



What RE looks like at Sandiway Primary School

In RE, we take our children on a journey that is engaging, exciting and empowering for all

Curriculum Intent

By the time our pupils leave Sandiway they are skilled theologians. They develop a secure knowledge of their own beliefs and cultures. Pupils have a secure understanding, respect and empathy for worldwide beliefs and religions. Our progressive, enquiry-based curriculum engages, excites and empowers our pupils.

Our Philosophy :

To inspire children's empathy and curiosity about RE by:

- ❖ As a school we follow the locally agreed Cheshire West and Chester RE syllabus
- ❖ Children have RE lessons and record work in RE books
- ❖ Children will be taught RE through a progressive curriculum where prior knowledge and learning is built upon through studying a range of different religions and beliefs (Christianity, Sikhism, Buddhism, Judaism, Islam, Hinduism and Humanism)
- ❖ When producing work children will be given time to be creative and experiment, developing confidence, knowledge and skills.
- ❖ Children will have the opportunity to encounter Religion and World Views through stories, using specific words, special books, places, objects, events and where possible visiting places of worship and meeting believers.
- ❖ Children will receive effective "in the moment" feedback through a variety of methods and this will enable further development of skills.
- ❖ Lessons have been carefully planned and mapped so that there is a progression across the school.
- ❖ A range of essential knowledge, terms and skills will be taught using a variety of progressive activities through the children's school experience at Sandiway.
- ❖ Religion and World Views in Early Years Foundation Stage (EYFS) should wherever possible begin with the child and allow opportunities to explore their personal experiences and questions which they have about the world around them. The RE curriculum should include opportunities for play, child initiated and adult initiated opportunities
- ❖ Retrieval practice will ensure that learning takes place through re-cap of RE key skills and knowledge taught previously.
- ❖ Time allocations - teachers must allocate sufficient time and resources to ensure that the expectations of the agreed syllabus can be met. These experiences should be progressive and coherent, developing the core knowledge as specified and the skills required to access religion and worldviews.
 - KS1 36 hours a year (e.g. 50 Minutes a week)
 - KS2 45 hours a year (e.g. one hour per week)
- ❖ Throughout all lessons teachers to model and focus on key terminology for each religion covered. For example, be able to say the name of the religion, the follower, place of worship, the sacred

text, the associated language. (E.g. Islam, Muslim, Mosque, Qur'an, Arabic.) This could then be expanded further in upper Key Stage Two to include country of origin, key leaders or authority.

- ❖ Cross curricular links are made where possible.
- ❖ Termly enquiry based questions are set for the children to explore, giving them opportunity to experiment, practise and reflect on their learning.

We encourage our children to be respectful, tolerant and responsible citizens through the understanding that people's views and beliefs.

In RE, our children experience a variety of world views, religions and traditions and cultures. Connections are made to these ideas and helps support children in appreciating the awe and wonder of RE in the modern world around us.

The basis of the knowledge and understanding at each stage, as set out in the National Curriculum:

By the end of EYFS, pupils will have learnt:

ELG: People, Culture and Communities

- ❖ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

ELG: Personal, social and emotional development

- ❖ Show sensitivity to their own and others' needs

ELG: Past and present

- ❖ Talk about the lives of the people around them and their roles in society.
- ❖ Understand the past through settings, characters and events encountered in books read in class and storytelling

EYFS should take into account the faith views their families hold. Whilst EYFS content should be a majority of Christianity, they also mark events and festivals celebrated by the children in the class, look at links with our local community and international partnership schools, encounter beliefs which are different to those held by children in the class and promote uniqueness and diversity.

By the end of key stage 1, pupils will have learnt:

Christianity - three terms

- ❖ Develop curiosity as to why Christians do nativity plays at Christmas.
- ❖ Explain why Christians give and receive presents at Christmas.
- ❖ Explain why Christians say Jesus is special.
- ❖ Wonder why a minister pours water on babies in a baptism.
- ❖ Talk about some things Christians might do in church.
- ❖ Recall key important aspects of the Easter story and begin to explain why Christians think the resurrection is important.
- ❖ Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.

