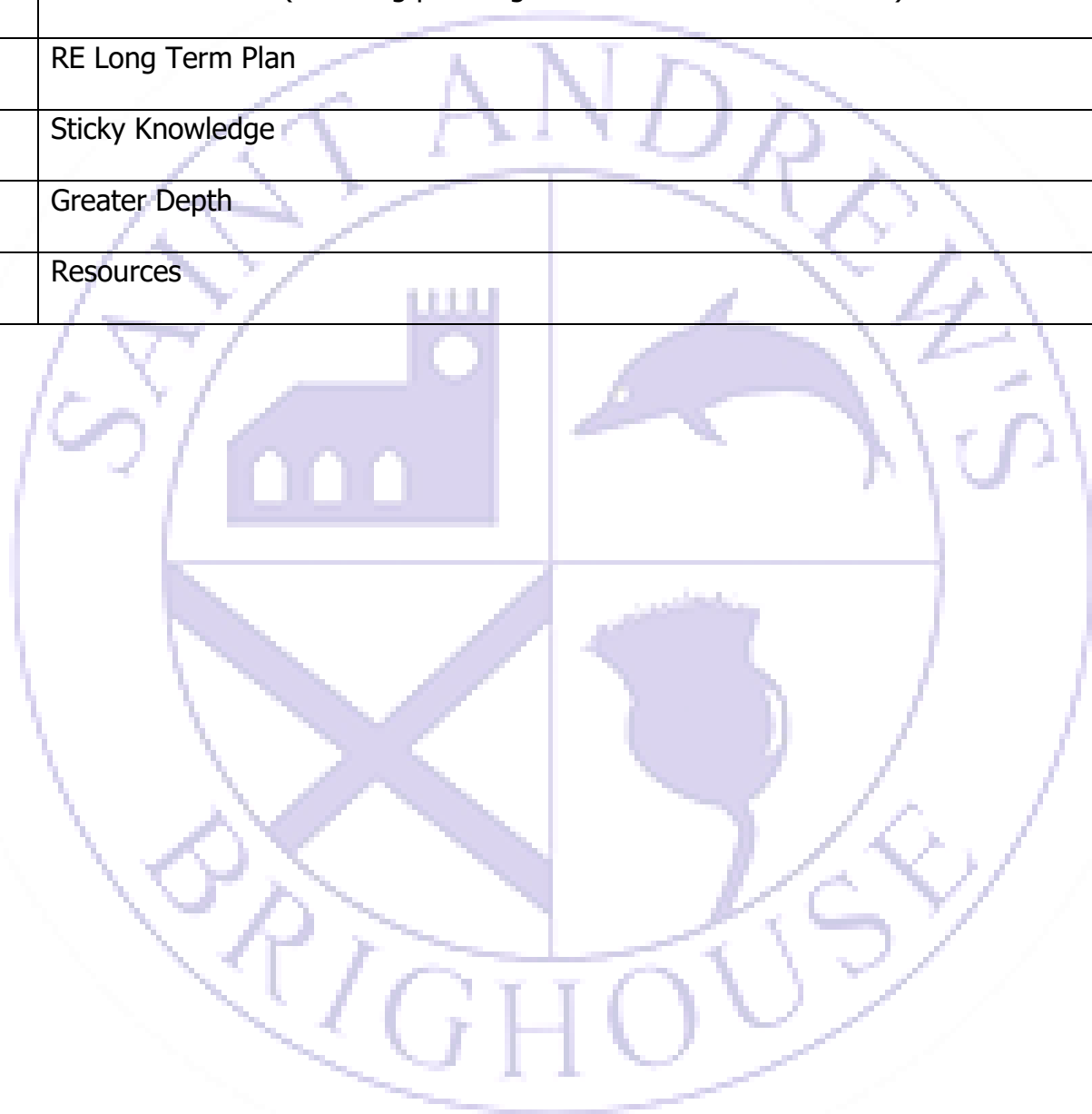




# **Religious Education at St. Andrew's**

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# **Religious Education Policy**

## **1 Our ethos**

At St. Andrew's CE (VA) Junior School we work together with the infant school, to develop the potential of each child, incorporating academic, social, spiritual, moral and physical development within a caring Christian environment.

## **2 Rationale**

Religious Education has a special role to play in promoting spiritual development. It enables children to investigate and reflect on some of the most fundamental questions asked by people. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. At the same time, it is recognised that pupils are growing up in a world of different religious and non-religious views and should explore and learn about the world of faiths and beliefs in our present day society.

