

RUSSELL LOWER SCHOOL
Curriculum Policy
Autumn 2024 - 2025



This policy will be reviewed by the Curriculum, Learning and Standards Committee.
At every review, the policy will be shared with the full governing board.

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Introduction

The curriculum lies at the heart of education. It determines what children will know, understand and be able to do by the time they leave Russell Lower School. Our curriculum is broad, balanced, ambitious and coherently planned and sequenced towards cumulatively sufficient knowledge and skills for the next stage in children's education. It provides children with the knowledge, skills and learning behaviours required to become successful life-long learners **focusing not only on the formal requirements of the National Curriculum but also the range of extra-curricular activities that Russell organises in order to enrich the experiences of our children contributing to their cultural capital.**

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Curriculum Aims and Values

At Russell Lower School, we have designed a curriculum which is built upon our vision statement (**appendix 1**):

- To **challenge** and inspire children to become intellectually curious
- To ensure children are happy, safe and **enjoying** their education.
- To be proud, confident and **respectful**
- To work together to ensure every child can **succeed** and exceed expectations

At the heart of our school are a set of **core rights** and **values**. These underpin our curriculum and the ethos of the school. **We expect all children and adults to display these values - everyday to everyone.** These values and behaviours 'protect' our Russell Rights which we hold dear and underpins everything we do:


- The Right to be Safe
- The Right to Learn

- The Right to be Happy
- The Right to be Included

At Russell Lower School, we aim to offer a broad and balanced curriculum which enables all pupils to:

- Have equal access to learning, with high expectations for every pupil and appropriate levels of **challenge** and support
- **Challenge** themselves and rise to our high standards of achievement and progress
- **Enjoy** learning whilst feeling safe and valued
- Develop core skills in English and Mathematics
- Develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Become **successful** lifelong learners who are able to reach their full potential
- Be prepared effectively for the next stage of their education
- Be equipped with the knowledge and cultural capital they need to **succeed** in life
- Achieve age related expectations, whenever possible
- Be confident enough to take risks in their learning
- Explore their social, emotional, spiritual, moral, cultural, mental and physical development in supporting them to understand and **respect** diversity
- Develop as caring and responsible citizens who **respect** one another, our planet and a range of values and beliefs
- Develop life skills such as resilience, a growth mind-set and perseverance, alongside our school values and four Russell Rights
- Develop a sense of self-esteem: be well balanced and healthy individuals who are able to self-regulate
- Be independent thinkers/learners who are able to seek solutions creatively and cooperatively
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

'Whole School Curriculum':