- ❖ Explain why Christians might choose to follow Jesus.
- ❖ Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan and other parables studied.
- ❖ Explain how Christians view the creation of the world and try to take care for it.
- ❖ Evaluate what it means to Christians to belong to a church.
- ❖ Talk about how Christians might use symbols in a church building and begin to suggest reasons why.
- ❖ Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus.
- ❖ Evaluate key teachings studied from the Bible and explain why they may be important to Christians.

Judaism - one term

- ❖ Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives
- ❖ Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period
- ❖ Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue.

Islam - one term

- ❖ Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God.
- ❖ Explain that the Qu'ran is the holy book of Islam and say how it should be treated.
- ❖ Show an understanding of at least two Muslim artefacts and explain how they are used.
- ❖ Describe at least three things that might happen at a Muslim baby's naming ceremony.
- ❖ Describe at least three things that might happen at a Muslim marriage.

Humanism

- ❖ Describe the main beliefs of Humanism and begin to compare it to following a religious belief

By the end of key stage 2, pupils will have learnt:

Year three and year four (six terms)

Christianity - three terms

- ❖ Explain how Christians see God as 'Three in One' through symbols.
- ❖ Analyse what Christians can learn about Jesus from nativity stories.
- ❖ Describe and suggest reasons why Christians call Jesus, Saviour.
- ❖ Explain the concept of salvation.
- ❖ Describe how Christians live their lives as disciples.

Hinduism - one term

- ❖ Explain how a Hindu may worship at home or in the mandir
- ❖ Describe and explain how a Hindu celebrates Diwali and Holi
- ❖ Explain how a Hindu may view God

- ❖ Retell some Hindu stories and explain their significance for a Hindu
- ❖ Analyse a Hindu's journey of life and significant events along the way

Judaism - ½ term

- ❖ Reflect on why and how Jews worship
- ❖ Explain the importance of the Covenant for Jews
- ❖ Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief
- ❖ Evaluate why Pesach is important to Jews as an act of commemoration

Islam - ½ term

- ❖ Identify and understand that Muslims believe the Prophets who came before Muhammad (PBUH) all taught the same message and that Muhammad (pbuh) is the last and final prophet.
- ❖ Recall at least three key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation.
- ❖ Recognise the Qu'ran and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God)
- ❖ Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque.
- ❖ Analyse how the main features of a mosque explain Muslim key beliefs.

Humanism

- ❖ Say what Humanists think about God
- ❖ Explain how Humanists believe they can be happy
- ❖ Explore the happy human symbol
- ❖ Describe how Humanists celebrate in their lives
- ❖ Explain how Humanists lifestyle plays a role in modern society.

Year five and year six (six terms)

Christianity - three terms

- ❖ Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation.
- ❖ Outline how Christians around the world read the Bible to maintain their relationship with God.
- ❖ Explain how Christians seek to live to advance the Kingdom of God on Earth.
- ❖ Make connections between Christianity, Judaism and Islam.
- ❖ Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual or text) reinforce the Christian idea of forgiveness.

Islam - one term

- ❖ Identify, describe and explain key Muslim beliefs related to Allah (God).
- ❖ Understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.
- ❖ Name the Five Pillars and explain why they are important to Muslims.

- ❖ Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars Essential terms for the pupil to be applying when learning about Islam in UKS2. Badah, Achlaq, Shahada, Sawm, Salah, Zakah, Hajj, Kabbah, Pilgrimage, Mumin, enable Muslims to have peace with God.
- ❖ Explain how Muslims' organisations help people in need.

Sikhism - one term

- ❖ Explain how Sikhs believe in all pathways leading to God
- ❖ Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life
- ❖ Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect
- ❖ Explain the symbolism of the 5Ks
- ❖ Analyse how Sikhs show community and equality in their lives

Buddhism - one term

Baha'i faith

- ❖ Explain who Baha'u'llah was and His station in the Baha'i Faith
- ❖ Describe what is meant by the Oneness of Religion
- ❖ Explore the Baha'i concept of God
- ❖ Talk about what the Baha'i Faith teaches about children
- ❖ Investigate Baha'i worship and the Houses of Worship
- ❖ Explain the importance of community life

Curriculum Implementation

This is how it works:

