



South Marston C of E Primary School

'Encourage one another and build each other up'

1 Thessalonians 5.11

Flourishing together with Community, Hope, Perseverance and Friendship.



Who are we?

South Marston C of E Primary School

South Marston C of E Primary School is set in the village of South Marston, close to Swindon, and has been serving the community for over 150 years. Some pupils come for the surrounding areas. There are strong links with St Mary Magdalene Church which is just across the road from school. In Swindon Local Education Authority and the Diocese of Bristol. Previously a Voluntary Controlled Church of England School, the school became an academy in 2016, joining the Diocese of Bristol Academies Trust. In January 2025, the school became part of the Blue Kite Academy Trust.

Leadership team

Headteacher: Marie Hendry

Assistant Headteacher: Mason Conlan

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South Marston C of E Primary School

Who are we?



Number on roll: 100
Four mixed- aged classes
Pre School

The majority of children are from White British heritage families. The proportion of pupils with special educational needs and/or disabilities (SEND) is below the national average as is the proportion of pupils for whom the school receives the Pupil Premium grant (8% pf pupils). Preschool have children aged from 3 years old.



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School Vision

What are we doing here?



The new school vision was created in 2023 with support from the Diocese and with involvement from all stakeholders. Children suggested key words and governors worked with Marie to identify how this fit best with the school ethos.

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Vision
artwork
created by
Mrs Tweedle,
using artistic
suggestions
from pupils
of all ages





School Vision

What are we doing here?



We teach the children that being part of a community allows us to flourish.



We provide the children with 'hope' in their lives to help them flourish in the present and in the future.



We help the children to understand that sometimes things get difficult and it is important to persevere to achieve their goals.



We help the children to develop the skills to be a good friend. Friendships can provide a sense of belonging, comfort, support and joy and enrich our lives.

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School Behaviour

What are we doing here?

A Ready Rabbit



A Respectful Rhino



Being prepared for the day;
be ready to listen, participate
and have a positive attitude.

Show manners, treat others
with kindness and respect.

Make sensible choices, use
equipment safely and share
concerns.

A Safe Squirrel



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Bible verses underpinning our vision and values

What are we doing here?



Community

And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—and all the more as you see the Day approaching.
Hebrews 10:24-25

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"But not only that! We even take pride in our problems, because we know that trouble produces endurance, endurance produces character, and character produces hope. This hope doesn't put us to shame, because the love of God has been poured out in our hearts through the Holy Spirit, who has been given to us."

ROMANS 5:3-5

Perseverance



The Blue Kite
Academy Trust

What are we
doing here?

Our Vision

We believe our schools should be vibrant, friendly places where the children are at the heart of everything we do.

We believe in teaching skills, sharing knowledge and building special memories that children will take with them through the rest of their lives.

We believe that through inspirational teaching, determination, a lot of love and a lot of laughter, the children in our schools can achieve their greatest potential, regardless of their starting points in life.

We believe in teaching, modelling values and preparing children for life in the 21st Century and modern Britain, whilst becoming part of a global community. We believe that in doing so we will give them a solid foundation for their future.

Integrity. Quality. Care. Ambition. Creativity.



Collective Worship

What are we doing here?

Children join in with a daily act of worship. This includes whole school, key stage and class-based worship. A weekly celebration assembly encourages all children to perform to the best ability and celebrate their talents and efforts- both in and out of school. Pupils are impacted because they can demonstrate how they live out the Christian values in their lives.



Liturgy: each collective worship includes lighting 3 candles for God the Father, Son and Holy Spirit. This represents God who is three in one and one in three: the Trinity. Each worship has a song, reflection and a prayer.

We are fortunate to have regular Worship sessions, led by our local clergy. These are focussed on stories from the bible.



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Governance

What are we doing here?



The structure of governance for the Trust

Members

Have ultimate control over the academy.

Trustees

Responsible for setting the direction of the trust, holding the CEO to account and ensuring financial probity.

Governors

Individuals sit on local governing boards.

South Marston Local Governing Board

Our local governing board comprises of Foundation, Co-opted, Parent and Staff members.

Christian Distinctiveness is an item on each meeting agenda and link governors regularly come into school. Rev Charlotte is a Foundation governor and curate in the local church and leads Bibassemblies each term.

