



Strategy for Religious Education

'Through the love of God, we protect our school community. Together we trust, hope, persevere and flourish on life's great adventures.'

"Religion is important for humanity, but it should evolve with humanity."
Dalai Lama

Our intent for RE teaching and learning:

Religious Education will be taught throughout the school.

In Church of England schools, where pupils and staff come from all faiths and none, religious education (RE) is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. At the heart of RE in church schools is the teaching of Christianity and pupils also learn about other faiths and world views. All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.

It is the school's vision to provide an RE curriculum that inspires and engages all pupils and develops their skills in an enabling and nurturing environment. It is a curriculum that is progressive and that will help pupils develop their knowledge and understanding of Christianity as a living world faith and apply the school Christian values to their lives and work. We also intend to develop knowledge and understanding of major world religions as the children will learn about the main beliefs, special days and religious festivals from different faiths, including Islam, Hinduism, Buddhism, Sikhism and Judaism. We want to instil in our children a thirst for knowledge and respect for different worldviews through a curriculum designed to develop their ability to reflect on their religious and spiritual convictions, as well as give them the opportunity to discuss and debate current big questions and sensitive issues. We also intend to teach children to take ownership of their own learning by regularly letting them take a lead in the development and planning of collective worship both in school and in our Parish Church.

We believe that a comprehensive and creative approach to RE is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

Aims

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied
- To engage with challenging questions of meaning and purpose raised by human existence and experience
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking

Attitudes

- Encouraging the development of positive attitudes to RE
- Encouraging open-mindedness, respect and an understanding of their own and others' beliefs
- Developing our children's social skills to work cooperatively with others regardless of their beliefs, thoughts and opinions
- Providing our children with experiences to broaden their understanding of different faiths and religions
- Encouraging children to use their knowledge and understanding of faiths to be able to participate and integrate into a diverse community

Skills

- Enable children to use the correct religious terminology to explain religious beliefs and value systems
- Make and explain links between beliefs, stories and practices
- Ask significant questions and suggest answers about religions and beliefs to deepen their understanding
- Share personal experiences linked to their own faith.
- Explain the significance of Christian practices and those of other faiths studied to the lives of individuals and communities

Implementation

At St. Paul's CE, we use a variety of high-quality resources to provide opportunities for the children to learn about Christianity and other world faiths. The children will be able to manipulate artefacts from each faith studied, including special texts such as the Holy Bible and the Qu'ran. Additionally, pupils' knowledge and understanding of various world beliefs will be enhanced by annual visits to places of worship. Regular discussion and debates about current issues will help the children to build their confidence in voicing their own beliefs and opinions on big questions.

At St Paul's CE, skills and knowledge are built on year-by-year and sequenced appropriately to maximise learning for all children. To facilitate planning, long term and medium term planning has been developed for all year groups to ensure for consistent and precise coverage of the RE curriculum from EYFS to Year 6.

Through RE Lessons and collective worship, the pupils will have the opportunity to:

- Study Bible texts and teachings, discuss their meanings and how they are connected to the children's lives, their community and the wider world
- Focus on and experience Christian values every week, and record their own spiritual development
- Learn about other faiths' beliefs, holy texts, ceremonies, ways of living and worshipping
- Learn where, when, how some special days and festivals are celebrated
- Have visitors and visits to other places of worship to build on the understanding of their own faith as well as other faiths, including those of no faith
- Have discussions and debates on life's big questions such as the Rule of Law, Democracy, Individual Liberty, Mutual Respect and Tolerance through current issues
- Plan and lead collective worship both in school and in church

Teaching and Learning in RE

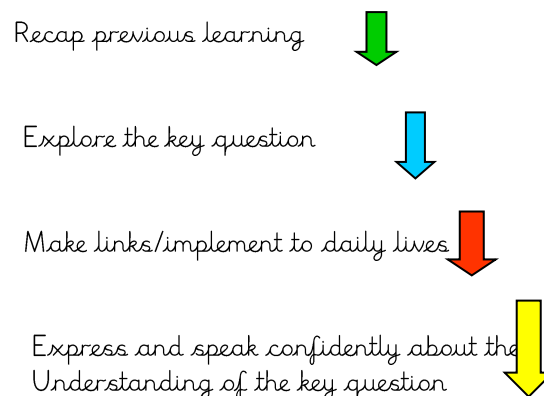
RE is a core subject and therefore a minimum of one hour per week is spent on RE in KS1 and 1 hour and 15 minutes in KS2.