Russell Lower School - Our Whole School Curriculum																									
																									
INTENT	Our Vision	Challenge				Enjoy				Respect				Succeed											
	British Values	Democracy				Rule of Law				Individual Liberty				Mutual respect and tolerance											
	Our Rights	The right to be safe				The right to learn				The right to be included				The right to be happy											
	Our Values	Respect	Peace	Courage	Happiness	Trust	Tolerance	Thoughtfulness	Sharing and Caring	Responsibility and Cooperation	Friendship	Honesty													
	Great Learning	Playing and Exploring		Active Learning		Creating and thinking critically		Independence		Perseverance		Questioning		Reflection		Resilience		Risk Taking	Growth Mindset						
IMPLEMENTATION	Great Learning	Skills				Knowledge										Understanding									
	Our team	Successful, happy, safe, respectful and curious children		Dedicated, professional teachers		Strong Governing Board		Caring and talented support team – including pastoral, office, site, Avia, MDSA and learning support				Relentless Headteacher		Dynamic Deputy Headteacher		Dedicated Inclusion Lead		Passionate Subject Leaders		Supportive and Challenging Phase Leaders – PS/K31/K32					
	Breadth and Balance	Communication and Language – Listening, Attention and understanding; speaking		Physical Development – Gross motor skills and Fine motor		Personal, Social and Emotional Development – Self-regulation and Managing self				Literacy – Comprehension, Word reading and writing		Mathematics – Number and numerical patterns		Understanding the World – Past and Present, People, Culture and Communities, The Natural World		Expressive Art and Design – Creating with materials, being imaginative and Expressive									
		English AR/VPERS & Ethics	Mathematics White Rose	Science	Art & Design	Relationships & Health Education PAFIE Association	Computing	Design Technology	Geography	History	Modern Languages	Music Changa	Physical Education PE Hub	Religious Education Local Sabha											
	Memories	Memorable, meaningful, cross-curricular themes whilst keeping the integrity of each subject				Children's interests used and explored		Range of high-quality texts and themes		Empowerment through pupil voice		Actively seeking visits, visitors, events and experiences which all 'add' to the children's knowledge and skills				Wow! Days - and starts and finishes to enthuse and engage									
IMPACT	Partnerships	GFT: passionate, inspired teachers & great learning environment		Open door policy and parent partnership		Pupil Voice and School Council		Governors		Use of technology		Learning outdoors		Peripatetic Music		PTA		Extra-Curricular Clubs		Sports festivals and RSP Amphill Cricket		Russell Raiders		Collaboration across phase – AEYN, FARM, RSP	
	Our Community	Redborne Sports Partnership/Redborne Teaching School Rotakids		Open the Book, ABC and St Andrew's		Ladybirds, Merry Poppets and local nurseries		Redborne, Alameda, The Firs, Maulden		Amphill Council, Mayor, Great Park, Gala, Remembrance		Kings Arms Gardens		Walk to School, Big Pedal, Santa Challenge, Crossing Patrol Staff		Bikeability, Scooterability		Luton Library Theatre & Full House Theatre Company							
	Outcome	Intellectual – Children consistently achieve highly across all measures and at least in line with national measures. PP children are continually narrowing the gap and SEND children achieve the best possible outcomes from their starting points				Emotional – Children are happy, confident and enjoy coming to school. Parents and carers are happy with the school and 100% would recommend our school to others (Jan 2022)				Social – Children demonstrate our vision, rights and values in their learning and conduct in and around school. Children learn to make the right choices for safety and the choices they make benefit our community															
	Evaluation	National agreed data – SEF M&E		Pupil Voice – School Council		Book and planning scrutiny		Being in class/hearing children read		Peer working – FARM RSP		Lesson observation, drop ins		Monitoring the environment		Governor Visits linked to SDP/SEF		SIP and SIA Visits		Monitor Interventions		Ofsted			

Organisation and Planning

At Russell Lower School our curriculum is built around [core themes](#) and is based on:

- the [Early Years Foundation Stage Statutory framework](#) (2024)
- the [National Curriculum](#) (September 2014)

It is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. For more details please refer to the separate [curriculum pages](#) on the school's website.

Our curriculum is designed to enable all children to acquire relevant subject knowledge which underpins the application of skills. We have a clear learning sequence across the school, outlined in our subject syllabuses, which ensures progression in each subject, enabling powerful learning as children build on and link to previous learning supporting them in acquiring depth as they 'know more and remember more'. Knowledge is consolidated and built upon to support retention and recall. This ensures that by the time children leave our school they have learned, and are able to recall and apply the key information that we feel is important in order for them to be successful in the next stage of their education and beyond.

The curriculum is designed to promote enjoyment of learning and to be fun and engaging. We endeavour to 'bring learning to life' and make it 'irresistible' wherever possible with an emphasis placed on cross curriculum links (supported by our themes) and supported by high quality, engaging texts as well as other quality experiences such as educationally appropriate visits, visitors, theme days and 'wow' events.

Our subject syllabuses contain the relevant EYFS Early Learning Goals (See our [EYFS policy](#) for information on how our early years curriculum is delivered) and National Curriculum requirements for the subject. Each syllabus contains a unit overview with links to medium term plans. This is followed by our assessment milestones for each year group. For more detail on our planning elements see appendix 2.

The Foundation Stage curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests. In KS1 and KS2 our curriculum is planned on a yearly cycle. We consult the children regularly (pupil voice) to involve them in planning and decision making and involve parents in their children's learning at every opportunity.

