



# Trefonen Primary School

## RE Policy 2023 V3

*Learning in Love, Growing in Faith*

*"She is a tree of life to them that lay hold upon her; and happy is everyone that retains her" (Proverbs 3.18, KJV)*

### 1. Introduction

The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. Religious Education is taught in our school because it makes:

*"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).*

This aligns with our school's Vision Statement, our theologically rooted Christian Vision and our School Values.

### 2. Our Christian Vision Statement: *Learning in Love, Growing in Faith*

### 3. Our Christian Vision, rooted in Christian theology:

At Trefonen School we have been inspired by the words of Proverbs 3:

*"She is a tree of life to them that lay hold upon her; and happy is everyone that retains her" (Proverbs 3.18, KJV)*

We understand these words to mean that as a tree produces fruit, **wisdom** gives life to those who use it, and everyone who uses it will be **happy**. **Success** and **happiness** are its fruit. Proverbs 3 is a father's speech to his son, telling him to **trust in God, pursue wisdom and treat others properly**. The key message for our school community is to **seek wisdom, happiness and success, through kindness, empathy and compassion as we live our lives in God's love**. This key message leads all that we do at Trefonen School.

At Trefonen, we inspire and empower all members of our school community, providing the knowledge to enable everyone to thrive and flourish. Guided by our Christian Values, we seek to serve and lead the diverse world we live in treating everyone with compassion, dignity and respect. Hope and aspiration support all to grow and believe that all things are possible. As a Christian school our Christian ethos and values are central to all we do. These values support our pupils and underpin our approach to everything that we do.

### 4. Our Christian Values

**Respect** is our school's over-arching value. *Respect is a positive way of treating or thinking of someone*. It involves recognising their value and importance as a human being and treating them accordingly. *Respect is when we accept someone as they are and for who they are*. That means accepting others, whether they are different from us or

whether we don't agree with them. Within our over-arching value of Respect, at Trefonen School we have adopted 12 values that we explore through our school year:

Autumn	Spring	Summer
<p><b>Community</b> <i>Community' enables us to grow and flourish. It challenges us, motivating us to keep learning and viewing the world through different eyes.</i></p>	<p><b>Happiness</b> <i>'Happiness' is the greatest good and our ultimate goal</i></p>	<p><b>Love</b> Love makes our relationships better. We can have love for ourselves, for our family, for others, for our country, for our goals, and for the world all at the same time.</p>
<p><b>Sharing</b> <i>'Sharing' takes in everyone's life and the importance of sharing our tangible or intangible things with others</i></p>	<p><b>Friendship</b> <i>'Friendship' is one of the most valuable things we can possess throughout our lives. Friends play an enormous part in influencing how we act and feel so it is important to surround ourselves with people who encourage us to be our best selves.</i></p>	<p><b>Freedom</b> <i>'Freedom' is founded on celebrating people's differences and encouraging people to be themselves. Freedom is about being able to choose how you want to live your life while living for the highest good of all.</i></p>
<p><b>Empathy</b> <i>'Empathy' enables us to not only understand and feel what another person is feeling or going through but also the ability to help that person.</i></p>	<p><b>Hope</b> <i>'Hope' is the belief that our future will be even better than the present and that we have the ability to make it happen.</i></p>	<p><b>Independence</b> <i>'Independence' is a requirement to lead your own life. Being independent gives you the ability to care for yourself emotionally, physically, and financially through which you can shape your own identity and destiny.</i></p>
<p><b>Peace</b> <i>'Peace' allows us to live our lives without fear of violence or harm. It allows us to cooperate and work together to achieve our common goals.</i></p>	<p><b>Trust</b> <i>'Trust' is about having someone who's there for you and believes in you.</i></p>	<p><b>Family Values</b> The shared belief that by instilling good family morals and values parents help their children to develop into kind, responsible citizens, who can cope with difficult challenges and determine right from wrong in difficult situations.</p>

## 5. Purpose of this Policy

Trefonen C.E. Primary School is a voluntary controlled Church of England school. We deliver RE in line with the Shropshire Locally Agreed Syllabus with additional guidance from Litchfield Diocese. We use the Jigsaw RE programme as our scheme of work.

As a Church of England Voluntary Aided School the provision of RE at Trefonen is in accordance with the Trust Deed of the school. The school adopts the Locally Agreed Syllabus (Shropshire), which we deliver through the **Jigsaw RE** scheme of work, supplemented with additional materials from the **Understanding Christianity** programme for our Christianity learning modules..

This RE policy is informed by current national guidance and best practice reviews (Appendix B).

## 6. Aims and Objectives (our Intent)

Our school's RE meets the requirements of our Shropshire locally agreed syllabus and is aligned to the national non-statutory guidance.