We use Understanding Christianity and the Leeds/ York Diocese documents to inform planning. These can be found on Teacher Drive /2022-2023/RE.

The yearly overview shows the progression through the year groups. This can also be found on the Teacher Drive

The weekly lessons are supplemented with special whole school RE days, and trips to places of worship, facilitated by Hand to Mouth and The Interfaith Centre

The RE process is as follows:



In order to have highly effective learning, lessons need to:-

- encourage wondering and questioning

- encourage enquiry and discovery
- be purposeful
- be set in a context that is relevant to your pupils
- be challenging for all
- be hands on and minds on
- develop children's ideas and understanding- it's not always about a right answer!
- have lots of carefully planned speaking and listening opportunities
- model the language structures and vocabulary you want the children to use
- have lots of opportunities for children to make choices and be independent
- include a range of religious stories
- have purposeful activities linked to the key question
- help children make sense of the local community as well as the world around them
- be fun and creative!
- develop RE through making links to the wider community e.g. school visits, visitors from different faith backgrounds, visit places of worship etc

A sequence of learning in RE (implementation):

- Knowledge harvests are completed at the beginning of a unit of work to assess starting points (including recapping previous learning for units where 'digging deeper' takes place) - these may be through a mind-map style or a range of questions linked to the objectives that will be covered
- Weekly, whole class, mixed ability RE lessons
- Godly play opportunities to introduce new concepts
- Regular opportunities to express their own opinions and beliefs and carry out hands on activities
- Key vocabulary linked to the key question to be displayed on the Working Wall
- Evidence of key learning to be displayed in the big book and in pupils' individual Learning Journeys

Our following quick start guides to planning the teaching and learning of RE will give more detail on the above aspects.

Quick start guide to 'Knowledge Harvests/ mind maps'

Intent:

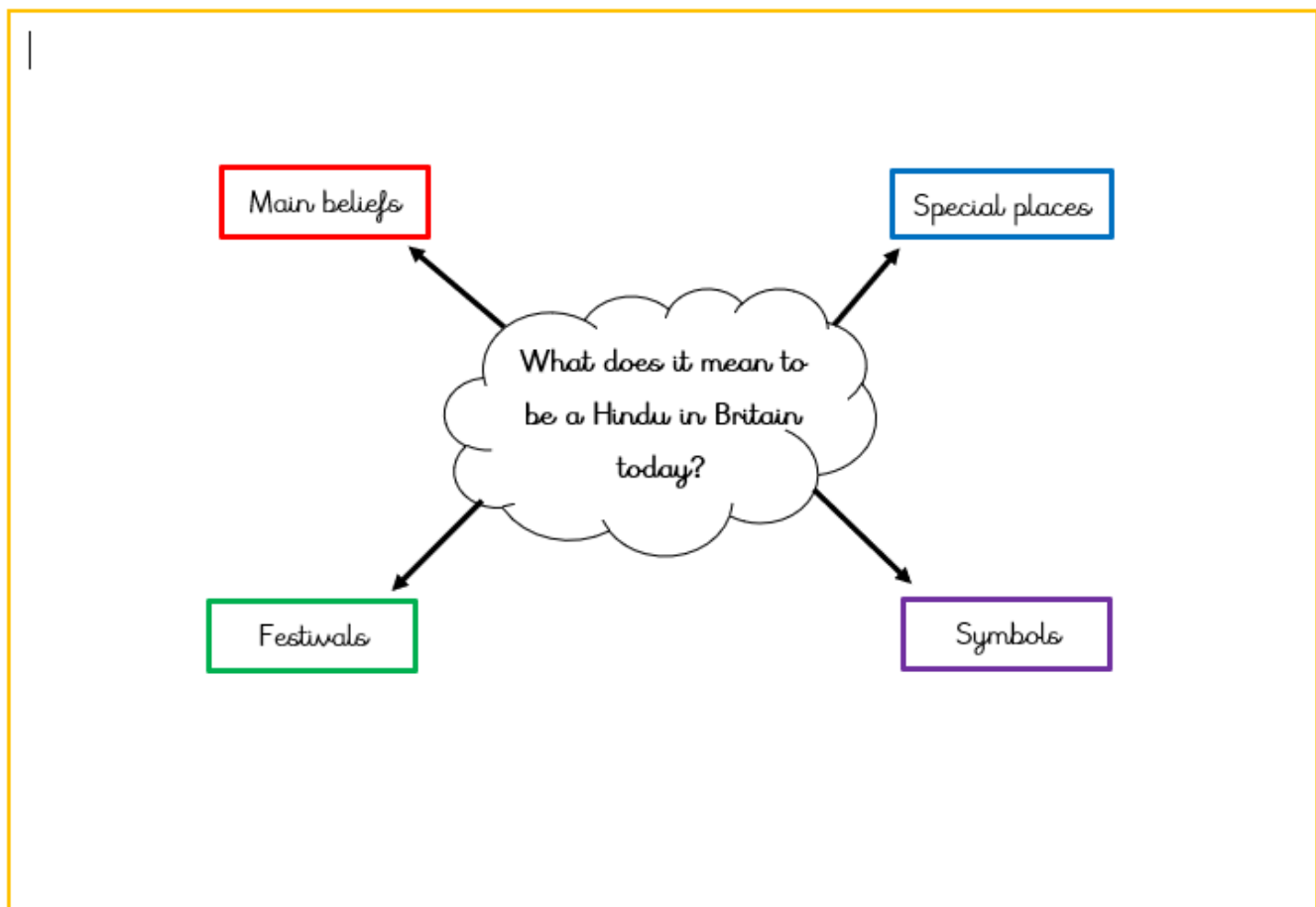
Mind maps are used to introduce the key question at the start of each unit. This gives children the opportunity to share what they already know and have learnt previously. Mind maps can be used to inform future planning that is based on the children's knowledge and interests and gives the children the opportunity to ask any questions that they have about the unit.

Knowledge Organisers give an overview of the concepts and language that will be taught throughout the unit. These are a starting point and the interest of the pupils, shared through the mind mapping process, will be considered during the subsequent lessons.

At the end of each lesson, pupils will revisit the mind map and add any knowledge/ understanding they have acquired from the lesson in a different colour. This can be very simple ie single words or short phrases.

Implementation:

Below is an example of a Knowledge Harvest/ mind map that can be carried out at the start of the unit to introduce the key question and to find out what the children already know. This is a good opportunity to recap any learning linked to the key question from previous year groups. It can be added to each week individually and as a class and can be used as a plan to inform their end of unit outcomes.



Quick start guide to 'Godly Play'

Intent

Godly play is a way of creating time and space for the children to engross themselves in key stories linked to the Bible. It hooks the children and encourages critical thinking of the meanings behind the stories.

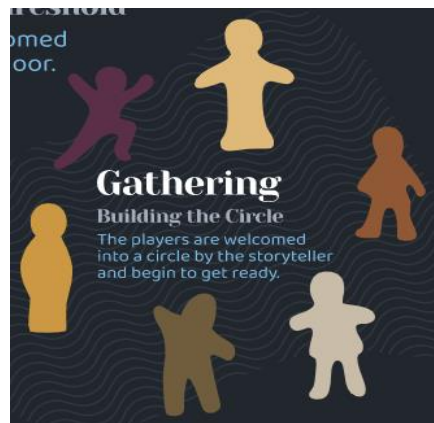
Key elements of Godly Play are:

- **Space** - a safe, child-oriented environment, somewhere to be and to think
- **Process** - open, exploring, valuing questions, discovering truth, freedom to face difficulties, developing the language of spirituality
- **Imagination** - playful, exploring both the light and the dark, opening channels for deepening spirituality
- **Relationships** - between children, between adults and children, equality within community, mutual learning
- **Intimacy** - valuing self and others, respecting autonomy, inclusive, looking for the good in people
- **Trust** - faith in the power of story, valuing silence, valuing each person's spirituality and vulnerability, allowing power to move around the circle and people to take responsibility for their actions and words

Implementation:

What happens in a Godly Play session?