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Religious Education

What are we doing here?

Our RE curriculum uses Understanding Christianity and Swindon Agreed Syllabus. This enables our children to learn about Christianity in depth, as well as learning about other religions, learning to understand and respect the faith of others. The PSHE and Science curriculum reflect and compliment the learning in RE, as the children learn about Evolution in Science and Healthy Relationships in PSHE,



KS2 using drama to learn about Jesus and the Stations of the Cross.



KS1 learning about Jewish Mezuzahs.

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Working with the Diocese

What are we doing here?

The school has visits from our local clergy (Rev Elveen and Rev Charlotte) who lead worship in school and welcome us into St Mary's church for some celebration assemblies as well as Festivals such as Harvest, Christmas and Easter. They also support wellness of the staff and headteacher through pastoral visits.

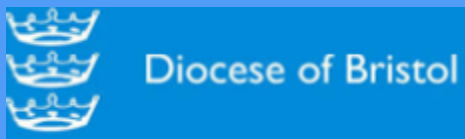
Representatives from Bristol Diocese (Laura Harris and Julia Watts) supported work on the new vision as well as providing training for staff on leading Collective worship and spirituality.



We have a window in St Mary's that we celebrate work from School. We folded palm crosses and created Easter gardens.



St Mary Magdalen's, South Marston



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How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

How then shall we live?

The Christian vision of our school drives the school action plan through the verse 'Encourage one another and build each other up'. The language of 'Flourishing together with community, hope, perseverance and friendship' enables the children to articulate the values, for example through our behaviour policy which focuses on forgiveness and restorative justice.

The children at South Marston demonstrate living out the vision through their good behaviour, manners and encouragement of others in school. As our new vision was successfully being established, we have been able to have a deep understanding of it, ensuring it's integral to the curriculum. This means that during Physical Education and sporting events our children are **encouraging** each other, in all aspects of learning we praise **perseverance**, we prioritise strong links with our local **community**, give **hope** that by becoming confident readers they will be able to have greater employment prospects and promote the importance of building relationships and **friendships**.



'Encourage one another and build each other up'

1 Thessalonians 5:11

Flourishing together with Community, Hope, Perseverance and Friendship.



Enabling everyone to flourish

How then shall we live?

EYFS stay and play sessions

Sporting events with other schools



Improved Library



CPD for all staff



Well-being Lodge supporting wellness and mental health



Pupil progress meetings

Encourage one another and build each other up.

Trips

Subject leadership

Broad and balanced curriculum

Visitors



Positive affirmations



'Encourage one another and build each other up'

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Enable our community to flourish

How then shall we live?

Behaviour

Children's behaviour around school shows that the vision is embedded. Ofsted says: 'Pupils demonstrate positive behaviour in lessons and.... are extremely polite and well mannered.'

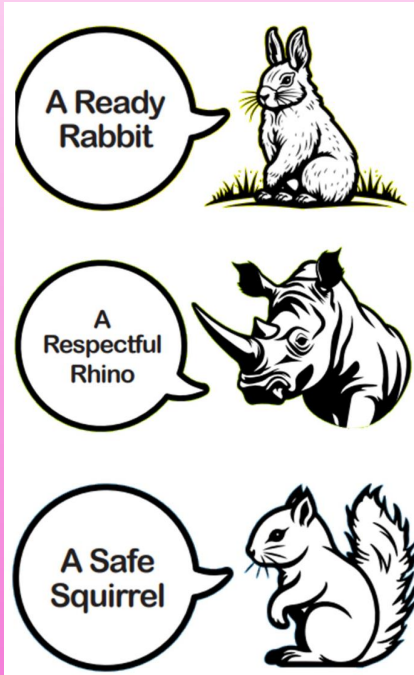
Spirituality

Spirituality is evident as children are given time to ask thoughtful questions. There are reflection times during collective worship and reflection areas in classrooms.

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Values

Children can talk confidently about our values 'Ready, Respect, safe'. Ofsted says: 'The core values of 'ready, respect and safe' support the warm and nurturing relationships between staff and pupils.' These, as well as the value of the term, are embedded in all we do, supporting children to develop their own ideas about morals and making good decisions and choices.