All teachers are responsible for planning, evaluating and teaching in their classes ensuring they meet the expectations and content coverage required within the National Curriculum. Class teachers meet weekly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year group/phase. Attention is given to appropriate adaptations to support progression and attainment as part of the planning process.

Cultural Capital

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.

At Russell Lower School, we see cultural capital as the accumulation of knowledge, skills, attitudes, habits and vocabulary that enables individuals to thrive. Our curriculum plays a crucial role in developing this through immersing children in sport, dance, music, visiting theatres, galleries and historic sites; and by introducing them to literature and art.

Embedding cultural capital into our curriculum is a way of closing the gap between children from differing socio-economic backgrounds by ensuring that children from all backgrounds have opportunities to achieve their full potential. We also apply RADY (Raising Attainment of Disadvantaged Youngsters) principles as a 'RADY school'.

Spiritual, Moral, Social and Cultural learning

There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum. Spiritual development is promoted through RE sessions and a range of Collective Worship.

Moral development is promoted through class Circle Times, discussions about class and school rules and the school values. There are also elements considered within PSHRE themes, e.g. 'Tolerance'.

Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, PSHRE, Pupil Voice Groups and community events.

Cultural development is promoted through specific learning via the RE and PSHRE curriculums. This is also achieved through positive sharing of the increasing variety of languages and cultural identities of our pupils, their families and the wider world.

PSHE and Relationships Education

All primary schools are required to deliver 'Relationships Education', as well as personal, social and health education. At Russell Lower School, we have adopted the PSHE Association Programmes of Study for KS1 and KS2. These not only meet, but exceed the government's requirement for statutory PSHE/RSE education. In Foundation Stage, we continue to use SEAL planning (Social, Emotional Aspects of Learning) as it effectively meets our children's needs.

Religious Education (RE)

In all maintained schools, religious education should be taught to all registered children in full-time education including those in reception classes in Foundation Stage. For greater detail on the RE syllabus within Russell Lower school please refer to appendix 3.

Time Allocation per subject

Phonics (EYFS and KS1), English and Maths are taught daily. Art and Design, Design and Technology, Geography and History can be taught in unit blocks but with links across subjects where relevant. Computing, Science, PE (2 hours a week from year 1 upwards), PSHRE, RE, Music and French (KS2) are taught each week. Our subject syllabuses have supported us in providing more timely and relevant cross curricular links in order to support the children's learning allowing for opportunities to extend their learning and develop knowledge and skills outside the strict timetabling of each subject.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets/goals and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our [statement of equality information](#) and objectives, and in our [SEN policy and information report](#).

Implementation of the curriculum

To ensure the highest possible levels of progress and attainment for all the children who attend Russell Lower School, it is essential that there is a shared understanding of what constitutes highly effective learning and the highly effective teaching that enables this to occur.

We aim to use research-based approaches, with proven impact. 'Golden threads' through our implementation focus on teaching, learning and using vocabulary and building 'sticky knowledge' via 'Flashback 4' and similar recall methods.

As curriculum lies at the heart of education, and subject lies at the heart of the curriculum, then it follows that teachers need solid knowledge: content knowledge and understanding of the subjects they teach. As well as this, they need to know how to teach that particular subject (pedagogical knowledge), and more generally how to teach effectively. At Russell Lower School we use 'Rosenshine's Principles of Effective Instruction' and the EEF's 'Great Teaching Toolkit' as our guiding models.

17 Principles of Effective Instruction



1. Begin a lesson with a short review
2. Present new material in small steps
3. Limit the amount of material students receive at one time
4. Give clear and detailed instructions and explanations
5. Ask a large number of questions and check for understanding
6. Provide a high level of active practice for all students
7. Guide students as they begin to practice
8. Think aloud and model steps
9. Provide models of worked out problems
10. Ask students to explain what they learned
11. Check the responses of all students
12. Provide systematic feedback and corrections
13. Use more time to provide explanations
14. Provide many examples
15. Re-teach material when necessary
16. Prepare students for independent practice
17. Monitor students when they begin independent practice.

