

Our Mission, Vision and Objectives

Mission

We believe that all children are a gift from God.

They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.

All of our children will leave the school with special memories and having achieved personal success, whilst being equipped to take their next steps in the journey of life.

Our Christian beliefs and values inform everything we do and achieve, and we encourage our children within an ethos of trust to reflect on their own values and faith in a supportive environment.

Vision

We believe every child is a gift from God, so we aim to give each child the best possible opportunity to achieve their full potential by:

Offering a broad curriculum

Improving educational outcomes

Managing the budget effectively

Working collaboratively with other schools

Building on examples of best practice

Being a school that children love to attend

Our objectives are . . .

To challenge all children to reach their full potential, spiritually, intellectually, physically, creatively and socially

To develop relationships where we all respect one another's beliefs, differences and ways of life, recognising each other as unique individuals.

To enable children to develop high self-esteem and encourage independence.

To enable children to take a responsible part in their own learning and become self-motivated to attain their goals.

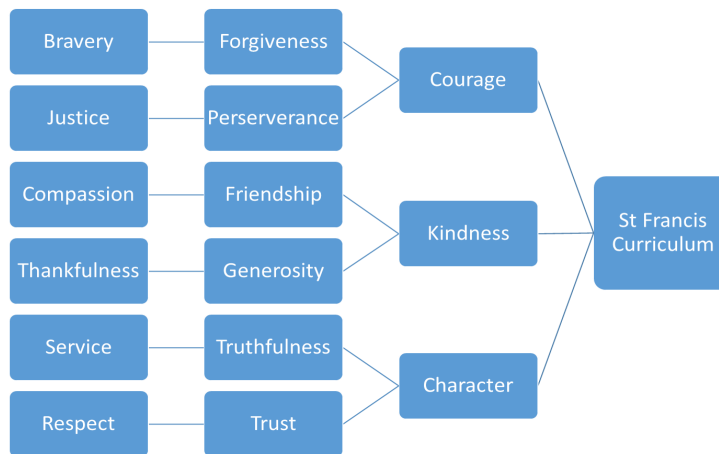
To make our school a welcoming community for all, where families are encouraged to participate in school activities and in their children's education.

Within the budget available, to provide a balanced curriculum that is stimulating, creative and of the highest quality; that is delivered by a committed team who ensure that learning is an enjoyable experience for all.

To provide a supportive environment for our members of staff.

That our Christian beliefs and values inform everything we do and achieve.

To encourage children within an ethos of trust to reflect on their own values and faith in a supportive environment.



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Further information about
Stfrancis' curriculum can be
found at:

www.stfrancis.swindon.sch.uk

Saint Francis

Curriculum Rationale

RE

Courage
Kindness
Character

Where God's gifts begin
their journey to gain,
attain and grow...

Curriculum Rationale

Intention

RE Rationale

At St Francis we value each child as a gift from God (*Our school motto states: 'Where God's gifts begin their journey to gain, attain and grow.'*)

GAIN

We encourage our children to **gain** spiritual understanding of the world and to this end, provide experiences which enable children to develop spiritually.

This aim is achieved through planned and intentional opportunities for the children to explore wonder and awe and to develop a spiritual perspective on life and learning.

Our RE curriculum, and class circle times, provide opportunities for reflection that are rooted in our school values.

ATTAIN

As a church school, we benefit from the dual programme provided by both the New Swindon Agreed Syllabus for RE and the Understanding Christianity scheme of work. Through the progression of this curriculum, the children attain a broad knowledge of Christianity and Christian doctrine alongside an appreciation and understanding of other major world religions. We compare and contrast different aspects of each religion and the children are encouraged to share their own beliefs and experiences. We appreciate the diversity of religious beliefs represented within our school community and enjoy celebrating and learning about different religious festivals.

GROW

The children are able to articulate their own beliefs and develop in their ability to apply these principles practically in their own lives. We encourage the children to live out our school values and there are often cross-curricular links between our RE and PSHE learning. The children can recognise how these principles and values link to the RE curriculum. They demonstrate their spiritual understanding through the value they place upon treating others with compassion, kindness and empathy.

Curriculum Delivery

Implementation

In KS1 and KS2, RE is taught in blocks which allows the children to dig deep and explore the overarching question for that unit.

We follow the recommended curriculum which has been chosen to allow the children to deepen their understanding of different beliefs around such questions as 'Why are celebrations important?' or 'How do different people view God?'.

An RE unit will have an overarching question which is then broken down into smaller questions that enable the children to explore the question in a deeper way. Lessons are varied in their style depending on the area of study. The children will be given the chance to gain knowledge and understanding using stories, acting/role-playing, videos and visitors alongside researching and developing their own thoughts and feelings. We also utilise the units from Understanding Christianity, which are designed to give children an overall view of the Christian beliefs, to enable this learning where appropriate.



Curriculum Evaluation

Impact

At the end of each block, teachers assess the children against the enquiry question. Children are assessed to be emerging, expected or exceeding, in the key performance indicators for RE.

Pupils outcomes are measured against 'I Can...' statements which relate to their level of understanding of the 'Big Question' for that block.

These statements are integrated into the weekly teaching and so there is no need for a separate end of unit assessment.

Pupils who are '**Emerging**' can retell stories and give examples. Pupils graded '**Expected**' can make links between different faiths and identify similarities and differences between them.

Pupils who are graded '**Exceeding**' can express a reasoned response to questions and what the stories might mean to a believer within that faith. These learners can make connections between their own beliefs and those of others.

The teacher's assessments are recorded electronically and shared centrally, so that progress can be monitored by the RE coordinators.