Community

Children appreciate being a part of the local community and supporting charity work such as the local food bank. Ofsted says: 'Pupils learn how to become thoughtful and caring citizens. They enjoy their involvement in and support of their local community.'



Enable our community to flourish

How then shall we live?

Lavender Lodge

The well-being lodge provides a safe, calm space for pupils to talk in small groups about worries with a member of staff.

Parenting support

Regular communication with parents is maintained through newsletters, emails, workshops, consultations and presentations. Specific support for families has helped improve attendance and low-level concerns. We can access parenting support through 'Lighthouse' as part of the Blue Kite Academy Trust.



Attendance

This has been an area of high importance and Mr Conlan has monitored this closely, communicated with parents and the Attendance officer from Swindon Borough Council. This has resulted in most children's attendance improving.

Safeguarding procedures

Ofsted says: The arrangements for safeguarding are effective. This includes regular visits from the safeguarding link governor and regular training for all staff.

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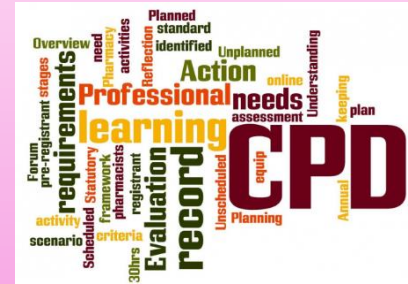


Enable our community to flourish

How then shall we live?

Data

Governors look at progress data and offer challenge as a 'critical friend' to ensure all children are supported and given opportunities to make excellent progress. Safeguarding SEN/PP link governors meet with SLT regularly to ensure all children are able to flourish.



Results of CPD

- Developed understanding in how to support children with different needs- particularly scaffolding with support staff.
- Career progression- e.g. Miss Vincent is receiving SENDCo training.
- Changing roles within school- Mr Conlan to Assistant Head.
- Staff mentoring Oxford Brookes teaching students.
- Empowered subject leaders who have a clear and informed understanding of their subjects across the school.
- Children are gaining strong and consistently good lessons.

Governors

Our governors are active members of our school and regularly visit the school during the school day. Their monitoring notes reflect the vision of the school and reference their findings about the various aspects of school life at South Marston.



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Enable our community to flourish

How then shall we live?

School Council

Our school council fosters democratic representation as each member is voted in by their classmates. They play a key role in promoting justice within the school environment and beyond by providing platforms for student voices.

Some of our members also had the opportunity to be part of a wider council across all Blue Kite Schools and went to visit the Houses of Parliament to have the opportunity to see National level democracy in action.

They also help with fund raising ideas such as a talent show.



Worship Council

At the beginning of each school year, year 6 students have the opportunity to apply for a position on our Worship Council. The successful individuals meet to share responsibilities. They are responsible for the technology used in Collective worship and support with celebration assembly. They are involved with leading worship including writing and saying prayers in CW.

Prayer Development team

In spring 2025, a team of children from years 2-6 volunteered to be work together to write a new school prayer based around our vision. We took lyric suggestions from the whole school and used a tune we knew already to create our unique prayer. We recorded this with a musician from our local church team.



Enable our community to flourish

How then shall we live?

Reflection areas



Trips

iSing Pop Concert



Singing Festivals

Dance festivals



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Enable our community to flourish

How then shall we live?

Feedback from governors, staff and children

- Resilience
- Someone called Reverend Elveen and Charlotte come and act them out
- Encourage one and another and build each other up
- Boosting confidence
- Compliments
- Cheering each other
- Ready, respect, safe
- Showing empathy
- Mutual respect
- Hearing different stories from different religions
- Teach each other new skills
- Playground- kindness
- Teacher training- learning goes both ways, children teach adults too
- Social opportunities for adults and children
- Student teachers learn here too
- Have patience

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How does the curriculum reflect the school's theologically rooted vision?

How then shall we live?

Curriculum

Our long term plans – on a 2 year rolling programme- support children to build on their learning year after year. This gives the children the opportunity to develop the ability to make connections between their knowledge, skills and understanding. We are dedicated to ensuring that our children are thoroughly prepared for their next educational stage and are equipped to contribute meaningfully to their local and global communities.

