

What Religious Education looks like at Gilmorton Chandler CofE Primary School



INTENT:

Religious education in a Church of England school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect, encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

RE in a church school should provide opportunities for children to understand what it means to be a religious believer in the world today and help them to understand how Christian beliefs inspire and underpin the values of the school community that they are a part of. RE in the church school should support children to recognise and act on the insights, principles, beliefs, attitudes and values that could influence, inspire or guide them in life.

We offer opportunities to -

- Develop knowledge and understanding of the Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
- Develop knowledge and understanding of the beliefs and practices of some of the other principal religions and non-religious world views in Britain.
- Understand how belief impacts on culture, relationships, values and lifestyle.
- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
- Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
- Cross-curricular links are made when relevant, particularly to give a connected curriculum.
- Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith.
- Be supported in their own search for meaning and purpose in life.
- Develop a sense of awe, wonder and mystery.
- Explore concepts of love, forgiveness and sacrifice.
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.
- Develop attitudes of respect, sensitivity, open mindedness and self-esteem.

IMPLEMENTATION:

	FS (Discovering)	KS1 (Exploring)		KS2 (Connecting)			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A U T U M N	F1 Which stories are special and why?	1.1 What is God like? (God) - UC Unit	1.3a Who is Jewish and what do they believe? (old)	2a.1 What do Christians learn from the Creation story? UC Creation / Fall	2.8 What does it mean to be a Hindu in Britain today?	2b.1 Why do some people believe God exists?	Humanists and Christians Unit
	Creation :Why is the word God so important to Christians? Incarnation:Why do Christians perform nativity plays at Christmas?	KS1 nativity	1.3 Why does Christmas matter? (Incarnation) Incarnation Day - UC	2a.3 What is the Trinity? (Incarnation and God) Incarnation Day - UC Unit	L2.6 Why do some people think that life is a journey and what significant experiences mark this?	2b.4 Was Jesus the Messiah? Incarnation UC	
S P R I N G	F6: What is special about our world?	1.7 What does it mean to belong to a faith community? (old Curriculum)	1.2 Who made the world? (Creation) - UC Unit	2a.4 What kind of world did Jesus want? UC Gospel	2a.5 Why do Christians call the day Jesus died 'Good Friday'? UC SALVATION	2b.8 What would Jesus do? UC GOSPEL	2b.2 Creation and Science:competing or complementary? UC CREATION & FALL
	Salvation: Why do Christians put a cross in an Easter garden?	1.5 What makes some places sacred? (old Curriculum)	1.5 Why does Easter matter? (Salvation) - UC - a Jewish Perspective				2b.7 What differences does the resurrection make for Christians? UC SALVATION
S U M M E R	F5: Being special: where do we belong?	1.4 What is the good news that Jesus Brings? (Gospels) - UC Unit	1.3b Who is Jewish and what do they believe? (old)	L2.9 What can we learn from religions about deciding what is right and wrong?	2a.6 When Jesus left, what next? (Kingdom of God) - UC Unit	U2.6 What does it mean to be a Muslim in Britain today?	What does religion tell us when life gets hard?
	F3: What places are	1.4 What is the good		L2.4 Why do people			Sacre Places - Place

R	special and why?	news that Jesus Brings? (Gospels) - UC Unit		pray?			of worship - Jainism
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What Religious Education lessons looks like in our school:

- The scheme of work for RE maintains a balance between Learning about Religions and Learning from Religions.
- There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus
- The scheme of work ensures that there is continuity and progression for pupils and opportunities for assessment in both attainment targets.
- A range of teaching and learning activities ensures that pupils learn effectively and with interest.
- Pupil progress and attainment in RE is tracked.
- Progress in RE forms part of the pupils' annual report to parents.
- RE is taught either as a discrete subject or as part of a cross curricular approach where appropriate.
- A range of visitors are invited to support the teaching of RE, and there are planned visits to places of worship. Yr 2 Synagogue, Yr3 URC, Yr 4 Mosque, Yr 5 Hindu Mandir, Yr 6 Jain Temple.
- In this school the faiths taught in RE at KS1 are Christianity and Judaism and at KS2 Christianity and three others.

- RE is prioritised within the organisation of the curriculum. We aim to dedicate 10% of curriculum time to RE and not less than 5%.
- Links made to cover character development of the whole child. Actively sharing ideas and encouraging their involvement of the following :- Hope, Aspiration and Courageous Advocacy.

This is what we do:

- Planning includes an overarching key question for each topic. This is explored by making sense of the text, understanding the text and making connections.
- Where possible links are made to other subjects.
- Emphasis is always on quality first teaching.
- Positive use of mistakes/misconceptions- learning environment where everyone is entitled to their own opinion, including staff members.
- Regular book scrutiny, learning walks, planning audits, pupil interviews.
- Whole school training and opportunities for individuals encouraged.
- Raise the profile of RE through whole school days looking at festivals/values, RE leaders, RE monthly newsletter to parents.

IMPACT:

This is the impact of the teaching:

- Confident children who can talk about their own faith.
- Respectful children who will listen and learn from others.
- Questioning children who want to find out the why's.

This is how we monitor the impact:

- Tracking grids submitted to RE Leader after each unit of work is completed. Yr 6 results are used for analysis based on end of year age expectations in line with Maths and English.
- Teacher assessment/ targets.
- Marking and feedback.
- Photo evidence of RE in practice.
- TA/Teacher conversations and feedback time.