- Children are welcomed into the space and given time to become quiet.



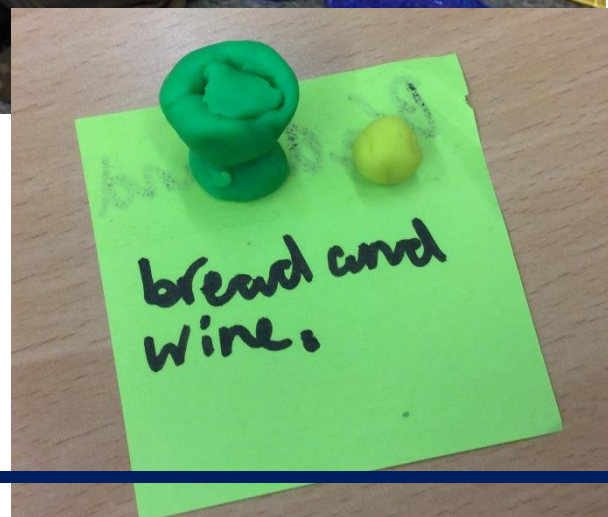
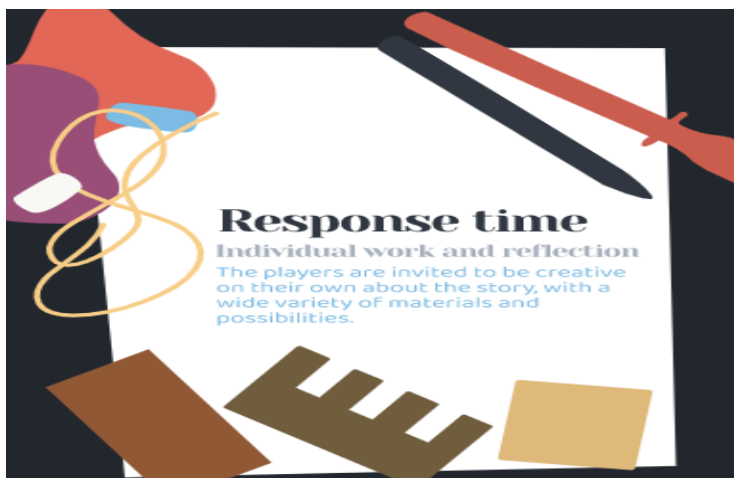
- They listen to a story, told in a circle using objects and artefacts. Children are drawn into the story as everyone including the storyteller looks at the objects and artefacts as the story is told.