Positive learning behaviours

Children are enthusiastic about learning

Children flourishing

Our focus on social skills, Christian values, independence, resilience, curiosity and well being supports children in flourishing and living life to its fullest. Formative and summative assessments allow teachers to monitor progress and identify misconceptions. Pupil progress meetings during the year allow individual support to be recognised and addressed to ensure progress.

Encourage
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1 Thessalonians 5:11

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Curriculum



How then shall we live?

Encourage one another

The Christian vision shapes the curriculum from EYFS to year 6. It is ambitious and children are given opportunities across the subjects to **build each other up**. This is in the form of group work, peer assessment and teamwork in PE. Every week, class across the school mix for a session of reading buddies so the younger and older children can build on **friendships** and build a strong school **community**. Following the Jigsaw PSHE scheme allows time of reflection and learning about themselves as individuals and have **hope** for what they could become.

Perseverance is within every subject as previous knowledge is built on and their skills are developed over time.



Experiences

Staff plan first-hand experiences to make learning meaningful for children including: trips, visitors, hands on resources.

Potential

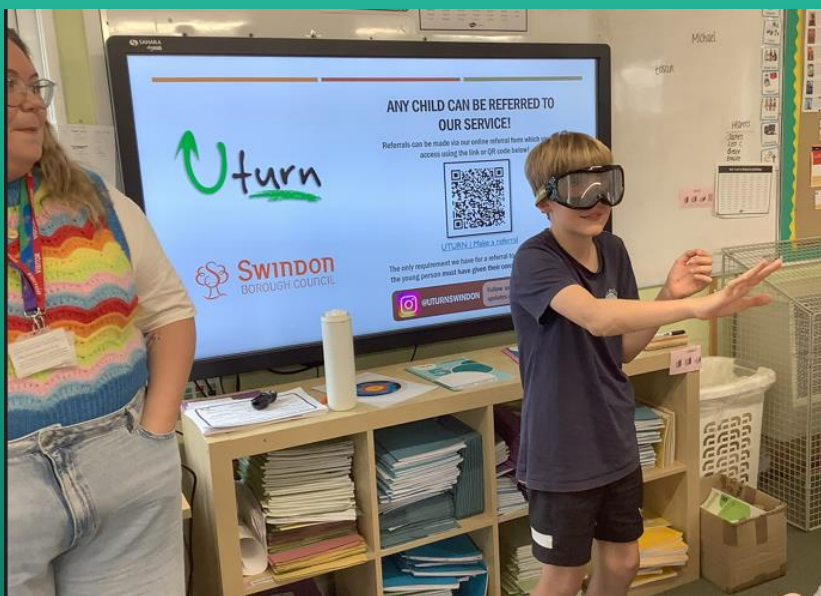
We maintain a broad and balanced approach to the curriculum to provide children with the opportunity to develop towards their full potential: academically, emotionally and socially.



Curriculum

How then shall we live?

Visitors and Trips



'We the Curious' trip



Firefighter visit and workshop

Drug awareness

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Evacuee trip- Steam

Archaeology visit and workshops



Spirituality

Ows, Wows and Nows

How then
shall we live?

Jesus said: I have come so you may have life, life in all its fullness. John 10:10

The Ows

Explores the spiritual possibilities of the hard times. These are the things that can go wrong. They can knock the breath out of you.

The Wows

Explores the spiritual possibilities of fantastic times. These are awe and wonder moments. The time when you want to breathe in and capture the feeling, holding onto it as long as you can.

The Nows

Explores the spiritual possibilities of the ordinary, quiet moments and prayer. Being present in the moment and thinking of what we have now.



How does spiritual development an intrinsic part of the curriculum?

How then shall we live?

Daily

The daily rhythms and routines allow time and space for children to reflect on bible stories and teaching from worship. This includes our termly values such as friendship. Social and emotional well-being and spirituality plays an important part in our children's lives. We come together in times of difficulty for example the death of a monarch- **The Ows.**



Church

We also provide children with moments of stillness and reflection by regularly spending time in our amazing 13th century church. This includes festival times as well as Christmas productions and some celebration assemblies. **The Wows.**

Reflection

Reflection areas in our classrooms give more opportunity to be calm and think. **The Nows.**

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How do leaders know that the curriculum is having intended effect for pupils?