- ❖ As a school we follow the locally agreed Cheshire West and Chester RE syllabus
- ❖ RE is taught as a discrete subject showing a progression of skills.
- ❖ children learn the essential knowledge of other religions and worldviews, as well as skills and attitudes such as critical thinking and empathy
- ❖ Children use prior experiences to then build on new skills.
- ❖ understanding of others' worldviews is an essential first step to enabling each pupil to understand, reflect on and develop their own personal worldview
- ❖ Opportunities for both independent and collaborative work
- ❖ Each Key Phase will study a wide range of religious beliefs and leaders and their work throughout each unit. By the end of Year 6, pupils will have been exposed to a variety of different religions and religious leaders.
- ❖ Collaborative work as a whole school community is encouraged and celebrated through displays around the school environment.
- ❖ Where possible, work alongside the local community to link with local shops, church, families, other schools, artists, celebrations and events to further enrich the children's experiences of the subject.

This is what adults do:

- ❖ Positive modelling within RE work, encouraging an environment where everyone is special, valued and free to share their views and opinions with no judgement and respectful enquiry.
- ❖ Promote spiritual, moral, social and cultural development and British values through RE
- ❖ Model and scaffold evaluate on and analysis of work by sharing own thoughts.
- ❖ Create a learning environment rich in resources that support learning.
- ❖ value relationships and developing a sense of belonging and self-awareness.
- ❖ encouraging tolerance, mutual respect and positive attitudes towards diversity
- ❖ Monitoring of class RE books.
- ❖ Model appropriate use of RE vocabulary.
- ❖ refer to the Essential Knowledge and Terms document as a statutory requirement
- ❖ Engage in CPD to ensure their subject knowledge is good.
- ❖ Regular retrieval practise of previous learning and effective questioning to ensure learning is memorable.
- ❖ Adults encourage pupils to reflect on their own learning, as well as their own developing worldviews, is done through peer and self-assessment.

This is how we support and ensure access for all children:

- ❖ The RE curriculum is equitable and appropriate for all groups ensuring full access and parity for all pupils.
- ❖ Small group/1:1 adult support given where required.
- ❖ Ensuring that a range of equipment and resources are available to ensure success for all pupils (e.g. word banks/word mats, additional templates etc.)
- ❖ We use teacher and self-assessment to quickly identify any child who requires additional support in specific skills.
- ❖ Pupils then receive additional support or resources.

This is how we challenge:

- ❖ Support of tasks, or outcomes is planned.
- ❖ Small group or 1:1 feedback to further challenge.
- ❖ Open-ended tasks.
- ❖ Through questioning.
- ❖ Encouraging self-evaluation and testing of ideas.
- ❖ Peer learning.

Curriculum Impact

It is essential that the key knowledge, skills and attitudes that pupils are taught are monitored and tracked as they move through school. We know that children have gained the expected knowledge and understanding of other religions and worldviews through various types of formative assessment, which is undertaken on a regular basis. Encouraging pupils to reflect on their own learning, as well as their own developing worldviews, is done through peer and self-assessment.

This is what you might typically see:

- ❖ Happy and engaged learners
- ❖ A variety of independent, paired and group work
- ❖ Exploratory discussions and respectful enquiry questioning
- ❖ Engagement and perseverance
- ❖ Self-motivated children
- ❖ Children talking positively about RE, sharing and reflecting on their learning

This is how we know how well our pupils are doing:

- ❖ Observations of RE being produced and RE books looks
- ❖ make meaningful judgements about pupil knowledge and learning through the programme of study through verbal feedback from teacher to pupil.
- ❖ Verbal feedback from pupil to teacher/TA
- ❖ Pupil voice conversations with Subject Leaders/ SLT
- ❖ Photo evidence on Seesaw
- ❖ Monitoring of children's progress over time
- ❖ involve pupils in the learning and enquiring process through the sharing of key questions and learning objectives and through methods of self- assessment and peer assessment.

This is the impact of the teaching:

- ❖ Confident children who can talk about RE.
- ❖ Children who are enjoying their learning in RE.
- ❖ Children who are equipped with the essential knowledge of other religions and worldviews, as well as skills and attitudes such as critical thinking and empathy
- ❖ Children who understand, reflect on and develop their own personal worldview.