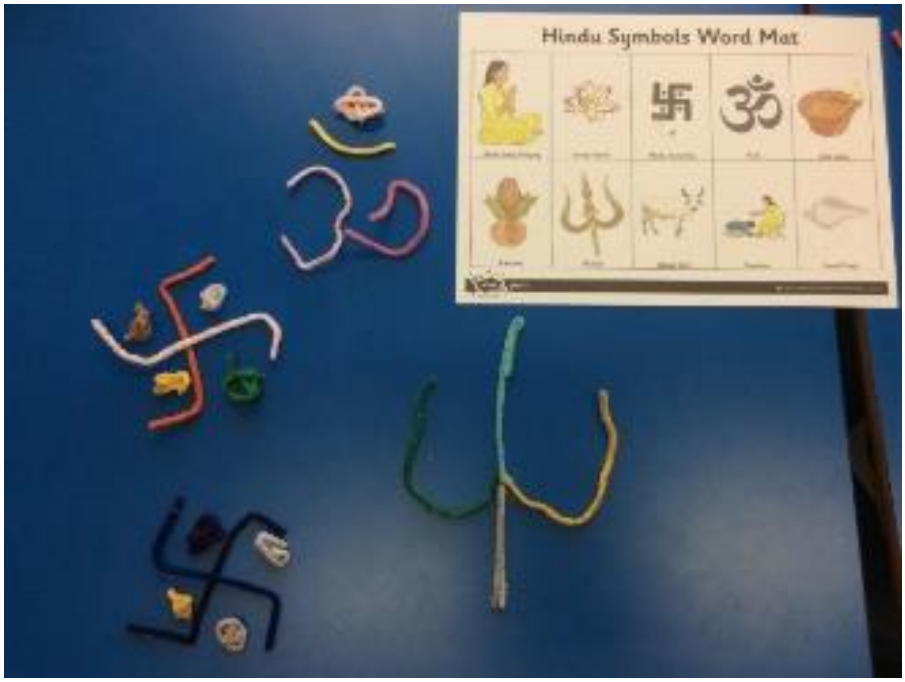


- The story is explored using open questions and discussion, allowing plenty of time for thinking. Be prepared for long silences!



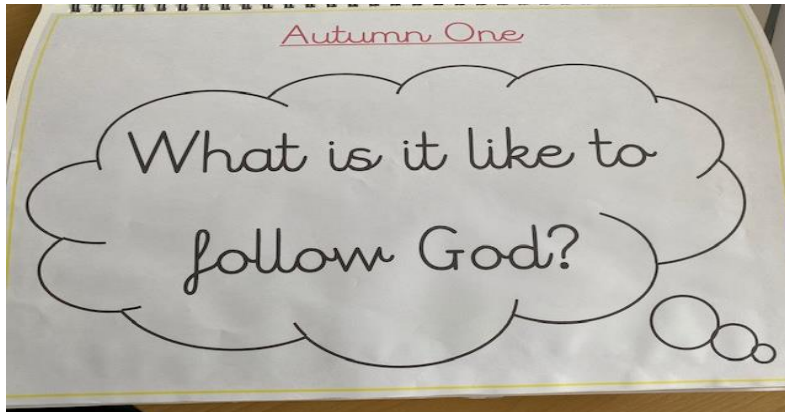
- Children then respond to what they have heard using a free choice of materials, e.g. art materials, small world materials, mark-making materials, or they may just wish to sit and think. They can also use the props to retell the story for themselves.



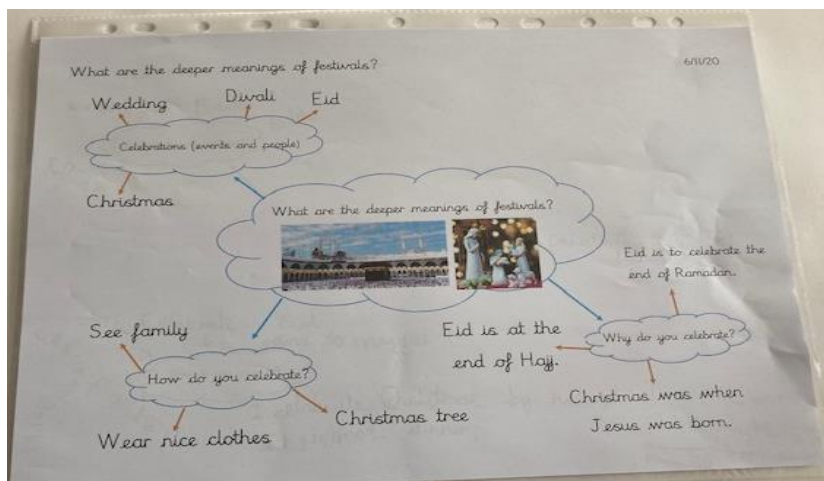


Quick start guide to the RE Big Books

- Display key question at the start of each half term



- Display examples of mind maps from the start of the unit (whole class or individual) and then again at the end of the unit



- Examples of how to display the children's work, discussions and Godly play



We listened to the story being told through 'Godly play'.

We then had a go at re-telling the story using the props

2A.2 PEOPLE OF GOD RESOURCE SHEET 2:
CHURCH OF ENGLAND MARRIAGE VOWS

Just like Noah made a promise to God, we thought about the promises made at a Christian and Muslim wedding.