How then shall we live?

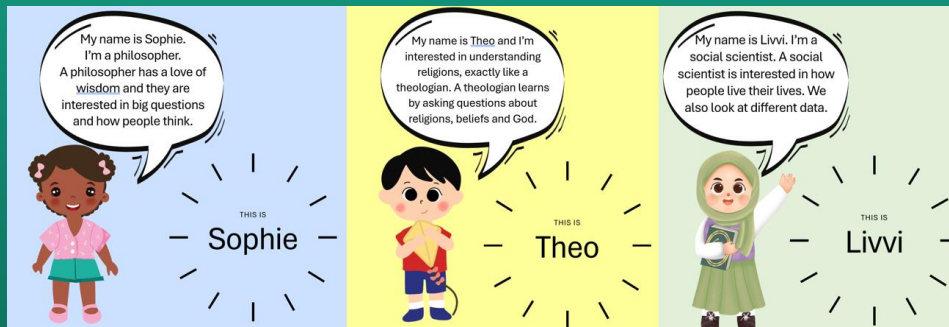
Local Governing Board

Link governors are attached to subjects and therefore aspects of the school development plan, so the actions from the development plan can be carefully monitored by SLT and governors.



CPD

Staff voluntarily attend CPD and training from the diocese. This has included supporting our Collective worship practice, RE curriculum and understanding of spirituality.



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Balanced RE





How does the Christian vision shape the learning experience for pupils deemed disadvantaged?

How then shall we live?

Curriculum

The Christian vision shapes the curriculum shown by how the leaders and staff have designed a curriculum from EYFS to Year 6 that is ambitious. It is designed to give all pupils, particularly disadvantaged pupils, including pupils with SEND and Pupil Premium, the knowledge and cultural capital they need to have high **hopes** for the future, **persevere** to achieve their goals and **flourish**.

Reading

Phonics and reading is really important to allow pupils to access the full curriculum offer. High quality phonics teaching are a real strength in our school. Leaders prioritise developing pupils' love of reading, which we know will support children's **hope** for the future.



Wiltshire Small Schools athletics finals 2025- bronze

Extra Curricular offer

We have a range of trips and visitors throughout the school year as well as sporting clubs and entering competitive competitions, performing arts festivals and concerts. Some of these clubs are subsidised so that all can attend and have the opportunity to **flourish** as a **community** with their **friends**.



Curriculum

How then shall we live?

Blue kite trust

Being a part of a multi-academy trust enhances the school's curriculum by providing staff with regular CPD and collaboration opportunities to improve outcomes for pupils.



The Blue Kite
Academy Trust

Blue kite games

Opportunities such as the annual Blue Kite games further develop links between trust schools as well as giving our children chance to flourish on the athletics field. They **encourage one another** as they try their best to succeed as a school **community** and as part of a wider Academy Trust.

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Curriculum

Feedback from governors, staff and children

- Musical opportunities
- Performing arts
- Tons of performing opportunities
- Sporting events
- Visits to church
- Work with local communities
- Collective worship daily
- Reference to British values
- House captains chosen by teachers
- Working together, reading buddies, buddy up with different people
- Teamwork "we help each other"
- School visits - we the curious, the beach
- Art club, cross country running, people encourage each other, different teams, athletics club, include each other
- Buddies to help new children settle as well as weekly reading buddy sessions across year groups.
- Help each other with work

How then
shall we live?



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How is collective worship enabling pupils and adults to flourish spiritually?

How then shall we live?

Everyone

It is inclusive, relating to all our lives in a meaningful way, no matter what our beliefs may be.



Time and space

Our daily rhythms and routines allow time and space for children to reflect on bible stories as well as exploring the value of the term together.

Participation

Pupils participate actively, answering questions and helping to plan worship, so levels of engagement are high. Worship council organise the technology and help lead. Year 3 and 4 children have also had the opportunity to lead worship.

