



**Religious Education at
St Andrew's CE VA Infant
School**

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How we plan and teach Religious Education

Timetable

In line with the Church of England Statement of Entitlement and as a Church of England VA School, teaching times are as follows:

EYFS/Reception Class - A 50 minute lesson per week or a lesson followed by an activity in continuous provision.

KS1 – A 1 hour lesson each week.

Content of lessons

In line with the Church of England Statement of Entitlement, Christianity is the majority religion studied. This is ensured by following the Diocesan of York and Leeds Syllabus. We study two other major religions, Judaism and Islam, but may learn about other religious festivals or ways of life in the thematic units of work, including the understanding of non-religious approaches to life such as Humanism.

Planning Steps

Planning steps

Teachers should have the principal aim of RE at the forefront of their minds as they plan their RE.

The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief

Step 1: Key question 	<ul style="list-style-type: none"> Select a key question from p.25. Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.
Step 2: Select learning outcomes 	<ul style="list-style-type: none"> Use the learning outcomes from column 1 of the key question outlines/units of study on pp.27-36. Being clear about these outcomes will help you to decide what and how to teach.
Step 3: Select specific content 	<ul style="list-style-type: none"> Look at the suggested content for your key question, from column 2 in the key question outlines/units of study. Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes.
Step 4: Assessment: write specific pupil outcomes 	<ul style="list-style-type: none"> Turn the learning outcomes into pupil-friendly 'I can', 'You can' or 'Can you..?' statements. Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. These 'I can/You can/Can you?' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.
Step 5: Develop teaching and learning activities	<ul style="list-style-type: none"> Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. Don't forget the skills you want pupils to develop, as well as the content you want them to understand. Make sure that the activities allow pupils to practise these skills as well as show their understanding.

Planning - Long Term Plan

Coverage of the Diocese of York and Leeds Syllabus for Religious Education,
including Understanding Christianity C of E Syllabus (UC)

	Reception	Year 1	Year 2
Autumn Term	F.4 Being Special – Where do we belong?	God What do Christians believe God is like? (Core) UC 1.1	God What do Christians believe God is like? (Digging Deeper) UC 1.1
	Incarnation Why do Christians Perform Nativity Plays at Christmas? UC F1	Incarnation Why does Christmas Matter to Christians (Core) UC 1.3	Incarnation Why does Christmas Matter to Christians (Digging Deeper) UC 1.3
Spring Term	F.5 Which places are special and why?	Gospel What is the good news that Jesus brings? UC 1.4	1.8 Who am I and what does it mean to belong?
	Salvation Why do Christians put a cross in the Easter Garden? UC F3	Salvation Why does Easter Matter to Christians? (Core) UC 1.5	Salvation Why does Easter Matter to Christians? (Digging Deeper) UC 1.5
Summer Term	F.2 God Why is the word 'God' so important to Christians? UC	Creation Who made the world UC 1.2	1.6 Who is Jewish and how do they live?
	F.6 Which stories are special and why?	1.7 Who is a Muslim and what do they believe?	1.9 What makes some places sacred to believers?

Key Objectives

Key Objectives for Each Unit of Work EYFS

EYFS Core Concepts	THEMATIC UNITS		CREATION & GOD	INCARNATION	GOSPEL Thematic Unit	SALVATION
EYFS Units (Discovering)	F4 Being special: where do we belong?	F5 Which places are special and why?	<i>F1 Why is the word God so important to Christians? (UC 2)</i>	<i>F2 Why do Christians perform nativity plays at Christmas? (UC 1)</i>	F6 Which stories are special and why?	<i>F3 Why do Christians put a cross in an Easter garden? (UC)</i>
KNOWLEDGE BUILDING BLOCKS UC Diocese of York Learning Outcomes Children will encounter Christianity and other religions and beliefs represented in the local area.	<ul style="list-style-type: none"> retell religious stories, making connections with personal experiences. share and record occasions when things have happened in their lives that made them feel special. recall simply what happens at a traditional Christian infant baptism and dedication recall simply what happens when a 	<ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why. recognise that some religious people have places which have special meaning for them talk about the things that are special and valued in a place of worship identify some significant features of sacred places recognise a place of worship get to know and use appropriate words to talk about their 	Children will know that: <ul style="list-style-type: none"> The word God is a name. Christians believe God is the Creator of the universe. Christians believe God made our wonderful world and so we should look after it. 	Children will know that: <ul style="list-style-type: none"> Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God. Singing carols and performing nativity plays is about telling the good news of God coming to earth Church events at Christmas are an annual reminder 	<ul style="list-style-type: none"> talk about some religious stories recognise some religious vocabulary, e.g. about God identify some of their own feelings in the stories they hear identify a sacred text e.g. Bible, Qur'an talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do talk about what Jesus 	Children will know that: <ul style="list-style-type: none"> Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others.