[Read more.](#)

Professor Barak Rosenshine



Great Teaching Toolkit by Evidence Based Teaching

1. Have a deep and fluent knowledge
2. Knowledge of curriculum sequencing
3. Knowledge of curriculum and assessment tasks
4. Knowledge of student strategies, misconceptions and sticking points
5. Promote relationships that are based on mutual respect
6. Promote a positive climate
7. Promote learner motivation competence, autonomy and relatedness
8. Create a climate of high expectations
9. Manage time and resources efficiently
10. Ensure that expectations for behaviour are explicit
11. Prevent, anticipate and respond to potential incidents
12. Give students an appropriate sequence of learning tasks
13. Present and communicate new ideas clearly
14. Use questions to elicit student thinking
15. Respond appropriately to feedback from students
16. Give students tasks that embed and reinforce learning
17. Help students to plan, regulate and monitor their own learning.



bit.ly/GreatTeachingToolkit

@TeacherToolkit
Classroom Ideas, Teacher Training & School Resources

Assessment, Recording, Monitoring and Evaluation

Ultimately, the impact of the curriculum is the sum total of the skills, knowledge and understanding the children have acquired, as well as the personal characteristics they have developed, during their time at Russell Lower School.

The impact of the curriculum is measured in a variety of ways, using data (a summary of knowledge and skills in a range of forms) and 'softer' outcomes such as behaviours, attitudes, understanding and enjoyment.

Through **formative assessment** staff assess the impact of the lessons they teach using **informal assessment and observations on a daily basis to determine what children can do independently and plan the next steps for learning.** Formative assessment and feedback are on-going all the time in lessons **and follows the school's [assessment](#) and [marking and feedback](#) policies.** 'Live, over the shoulder' marking and feedback are encouraged and recognised as good practice. Planning is

adapted in the light of assessment so that learning activities best meet the children's needs and enables progress to the next steps in learning.

Our assessment tool Insight is used to capture the outcomes of ongoing assessments (**formative**) and this information allows for the identification of individual progress, analysis of data and subject trends. Each autumn, spring and summer term summative assessment information is gathered in the core subjects and shared via Pupil Progress Meetings. Foundation Subjects summative data is gathered in the spring and summer terms.

Foundation Stage children are assessed via the above methods using the Early Years Foundation Stage Profile. For more details on this see our [EYFS policy](#).

Pupil voice interviews, planning scrutinies, book scrutinies, deep dives and lesson observations take place termly to assess the quality and impact of the curriculum.

Curriculum communications with parents/carers

Communication with our parents/carers about how their children are performing and what they are experiencing in school is of priority to us and we do this in a number of ways:

- Formal reporting to parents/carers through parents' evening and mid and end of year reports
- Termly (1/2 termly in EYFS) theme webs sent home and put on the website to inform parents/carers what is being covered within the curriculum for that period of time
- The news section of the website informs parents/carers of what has been happening in the wider curriculum
- Emails home to celebrate children's achievements

Teachers are also available through class emails (class name followed by @russell-lower.co.uk) at the start or end of each day for any necessary communications.

Home Learning

Home learning is conducted in line with our [home learning policy](#). With the support of parents/carers, we aim to broaden our children's learning outside of the classroom. Home learning is designed to reinforce and consolidate classroom learning in order to develop pupils as independent learners.

Roles and Responsibilities:

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. Governors monitor coverage of

National Curriculum subjects and compliance with other statutory requirements through school visits and conversations with staff members.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher supported by the SLT including the curriculum lead

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

This is achieved by:

- Talking to children about what they are learning, how they are learning it and why
- Regular formal and informal discussions and training with staff
- Staff Development Meetings
- Carrying out book scrutinies, deep dives and moderations both within and beyond school
- All the activities in the Monitoring and Evaluation Policy
- Observing teaching and learning
- Monitoring of planning on [Google Drive](#)

- Giving staff feedback and making changes where necessary
- Providing information to parents via Parents Evenings, Reports and theme webs

Subject Leaders

Each of our subjects is led by a member of staff.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books.