At Trefonen School, we believe that through the teaching of RE children will be able to discover more about themselves, others and God. Through our curriculum we intend that Religious Education will:-

- provide a rich curriculum that enables learners to acquire a thorough knowledge and understanding of Christian faith and other world faiths
- encourage and support the development of children's values and their spirituality, and offer opportunities for children to explore and experience them through the life of the school
- provide a range of opportunities for learners to experience, explore, understand and make links between the beliefs, practices and value systems of the range of faiths and world views studies
- enable children to explore Christianity as a world faith and give them a sound knowledge and understanding of Christian faith
- support our children in making links with the Christian values of our school
- provide opportunities for children to explore the nature of religious language and symbolism

- value our pupils' own faith and introduce them to other world faiths, including experiencing places of worship from other faiths

In meeting these aims we will:

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development.**

## 7. RE Curriculum Content

Our RE curriculum covers all areas of RE for the primary phase. In our small school with mixed aged classes we operate a two year cycle in order to ensure curriculum coverage and opportunities to revisit key knowledge. Christianity plus one other religion is taught in each term.

The specific enquiries for each year group are set down in our school curriculum map (Appendix C)

## 8. Organisation of RE

Our school's RE curriculum provision brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of teaching and learning theories and the need for adaptive teaching. Each enquiry starts from the children's own life experiences.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

At our school RE is taught as a discrete subject that is taught weekly for the equivalent of 60 mins per week in KS1 and 75 mins per week in KS2.

## 9. SEND Provision

Our school's RE curriculum provision is written as a universal core curriculum provision that is accessible for all children. Inclusivity is part of its philosophy. Teachers will adjust their planning to meet the needs of children in their classes as required, in line with pupil specific plans and quality first teaching strategies where appropriate to ensure that all children are able to work to their full potential.

## 10. Assessment, Recording and tracking progress

Assessing children's learning is vital to inform their next steps. Trefonen School's core formative assessment technique is through Retrieval Practice alongside children's self-assessment. Teachers make use of assessment models and materials from the Jigsaw scheme of work to support this process as appropriate.

Assessment in RE focuses on:

- growing subject knowledge
- critical thinking skills
- personal reflection into children's own thoughts and feelings, and
- nurturing spiritual development

Assessment in RE uses the following 4-step model:

Step 1	Engagement	The human experience is explored here within the children's own experience, whether that includes a worldview/religion or not. This stage aims to help all children resonate with the experience in their own lives. Relating to this human experience acts as a schema to then help them better understand the worldview being studied (which may be outside of their experience)
Step 2	Investigation	The teacher guides the children through the enquiry and covers the essential subject knowledge / factual information to assist children's critical thinking
Step 3	Evaluation	This draws together the children's learning and their conclusions. Children's self-assessment activities are used in conjunction with teacher observations of the children's work and responses.
Step 4	Expression	Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs.

Teachers will use information gained from retrieval practice, children's book-work, discussions with children and children's self-assessment to make end of year judgements about where a child is working in relation to age related expectations, i.e. whether a child is working at the expected level, towards or beyond it. Summative judgements are recorded in the school data system and shared with parents in the child's end of year report.

## 11. Monitoring and evaluation

The RE leader monitors and evaluates the delivery of the programme to ensure consistent and coherent curriculum provision, progression throughout the school and intended impact through:

- scrutinising planning
- observation of delivery
- professional conversations with teaching staff
- discussions with children (pupil focus groups)
- scrutiny of pupils written work
- analyses of assessment to ensure

Evaluation of the programme's effectiveness is conducted on the basis of the outcomes of monitoring.

The RE Leader reports on the quality and impact of our school's RE Curriculum at termly Foundation Governor Meetings. The School Leadership and Foundation Governors carry out independent pupil focus groups to verify impact, following the SIAMS Framework:

SIAMS Framework : Impact Question Q6 - Is the religious education curriculum effective?

with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education

<https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf>

a.	How do schools and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?
b.	How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?
c.	How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?

## 12. British Values and Equal Opportunities

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to RE at our school.

## 13. Local and Wider World Community:

As a rural school, at Trefonen School we welcome the contribution from our local community and wider world community to enhance our pupils' experience, which may be otherwise limited. This includes:

- our local clergy, local church members (e.g. regular assemblies, local church visits)
- speakers from other religions make a valuable contribution to our RE programme ( e.g. Regular visits from Mr Singh, our Sikh Education visitor)
- visits to places of worship (e.g. annual Year 5 visit to Birmingham Islamic Exhibition)

The contribution of external visits and visitors is carefully planned and intrinsic to our school's programme.

### Courageous Advocacy and Outreaching:

Through our RE and wider curriculum we explicitly cultivate positive character traits, positive personal attributes, and positive values in each child to help pupils to form strong and positive relationships with others, both within and beyond our school, including an understanding and appreciation of justice, courageous advocacy and our children's role as caretakers of God's world. This includes the provision of planned opportunities for our pupils to undertake social action and active citizenship to help others locally or more widely

e.g.

