



Holy Trinity Church of England (Aided) Primary School

Curriculum Rationale

Religious Education

The Best for Every Child - a Unique Child of God

See how much the Father has loved us! His love is so great that we are called God's children — and so, in fact, we are (1 John 3:1)

Intent

As a Church of England School; our vision and values are at the heart of everything we do and play a vital part in our pupils' education, spiritual, moral, social, and cultural development. Our school's vision, 'The Best for Every Child – a Unique Child of God', is built upon and led by our Christian Values, mutual respect and valuing differences. We provide children with the experiences they need to develop into successful learners, confident individuals and compassionate citizens of God's family. In line with our overall curriculum intent, the development of our children is at the core of what we want to achieve at Cookridge Holy Trinity, not just whilst they are with us but for the rest of their lives. Our RE curriculum is based on a sound understanding of theology. At Cookridge Holy Trinity, we endeavour to ensure that Religious Education is rich, varied, and inspiring; enabling children to explore big questions, reflect critically, and develop skills to analyse, interpret and apply biblical text. We aim to provide a curriculum that promotes Christian values and is inspired by the life and example of Jesus Christ.

As a result of an excellent RE curriculum we want our children to:

- Understand Christianity as a Global living faith,
- Understand the Big Story (God's salvation plan) and the big ideas in Christianity (the concepts).
- Become Courageous Advocates, making reasoned and well informed judgments about religious and moral issues, enabling them to problem solve ways to combat prejudice and social injustice.
- Positively engage with their religion and use this to make a positive impact on their friends, families and the local and wider communities.
- Have an understanding and respect for other people's faiths and beliefs and the difference it makes to their lives, deepening their understanding of the world and their own experience within it (respect for other cultures and faiths).
- Leave school as well rounded individuals with a respect and appreciation for their own religion, beliefs, morals as well as those of others.

We want children to engage with the living faith of our school and understand how religious faith can provide a vision for both their spiritual and personal lives. Through strengthening their

understanding of our Christian values (Respect, Service, Perseverance, Hope, Compassion, Truthfulness, Thankfulness, Friendship, Trust, Forgiveness, Peace and Courage), we will empower children to make positive choices and develop themselves as unique, significant, and precious individuals.

Implementation

The RE Whole School Long Term Plan clearly shows that within RE our intent is embedded: by teaching topics which make us distinctly Christian and a Church of England School, by teaching topics which focus on global Christianity and world faiths as an appreciation and comparison of the children's own beliefs. We teach what it means to be a courageous advocate and give the children the opportunity to be courageous advocates.

The implementation of our intent is carefully planned by our teachers, using the Curriculum provided by the Leeds and York Diocesan Syllabus, which has been developed with national leaders in RE, and supported by the Understanding Christianity resource. The guidance given within the syllabus leads to a study of up to 80% Christianity and 20% non-Christian faiths. Pupils will study aspects of the practices and beliefs of the other five major world faiths: Buddhism, Hinduism, Islam, Judaism and Sikhism.

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, enquiry and discussion are practised. Rigorous assessment based on knowledge and understanding of core religious concepts ensure that attainment and progress is high in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Listening to the teacher and each other
- Ask and discuss 'big' questions
- Reading of texts
- Seeking information for themselves in books and on computers.
- Discussion and debate with the teacher and other pupils
- Pair and group work
- Using a range of media such as artefacts, pictures, photographs, VR, music and drama.
- Visits and visitors
- Artwork
- Time for reflection

The children record work in both individual RE books and whole class big books (EYFS and year 1). Throughout their learning the children are given opportunity to explore the 'big ideas' of Christianity through 8 core concepts. These 8 core concepts make up God's Big Story, which is referred to in each lesson. Pupils are regularly reminded where a particular text occurs in the Big Story in order to build up a coherent understanding of the core concepts and the relationship between them. Each RE topic follows a 3 tier progression model:

- **Making sense of the Text** - Pupils are given opportunity to consider the content and importance of the text. Pupils will be asked questions about the content and be able to offer their ideas and opinions.

- **Understanding the Impact** – Pupils discover the impact of the beliefs on people’s lives and in what ways that particular Christian teaching is lived out. How are the beliefs that arise from the text making a difference in people’s lives? How are the beliefs that arise from the text making a difference in the world?
- **Make connections** – Children are asked to consider how the text and its impact connect to the children’s own experiences. Pupils are given the opportunity to respond, ask questions, share ideas and see the relevance in their own lives. Each unit sets out clearly the knowledge and skills that the children are expected to acquire as well as specific key vocabulary.

EYFS

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.

Year One

Year Two

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.

Year Three

Year Four

Year Five

Year Six

In addition to our weekly RE lesson, activities are complimented by a variety of visits to places of worship and visitors, to help pupils understand how people live their life according to their views and beliefs. Learning is enhanced through the use of VR headsets to make learning a fully immersive experience. Our RE curriculum is inclusive for all learners, and we work tirelessly to ensure children are supported, challenged, and stretched at a level that will ensure progress for all children. We challenge our learners in many ways including: presenting them with bigger questions to reflect on, making connections with their own and other faiths and through feedback which requires a deeper, theological response.

Each year, we have a planned RE day in school. These days are arranged to celebrate RE with the aim of engaging children with their learning in immersive, explorative and exciting ways. Some of the areas of the days will cover are: A-cross the World, Heroes of the Bible, how Christmas/Easter are celebrated around the world, interfaith days and the Big Frieze.

For skills and progression please see: RE Skills Progression document, Vocabulary Progressions document, RE in EYFS document.

Impact

As a result of our RE Curriculum and the explicit teaching of Christian concepts and God's big salvation story, our children have a deeper understanding of Christianity. Children are able to better understand themselves and others, which is essential for the pupils when dealing with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Children celebrate the growing diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. Children mature spiritually, academically, emotionally and morally to enable them to become well-rounded successful citizens in future life and have a positive impact on their friends, family, local and wider community. They develop a powerful sense of advocacy and know how they can challenge injustice and improve their community and the wider world. In addition, children:

- Are inspired by the RE Curriculum and want to learn more.
- Show progression in their skills of **Making Sense of the Text, Understanding the Impact and Making Connections.**
- Can discuss their learning and remember what they have learnt.
- Identify different stories from the Bible, place them on the Christianity Timeline and talk about the learning that can be taken from each story.
- Talk about the 8 concepts of the Understanding Christianity Timeline.

The intended impact of the RE Curriculum is that the majority of children in each year group are working at or above the expected level for their age. Assessment is ongoing throughout each RE topic. Teachers assess learning in Religious Education at the end of each unit against the Leeds and York Diocesan Syllabus outcomes. Summative assessment includes a written activity where children demonstrate their learning based on key outcomes. A central tracking system is used and this data is used to make judgements on children's progress and achievement, this is monitored by the RE Coordinator. We monitor the impact of our curriculum through deep dives, pupil voice exercises, work scrutiny and teaching and learning observations.