

RE



Intent

At Harbottle CofE First School, our aim is to give all children an RE curriculum which introduces them to a wide range of faiths, but always underpinning it with our Christian values and ethos. We redefined our vision in the 2019-2020 school year, following a long process of consultation with children, staff, parents, Academy councillors and the wider community.

Our vision is to shepherd all those who come into contact with our school so that they know the God who lives, loves and cares for them and offers life in all its fullness. We hope that everyone will learn and develop and realise their full potential in every aspect of life, intellectual, physical, spiritual and moral so that they can become whole people able to play a significant part in the wider world.

John Ch.10, v10-11.

Jesus said, "I have come that all may have life and have it in all its fullness. I am the good shepherd".

Our current vision has been shaping our work so far and this is just redefining it in light of the new schedule from SIAMs. This still links into our belief that "it takes a whole community to educate a child".

Our school values were chosen as hope, love, resilience, teamwork and truthfulness and these underpin all our teaching and learning.

By the end of year 4, our intention is to ensure our children leave Harbottle CofE First School having had a rich understanding of Christian values and religious teachings to help them to become excited for the next chapter in their lives.

Harbottle's Mission Statement:

Christian values permeate the ethos, teaching and worship of Harbottle School, which welcomes all children and aims to develop their full potential through a broad, challenging and exciting curriculum. The school promotes attitudes of mutual respect and responsibility in a caring environment and places a high value on strong links between school, home and the local community, including the church.

Aims of the School

- To give each child the self-confidence to fulfil his/her potential within a stimulating and caring environment.
- We seek to provide a broad and balanced curriculum, which is relevant to the needs and abilities of each individual child, building on strengths and addressing weaknesses.
- To help each child to become a responsible citizen, prepared for the opportunities and experiences of adult life through the Christian influence of the school and British values.
- To encourage parental involvement in order to emphasize the importance of home/school links.
- To use the talents and expertise of community members to enrich the school curriculum.
- To make available the facilities of the school for community use as far as is practicable.
- To help children to learn to value their community and to be able to make a valuable contribution to it.
- To teach children the basic skills of literacy, numeracy and information technology.

Use of local resources

Throughout the year, we have Christians from all of the Christian denominations in Upper Coquetdale visiting to talk about aspects of Christian life, for example, World Day of Prayer.

Within Upper Coquetdale, there are no places of worship for any other religion, so we have trips to Newcastle, where we visit a different religious community.

Use of ICT and computing

Due to the limited local resources, we use the internet to access information and images of religious practices around the world. However, a large part of our RE sessions are about giving a forum to the children to discuss their thoughts and beliefs and those of others.

Implementation

Programmes of study

At Harbottle CofE First School, we use the Durham diocese curriculum and Understanding Christianity.

Due to mixed aged classes, our curriculum runs via a 2 year rolling program, with a mix of Understanding Christianity and Durham and Newcastle Diocese topics in each year.

The topics have been ordered with the intention of providing the children with the chance to develop their skills and deepen their understanding throughout the year. A broad variety of topics have been chosen in order to continually engage and stimulate the children and their learning.

Time allocation

Both Keystages has a 1.5 hour lesson of RE per week. We also have daily collective worship sessions.

EYFS and KS1 RE

Year A	Who made the world? Understanding Christianity	Why does Christmas matter? Understanding Christianity	What do Christians believe God is like? Understanding Christianity	Why does Easter matter? Understanding Christianity	Who is Muslim and what do they believe? Durham and Newcastle Diocese RE scheme of work.	What makes some places sacred to believers? Durham and Newcastle Diocese RE scheme of work.
Year B	Why is the word God so important to Christians? Understanding Christianity	Why do Christians perform nativity plays at Christmas? Understanding Christianity	Which stories are special and why? Durham and Newcastle Diocese RE scheme of work.	Why do Christians put a cross in an Easter Garden? Understanding Christianity	Who is Jewish and how do they live? Durham and Newcastle Diocese RE scheme of work.	Who is Jewish and how do they live? Durham and Newcastle Diocese RE scheme of work.