Robins Class	
Nightingales Class	Pupil sponsorship programme
Wrens Class	Action for global climate change: Champions for Antarctica
Puffins Class	Local Environmental Action : John Muir Award
Hawks Class	Rota-Kids Programme: Community Litter Pick Fundraising activities for 'Read for Good' charity International fundraising
School Council	Local Food Bank Harvest Appeal Comic Relief Children in Need

## 14. RE Charter

Establishing a respectful, safe and positive learning environment based on open and trusting relationships between all members of the class, adults and children alike, is vital to high quality, discursive RE. The enquiry approach allows for different views to be shared and there to be "no one right answer" to many of the questions asked. To enable this, it is important that respectful 'ground rules' are agreed, owned and reinforced:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

### 15. Respectful Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. At Trefonen we understand the importance of respect for each others' views and beliefs and those of others. This includes teaching pupils to handle any artefacts with respect and care.

### 16. Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

At Trefonen CE School we uphold the ethos of our school's trust deed, whilst still respecting the beliefs and views of others.

### 17. Involving parents and carers

Our school believes that it is important to have the support of parents, carers and the wider community in delivering our RE programme. Parents and carers are given the opportunity to find out about our school's RE curriculum through our school website.

### 18. Withdrawal from RE lessons

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and will be given the opportunity to discuss this, if they wish.

The 'right to withdraw' is at the instigation of parents and it should be made clear, by the parent, whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right will be respected. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed. Where a child has been withdrawn from the RE curriculum, the parent will be required to provide alternative activities.

The numbers of children being withdrawn from our school's RE curriculum are reported to our Foundation School Governors

Cathy Dunleavy - RE Lead / Headteacher

Date: October 2023

Date approved by Governing Body: November 2023

Date of next review: October 2026

## Appendix A: Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Right to Withdraw from RE Statement
- Collective Worship Policy
- Spirituality Policy
- PSHE & RSHE Policy
- Equal Opportunities Policy
- Safeguarding and Child Protection Policy
- SMSC Policy
- British Values
- Prevent Strategy
- Teaching & Learning Policy
- Assessment Policy

This policy is published on our school website. Hard copies are available from the school office on request.

## Appendix B: National and other Best Practice Guidance

Trefonen School's Policy and Scheme of Work has been written with reference to the following documents:

- RE in English Schools: Non-statutory guidance 2010 ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190260/DCSF-00114-2010.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf))
- RE : realising the potential Ofsted 2013 ([www.ofsted.gov.uk/resources/religious-education-realising-potential](http://www.ofsted.gov.uk/resources/religious-education-realising-potential))
- A Curriculum Framework for RE in England, REC 2013 <http://resubjectreview.recouncil.org.uk/re-review-report>
- Church of England's Statement of Entitlement for Religious Education <https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf>
- SIAMS Framework 2023: <https://www.churchofengland.org/sites/default/files/2022-11/siams-framework-september-2023.pdf>
- DfE Best Practice Guidance / Outcomes of Research Reviews <https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

## Appendix C: Our School' RE Curriculum Map

### Trefonen School RE Curriculum Map Nov23 V7 (271023)

Our school's core RE Scheme combines Jigsaw RE and Understanding Christianity. In our school children will study the following religions / world views: Christianity, Judaism, Islam, Sikhi/Sikhism:

- FS will study three core Understanding Christianity FS Units, supplemented by linked units from 'Jigsaw RE'. Jigsaw units to give pupils foundation for and insight into Judaism, Islam and Sikhi/Sikhism.
- KS1 & 2 will study one Understanding Christianity unit each term (second half), plus one other religion (first half) each term.
- All KS1 & KS2 classes will study Judaism in the Autumn Term, Islam in the Spring Term and Sikhism in the Summer Term.