Spirituality

We encourage the children to think about the **Ows, Wows and Nows**. We give the children opportunities to ask big questions, reflect on the here and now. To support their well-being we encourage them to make connections with experiences that trigger awe and wonder. To have an awareness that the gift of life is precious and the journey of life will bring spiritual experiences which we feel but may not always be able to see, touch or explain.

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How is collective worship enabling pupils and adults to flourish spiritually?

How then shall we live?

Prayer Development Team

Volunteers from years 2-6 joined a 20 strong team to create a new school prayer with Mrs Jones in 2025.

Recording

The incredible organist from Stratton Team Ministry wrote accompanying music for our prayer. We then recorded the song with the team and our own drummer. He then added further instruments to create a version we can sing along to.



Writing

Children from the Prayer Development team collected word suggestions from the whole school that were important to our school, what we stand for and how we live. Next, they worked together to use these words to write a school prayer to a tune of another song used in school.

Sharing

The prayer was first shared by the team in church at a celebration assembly and is used regularly as part of our collective worship. We use sign language for the chorus which enables everyone from preschool upwards to be able to join in.



Our School Prayer

How then
shall we live?

Dear God the Father
Thank you for our fun school
Friends, teachers, learning
Community is cool
Building each other up every single day
Singing we thank you we praise you we love you
we need you
We thank you we praise you we love you
we need you

Help us to live more,
like Jesus taught us to
Give us the strength to encourage everyone
help us to flourish with
courage, hope and joy
Singing we thank you we praise you we love you
we need you
We thank you we praise you we love you
we need you. Amen!

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In what ways is the worship life of the school invitation, inclusive and inspirational?

Invitational



All are invited to make the prayers our own if we want to say amen.

Children are invited to express themselves through the worship songs and times of prayer and reflection.

Children have opportunities to put themselves forward to be in worship council in year 6. Children in year 3 and 4 could volunteer to lead worship in term 6.

Inclusive

A variety of religions are celebrated and explored.

Children take part in leading worship through prayers, acting, call to worship, choosing worship songs and lighting the candles.



John the Baptist, baptising Jesus

How then shall we live?



Inspirational

Children learn about inspirational people who live out the Christian values we follow.

Children learn from the stories of Jesus, through inspiring bible stories.



How do partnerships enhance our school?

How then shall we live?

Open the book

Local clergy and congregation come and lead worship each term-sharing bible stories in an interactive way. This strengthens community links and is also **inclusive** as bible stories are told with volunteer participation from the children (and sometimes staff!)

Safeguarding

Regular training and monitoring from governors and external agencies strengthens our practice.



Training

Collective worship training is provided for staff from the Diocese to **inspire** our staff as worship leaders.



The story of the Ten Lepers

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How does the school's theologically rooted Christian vision enable all to live well together?

How then
shall we live?



Inclusive culture

All staff promote a culture of respect and acceptance. We engage families and the community, encourage professional development and peer interaction.

Dignifying culture

At the centre of everything we do are the children. Their wellbeing is of upmost importance because if they are not in a good place with their wellbeing they will find it challenging to learn and retain information. We support and work together to support individuals to insure they feel safe and happy and ready to learn.

Equitable culture

Regular monitoring of safeguarding in school. Link governor regularly at school.

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How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

How then shall we live?



School Development Plan

All staff are involved in how we can live out the Christian vision through our school development plan.

Safeguarding

Regular monitoring of safeguarding in school. Link governor regularly at school.

Wellbeing

At the centre of everything we do are the children. Their wellbeing is of upmost importance because if they are not in a good place with their wellbeing they will find it challenging to learn and retain information. We support and work together to support individuals to insure they feel safe and happy and ready to learn.



Wellbeing link governor

Our foundation governor has taken on this role and is always finding new ways to support pupils and staff; such as a drop in lunch.

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How does the Christian vision shape the learning experience for pupils deemed disadvantaged?

How then shall we live?



Lavender lodge

Our wellbeing lodge creates a safe space for children to talk to a trusted adult about any worries or concerns from home or school. There are soft furnishings and fidget toys to help children feel relaxed and calm.

Pupil premium tracker

Each teacher is responsible for recording provision, interventions, extra-curricular and cultural capital opportunities for individuals entitled to pupil premium funding. Support is given and they are actively supported to be able to join in with as many opportunities as possible. This may include financial support to join in with trip or clubs.