_____ will you take _____ to be your wife? Will you love her, comfort her, honour and protect her and, forsaking all others, be faithful to her as long as you both shall live?
 I will.

I, _____ take you, _____ to be my husband, to have and to hold from this day forward, for better, for worse; for richer, for poorer, in sickness and in health; to love and to cherish, till death us do part, according to God's holy law, in the presence of God I make this vow.

I give you this ring as a sign of our marriage. With my body I honour you, all that I am I give to you, and all that I have I share with you, within the love of God.

The minister says:
 In the presence of God, and before this congregation, _____ and _____ have given their consent and made their marriage vows to each other. They have declared their marriage by the joining of hands and by the giving and receiving of rings. I therefore proclaim that they are husband and wife.

The minister joins their right hands together and says:
 Those whom God has joined together let no one put asunder.

We came up with our own real and fake promises...

REAL

FAKE

I promise to love you whether you are rich or poor

I promise to make you like me every day. I promise to buy pizza for you.

I promise to make you breakfast every day.

promise to cherish you
promise to love you
promise to eat.
promise to love forever

I promise to love you
forever

Fake promises
I promise to take you on holiday
I promise to buy you a notebook
I promise to buy you pencils
I promise to buy pizza

I will buy you a new bag, shoes, dress, etc.
Selma

I promise to love you

I will keep you safe
or you never hurt

I promise to cherish you.
I promise to honor and protect her.

I promise to be with you every day.

We talked about Ramadan and how it is celebrated.

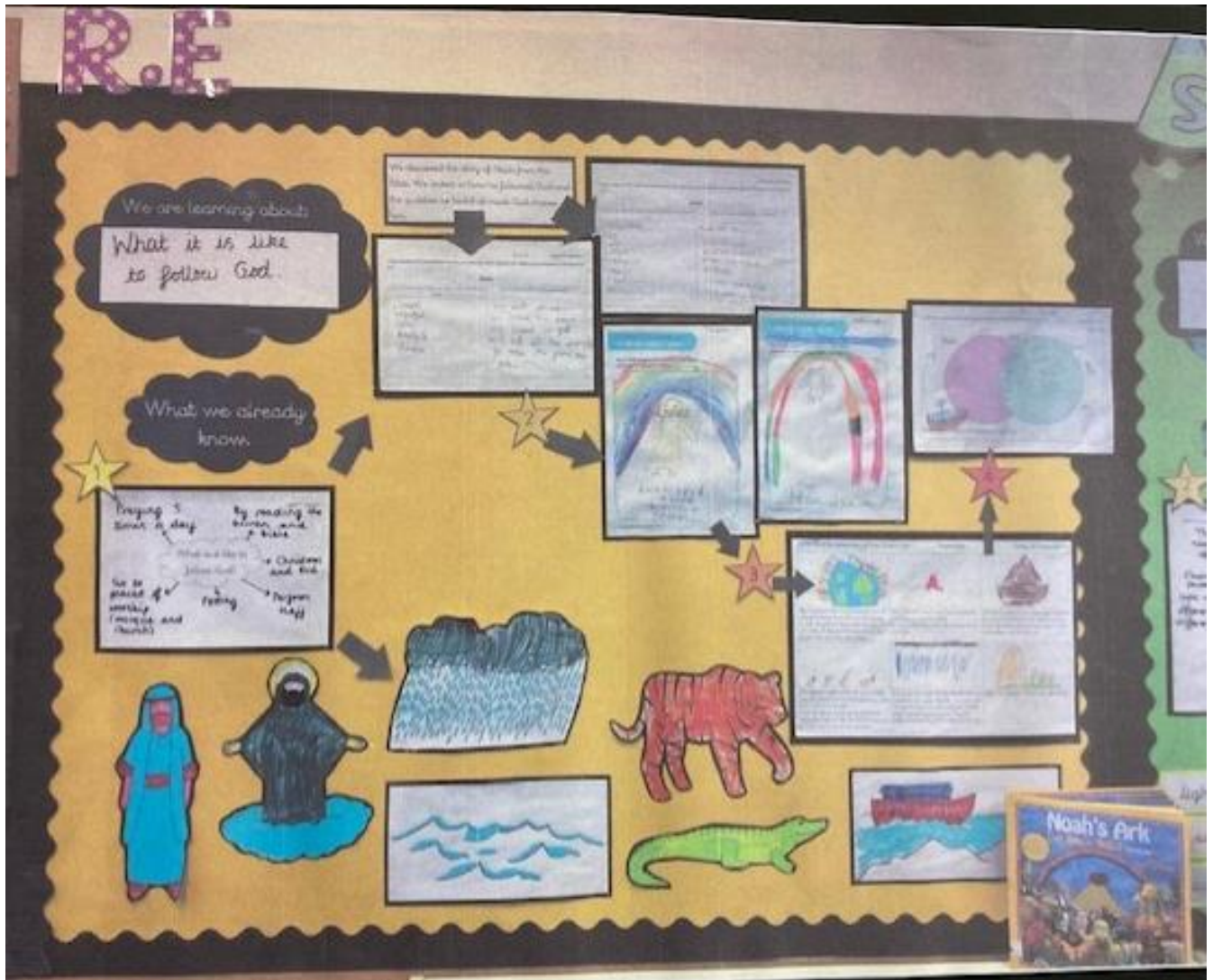
R each quran every day.
A fast ramadan it is said.
M only to love pretty.
A fast the day you can eat.
D one eat until night.
A at night you read a prayer.
N at losing your patience.