	<p>baby is welcomed into a religion other than Christianity .</p>	<p>thoughts and feelings when visiting a church</p> <ul style="list-style-type: none"> • express a personal response to the natural world. 		<p>of God's love for people a bit like birthdays reminding us of how friends and family love us</p> <ul style="list-style-type: none"> • Christmas is about sharing God's love with others 	<p>teaches about saying 'thank you', and why it is good to thank</p>	
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Key Objectives for Each Unit of Work Y1

Core Concepts	THEMATIC UNITS	GOD	CREATION	INCARNATION	GOSPEL	SALVATION
KS1 Y1 Units (Exploring)	1.7 Who is a Muslim and what do they Believe?	UC 1.1 What do Christians believe God is like?	Who made the world UC 1.2	UC 1.3 Why does Christmas Matter to Christians	What is the good news that Jesus Brings? UC 1.4	UC 1.5 Why does Easter Matter to Christians ?
Year 1 End of KS1 KNOWLEDGE BUILDING BLOCKS NB NOT the Learning objectives for the UNIT of work. Diocese of York Learning Outcomes	<p>Making sense of belief: Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Understanding the impact: Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Making connections: Think, talk about and ask questions about Muslim beliefs and ways of living.</p>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. Christians worship God, and try to live in ways that please him. 	<p>Pupils will know that Christians believe:</p> <ul style="list-style-type: none"> God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). Christians celebrate Jesus' 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead, giving

	<p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p>			<p>birth; Advent for Christians is a time for getting ready for Jesus' coming.</p>	<p>teachings make people think hard about how to live and show them the right way.</p>	<p>people hope of a new life.</p>
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Key Objectives for Each Unit of Work Y2

Core Concepts	GOD	INCARNATION	SALVATION
KS1 Units (Exploring)	What do Christians believe God is like? (Digging Deeper) UC 1.1	Why does Christmas Matter to Christians (Digging Deeper) UC 1.3	Why does Easter Matter to Christians? (Digging Deeper) UC 1.5
Year 2 End of KS1 KNOWLEDGE BUILDING BLOCKS NB NOT the Learning objectives for the UNIT of work.	<p>Pupils will know that:</p> <ul style="list-style-type: none"> Christians believe in God, and that they find out about God in the Bible. Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. Christians worship God, and try to live in ways that please him. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead, giving people hope of a new life.

Year 2 - Diocese of York: Thematic Units: Learning Outcomes

	Making sense of Beliefs:	Understanding the impact:	Making connections:
1.6 Who is Jewish and how do they live?	<p>Recognise the words of the Shema as a Jewish prayer</p> <p>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like.</p>	<p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</p>	<p>Ask some questions about what Jewish people celebrate and why</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</p> <p>Give a good reason for their ideas about whether any of these things are good for them too.</p>
1.8 Who am I and what does it mean to belong?	<p>Recognise that loving others is important in lots of communities.</p> <p>Say simply what Jesus and one other religious</p>	<p>Give an account of what happens at a traditional Christian and Muslim welcome ceremony, and suggest what the actions and symbols mean.</p>	<p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</p>

	<p>leader taught about loving other people.</p>	<p>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and non-religious).</p>	<p>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p> <p>Talk about what they have learned and how their ideas have changed.</p>
<p>1.9 What makes some places sacred to believers?</p>	<p>Recognise that there are special places where people go to worship and talk about what people do there. Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p>	<p>Give examples of stories, objects, symbols and actions used in churches and mosques which show what people believe. Give simple examples of how people worship at a church, mosque or synagogue.</p> <p>Talk about why some people like to belong to a sacred building or a community.</p>	<p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas.</p> <p>Talk about what makes some places special to people and what the difference is between religious and non-religious special places.</p> <p>Talk about what they have learned and what has helped them to learn.</p>

Assessment

Assessment is on-going throughout each RE topic. In KS1, children start new topics by discussing and giving an initial answer to the big question that the unit is based upon, studying the outcomes and looking at key vocabulary. They may also use their previous knowledge and contribute their answers that are collated in the 'Big Book'. We also use a 'Quick 6' approach in some lessons to recap the key learning from both the current topic and previous learning. Teachers assess learning in lessons and misconceptions are quickly clarified. Assessment takes different forms but may include a written activity where children demonstrate their learning.

