



**Religious Education at
St. Andrew's Junior
School**

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Religious Education (RE) Quality of Education.

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 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 half 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 both in the Understanding Christianity units and the Leeds York Diocesan. There are 3 core elements in each of the planned units:

Leeds York Diocesan Syllabus

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

Understanding Christianity

- Making sense of the text
- Understanding 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 Leeds York RE 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, 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. 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. Assessment for Learning 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 and 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 OA/WT/NM to help ongoing assessment

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

Formative assessment should be ongoing in the classroom, teachers are able to assess children's understanding through verbal answers as well as written answers. Weekly formative assessment should also inform next steps and planning.

Target Tracker needs to be updated on a termly basis for RE. Teachers are able to use the I can statements to help them form judgements on where the children are working for each year group.

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.