Each subject has its own Intent, Implementation and Impact statement which can be found on the website under the '[Curriculum' tab](#).

The role of the subject leader is to:

- provide a strategic lead and direction for the subject **via the completion of the subject leader guide and action plan;**
- support others in the effective Intent, Implementation and Impact of their subject;
- support and offer advice to colleagues on issues related to the subject including moderation and assessment;
- **support staff development and improve the quality of teaching and learning over time;**
- monitor pupil progress in that subject area **by working alongside colleagues, book looks, pupil voice, lesson observations and planning scrutinies;**
- **keep self and other staff up to date with developments in their subject**
- provide efficient resource management for the subject;
- **liaise with appropriate bodies e.g. other schools, governor about matter relating to their subjects.**

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

All teachers are responsible for planning, evaluating and teaching in their classes ensuring they meet the expectations and content coverage required within the National Curriculum. Class teachers meet weekly to ensure continuity of provision

and moderation in terms of expectations and outcomes across the year group/phase in line with the subject syllabuses. Attention is given to appropriate adaptations to support progression and attainment as part of the planning process. Class teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes our school values.

Links with other policies

This policy links to the following policies and procedures:

- Individual subject policies where applicable
- Teaching and Learning Policy
- Curriculum statements (website)
- Home Learning Policy
- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives

Russell Lower School - Our Vision

Challenge Enjoy Respect Succeed



At Russell, we educate the whole child. Our vision is:

- To **challenge** and inspire children to become intellectually curious
- To ensure children are happy, safe and **enjoying** their education.
- To be proud, confident and **respectful**
- To work together to ensure every child can **succeed** and exceed expectations

Our vision enables us to be the first-choice school for parents and children in the local area.

To challenge and inspire children to become intellectually curious we will:

- Ensure teaching is inspirational through a creative, challenging and thematic curriculum that enables accelerated progress.
- Have a staff who are passionate and take responsibility for their environment, proactively seeking to improve in both their professional and personal development.
- Develop children to be well rounded individuals equipped for a changing world.

To ensure children are happy, safe and enjoying their education we will:

- Employ friendly and approachable staff who go the extra mile to educate children.
- Have an open-door policy to ensure that parents, staff and children have the opportunity for ongoing dialogue.
- Provide a nurturing, caring and safe environment for children.
- Promote a life-long love of learning in our pupils.

To be proud, confident and respectful we will:

- Ensure children and staff take pride in our school and community.
- Encourage children to be independent and successful.
- Ensure everyone holds our vision and values dearly, and this is demonstrated throughout the school.
- Encourage our children to be good citizens with well-developed values.
- Be a school at the heart of the community in Ampthill.

To work together to ensure every child can succeed and exceed expectations we will:

- Foster enthusiastic and engaged children who receive a personal education.
- Work towards pupils attaining higher than the local and national average.
- Encourage staff and children on a journey of learning.

- o Promote the health and well-being of staff and pupils in an inclusive and accepting environment
- o Commit to continuously developing to achieve excellent academic progress for all.
- o Ensure the school is modern and fully resourced with appropriate equipment and technology.

Appendix 2

Organisation of the curriculum

Theme Webs and information for parents:

Theme webs are designed by each year group to show in more detail what will be taught within the theme that term. In Foundation Stage the themes are half termly; in the rest of the school these are termly. These are shared with parents. Year group termly overviews add further planning detail.

Subject syllabuses - we have subject syllabuses in place for each subject within the curriculum. The subject syllabus contains all the essential information needed in terms of planning and assessment for teaching and learning within that subject area. This includes the National Curriculum subject content and Early Learning Goals outcomes, unit/long term overview, links to medium term plans and assessment outcomes for each year group.

Long Term Planning/Unit overview:

The next level of planning is long-term/unit overviews.