Assessments are made against the end of phase of Key Stage Outcomes in conjunction with the lesson objectives:

End-of-phase outcomes From the Leeds York RE Syllabus

Aims

The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief

The aims of Religious Education in Church schools are:8

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and non-religious worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils'

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them

Teaching and learning approach	End KS1 outcomes - Pupils will be able to:
<p>ELEMENT 1: Making sense of beliefs</p> <p>Identifying and making sense of religious and non-religious concepts and beliefs understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> • Identify the core beliefs and concepts studied and give a simple description of what they mean • Give examples of how stories show what people believe (e.g. the meaning behind a festival) • Give clear, simple accounts of what stories and other texts mean to believers
<p>ELEMENT 2: Understanding the impact</p> <p>Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities • Give examples of ways in which believers put their beliefs into practice

ELEMENT 3:

Making connections

Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.

- Think, talk and ask questions about whether the ideas they have been studying have something to say to them
- Give a good reason for the views they have and the connections they make.
- Talk about what they have learned

Lesson Resources

In school, we use a variety of resources to teach high quality R.E lessons. We use artefacts from world religions and follow the Dioceses of Leeds and York Diocesan Syllabus for Religious Education. We also teach Christianity through the Understanding Christianity scheme which allows children to deepen their understanding of the Christian faith and encourage them to question whilst create their own views of religion and the world.

Understanding Christianity website: www.understandingchristianity.org.uk

All resources and planning documents can be found here for the UC units and also any Big Frieze information. The documents are also all saved in the P drive on the school server.

Dioceses of Leeds and York Diocesan Syllabus for Religious Education

The document can be found in the RE folder on the server. It is password protected.

RE Online: www.reonline.org.uk

A website with free use, quality assured resources that ensure a comprehensive coverage of religious and worldviews. It has useful resources that include:

- Emailing a believer: If the children have any questions when they are studying different faiths and world views you can send them to a believer via the website.
- Teach RE: Resources to support your subject knowledge as a teacher.
- Supporting RE: teaching resources
- Festivals calendar: a calendar that informs you of religious festivals throughout the year.

RE Quest: <http://request.org.uk/>

A website with different resources to explore many different aspects of the Christian faith.

True Tube: www.truetube.co.uk

A website that provides short films, lesson plans and assembly scripts for RE, PSHE and Citizenship. You do not need a log in to view/stream the videos on the site but may need a log in should you want to download or save anything. It is quick and easy to create a personal log in, if you need one.

BBC Teach has films including 'Religions of the World' (KS1), 'My Life, My Religion' plus many films and resources to support Religious Studies from Early Years up to GCSE.

<https://www.bbc.co.uk/teach>

BBC Bitesize has short film clips and supporting resources including quizzes and interactive activities to support RE at all Key Stages. <https://www.bbc.co.uk/bitesize>

Humanists UK has a user-friendly website with powerpoints, short films and resources for students and teachers. <https://humanism.org.uk/humanism/>

NATRE: www.natre.org.uk

This is the National Association of Teachers of Religious Education. It works to support those who teach and lead in all schools.

Pennine Learning: <https://www.penninelearning.com/resources/>

Pennine Learning run the local RE network and have range of resources for teaching RE. The resources section is updated regularly and provides links to good quality RE resource along with videos about living faith.

Open University You Tube videos: https://www.youtube.com/@OpenLearn_OU

Videos discussing world faiths and place of worship information.

RE Ideas

This series of primary curriculum books are produced by RE Today. They provide teachers with planned units and practical strategies to enable learning about religions and beliefs. RE Ideas uses drama, debate, storytelling, art, play enquiry and visual learning to explore each topic in the series. These books are kept on the RE shelves in the PPA room.