## **3 Aims**

The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions, non religious views and value systems;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious non religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious and non religious issues;
- have respect for other peoples' views and to celebrate the diversity in society;
- develop a sense of awe about the world and an ability to ask fundamental questions about life;
- understand the Christian values and know that these values relate to biblical standards of ethics and good behaviour.

## **4 Approaches to the teaching of RE**

The school's scheme of work is based on the Understanding Christianity scheme of work and the Diocesan syllabus. The curriculum has three broad aims; to know about and understand a range of religions and worldviews, to express ideas and insights about questions of belief and meaning and to investigate and respond to important questions for individuals and the wider community.

We use the units of work and bank of resources, which have been developed by the Church of England, RE Today and NATRE. Learning is based on enquiry and builds on the learning the children have completed at the Infant School in Key Stage One and focuses on world religious and non-religious views in Key Stage Two. The Humanist perspective will be explored in order to demonstrate to pupils that people who do not have a belief in God, have beliefs, feelings and attitudes that help them to live a good life.

- The school allows sufficient time for the teaching of RE to be taught, which equates to a minimum of one hour per week.
- There are also RE days during the year, which involve the whole school.
- Visitors from other faiths and cultures are invited in to share their beliefs and opinions. Where possible, visits are also arranged to a variety of religious places of worship.
- Teachers will use a variety of methods and resources including music, art, computing, drama, visits and visitors, artefacts etc. in order to deliver lively, interesting and challenging lessons.
- Spiritual, Moral, Social and Cultural (SMSC) is an important part of the RE curriculum
- Teachers will be sensitive to the needs of all the pupils in the class, differentiating and providing extra support or challenge as required for more and less able pupils.

## **5 Teaching religious education to children with special needs**

In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children in their Pupil Provision Plans (PPPs).

## **6 Parental right of withdrawal**

We believe that Religious Education is a very important subject in school and expect all pupils to participate in lessons and Collective Worship. However, suitable arrangements will be made for any child whose parents wish to exercise their right of withdrawal under the 1996 Education Act.

## **7 Community**

St. Andrew's CE (VA) Junior School has very strong links with St. Martin's Church. We have Eucharist in school or in church, once a term, for the whole school. We also regularly visit the church for the main Christian festivals throughout the year or as part of the RE curriculum. Members of St Martin's run an after school club called Christian Crackers in school several times a week.. This strengthens the role of the school within the community.

We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

## **8 Assessment, Monitoring and Evaluation**

Assessment in Religious Education is based on the end of topic statements that are provided in the Diocesan syllabus and Understanding Christianity. These have also been taken and adapted to create a 'Sticky Knowledge' document. This has key points that we believe are what the children will know by the time they leave the junior school. Children are assessed at working towards, working at and above age related expectations. This data is then put on to Target Tracker and analysed by the subject leader. Data in RE is compared to the data in other core subjects.

For each of the RE units, there are child friendly statements, which provide a framework of learning objectives questions and outcomes. Teachers will keep records of pupils' achievement in each unit, which will inform planning, delivery of lessons and track progress. Pupils are expected to make good progress given their starting points and teachers will aim for pupil attainment to be in line with the end of key stage statements. Teachers will report to parents on individual pupils' achievement relative to the end of topic statements each term.

The RE Coordinator will monitor lessons, carry out learning walks, conduct pupil interviews and audit work in pupils' RE books. Teachers will be involved in the monitoring and evaluation of Religious Education through discussions in meetings.

This policy will be reviewed every two years.

## **Religious Education (RE) Intent, implementation and impact**

### **Intent (shared with the infant school)**

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 belief, 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 FS and KS1 will receive one hour per week of Religious Education, increasing to 1hour 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 belief
- 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 as 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, celebration, 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.

At Key Stage 2 we build upon the teaching and learning from KS1 by continuing to develop an understanding of Christianity that can be used to compare and contrast other worldviews and opinions. We look in more detail at non-religious world views, the Islamic faith and introduce Sikhism, Judaism and Hinduism.

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 leads 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 RE days, visits or in-school visitors create excitement and interest in children.

We are members of the NATRE and take an active part in two RE Networks. The RE lead at the junior school is also taking part in a teacher research project at Huddersfield University. This is looking at the big ideas in RE. This ensures that we have access to high quality resources, are up to date with changes and developments in RE and share good practise. This, in turn, leads to high quality planning and teaching of the subject.

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 use activities like the 'quick 6' or a recall activity. These activities revisit key facts and important information. Regular recall of such facts helps children commit them to their long-term memory ensuring they will retain the 'sticky knowledge'.