RE Working Walls:

Every class will have an RE Working Wall that outlines the journey of a unit of RE. This will include:

- the key question
- mind map from the start of the unit- what we already know- individually then as a class
- key vocabulary for the unit
- 'I knows' for each objective
- Images/ photographs/ symbols/objects appropriate to the unit
- examples of the children's work (where applicable and where it will reinforce learning - this is not necessary for each objective)
- definitions that are taught
- images of the children completing practical activities (if applicable)



RE- Impact

Our RE curriculum is carefully planned to demonstrate progression. The impact of this is measured and this information will be monitored by the Subject Leader.

Impact is measured in a number of ways:

- Children will have informal and formal assessments (further information below) at the end of each unit to track attainment and progress.
- Looking at children's books through both formal and informal monitoring.
- Learning walks involving looking at working walls and dropping in to lessons
- The pupils' voice about their learning.
- Analysis of RE data across the school.

Assessment in RE:

- Knowledge harvests/Mind maps are completed at the beginning of a unit to see what the children know and what they would like to find out. It can also be used to recap previous learning. Pupils will then go back to the mind maps and add what they now know at the end of each lesson in a different colour; demonstrating progress and celebrating success.
- Knowledge Organisers are stuck in to RE books on the page after the mind maps to focus the learning, act as a reference point for the pupils and staff and highlight the vocabulary that will be learned.
- 'Three for RE' will be used at the beginning of each lesson to recap 'sticky knowledge' from the previous lesson and from lessons taught earlier in the unit and/ or previous units. This approach links with the trinity and also to the incentive for great RE work, awarded in Celebration Worship on Fridays
- We use formative assessment to inform and develop our teaching and to find out the children's interests. Teachers use a whole class format to record the outcomes of lessons against the 'I know' statements.
- RE books are marked in line with the marking policy and next steps are identified, when appropriate.

The impact on our children is clear: progress, sustained learning and transferable skills. With the implementation of RE lessons and daily collective worship, from EYFS to Year 6, the children will be inspired to:

- Understand the impact that Christianity has on Britain's cultural heritage and the lives of people worldwide.
- Grow spiritually and contribute to the school's Christian ethos by living the values studied in collective worship and in class
- Understand the deeper meaning of religious festivals and special days
- Be confident and feel safe to be curious, ask questions, explore and challenge ideas
- Be able to understand, compare different beliefs and show respect for major world religions and places of worship (Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism)
- Be able to ask big questions and think globally about life
- Take an active part in the planning and delivering of collective worship in school and celebrations in church