Individual book titles:

Places of Worship, Faith Stories, Special Places, Home and Family, Special People, Opening Up; Belonging, Christianity, Community, Islam, Judaism, Exploring a Theme: Celebrations, Talking Pictures (pictures on P Drive).

Intent, Implementation and Impact

Intent

At St Andrew's, we believe that high quality Religious Education (RE) is an essential part of a rich and broad education and is the entitlement of every pupil. When pupils leave our school, they are empowered and equipped with an understanding of religious and non-religious world views and opinions that allow them to flourish and to live life in all its fullness.

We know that good RE equips pupils for life, by helping them to engage in balanced and informed conversations about religion and beliefs, which touch areas of everyday life on a personal, local and global level. This then helps us to develop children's thinking and lets them express their own beliefs and views in a respectful, informed manner. We are preparing children for their adult life by educating them to show understanding, compassion, respect and love to all.

Our RE curriculum is based around Christianity and as a church school the teaching of Christianity will account for 2/3 of the lessons taught. The rest of the time will be given to studying the main religions of the world, whilst touching on non-religious and scientific views. In line with the 'Religious Education in Church of England Schools: A Statement of Entitlement (2016)', children at EYFS and KS1 will receive one hour per week of Religious Education, increasing to 1-hour 15m at KS2.

The curriculum allows us to revisit key ideas and concepts throughout school in a spiral curriculum. There are 3 core elements in each of the planned units:

- Making sense of beliefs
- Understanding the impact
- Making connections

These elements offer a route through each unit while also allowing for a range of questions reflecting approaches from religious studies, theology, ethics, sociology and philosophy.

In addition to the core school values of Love, Respect and Friendship, it is our intent that through studying RE, using the Diocese of York Agreed Syllabus (incorporating the Church of England's Understanding Christianity), the children will:

- Reflect upon and show respect for the world in which they live.
- Develop their own sense of identity and belonging within their society.
- Be challenged to ask, answer and explore difficult questions.
- Explore Christianity and other religious beliefs and world views.
- Open their minds to see other's points of view.
- Nurture their own spirituality and sense of right and wrong.
- Uphold the school values and show respect, patience, forgiveness and honesty to others.

We encourage and promote teaching and learning through a creative curriculum, providing opportunity for personal reflection and encouraging the children to ask questions about their learning. We will build on the child's experience in the home by developing their knowledge and understanding through a wide range of learning experiences which offer children opportunities to respond, reflect and draw conclusions imaginatively in discussion, role play, drama, art and music.

In the Foundation Stage, the units relate to the children's personal experiences, celebrations, home life, and religious celebrations, both Christian and of other faiths.

At Key Stage 1, teaching and learning is focused around Christianity and Islam, alongside understanding of non-religious approaches to life. Other faiths will be studied when relevant to the unit of work.

To help pupils understand how people live their life according to their views and beliefs, we ensure that they have access to memorable experiences by visiting places of worship, having visitors into school and having days where we focus on Religious Education.

Implementation

The RE subject leaders from both schools work together to ensure that we are covering all areas in the Understanding Christianity scheme of work. This also helps ensure that the long-term plans build upon prior learning and follow the spiral curriculum. RE is seen as a rigorous academic subject that is taught as a core subject on a weekly basis throughout the year. By ensuring that the long-term plans cover many aspects of Christianity, worldwide religious and non-religious world views children can achieve depth in their learning.

To create the interesting and engaging lessons, we use a variety of resources including, Understanding Christianity and the Diocesan syllabus resources. Memorable experiences such as visits, in-school visitors and use of ICT resources such as virtual tours and videos create excitement and interest in children.

Lessons are planned to allow all children to access the RE curriculum by using the resources provided, the 'big questions' or the 'digging deeper' sections in Understanding Christianity. Teachers are able to plan lessons that will extend and challenge the most able. SEND pupils are supported through differentiated learning activities. This may include differentiating through outcome, support or through simplifying the learning objective. We are careful to ensure that children do not always have to demonstrate learning through writing to ensure we can assess their RE skills rather than their literacy ability.

As with all subjects, there is much information to take in. In order to help children retain key information, we have introduced the recall of 'sticky' knowledge at the start of lessons.

Impact

Each child's individual RE book and the whole class 'Big Books' show that RE is taught regularly and learning is recorded in a variety of ways. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. Teachers can then intervene in a timely manner to clarify misconceptions and revisit areas of learning if necessary.