### Trefonen School RE Curriculum (Nov 23 V6 191023) – Curriculum on a page

Christianity	Islam	Judaism	Sikhi
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FOUNDATION STAGE - ANNUAL CYCLE												
Class	Aut 1		Aut 2		Spr 1		Spr 2		Sum 1		Sum 2	
Robins Annual Cycle:	<u>Christianity and Judaism</u> What makes people special to me and others?		<u>Christianity:</u> UC Module: F2 Why do Christians perform nativity plays at Christmas? (Links with J.F2) <u>Going Deeper:</u> What makes every single person unique & special?		<u>Christianity, Islam, Judaism</u> Jigsaw Unit:F6 What makes places special to me and others?		<u>Christianity:</u> UC Module F3 (Links with J.F4) Why do Christians put a cross in an Easter Garden? <u>Going Deeper:</u> How can we help others when they need it?		<u>Christianity:</u> UC Module F1 Why is the word 'God' so important to Christians?  <u>Going Deeper:</u> How can we care for our wonderful world?		<u>Christianity, Islam, Sikhi:</u> Jigsaw Unit: F.1 What can I and other people learn from stories?	
KEY STAGE 1:												
	CYCLE A						CYCLE B					
Class	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Nightingales:	<u>Judaism:</u> J 5-7 EQ1 Who is God to the Jews?	<u>Christianity:</u> UC Module 1.3 Why does Christmas matter to Christians? (Links with J.KS1.5)	<u>Islam:</u> J 5-7 EQ1 Who is God to Muslims?	<u>Christianity:</u> UC Module 1.5 Why does Easter matter to Christians? (Links with J.KS1.5)	<u>Sikhi:</u> J 5-7 EQ1 Who is God to Sikhs?	<u>Christianity:</u> UC Module 1.1 What do Christians believe God is like? (Links with J.KS1.1)	<u>Judaism:</u> J 5-7 EQ2 Is Shabbat important to Jewish children?	<u>Christianity:</u> UC Module 1.4 What is the Good news that Jesus brings	<u>Islam:</u> J 5-7 EQ2 How important is the prophet Muhammed to Muslims?	<u>Christianity:</u> Jigsaw Unit: KS1.3 Why was Jesus welcomed like a King or a celebrity on Psalm Sunday?	<u>Sikhi:</u> J 5-7 EQ2 Why do Sikhs admire their Gurus?	<u>Christianity:</u> UC Module 1.2 Who made the world?
	CYCLE A						CYCLE B					
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Wrens	<u>Judaism:</u> J 5-7 EQ3 Does visiting the synagogue help Jewish children to feel closer to God?	<u>Christianity:</u> J 7-9 EQ4 What is the most significant part of the nativity story for Christians today?	<u>Islam:</u> J 5-7 EQ3 How important is the Qur'an to Muslims?	<u>Christianity:</u> UC Unit: 2A.5 Why do Christians call the day Jesus dies 'Good Friday'?	<u>Sikhi:</u> J 5-7 EQ3 Does taking part in the Baisakhi help Sikh children to feel a sense of belonging?	<u>Christianity:</u> UC Module 2.1 What do Christians learn from the Creation story?	<u>Judaism:</u> J 7-9 EQ1 What is the best way for a Jew to lead a good life?	<u>Christianity:</u> UC Unit: 2A.2 What is it like to follow God?	<u>Islam:</u> J 7-9 EQ1 Does praying at regular intervals help Muslims in their everyday lives?	<u>Christianity:</u> UC Unit: 2A.6 When Jesus left, what was the impact of Pentecost?	<u>Sikhi:</u> J 7-9 EQ1 Does joining a Khasala make someone a better Sikh?	<u>Christianity:</u> J 8-9 EQ6 Do people need to go to church to show they are Christians?
Puffins	<u>Judaism:</u> J 7-9 EQ2 How do Jewish beliefs and teachings and stories impact on daily life?	<u>Christianity:</u> UC Unit:2B.4 Was Jesus the Messiah	<u>Islam:</u> J 7-9 EQ2 Does completing a pilgrimage make a person a better Muslim?	<u>Christianity:</u> UC Unit:2B.3 How can following God bring Peace and Justice?	<u>Sikhi:</u> J 7-9 EQ2 Do Sikhs think it is important to share?	<u>Christianity:</u> UC Unit 2A.4 What kind of world did Jesus want?	<u>Judaism:</u> J 7-9 EQ3 How does celebrating Shavuot help Jewish children feel closer to God?	<u>Christianity:</u> UC Unit: 2B.1 What does it mean if God is Holy and Loving?	<u>Islam:</u> J 7-9 EQ3 What is the best way for a Muslim to lead a good life?	<u>Christianity:</u> UC Unit:2A.3 What is the Trinity? (Links with J Unit UKS2: 4 and Optional unit 2)	<u>Sikhi:</u> J 7-9 EQ3 What is the best way for a Sikh to lead a good life?	<u>Christianity:</u> J 8-9 EQ7 Why are there 4 Gospels and how are they relevant to Christians?

Hawks	Judaism: J 9-11 EQ1 Are Rosh Hashana and Yom Kippur important to Jewish children?	Christianity: UC Unit: 2B.8 What kind of king is Jesus?	Islam: J 9-11 EQ1 What is the best way for a Muslim to show commitment to God?	Christianity: UC Unit 2B.6 What did Jesus do to save human beings?	Sikhi: J 9-11 EQ1 How far would a Sikh go for their religion?	Christianity: UC Unit 2B.5 What would Jesus do?	Judaism: J 9-11 EQ2 What is the best way for a Jew to show commitment to God?	Christianity: Jigsaw Unit: UKS2.5 Do Christmas celebrations and traditions help Christians to understand who Jesus was and why he was born?	Islam: J 9-11 EQ3 Does belief in the Akhrah (life after death) help Muslims to lead a good life?	Christianity: UC Unit: 2B.7 What difference does the resurrection make to Christians	Sikhi J 9-11 EQ3 What is the best way for a Sikh to show their commitment to God?	Christianity: UC Module: 2B.2 Creation & Science: Conflicting or Complimentary
Links with other events	Harvest Service	Creative Prayer & Spirituality Day  Christmas Service	5 visit to the Islamic Exhibition	Easter Service	Creation Celebration	End of Year Service	Harvest Service	Christmas Service	Year 5 visit to the Islamic Exhibition	Easter Service	Creation Celebration  Sikh Visitor (Mr Singh)	End of Year Service