RE 'Sticky Knowledge' – what children need to know by the end of Key Stage 2

- The importance of Jesus in Christianity and the key points in Jesus' life.
- The order of the bible (through the teaching of the Big Frieze)
- That bible is split into two parts; the Old Testament, which is before and predicts Jesus' life and that the New Testament is after Jesus was born.
- The importance and an understanding of the Trinity within Christianity
- Christianity around the world
- Key facts and information about Humanism, Judaism, Sikhism, Islam and Hinduism.

Assessment is ongoing throughout each RE topic. In KS2 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 create mind maps to show what they already know and what they want to find out as a pre-assessment activity. AfL is used regularly in lessons and misconceptions quickly clarified. Summative assessment takes different forms but may include a written activity where children demonstrate their learning.

### **Impact**

Each child's individual RE book and the whole class 'Big Books' show that RE is taught regularly and learning 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 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.



## **RE at St Andrew's Junior School**

When the children enter KS2 we re-visit and build upon the children's KS1 knowledge by continuing to follow the Understanding Christianity scheme and the Diocesan syllabus.

### **RE Days**

Throughout the year, we have planned RE days in school. These days are arranged to celebrate RE with the aim of engaging children about their learning in different, exciting ways. Some of the areas the days will cover are: Christianity around the world, how Christmas/Easter are celebrated around the world, interfaith days and the Big Frieze.

### **Planning**

To plan our RE curriculum we use two main resources, Understanding Christianity and the Dioceses of Leeds and York syllabus. Other resources are used to supplement the planning and teaching of RE in school (see resources section below)

#### *Understanding Christianity*

This is a resource that has these main aims:

- To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact on the lives of Christians.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

#### *Dioceses of Leeds and York Diocesan Syllabus for Religious Education*

This syllabus is used and adapted for the teaching of other world religious and non religious views as well as looking at how religions helps people ad faith in our community.

### **Proforma**

All planning is to be done on the school planning proforma that is saved on the server in the RE folder. It must have the following:

- Building blocks/prior learning/KS1 learning
- *\*UC units only\* Essential information/commentary on texts*

- LI/Question, teaching and activities and outcomes (these should be colour coded to match the three strands of learning- **Making sense of the text, understanding the impact, making connections**)
- Underneath each lesson there should be a row WT/GD/Gems to help ongoing assessment
- At the end of the document you should have the colour coded 'I can statements' (these are saved on the server)

### Lesson sequences

*At the start of each new topic:*

The children need to have the sticky knowledge for the topic in their book. The series of lessons should start by looking at the Big Question for the unit you are studying. The children will discuss this and then look at the outcomes/I can statements. They must highlight key vocabulary and find definitions. This should be followed by them attempting to give an initial answer to the Big Question.

*For each lesson:*

- A quick 6/rapid recall/revision of previous learning at the start of the lessons.
- Time at the end of lessons to look at the LI question for that day/ discussion about how it relates to the Big Question.
- Lessons should cover, at some point in the topic all three strands of the learning- the three strands of learning- **making sense of the text, understanding the impact** and **making connections**.
- You will usually start with the **making sense of the text** learning and then follow with **understanding the impact** and **making connections** (these may not always be done in this order- use your professional judgement and decide what you think is best). You do not have to do all the activities listed in the planning documents for all three areas.

### Assessment

Target Tracker needs to be updated on a half termly basis for RE. Mats in the back of books must all be regularly updated with the RAG system to show if children have achieved objectives. Assessment stickers must be used in the big books.

It can be useful at the end of each unit for the children to do some type of assessed piece of work to show their understanding of their learning. They should also have the opportunity to answer the Big Question.



	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Autumn	Transition activity during either transition days or during first week: Christianity around the world- Christianity in your country			
	RE Day: The Big Frieze (during first/second week of Au 1)			
	UC: Creation 2a.1 What do Christians learn from the creation story?	UC: People of God 2a.2 What is it like to follow God?	UC: People of God 2b.3 How can following God bring freedom and justice? (Core)	UC: Creation 2b.2 Creation and science: conflicting or complementary
	RE Day: The Life of Jesus (During first/second week of Au 2)			
	UC: Incarnation 2a.3 What is the Trinity? (core learning)	UC: Incarnation 2a.3 What is the Trinity? (deeper learning)	UC: Incarnation 2b.4 Was Jesus the Messiah? (core learning)	UC: Incarnation 2b.4 Was Jesus the Messiah? (deeper learning)
	Christmas around the world- focus on your country (during final week of Au 2)			
Religious festivals: Harvest service, St. Andrews Day, Advent and Christmas				
Y3 production of Christmas nativity. Christmas (covered in Incarnation units)				
Spring	UC: Salvation 2a.5 Why do Christians call the day Jesus died 'Good Friday'? (core learning)	UC: Gospel 2a.4 What kind of world did Jesus want? (Core)	UC: God 2b.1 What does it mean if God is holy and loving?	UC: Kingdom of God 2b.8 What kind of a king is Jesus?