Emphasis is placed on children having a coherent knowledge and understanding of Christianity and other world religious and non-religious views. We also ensure that children have the chance to ask questions, express their own opinions and beliefs, in a respectful way, to help them understand the beliefs and practices of people in the world that they live in.

The outcomes of pupils will be monitored by the class teacher, subject lead and SLT through assessment and marking, tracking, book scrutiny and pupil interviews.



Religious Education Policy

School Vision:

Promoting excellence within a caring, Christian community

CARING

- Confident** – We embrace challenge and persevere
- Aspire** – We aim high
- Respectful** – We are friends and cherish God's world
- Inclusive** – We welcome everyone and are all of equal worth
- Nurturing** – We look after each other so we can all flourish
- Generous** – We give to each other and our community



"Love each other as I have loved you."

John 15:12

Vision for Religious Education

Alongside the school's Vision and the core school values of **Respect, Peace** and **Friendship**, the staff at St Andrew's have a shared vision of RE as a subject and recognise its importance to the children in:

- Reflecting upon and showing **respect** for the world in which they live.
- Developing their own sense of identity and belonging within their **community**.
- **Challenging** them to ask difficult questions.
- Exploring Christianity, and other religious beliefs and world views.
- Opening their minds to see other's points of view.
- **Nurturing** their own spirituality and sense of right and wrong.
- Upholding the school values and showing **respect** to others.

The Purpose of RE

We follow the Dioceses of Leeds and York Diocesan Syllabus for Religious Education, which is supplemented by Understanding Christianity, the Church of England Syllabus for teaching Christianity.

Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context. Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE, pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of

wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

RE Curriculum

Aims and purposes of Religious Education in the Church school

This principal aim incorporates the following aims of Religious Education in Church schools:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and non-religious worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Teaching and learning model in Religious Education

The RE syllabus is designed to support schools in developing and delivering excellence in RE. This syllabus sets out an approach to teaching and learning, supporting teachers to help pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to hold balanced and informed conversations about religions and beliefs. The syllabus is underpinned by three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, thus supporting the aims of RE.

Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept and question being explored.

Making Sense of Beliefs- Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority are used, expressed and interpreted in different ways, and developing skills of interpretation.

Understanding the Impact - Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

Making Connections - Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.

At Key Stage 1, teaching and learning is focused around **Christianity, Judaism and Islam**, alongside understanding of non-religious approaches to life. Other faiths will be studied when relevant to the unit of work.

As a church school, the teaching of Christianity will account for a larger proportion of the lessons taught, this will be achieved by teaching to the Syllabus and Understanding Christianity Units, with 5 Diocesan Thematic units taught in KS1, which explore more than one religious belief, around a theme, such as 'belonging'.

Curriculum time for Religious Education

In order to deliver the aims and expected standards of the syllabus, the Diocesan Boards of Education for Leeds and York strongly recommend a minimum allocation of curriculum time for RE based upon the law and the statement of entitlement from the Church of England Education Office: **Schools should aim to be close to 10% of curriculum for teaching RE, but must be no less than 5%**. In practice, this means a starting point of 60 minutes per week for Key Stage 1 and 75 minutes per week for Key Stage 2 and Key Stage 3 RE.

4–5s	36 hours of RE, e.g. 50 minutes a week or as part of continuous provision
5–7s	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7–11s	45 hours of tuition per year (e.g. an hour and a quarter per week, or a series of RE days or weeks amounting to 45+ hours of RE)

Achievement and Progress

We assess progress of pupils against the learning outcomes for each unit and the end of key stage or phase statements in the syllabus. We add the data for R.E on to Target Tracker on a termly basis. These assessments monitor which children are Working Towards the expected standard (WTS), at the Expected Standard (EXS), or at the Greater Depth Standard (GDS).

Schools are required to report on progress in RE in line with the core principles of assessment outlined by the DfE. We report to parents on individual pupils' achievement relative to the end of their key stage. Our in-school assessments are ongoing throughout the units of work with teachers making a final level judgement at the end of each unit.

Children's progress is recorded, reported and monitored by the Head of School/Executive Headteacher and Coordinator. On-going monitoring seeks to support teachers and children with an overall grade (Emerging/Expected/Greater depth) reported to parents in the end of year reports.