Medium Term planning.

Teachers create a Medium-term plan for each subject which identifies the specific knowledge required to achieve each milestone (assessment outcome), this ensures that each milestone is broken down into specific knowledge that forms the focus of the lesson.

Weekly Planning:

Teachers work together in year groups to develop weekly lesson plans for each subject. This planning shows the Learning Objectives (or WALT in KS1), the success criteria, the vocabulary, the adaptation, the resources and a flexible outline of the lesson plan. Each teacher then personalises the plan for their own class, carefully ensuring the plans and resources meet the needs of all their children.

Teachers teach what their children need and will amend plans according to the outcomes of on-going AfL (assessment for learning).

Assessment outcomes (milestones):

The end of year expectations for each year group are found within the subject syllabuses. These same outcomes are held within the objectives section of our assessment tool Insight in order for staff to complete regular and accurate formative assessment in order to facilitate their planning.

Appendix 3

The RE curriculum

In all maintained schools, religious education should be taught to all registered children in full-time education including those in reception classes in Foundation Stage.

Legal Requirements:

- Every area of the curriculum, including religious education, should promote the spiritual, moral, social and cultural development of children.
- An agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.' (Education Act 1996)
- Russell Lower School follows the RE Agreed Syllabus for Bedford Borough and Central Bedfordshire 2024-29: Identities, Meanings and Values. This takes account of the fact that Bedfordshire children come from a range of different religious traditions and from non-religious backgrounds.
- Parents have an absolute right to withdraw a child from receiving RE and the school must comply with the request for withdrawal. Reasons do not have to be stated and the school continues to be responsible for the supervision of any child withdrawn from RE lessons by his/her parents.
- No teacher can be required to teach RE if he/she does not wish to do so.
- RE taught in accordance with an agreed syllabus is subject to OFSTED inspection arrangements.

The Aim of Religious Education:

The aim of Religious Education in the schools of Bedford Borough and Central Bedfordshire is to contribute educationally to the development of children as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of humanity.'

The principal aim of RE at Russell is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and beliefs, reflecting on their own ideas and ways of living.

The syllabus focuses on the 'here and now' of religious and non-religious worldviews. Pupils will explore the many ways in which varied contexts in the modern world interpret sacred writings and traditions, and the influences of worldviews on lived experiences for all.

The threefold aim of RE elaborates on the principal aim and puts the purpose of the subject into action. The curriculum for RE aims to ensure that all pupils can do the following:

<p>1 Make sense of a range of religious and non-religious beliefs and ideas, so that they can:</p> <ul style="list-style-type: none"> • identify, describe, explain and analyse beliefs and concepts in the context of living religions and worldviews, using appropriate vocabulary • explain how and why these beliefs are understood in different ways, by individuals and within communities • recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
<p>2 Understand the impact and significance of religious and non-religious beliefs and ideas, so that they can:</p> <ul style="list-style-type: none"> • examine and explain how and why people express their beliefs in diverse ways • recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world • appreciate and appraise the significance of different ways of life and ways of expressing meaning
<p>3 Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:</p> <ul style="list-style-type: none"> • evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses • challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response • discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Good RE weaves all of these three areas together.

FS will encounter Christianity and other faiths as they develop a growing sense of self, their own community and their place in it.

KS1 will study Christians, Jews and/or Muslims

KS2 will study Christians, Muslims, Hindus, Sikhs and Jews

Learning is packaged in Units of Study from which teachers plan. These consist of key questions, principle aims, unit content and outcomes.

The Foundation Stage:

RE makes a particularly important contribution to the following Early Learning Goals:

- Personal, Social and emotional Development - building relationships
- Communication and Language
- Understanding of the World - past and present, people and communities
- Expressive arts and design - being imaginative and expressive

The syllabus links early learning goals to themes in the National Framework and to KS1 Recommended Study Units of the Agreed Syllabus. Russell Lower School children are offered experiences and opportunities through stories, role play, dressing up, taking part in plays, talking to visitors, watching films, handling artefacts, assemblies, art, music, dance, food tasting, exploring the natural world, celebration of special occasions and achievements.