RE CURRICULUM - WITH UNIT OF WORK LINKED TO EQs:

UC= Understanding Christianity J = Jigsaw EQ = Enquiry Question UoW=Unit of Work 1. Whole Curriculum

FOUNDATION STAGE: Single Annual Cycle						
Class	term	Faith	EQ	UOW	EQ	UOW
Robins	AUT 1	Christianity and Judaism	What makes people special to me and others?			JUnit
	AUT 2	Christianity	Why do Christians perform nativity plays at Christmas?			UC Unit: F2
	SPR 1	Christianity, Islam, Judaism	What makes places special to me and others?			J Unit
	SPR 2	Christianity	Why do Christians put a cross in an Easter Garden? <u>Going Deeper:</u> How can we help others when they need it?			UC Unit F3
	SUM 1	Christianity	Why is the word 'God' so important to Christians? <u>Going Deeper:</u> How can we care for our wonderful world?			UC Unit F1
	SUM 2	Christianity, Islam, Sikhi	What can I and other people learn from stories? - JRE			J Unit
KS1			CYCLE A		CYCLE B	
Class	term	Faith	EQ	UOW	EQ	UOW
Nightingales	AUT 1	Judaism	Who is God to the Jews?	J 5-7 EQ1	Is Shabbat important to Jewish children?	J 5-7 EQ2
	AUT 2	Christianity	Why does Christmas matter to Christians?	UC Module 1.3 (Links with J.5-7.5)	What is the Good news that Jesus brings	UC Unit 1.4
	SPR 1	Islam	Who is God to Muslims?	J 5-7 EQ1	How important is the prophet Muhammed to Muslims?	J 5-7 EQ2
	SPR 2	Christianity	Why does Easter matter to Christians?	UC Module 1.5 (Links with J. 5-7.5)	Why was Jesus welcomed like a King or a celebrity on Psalm Sunday?	J 3-7 EQ.3
	SUM 1	Sikhi / Sikhism	Who is God to Sikhs?	J 5-7 EQ1	Why do Sikhs admire their Gurus?	J 5-7 EQ2
	SUM 2	Christianity	What do Christians believe God is like?	UC Module 1.1 (Links with J.5-7.1)	Who made the world?	UC Unit 1.2
KS2			CYCLE A		CYCLE B	
Class	term	Faith	EQ	UOW	EQ	UOW
Wrens	AUT 1	Judaism	Does visiting the synagogue help Jewish children to feel closer to God?	J 5-7 EQ3	What is the best way for a Jew to lead a good life?	J 7-9 EQ1
	AUT 2	Christianity	What is the most significant part of the nativity story for Christians today?	J 7-9 EQ4	What is it like to follow God?	UC Unit: 2A.2
	SPR 1	Islam	How important is the Qur'an to Muslims?	J 5-7 EQ3	Does praying at regular intervals help Muslims in their everyday lives?	J 7-9 EQ1
	SPR 2	Christianity	Why do Christians call the day Jesus dies 'Good Friday'?	UC Unit: 2A.5	When Jesus left, what was the impact of Pentecost?	UC Unit: 2A.6
	SUM 1	Sikhi / Sikhism	Does taking part in the Baisakhi help Sikh children to feel a sense of belonging?	J 5-7 EQ3	Does joining a Khasala make someone a better Sikh?	J 7-9 EQ1
	SUM 2	Christianity	What do Christians learn from the Creation story?	UC Module 2.1	What kind of world did Jesus want?	UC Unit 2A.4
	AUT 1	Judaism	How do Jewish beliefs and teachings and stories impact on daily life?	J 7-9 EQ2	How does celebrating Shavuot help Jewish children feel closer to God?	J 7-9 EQ3

Puffins						
	AUT 2	Christianity	Christi Was Jesus the Messiah?	UC Unit:2B.4	What does it mean if God is Holy and Loving?	UC Unit: 2B.1
	SPR 1	Islam	Does completing a pilgrimage make a person a better Muslim?	J 7-9 EQ2	What is the best way for a Muslim to lead a good life?	J 7-9 EQ3
	SPR 2	Christianity	How can following God bring Peace and Justice?	UC Unit:2B.3	What is the Trinity? (Links with J Unit UKS2: 4 and Optional unit 2)	UC Unit:2A.3 (Links with J Unit UKS2: 4 & Optional unit 2)
	SUM 1	Sikhi / Sikhism	Do Sikhs think it is important to share?	J 7-9 EQ2	What is the best way for a Sikh to lead a good life?	J 7-9 EQ3
	SUM 2	Christianity	3How can following God bring Peace & Justice	UC Unit:2B.3	What would Jesus do?	UC Unit 2B.5
Hawks	AUT 1	Judaism	Are Rosh Hashana and Yom Kippur important to Jewish children?	J 9-11 EQ1	What is the best way for a Jew to show commitment to God?	J 9-11 EQ2
	AUT 2	Christianity	What kind of king is Jesus?	UC Unit: 2B.8	Do Christmas celebrations and traditions help Christians to understand who Jesus was and why he was born?	Jigsaw Unit: UKS2.5
	SPR 1	Islam	What is the best way for a Muslim to show commitment to God	J 9-11 EQ1	Does belief in the Akhirah (life after death) help Muslims to lead a good life?	J 9-11 EQ3
	SPR 2	Christianity	What did Jesus do to save human beings?	UC Unit2B.6	What difference does the resurrection make to Christians	UC Unit: 2B.7
	SUM 1	Sikhi / Sikhism	How far would a Sikh go for their religion?	J 9-11 EQ1	What is the best way for a Sikh to show their commitment to God?	J 9-11 EQ3
	SUM 2	Christianity	What does it mean if God id Holy and loving?	UC Unit 2b.1	Creation & Science: Conflicting or Complimentary	UC Module: 2B.2