	<b>UC: Kingdom of God 2a.6</b> When Jesus left, what was the impact of Pentecost?	<b>UC: Salvation 2a.5</b> Why do Christians celebrate Holy Week? (Taken from- Digging Deeper why call the day Jesus died 'Good Friday?')	<b>UC: Salvation 2b.6</b> What did Jesus do to save human beings?	<b>UC: Salvation 2b.7</b> What difference does the resurrection make for Christians?
	<b>Easter around the world- focus on your country (during final week of Sp 2)</b>			
	<b>Y4 production of events leading up to the resurrection in the Easter service and Eucharist</b>			
	What does it mean to be Jew in Britain today?	What does it mean to be a Hindu in Britain today?	<b>UC: Gospel 2b.5</b> What would Jesus do?	What does it mean to be a Sikh in Britain today?
	What are the deeper meanings of festivals?	How and why do believers show their commitments during the journey of life?	What does it mean for Muslims to follow God?	How do religions help people through good times and bad?
	<b>RE Day: different focus each year (during Sum 2 term)</b>			

## **KS2 Sticky Knowledge**

<b><u>Year 3</u></b>	<b><u>Year 4</u></b>
<b><u>Understanding Christianity Units</u></b>	<b><u>Understanding Christianity Units</u></b>
<b><u>Creation:</u></b> Humans are made in the image of God. The first people in the world were Adam and Eve. The Creation story is in the Old Testament in the book of Genesis	<b><u>People of God:</u></b> Old Testament tells the story of God's plan to save humanity The story of Noah is in the Old Testament, in the book of Genesis. Noah made a covenant (a special promise) with God Learn from the story of Noah about we should live today.
<b><u>Incarnation:</u></b> The New Testament presents Jesus as Messiah and Saviour Jesus coming to Earth was a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh. The Trinity is God in three. Father, Son and Holy Spirit.	<b><u>Incarnation:</u></b> Trinity is God in three. The New Testament contains the stories about Jesus' life The Gospels are at the start of the New Testament (Matthew, Mark, Luke and John). Explain your own opinions about the God Christians believe in and the Trinity .
<b><u>Salvation:</u></b> Events of Holy Week are Palm Sunday, Good Friday and Easter Sunday. Jesus' death and resurrection effect the rescue (or salvation) of humans. Jesus restores the relationship between God and humans.	<b><u>Gospel:</u></b> Incarnation is good news for people Gospel means good news The gospels are where we can learn about the life and teachings of Jesus The disciples were 12 men that Jesus called to be his followers.
<b><u>Kingdom of God:</u></b> Kingdom of God is the heavenly kingdom that Christians believe in. they can get there by following Jesus' example. People should live life in the way God intended The Holy Spirit was sent at Pentecost	<b><u>Salvation:</u></b> Jesus' death and resurrection effect the rescue (or salvation) of humans Jesus helps make sure the relationship between God and humans is restored. The Last Supper is a meal Jesus had with the disciples. Judas betrayed Jesus.
<b><u>Judaism (world religion)</u></b> Jewish beliefs about God and why these are important to people today How Jews use the Torah and explain why it is important	<b><u>Hinduism (world religion)</u></b> I can recognise images and features of Hindu deities Hindus believe all living things all living things are special and sacred Diwali is an important festival. Mandir is the name of the place of worship
<b><u>Festivals (thematic unit)</u></b> The main beliefs and stories at the heart of religious festivals How people celebrate the named festivals Pesach (Passover) and Rosh Hashanah are Jewish festivals. Eid and Ramadan are Islamic festivals.	<b><u>Journey of life (thematic unit)</u></b> Name and explain some facts about important ceremonies in Hinduism, Judaism and Humanism. Know that Humanists do not believe in a God or have a place of worship

## Year 5

### Understanding Christianity Units

#### God:

The basis of Christianity is based on the idea of God.  
Humanists are people with non-religious views  
The book of Psalms is a book of poetry.  
Explain how we can make a difference in the world  
Christians make connections between the bible and God.

