understanding and respect and contribute to the development of tolerance and empathy. Field trips to religious sites such as places of worship (churches, mosques, temples, synagogues) can deepen the understanding of religious practises and architecture, encouraging a more experiential and immersive learning environment. The hands-on experience of participating in religious festivals, ceremonies or cultural events related to various faith traditions allows pupils to engage with the lived expressions of religious beliefs.

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Experiential learning can also take place within the classroom through interactive activities. For example, children may participate in role-play, simulations or creative projects that help them to explore and understand religious concepts in a practical and meaningful way. Workshops focussing on religious practices, art, music or other forms of expression can also be used to enable pupils to explore a range of religious aspects and traditions. Where opportunities arise, connecting religious teachings to community projects can be a valuable element of the RE curriculum. This approach allows students to apply their understanding of religious values to practical, real-world situations. The use of technology, such as virtual reality or virtual tours, are used to provide our children with immersive experiences of religious sites or ceremonies that may not be feasible to visit in person. Opening up the RE curriculum to a wide range of opportunities and experiences provides pupils with a rich and diverse understanding of religious beliefs and practises, encouraging active engagement and personal connections, which are invaluable.

The curriculum intends to utilise technology to enhance learning:

We seek to utilise technology to create enthusiasm and interest in the possibilities of the modern world. Pupils will have access to devices and be taught how to use them effectively across all subjects.

In RE, this means teaching staff incorporating digital resources (eg: interactive websites, educational videos, multimedia presentations) to provide engaging and dynamic content that supplements traditional teaching methods. This can help bring to life religious texts, historical events and cultural practices. The use of virtual tours of religious sites and historical landmarks enables pupils to explore places of worship or significant locations related to religious history without physically being there. Such experiences enhance the learning and understanding of different faith traditions.

The use of online platforms and educational apps specifically designed for RE can provide pupils with interactive learning experiences such as quizzes and games that make the learning process more engaging and enjoyable. Our children are taught how to conduct responsible and effective online research to deepen their understanding of specific religious topics. This skill is valuable for independent enquiry and project-based learning.

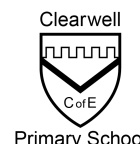
Access to digital versions of religious texts can broaden pupils' access to resources. E-books and digital texts can be searched, annotated and shared, allowing for a more interactive exploration of religious materials. Children can also use technology to create their own digital presentations, videos or multimedia projects about religious stories, figures or concepts allowing them to express their understanding in creative ways. This enhances their digital literacy skills while reinforcing religious knowledge.

The curriculum raises self-esteem, self-confidence and well-being:

The school has established a foundation of six Christian values that underpin all actions within the school. These are Hope, Trust, Peace, Forgiveness, Courage and Friendship. They are promoted regularly in all areas of the school and referenced throughout all teaching. The children talk confidently about these and how they impact on their learning. In addition to these are the values of perseverance and resilience as they directly impact on children's self-esteem and confidence. The school has a commitment to celebrating success and effort and has regular opportunities to publically celebrate all children's learning with each other, within classes and with the local community. This also includes children's achievements

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outside of school which are shared in Friday worship. We aim to provide pupils with the emotional literacy they need to cope with challenges and manage success.

In RE, this means that staff may highlight how these values are reflected in religious teachings, stories and the lives of religious figures. This emphasis on positive values contributes to the overall well-being of students. The RE curriculum (and Worship) includes discussions which focus on the values of perseverance and resilience around prominent religious figures and exploring the stories related to these individuals. Such stories can be inspirational examples for our pupils, encouraging a sense of determination and strength. Our RE lessons provide opportunities for children to reflect on their personal growth, achievements and challenges in the context of their understanding of religious teachings. Such reflection can contribute to building self-esteem and resilience. RE also creates ideal opportunities to explore emotional literacy, helping our children to understand their emotions. Discussion about empathy, compassion and understanding other peoples' perspectives can enhance emotional intelligence and contribute to overall well-being.

RE lessons often emphasise the diversity of religious beliefs and practices, fostering an inclusive environment where pupils learn to appreciate and respect differences. This contributes to a positive and supportive atmosphere that enhances well-being. Opportunities allowing children to express their thoughts and feelings about religious concepts, values and their personal experiences can empower them and contribute to the development of self-confidence. Creative projects, presentations or discussions can also be ways for enhancing self-expression. Time for reflection and contemplation within RE can also offer pupils tools for managing stress, improving focus and promoting overall well-being.

Providing opportunities for our children share their insights and learning with the school community during worship can boost self-confidence. This sharing of perspectives on religious values can also contribute to a positive school culture. Through the focus on such aspects within RE, the broader goal of promoting well-being, self-esteem and self-confidence will be enhanced, with these values being a central element creating a positive and supportive learning environment.