## **RE CURRICULUM UNITS BY FAITH / WORLD VIEW (including theme & key content)**

### **1. CHRISTIANITY**

Class	Term	Faiths / World Views	Enquiry Question	Unit of Work	Theme/ Content
Robins Class: Annual Cycle	AUT 1	Christianity and Judaism	What makes people special to me and others?	JRE Unit	Special People
	AUT 2	Christianity	Why do Christians perform nativity plays at Christmas?	UC Unit: F2	Christmas (Incarnation)
	SPR 1	Christianity, Islam, Judaism	What makes places special to me and others?	JRE Unit	Easter
	SPR 2	Christianity	Why do Christians put a cross in an Easter Garden? <u>Going Deeper:</u> How can we help others when they need it?	UC Unit F3	SALVATION: Christians believe that Jesus died to save everyone, to pay the price of sin in our world and reunite humans with God
	SUM 1	Christianity	Why is the word 'God' so important to Christians? <u>Going Deeper:</u> How can we care for our wonderful world?	UC Unit F1	GOD / CREATION: God's creation is awesome – full of beauty, design, variety and a sense of purpose. The natural world points to God its Creator and calls humans to praise him
	SUM 2	Christianity, Islam, Sikhi	What can I and other people learn from stories? - JRE	JRE Unit	Stories

Class	Term	Faiths / World Views	CYCLE A			CYCLE B		
			Enquiry Question	Unit of Work	Theme/ Content	Enquiry Question	Unit of Work	Theme/ Content
Nightingales Class	AUT 2	Christianity	Why does Christmas matter to Christians?	UC Module 1.3 (Links with J.5-7.5)	INCARNATION Christians believe that Jesus is God and that he was born as a baby in Bethlehem	What is the Good news that Jesus brings	UC Unit 1.4	GOSPEL Christians believe that Jesus brings good news for all people (friendship, forgiveness, peace
	SPR 2	Christianity	Why does Easter matter to Christians?	UC Module 1.5 (Links with J.5-7.5)	SALVATION: Easter is very important in the 'big story' of the Bible. Christians believe Jesus rose again, giving people hope of a new life.	Why was Jesus welcomed like a King or a celebrity on Psalm Sunday?	J 5-7 EQ.3	SALVATION: Salvation, God the Son – continuation of introduction to the Trinity.
	SUM 2	Christianity	What do Christians believe God is like?	UC Module 1.1 (Links with J.5-7.1)	GOD Christians believe in God and they find out about God in the Bible. God is loving, kind and fair.	Who made the world?	UC Unit 1.2	CREATION: Christians believe God made our wonderful world and so we should look after it

Wrens Class	AUT 2		Who is Jesus?	UC Module 2.5B	GOSPEL		What is it like to follow God?	UC Unit: 2A.2	PEOPLE OF GOD: Christians believe they are People of God and try to live in the way God wants, following his commands and worshipping him.
		Christianity							
	SPR 2	Christianity	Why do Christians call the day Jesus dies 'Good Friday'?	UC Unit: 2A.5	SALVATION: Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection		When Jesus left, what was the impact of Pentecost?	UC Unit: 2A.6	SALVATION: Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him (Pentecost)
	SUM 2	Christianity	What do Christians learn from the Creation story?	UC Module 2A.1	CREATION & FALL: God the Creator cares for the creation, including human beings.		Do people need to go to church to show they are Christians?	J 8-9 EQ.6	Uses of the church for worship and other events such as baptism and taking of Holy Communion.
Puffins Class	AUT 2		Was Jesus the Messiah?	UC Unit:2B.4	INCARNATION				
		Christianity					What does it mean if God is Holy and Loving?	UC Unit: 2B.1	GOD: Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.
	SPR 2	Christianity	How can following God bring Peace and Justice?	UC Unit:2B.3	PEOPLE OF GOD The Old Testament story of Moses and the Exodus 7 what it means to Christians.		What is the Trinity? (Links with J Unit UKS2: 4 and Optional unit 2) (Links with J Unit UKS2: 4 & Optional unit 2)	UC Unit:2A.3	INCARNATION: Christians believe God is Trinity: Father, Son and Holy Spirit
	SUM 2	Christianity	What kind of world did Jesus want?	UC Unit 2A.4	GOSPEL: Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.		Why are there 4 Gospels and how are they relevant for Christians?	J 8-9 EQ.7	GOSPEL: Stories contained within several of the gospels including an in-depth examination of the different versions of the feeding of the 5000.
Hawks Class	AUT 2		Do Christmas celebrations and traditions help Christians to understand who Jesus was and why he was born?	Jigsaw Unit: 10-11 EQ 2	Incarnation looking at how celebrations today do or do not directly relate to the birth of Jesus as the basis of Christmas. This is an alternative unit for schools not wishing to cover the belief in the virgin birth.		What kind of king is Jesus?	UC Unit: 2B.8	KINGDOM OF GOD: Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.
		Christianity							
	SPR 2	Christianity	What did Jesus do to save human beings?	UC Unit2B.6	SALVATION Jesus' death and resurrection. Christians believe that Jesus calls them to sacrifice their own needs to the needs of others		What difference does the resurrection make to Christians?	UC Unit: 2B.7	SALVATION: The 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.
	SUM 2	Christianity	What would Jesus do?	UC Unit 2B.5	GOSPEL: Christians see that Jesus' teachings favour serving the weak and vulnerable, and that they should follow his example.		Creation & Science: Conflicting or Complimentary	UC Module: 2B.2	CREATION & FALL: Debates and controversy around the relationship between accounts in the Bible and contemporary scientific accounts