KS1 and KS2:

In teaching, Russell Lower School takes account of the knowledge, skills and understanding children require. For example, they may:

- Explore a range of religious stories and talk about their meanings.
- Name and explore a range of celebrations, worship and rituals from both religious and non-religious viewpoints and begin to note similarities and differences.
- Reflect on and consider religious and spiritual feelings and experiences.
- Begin to understand the term 'worldview' to describe both religious and non-religious perspectives

Also, account is taken of the experiences and opportunities to be offered to children for example:

- Visiting places of worship and focusing on symbols and feelings;
- Using their senses and having times of quiet reflection;
- Using art and design, music, dance and drama to develop their creative talents and imagination;
- Sharing their own beliefs, ideas and values and talking about their feelings and experiences;
- Beginning to use technology to explore religions and beliefs as practised in the local and wider community.

Assessing RE:

The principle aims for RE sets out the knowledge, skills and understanding that children of different abilities and maturities are expected to have by significant milestones. The key indicators of attainment in RE are contained in three principle aims – making sense of beliefs, making connections and understanding the impact. Each of the three elements of the teaching and learning approach is important, and pupils should make progress in all of them. The central concepts of different religions and worldviews help children to build their knowledge base and understand how beliefs and practices connect. Therefore, building on prior knowledge is key to ensuring progress. The steps to success are detailed for teachers to refer to.

Attitudes in Religious Education:

We aim to develop the following four attitudes:

- Self-awareness e.g. recognising their own uniqueness as human beings
- Respect for all e.g. developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- Open-mindedness e.g. being willing to learn and gain new understanding
- Appreciation and Wonder e.g. appreciating the sense of wonder at the world in which they live

Learning across the curriculum:

We recognise that religious education plays a significant part in promoting personal, social and health education. Religious education provides opportunities for children

to develop the key skills of communication, use of **technology**, working with others, thinking skills, problem solving and creativity.

RE highlights the use of different disciplines in RE, including religious studies, textual study, theology, philosophy and ethics and a range of social scientific disciplines such as: the sociology of religion and psychology of religion.

Spiritual, Moral, Social and Cultural learning and British Values

The RE Agreed Syllabus will enable pupils to learn to think for themselves about British Values in relation to the values of different religions and worldviews and their own values. The subject offers opportunities to build an accurate knowledge base about religions and beliefs in relation to values. This in turn supports children and young people so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity.

Resources:

Resources such as books, posters and artefacts are stored in separate boxes labelled by themes. There is also a general resources area in the curriculum cupboard which contains books for staff to refer to for information about a variety of religious traditions and beliefs. **Staff also have access to online video clips such as BBC Bitesize, Understanding Humanitarianism and resources on Twinkl that are continually updated to reflect the changing nature of RE.**

Collective Worship:

Collective worship and assembly are distinct activities and although they may take place as part of the same gathering, the difference between them should be clear. Acts of collective worship at Russell Lower aim to be of educational value, meaningful and in some sense reflect something special or separate from ordinary school activities. We recognise that in line with the 1993 Education Act, collective worship is to be 'wholly or mainly of a broadly Christian character.'

If a parent asks that a pupil should be wholly or partly excused from attending collective worship then the school must comply. We continue to be responsible for the supervision of any child withdrawn by his/her parents.

Assemblies:

A range of assemblies are held across the week. On Fridays, there is a special assembly to celebrate achievements. During the course of the year special assemblies are held to acknowledge times of significance or celebration in different faiths and cultures. Visitors from the community are also invited to talk to the school about a range of topics and community projects and activities.

Responsibilities for RE:

The responsibility for the provision and delivery of Religious Education lies with the Headteacher but the Governing body must also exercise its function to secure the provision of RE and ensure that sufficient time and resources are given to RE in school to meet statutory requirements. RE is currently led by a member of SLT, Dawn Tuck.