RE lessons

We encourage and promote teaching and learning through a creative curriculum providing opportunity for personal reflection and encouraging the children to ask questions about their learning. We will build on the child's experience in the home by developing their knowledge and understanding through a wide range of learning experiences which offer children opportunities to respond, reflect and draw conclusions imaginatively in discussion, role play, drama, art and music.

Through such activities, the children will be encouraged to consider the Christian values, reinforcing that pupils behave in an acceptable manner towards adults and each other. The approaches used in teaching and learning are not confined to religious education but are particularly important in this curriculum area since they assist the interplay between the outward journey of learning about religion and the inward journey towards self-discovery and response.

A variety of teaching approaches will give children the opportunities to work in independent, collaborative and investigative settings to achieve the necessary skills and attitudes needed to attain the end of Key Stage statements in each Attainment Target. Planning will be differentiated and key questions identified to stretch the children's understanding even further.

Visitors from the Christian and other faiths are encouraged and visits to local places of worship help the children to widen their horizons, knowledge and understanding of the community we live in. Opportunities to reflect on the beauty of the natural world are taken at every opportunity, including the changes of the seasons and walks in our local area. Children are encouraged to display the Christian values which they are taught, such as generosity and sharing, when collecting and delivering harvest gifts and performing for the elderly in the local community.

The Place of RE in our School

Pupils are given the opportunity to take responsible roles in the Harvest, Christingle, Easter and end of year services held at St Martin's Parish Church and within their own class worship held in school. We have also introduced the role of Worship Welcomers, a job performed by volunteer Y2 children. As part of enriching pupils' experiences, we visit local places of worship including St Martin's Church and Brighthouse Methodist Church. We also welcome visitors into school for children to learn about other world faiths and world views.

RE makes a substantial contribution to pupils' SMSC development by, for example children learning about rules in school and in society, learning about other cultural traditions both religious and non-religious. They will be helped to develop and apply an understanding of right and wrong in their school life and life outside school and be encouraged to take part in activities to develop

their social skills. All pupils will have the same access to all areas of the curriculum regardless of their gender, race or cultural background.

The subject links to PSHE education by teaching the children that everyone's opinion is valid and it is ok to ask questions which we don't know the answer to.

RE contributes to literacy through many speaking and listening opportunities and high expectations of literacy in all curriculum areas.

RE supports our commitment to equality through showing respect when learning about other religious practices. Children will develop an awareness of and respect for diversity in relation to gender, race, religion and disability.

We value the support given to RE through links with the local and wider community, such as our local vicar and congregation, Foundation governors, contributions from parents, children's own experiences of worship and living in a faith community.

Resources

Every classroom has a reflection area which the children can access to reflect on the worship theme of the week or on a question posed by the class teacher. They can access the class bible, candle and cross, write prayers or simply reflect quietly.

The school has an appropriate range of RE resources. Reference books and artefacts are located in the central stock cupboard. In addition, staff can use other resources available on the internet. The Co-ordinator attends RE Network Meetings and relevant courses in the Diocese or through Pennine Learning.

Withdrawal from RE

Parents have a statutory right to withdraw a child from religious education. If a parent is considering withdrawal from RE, we will listen to their concerns, inviting them to do so with the School Head. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the School Head. The school will arrange for appropriate arrangements to be made to supervise the pupil in school during RE lessons.

Enquiries and questions

The school welcomes enquiries or questions about RE. In the first instance, parents should contact their child's class teacher