## AUTUMN TERM 1: JUDAISM

Class	Term	Faith / World View	Enquiry Question	Unit of Work	Theme/ Content
Robins Class: Annual ASPR 1	AUT 1	Christianity and Judaism	What makes people special to me and others?	JRE Unit	Special People
		Christianity, Islam, Judaism	What makes places special to me and others?	JRE Unit	Easter (Salvation)

		CYCLE A				CYCLE B		
Class	Term	Faith / World View	Enquiry Question	Unit of Work	Theme/ Content	Enquiry Question	Unit of Work	Theme/ Content
Nightingales Class	AUT 1	Judaism	Who is God to the Jews?	J 5-7 EQ1	Introduction to Judaism including God's covenant with Abraham, the Jewish belief in one God, the story of Moses and the 10 Commandments, and the 613 Mitzvot.	Is Shabbat important to Jewish children?	J 5-7 EQ2	Shabbat - The Jewish creation story, Shabbat and the synagogue as a place of worship during Shabbat.
Wrens Class	AUT 1	Judaism	Does visiting the synagogue help Jewish children to feel closer to God?	J 5-7 EQ3	Synagogue - The importance of Jerusalem and pilgrimage there, and the synagogue as a place of worship and community.	What is the best way for a Jew to lead a good life?	J 7-9 EQ1	Abraham and Isaac and God's covenant with Abraham, Jewish marriage, Tikkun Olam, Tu B'Shevat, Mitzvah Day.
Puffins Class	AUT 1	Judaism	How do Jewish beliefs and teachings and stories impact on daily life?	J 7-9 EQ2	Kosher, Kashrut rules from the Torah, foods that are treif and parev; the story of the Passover and the symbolism of the Seder plate.	How does celebrating Shavuot help Jewish children feel closer to God?	J 7-9 EQ3	Pesach or Passover (To commemorate leaving Egypt and the crossing of the red sea), Sukkot (The festival of God's protection) and Shavuot (Giving of the Torah), story of Moses and the Israelites in the desert and the giving of the 10 Commandments, Bikkurim, how Shavuot is celebrated today.
Hawks Class	AUT 1	Judaism	Are Rosh Hashana and Yom Kippur important to Jewish children?	J 9-11 EQ1	Torah, aspects of the synagogue, New Year/Rosh Hashanah, Yom Kippur (Day of Atonement), Days of Awe, Mitzvot. Customs of Rosh Hashanah, ways Jews would celebrate Yom Kippur.	What is the best way for a Jew to show commitment to God?	J 9-11 EQ2	Covenant, the Ten commandments, Shabbat, Kashrut, going to Synagogue and worship, Seder, the Torah and the importance of Jewish Festivals, Bar and Bat Mitzvah.

## SPRING TERM 1: ISLAM

Class	Term	Faith / World View	Enquiry Question	Unit of Work	Theme/ Content
<b>Robins</b>	SPR 1	Christianity, Islam, Judaism	What makes places special to me and others?	JRE Unit	Easter (Salvation)
	SUM 2	Christianity, Islam, Sikhi	What can I and other people learn from stories? - JRE	JRE Unit	Stories