Community

Our school has a strong emphasis on the importance of knowing our families well. We work hard to talk to families so that we know what is going on for children and so can support them as much as possible.

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How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults?

How then shall we live?



Central team

Blue kite have a small central team that is committed to providing support and assistance to schools and staff.

Wellbeing

Blue kite provide a wellbeing resource for all staff that includes the following benefits: free physiotherapy, confidential counselling, dedicated GP and nurse services, mindfulness, menopause support resources. Other wellbeing and support.

Blue Kite Lighthouse

A tuition company that offers a number of learning opportunities including: student tuition, parent and professional training and bespoke learning packages to re-engage students who are struggling to access education.

Surveys

Blue Kite send out regular surveys for children and adults to complete to ensure all have the opportunity to have their voice heard and to ensure all are treated well.

Network meetings

Regular 'Brick' meetings are held for different subjects to allow staff from different schools to collaborate and learn from each other. Writing monitoring across the Blue Kite schools also gives staff confidence in their assessments.

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How does the school's
theologically rooted Christian
vision create an active culture of
justice and responsibility?

How then
shall we live?

OFSTED said:

Pupils welcome the roles and responsibilities afforded to them...These and other activities help build pupils' confidence, and develop organisational and leadership skills.

Pupils learn how to become thoughtful and caring citizens.

School Council

Children are given the opportunity to put themselves forward for School Council and each class vote for 2 representatives for the year with a democratic vote. The councillors then meet regularly together about important matters in school as well as arrange school community events such as a Talent Show.



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How does the trust make a positive impact on the culture of the school?

How then shall we live?

Blue Kite

Representatives from our school council have visited the Houses of Parliament and Civic Office Chambers in Swindon with representatives from other Blue Kite Schools. This gave the individuals the chance to learn more about justice and to be courageous advocates for our school.



South Marston CofE Primary School

June 24 · 🌐



Today, Mr Conlan accompanied two of our fantastic School Council reps, Summer and Rosie, to the Civic Office Chambers alongside other representatives from the Blue Kite Trust. Summer and Rosie delivered an outstanding speech, proudly sharing all the great things happening at our school. What an inspiring experience! 🌟🌟



'Encourage one another and build each other up'

1 Thessalonians 5.11

Flourishing together with Community, Hope, Perseverance and Friendship.





How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?

How then shall we live?

Worship Council

Year 6 students can apply for a position on the Worship council. Their responsibilities include arrange the hall for collective worship- including setting up any technology requirements. During Collective worship they manage the laptop including playing music. They have opportunities to prepare and lead worship as well as regularly leading a prayer at the end of collective worship.



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Sports School Captains

Year 6 pupils apply for this position and are selected to be positive role models in the school. There are 6 selected to lead the 3 colour teams that every child in school is assigned to. They are responsible for encouraging physical fitness and activity throughout the school. Their main role is setting up different activities for use during lunchtime breaks. They also support PE throughout the school such as helping with trails for sports events and Sports Day.



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Librarians

Year 5 and 6 pupils can apply for a position as a librarian. They have a responsibility to make sure the library is kept tidy and organised and the books are respected.



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Remembrance

To mark Remembrance every child
in school decorated a pebble with
poppies and we stood by the
village war memorial as we
participated in a 2 minute silence.



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Responsibility

The children in year 5 and 6 wrote letters to Sir Kier Starmer about their concerns for the environment. We received a reply with an assurance that our concerns had been passed onto the appropriate department.



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Is the religious education curriculum effective?

How then shall we live?

Intent

RE holds a central role in our school life. We are committed to providing all pupils with opportunities to learn from and about various religions to foster deeper understanding of the world around them.

Religious beliefs

We seek to help them appreciate how religious beliefs influence life and behaviour, make reasoned and informed judgements about religious and moral issues, and support their spiritual, moral, social and cultural development.

Discussion

Debate

Imagination

Enquiry

Creativity

Independence

Engaging topics

We encourage children to question and reflect on the world, their own beliefs, values and experiences.

British values

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Is the Religious Education curriculum effective?

How then shall we live?