The curriculum focusses on the core skills of Reading, Writing and Maths

Reading

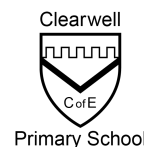
At Clearwell there is a strong culture of reading throughout the school. In EYFS and KS1 children read to an adult regularly. In KS2, children are given opportunities to develop their reading skills on a daily basis and some children are heard by an adult on a more regular basis according to need and ability. Class novel time is prioritised within the school day. Stories are read to the children daily in both classes. This includes longer texts in KS2 and picture books/shorter novels in EYFS/KS1. Reading is celebrated weekly within our 'Celebration' assembly.

Phonics learning takes place daily in EYFS/KS1 and is supported by closely matched reading books and word games which are sent home. The school follows the Read, Write, Inc. scheme.

The school works closely with parents and carers to provide a consistent and sustained approach to reading.

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Writing

The school has a programme of writing which covers a range of genres. The children are given the opportunity to study different high-quality texts, learn the features and produce their own pieces. These are shown in specific writing books, topic work and published in class writing books.

Children are encouraged to use their phonic knowledge, grammatical knowledge and wide range of vocabulary to produce writing of a high standard. They are expected to read and edit their own work at age-appropriate levels.

Children are taught to join-up their writing in year 1. From year 2 onwards they are expected to present their writing in a neat, legible form with dates and titles underlined.

Maths

The school aims to develop mastery in all areas of maths and the ability to apply mathematical knowledge in a range of contexts. Fluency in basic calculation operations is a key aim of our curriculum.

In KS1/KS2 daily sessions are in place to embed core skills.

Children are expected to present their work in a clear, legible and logical form that they can use to check calculations.

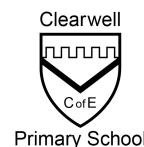
The curriculum has a clearly mapped out progression of skills and knowledge:

The school has mapped out skills and knowledge across all curriculum areas to ensure that children achieve full coverage of the National Curriculum and also are challenged at an age appropriate level. Knowledge is taught on a rolling cycle and skills are developed incrementally over the period spent within a learning phase. As part of the mixed age provision - children can be continuously challenged to learn and progress utilising skills from within the key stage they are currently in; furthermore, children that find learning more difficult can be supported and work alongside others that are learning less complex skills. The teaching allows children to consolidate where necessary and aspire to achieve more wherever possible. Teachers strive to ensure that all children are working at age related expectations.

In RE, this means following the Agreed Gloucestershire Syllabus for RE, ensuring that children cover a comprehensive range of topics related to different religious beliefs, practices and traditions. The rolling cycle ensures that key concepts are revisited and reinforced. This aids the consolidation of understanding and allows for the application of knowledge in a range of contexts. This sequential approach allows children to build on their knowledge and understanding over time. As pupils progress through each phase of learning in RE, they acquire and refine a range of skills. One advantage of teaching RE in mixed age classes is that children can be continually challenged by drawing on skills and knowledge from within the key stage. Progress is monitored, providing support when needed, and offering extension opportunities for those who are ready to explore more advanced concepts. In terms of assessment, the current focus is on the use of vocabulary related to each unit of study. Teachers will assess an individual's knowledge and understanding in a variety of ways, but it will be rooted in the vocabulary associated with each unit.

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By teaching RE in this way, it ensures that children receive a well-rounded education in religious understanding, with opportunities for challenge, support, consolidation and aspiration tailored to individual learning needs.

The curriculum intends to develop effective communicators:

Lessons are designed to allow children to practice and develop their speech and language skills. Regular opportunities are made for them to speak in front of an audience and discuss their work with peers. All staff model good speech and children are expected to respond in full sentences where appropriate. Vocabulary extension is a priority to develop effective communication and understanding of language.

In RE, this means that there is a strong emphasis on nurturing effective communicators by providing structured opportunities for students to practise, enhance and demonstrate their speech and language skills. There are many opportunities to engage in discussions about religious concepts, beliefs and practices. Children have the opportunity to articulate their thoughts, express opinions and engage in meaningful conversations about various religious topics. Children are also encouraged to discuss their work with their peers, fostering collaborative learning in RE. This not only enhances their communication skills but also promotes the exchange of ideas and perspectives, contributing to a deeper understanding of religious concepts. Children are expected to respond in full sentences where appropriate in RE lessons. This expectation not only reinforces language skills, but also encourages pupils to organise and articulate their thoughts coherently, promoting effective communication. There is a deliberate inclusion of challenging and relevant vocabulary which contributes to the development of a rich religious vocabulary that supports effective communication. As part of our assessment in RE with the current focus being on vocabulary, teachers are able to evaluate a pupil's ability in RE through meaningful discussions and how they effectively communicate their understanding by using specific terminology relevant to each unit of study.

The subject of RE is a great tool through which to develop effective communicators by providing diverse opportunities for pupils to practise, refine and showcase their speech and language skills in the context of religious understanding and expression.

Impact

The impact of the teaching and learning at Clearwell is that the children move on to the next stage of their learning as confident, enthusiastic and knowledgeable students. Links are still maintained with many previous learners who have demonstrated that foundations built at Clearwell have helped them succeed. The school retains a unique character that celebrates and maximises the benefits of a small, rural, mixed age setting with a strong Christian ethos and family feel.