STICKY KNOWLEDGE -RE

RE 'Sticky Knowledge' – what children need to know by the end of Key Stage 1

	Knowledge	Skills
EYFS	<p>I can develop a positive sense of myself, and others, and learn how to form positive and respectful relationships.</p> <p>I can understand and value the differences of individuals and groups within my own immediate community.</p> <p>I can develop my moral and cultural awareness. Talk about similarities and differences between myself and others, among families, communities and traditions.</p> <p>I can learn about religions and worldviews through special people, books, times, places and objects and by visiting places of worship. E.g. I know that the Christian special book is the Bible, our school church is St Martins, and our Vicar is called Reverend Paul.</p> <p>I can explore, observe and find out about places and objects that matter in different cultures and beliefs.</p>	<p>I can listen to and talk about stories: learn from stories how Jesus and God want us to live.</p> <p>I can say why Christmas is special to Christians. I can retell the story of the Nativity.</p> <p>I can start to understand and use subject specific words and use all my senses to explore beliefs, practices and forms of expression.</p> <p>I can ask questions and reflect on my own feelings and experiences.</p> <p>I can use my imagination and curiosity to develop my appreciation of and wonder at the world in which I live.</p> <p>I can use the vocabulary: Respect, Love, Friendship (School Values) Care, feelings, happy welcome, belong special, safe, special place, God, Jesus, Bible, Christian, Easter, Christmas</p>
Year 1	<p>I can identify the core beliefs and concepts studied and give a simple description of what they mean.</p> <p>I can give examples of ways in which believers put their beliefs into practice (e.g. Christians at Christmas, Muslim at Ramadan)</p> <p>I can give examples of how stories show what people believe (e.g. the meaning behind Easter)</p> <p>I can give clear, simple accounts of what stories and other texts mean to believers. (e.g. the Parables)</p> <p>I can give examples of how people use stories, texts and teachings to guide my</p>	<p>I can think, talk and ask questions about whether the ideas I have been studying have something to say to me.</p> <p>I can give a good reason for the views I have and the connections I make.</p> <p>I can talk about what I have learned.</p> <p>I can use the vocabulary: Respect, Love, Friendship (School Values) God, Jesus, Bible, Christian, Easter, Christmas, Incarnation, Gospel, Salvation, Creation.</p>

	beliefs and actions, individually and as communities. (e.g. try to explain bigger questions such as who made the world.)	Christian, Christianity, Muslim, Islam, belief, worship.
	Knowledge	Skills
Year 2	<p>I can identify the core beliefs and concepts studied and give a simple description of what they mean (e.g. describe what Christians believe God is like.)</p> <p>I can give examples of ways in which believers put their beliefs into practice. (E.g. explain why Christmas matters to Christians and what is meant by sacred.)</p> <p>I can give examples of how stories show what people believe. (e.g. the meaning behind Easter)</p> <p>I can give clear, simple accounts of what stories and other texts mean to believers. (e.g. how stories and texts can affect how we care for the world and others).</p> <p>I can give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities. (e.g. what belonging to a group or community means)</p> <p>I know Christianity is a living faith.</p> <p>I know and understand about other world religions and non-religious world views.</p> <p>I can develop my own spiritual/philosophical convictions exploring and enriching my own beliefs and values.</p>	<p>I can think, talk and ask questions about whether the ideas I have been studying have a meaning to me.</p> <p>I can give a good reason for the views I have and the connections I make.</p> <p>I can talk about what I have learned.</p> <p>I can give thoughtful accounts of Christianity as a living and diverse faith.</p> <p>I can show an informed and respectful attitude to religions and non-religious worldviews.</p> <p>I can engage in meaningful and informed dialogue with those of other faiths and non-religious people.</p> <p>I can reflect critically and responsibly on my own spiritual, philosophical and ethical convictions.</p> <p>Use the vocabulary:</p> <p>Respect, Love, Friendship (School Values)</p> <p>God, Jesus, Bible, Christian, Easter, Christmas, Incarnation, Gospel, Salvation, Creation.</p> <p>Christian, Christianity, Muslim, Islam, belief, worship</p> <p>Sacred, special, holy, religious,</p> <p>Belong/belonging, community, parish, church (a group of people) faith community.</p>

What does Greater Depth look like in RE?

There are no level descriptors for Greater Depth in the Diocesan Agreed Syllabus, and as such it does not exist.

However, we know we have children in school who love RE, fully engage in lessons and take their learning to the next level. They are learning to question to deepen their own understanding and able to share their growing knowledge with others. They remember themes and facts from previous units and draw on this breadth of knowledge to help their understanding of new concepts.

A child working at Greater Depth, within the Expectations of the Year Group and Key Stage, must be provided with the opportunity to demonstrate their understanding through well planned lessons.

Reaching Step 5 in the **Planning Steps** is crucial so that these opportunities and high expectations are made available to all children. Greater Depth in RE does not require a child to be GD in English.

Step 5 Planning Step: Develop Teaching and Learning Activities:

- Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.
- Don't forget the skills you want pupils to develop, as well as the content you want them to understand.
- Make sure that the activities allow pupils to practise these skills as well as **show their understanding**.