#### Incarnation:

Jesus is seen as the answer to the problems in the Old Testament  
Old Testament has predictions about Jesus in it  
Those predictions say Jesus is God in the flesh and he came to save the world.

#### People of God:

Moses is an important character in Christianity  
His story is in the Old Testament  
Moses was given the 10 Commandments  
The 10 Commandments can help us in life today.

#### Salvation:

Jesus' death and resurrection effect the rescue (or salvation) of humans. It was a sacrifice  
The Last Supper is the last meal that Jesus had with his disciples  
The gospels tell us about Jesus' life  
Love your neighbour as you would love yourself' is an important command from Jesus.

#### Gospel:

Two of the greatest commands are: love your neighbour and love God  
Jesus delivered good news.  
Christians use the bible and Jesus' teaching to live a good life.

#### Islam (world religions)

People who follow Islam are called Muslims.  
The holy book is called the Qu'ran  
God is called Allah  
Prophet Muhammed is an extremely important person in the faith.

## Year 6

### Understanding Christianity Units

#### Creation:

There are different interpretations of the bible  
As well as religious accounts for creation there are scientific accounts  
Science and faith can go alongside each other

#### Incarnation:

Explain what Jesus' followers were starting to believe about him.  
Know that some call Jesus, 'Prince of Peace' and as one who transforms lives.  
Discuss 'The world doesn't need a messiah — it just needs people to love each other.'

#### Kingdom of God:

'Kingdom of God' is a vision of life lived in the way God intended for human beings.  
Explain what the Lord's Prayer means to Christians  
The bible can be interpreted in different ways  
Links can be made between books and stories in the bible.

#### Salvation:

Jesus came to Earth as God 'in the flesh' (incarnation)  
Jesus' death and resurrection are fundamental to Christian belief.  
Connections can be made bible verses and key ideas in Christianity.

#### Sikhism (world religion)

Key beliefs of Sikhism  
The Guru Granth Sahib is the holy scripture of the Sikhs  
The 5 Ks are important to Sikhs  
The Gurdwara is the place of worship

#### Good times and bad times (thematic unit)

Religions help guide people through life  
Believing in God can help people to get through difficult times  
How to have an informed conversation about religion and belief

## End of KS2

What most children will know by the end of Key Stage 2:

The importance of Jesus in Christianity and the key points in Jesus' life.

The order of the bible (through the teaching of the Big Frieze)

That bible is split into two parts; the Old Testament, which is before and predicts Jesus' life and that the New Testament is after Jesus was born.

The importance and have an understanding of the Trinity within Christianity

About Christianity around the world

Key facts and information about Humanism, Judaism, Sikhism, Islam and Hindu-

## **Greater Depth in Religious Education at St Andrews Junior School**

Children who are achieving greater depth in RE can:

- Work confidently and independently during lessons
- Consistently apply their learning to different contexts and across different curriculum areas.
- Compare, contrast and evaluate world religious and non-religious views whilst coherently expressing their personal views and beliefs.
- Make connections between world religious and non-religious views and discuss what these mean to those who follow these views.
- Discuss and reflect upon the bigger questions, making reference to religious and non-religious world views
- Explain their learning and understanding to others in a way that enables others to learn too.



## **Resources**

**Understanding Christianity website:** [www.understandingchristianity.org.uk](http://www.understandingchristianity.org.uk)

### **Dioceses of Leeds and York Diocesan Syllabus for Religious Education**

**RE Today:** [www.retoday.org.uk/](http://www.retoday.org.uk/)

A website and a termly magazine which supports the teaching of RE.

**RE Online:** [www.reonline.org.uk](http://www.reonline.org.uk)

A website with free to 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](http://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' (KS2), A-Z of Religion (KS3) 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](http://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.

### **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 and from 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 DT area.

Individual book titles: God, Sacred Places, Spiritual Development, Christmas, Fairness and Justice, Literacy, Sacred Words, Jesus, Expressive Arts, Journey, Community, Celebration.

### **Inspiring RE**

This series of nine curriculum books, Inspiring RE, was planned by a group of primary RE subject leaders. It is designed to be a series for classroom teachers and subject leaders to help them improve the teaching of RE in their classroom and across the school, and to improve pupils' subject knowledge as well as their own. The publication aims to be considered, insightful, practical as well as engaging and encouraging. These books are kept on the RE shelves in the DT area.

Individual titles: Jewish People, Hindus, Big Questions, Muslims, Living Without God, Inspirational People, Christians, Sikhs.

### **I can statements**

A document containing all the 'I can' statements that relate to the outcomes of both the UC units and the other units of work.