Implementation

As a church school, Christianity is the majority religion studied in each year group- at least 50% across the curriculum. As a small school with mixed aged classes the children follow a 2-year rolling programme (Cycle A and Cycle B) which ensures comprehensive coverage of skills, content and knowledge.

Collective worship

Pupils participate in a daily act of worship and engage in other religious and spiritual experiences , such as visits to our local church, St Mary Magdalene's. We also have assemblies led by local clergy.



Schemes

We follow a variety of schemes including Understanding Christianity and Swindon Agreed Syllabus. These provide suitable resources to support the teaching of RE.

Early years

RE is integrated into the curriculum through lessons and activities centred around religious festivals and celebrations. Children gain a foundational understanding of various religious traditions while developing key social and emotional skills.

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Is the Religious Education curriculum effective?

How then shall we live?



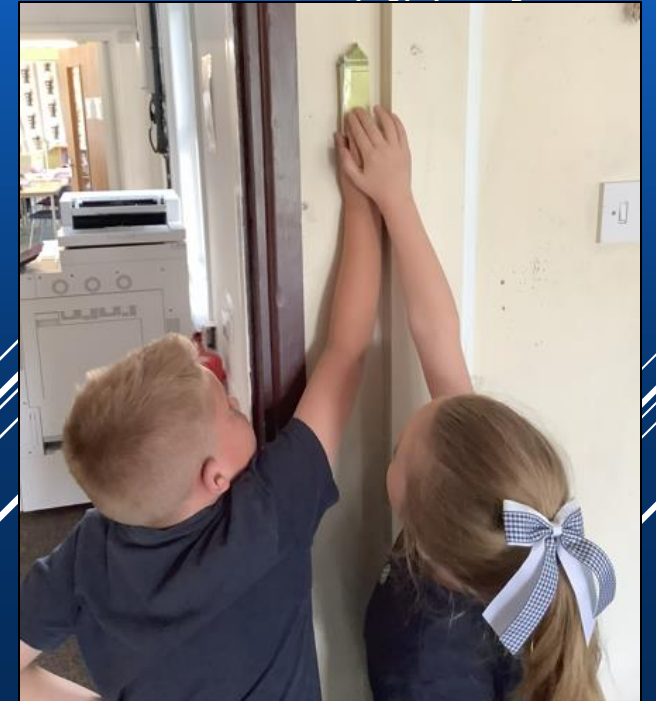
Christian baptism in church
-first hand experiences



Making Christingles



The Stations of the cross
-Drama opportunities



KS1 Jewish Mezzuzah
-creativity and lifestyles

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Is the Religious Education curriculum effective?

How then shall we live?

Impact

Pupils take great pleasure in learning about various religions and the reasons people may choose to follow or not follow a religion. Through RE lessons pupils make connections between their own lives and the lives of others, within their community and globally.

Respect

They learn to respect different religions, beliefs, values and ethical life stances by exploring issues within and between faiths. They get an insight into how faith and belief influence individuals, societies and cultures.

Subject leader

They conduct pupil voice sessions and review samples of pupils work. They provide updates and professional development for the staff team and reviews the delivery across the school.

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Feedback from Governors, staff and children

How then
shall we live?

- Adam sometimes talks about his religion- as a Muslim he fasted for Ramadan
- Emilee does Chinese New year assembly
- Roleplay of the stations of the cross
- Sometimes we have extensions
- Different, looked at religions for different topics
- Long-term planning to ensure coverage
- We go on trips to help extend our knowledge
- Children encouraged to discuss and be curious and ask questions in a respectful manner
- Allowing and encouraging open discussion and differing
- Challenging- makes you think, drawing exercise of what we are thankful for- had so many things!
- Diverse- teaching about a range of world religions/ celebrations
- Sequenced- we get told in each lesson what we're learning and it follows on in the next lesson. Worked through learning about different belief systems.
- Accurate- teachers will check websites to ensure what they're teaching is correct.
- Some big questions- we don't have to agree or have all the answers.



 South Marston CofE Primary School

Certificate of Achievement

Is hereby granted to:

You have been recognised for...

Keep It Up!

'Encourage one another and build each other up'
1 Thessalonians 5:11
Flourishing together with Community, Hope, Perseverance and Friendship.

Date: _____ Signed: _____



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