			CYCLE A			CYCLE B		
Class	Term	Faith / World View	Enquiry Question	Unit of Work	Theme/ Content	Enquiry Question	Unit of Work	Theme/ Content
<b>Nightingales Class</b>	SPR 1	Islam	Who is God to Muslims?	J 5-7 EQ1	The meanings of and the attributes shown by the 99 names of Allah and how a Muslim may want to show respect to these.	How important is the prophet Muhammed to Muslims?	J 5-7 EQ2	Events in the life of the prophet Muhammad and their impact on and importance to Muslims today (discusses the Qur'an and the Hadith).
<b>Wrens Class</b>	SPR 1	Islam	How important is the Qur'an to Muslims?	J 5-7 EQ3	How Muhammad received the Qur'an in the Night of Power, how a Muslim would treat the Qur'an with respect and the importance of its teachings to Muslims today.	Does praying at regular intervals help Muslims in their everyday lives?	J 7-9 EQ1	Prayer (Salat/Salah) and prayer times, why Muslims might pray, prayer at home and at the mosque, story of the Night Journey, preparations for prayer, some of the 99 names of Allah, and the impact of prayer on the life of a Muslim.
<b>Puffins Class</b>	SPR 1	Islam	Does completing a pilgrimage make a person a better Muslim?	J 7-9 EQ2	Pilgrimage - preparations for visiting Makkah, clothes worn and actions taken there, conditions for pilgrimage to Makkah, impact on life of a Muslim.	What is the best way for a Muslim to lead a good life?	J 7-9 EQ3	Pillars, belief in life after death and the role of the two angels and the judgement of Allah, teachings from the Qur'an and Hadith, Zakat, Sadaqah, fasting during Ramadan.
<b>Hawks Class</b>	SPR 1	Islam	What is the best way for a Muslim to show commitment to God	J 9-11 EQ1	The importance of prayer, helping the poor and needy, purification of wealth, Ramdan, importance of Allah in the life of a Muslim and why they would want to show Allah respect and commitment.	Does belief in the Akhirah (life after death) help Muslims to lead a good life?	J 9-11 EQ3	Interpretations of what the Qur'an says about life after death (Aakhirah), actions a Muslim might take as Jihad, greater and lesser Jihad, how believing in Akhirah influences Muslims in their lives today.

## SUMMER TERM 1: SIKHI / SIKHISM

Class	Term	Faith / World View	Enquiry Question	Unit of Work	Theme/ Content
<i>Robins</i>	SUM 2	Christianity, Islam, Sikhi	What can I and other people learn from stories? - JRE	JRE Unit	Stories

SUMMER TERM 1			CYCLE A			CYCLE B		
Class	Term	Faith / World View	Enquiry Question	Unit of Work	Theme/ Content	Enquiry Question	Unit of Work	Theme/ Content
<i>Nightingales Class</i>	SUM 1	Sikhi / Sikhism	Who is God to Sikhs?	J 5-7 EQ1	The life and teachings of Guru Nanak, the importance of the Guru Granth Sahib and three most important Sikhi beliefs.	Why do Sikhs admire their Gurus?	J 5-7 EQ2	Guru Nanak as a special teacher and leader, the 10 Gurus, Guru Gobind Singh and the Khalsa and it's impact today.
<i>Wrens Class</i>	SUM 1	Sikhi / Sikhism	Does taking part in the Baisakhi help Sikh children to feel a sense of belonging?	J 5-7 EQ3	The history of the festival of Baisakhi how Guru Gobind Singh changed this when he founded the Khalsa, and how Sikh children may celebrate Baisakhi today.	Does joining a Khasala make someone a better Sikh?	J 7-9 EQ1	Amrit ceremony, the promises made, events of how the first Khalsa was formed, reasons why a Sikh may or may not choose to join the Khalsa, the meaning of the 5Ks and how they are important to Sikhs today.
<i>Puffins Class</i>	SUM 1	Sikhi / Sikhism	Do Sikhs think it is important to share?	J 7-9 EQ2	Guru Granth Sahib and its teachings, Waheguru, and Simran (the repetition of God's name), Guru Angad Dev Ji', Guru Nanak and the Sanatani Saints, why Sikhs sit and share food (Langar) together in the Gurdwara and how this shows their belief in equality.	What is the best way for a Sikh to lead a good life?	J 7-9 EQ3	Revisiting the Khalsa and the 5 Ks and how these help Sikhs live a good life, the Sikh Golden rules, Seva/Sewa (selfless service), vand ke chanka (vand= sharing, chanka =food), how Sikhs show respect to the Guru Granth Sahib.
<i>Hawks Class</i>	SUM 1	Sikhi / Sikhism	How far would a Sikh go for their religion?	J 9-11 EQ1	Khalsa, Baisakhi or Vaisakhi, giving of sacrifice, 3 Pillars or Key Beliefs, Guru Tegh Bahadur Ji, the role of Sikhs in both WW1 and WW2, Sewa, Vand ke Chanka, Naam Japo (Focus on God), the Harmander Sahib.	What is the best way for a Sikh to show their commitment to God?	J 9-11 EQ3	Wearing of the 5Ks and turbans, World Turban Day, Guru Amar Das or Guru Amardas Ji (3rd Guru), Guru Har Gobind Sahib (6th Guru) , Harmandir Sahib, Maharaja Ranjit Singh, Akal Takhat.