<p>Year A</p>	<p>What is it like to follow God? Understanding Christianity</p>	<p>What are the deeper meanings of festivals? Durham and Newcastle Diocese RE scheme of work.</p>	<p>How and why do believers show their commitments during the journey of life? Durham and Newcastle Diocese RE scheme of work.</p>	<p>How and why do believers show their commitments during the journey of life? Durham and Newcastle Diocese RE scheme of work.</p>	<p>What does it mean to be a Sikh in Britain today? Durham and Newcastle Diocese RE scheme of work.</p>	<p>When Jesus left, what was the impact of Pentecost? Understanding Christianity</p>
<p>Year B</p>	<p>What do Christians learn from the Creation story? Understanding Christianity</p>	<p>What kind of world did Jesus want? Understanding Christianity</p>	<p>What is the Trinity? Understanding Christianity</p>	<p>Why do Christians call the day Jesus died 'Good Friday'? Understanding Christianity</p>	<p>What does it mean to be a Hindu in Britain today? Durham and Newcastle Diocese RE scheme of work.</p>	<p>What does it mean to be a Hindu in Britain today? Durham and Newcastle Diocese RE scheme of work.</p>

Skills progression

Understanding Christianity

Topic	EYFS	KS1	KS2
God	See Creation.	<p>Pupils will know that:</p> <ul style="list-style-type: none">• Christians believe in God, and that they find out about God in the Bible.• Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this.• Christians worship God and try to live in ways that please him.	<p>Pupils will know that:</p> <ul style="list-style-type: none">• Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation).• Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises.• Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.• Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.
Creation and fall	<p>Children will know that:</p> <ul style="list-style-type: none">• The word God is a name.• Christians believe God is Creator of the universe.• Christians believe God made our wonderful world and so we should look after it.	<p>Pupils will know that Christians believe:</p> <ul style="list-style-type: none">• God created the universe.• The Earth and everything in it are important to God.• God has a unique relationship with human beings as their Creator and Sustainer.• Humans should care for the world because it belongs to God.	<p>Pupils will know that Christians believe:</p> <ul style="list-style-type: none">• God the Creator cares for the creation, including human beings.• As human beings are part of God's good creation, they do best when they listen to God.• The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').

			<ul style="list-style-type: none"> • This means that humans cannot get close to God without God’s help. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.
<p>People of God</p>			<p>Pupils will know that:</p> <ul style="list-style-type: none"> • The Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God.
<p>Incarnation</p>	<p>Children will know that:</p>	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe that Jesus is God 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe Jesus is one of

	<ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. 	<p>and that he was born as a baby in Bethlehem.</p> <ul style="list-style-type: none"> • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming. 	<p>the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</p> <ul style="list-style-type: none"> • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.
Gospel		<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.
Salvation	<p>Children will know that:</p> <ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.

	<ul style="list-style-type: none"> • Christians believe Jesus came to show God's love. • Christians try to show love to others. 	<ul style="list-style-type: none"> • putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life. 	<ul style="list-style-type: none"> • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.
Kingdom of God			<p>Pupils will know that:</p> <ul style="list-style-type: none"> • Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.) • Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost, as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.

Durham and Newcastle Diocese RE scheme of work skills progression

EYFS outcomes

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Communication and Language

Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

Make comments about what they have heard and ask questions to clarify their understanding;

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Explain the reasons for rules, know right from wrong and try to behave accordingly;

Understanding the World

Past and present

Talk about the lives of the people around them and their roles in society;

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

Understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Expressive Arts and Design

Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;

Share their creations, explaining the process they have used;

Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher;

Literacy

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

Anticipate – where appropriate – key events in stories;

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

End of Key Stage 1 outcomes

<u>A. Make sense of a range of religious and non-religious concepts and beliefs.</u>	<u>B. Understand the impact and significance of religious and nonreligious beliefs.</u>	<u>C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.</u>
Identify the core concepts and beliefs studied and give a simple description of what they mean.	Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities.	Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas.
Give examples of how stories show what people believe (e.g. the meaning behind a festival).	Give examples of ways in which believers put their beliefs into action.	Give a good reason for the views they have and the connections they make.
Give clear, simple accounts of what stories and other texts mean to believers.		Talk about what they have learned.

End of Lower Key Stage 2 outcomes

<u>A. Make sense of a range of religious and non-religious concepts and beliefs.</u>	<u>B. Understand the impact and significance of religious and nonreligious beliefs.</u>	<u>C. Make connections between religious and non-religious concepts, beliefs, practices and ideas studied.</u>
Identify and describe the core beliefs and concepts studied	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities	Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live

Make clear links between texts/sources of authority and the key concepts studied	Describe how people show their beliefs in how they worship and in the way they live	Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers	Identify some differences in how people put their beliefs into practice	Give good reasons for the views they have and the connections they make Talk about what they have learned and if they have changed their thinking

Impact

The children can make links between their own lives and those in their community and beyond. This will help them to develop an understanding and tolerance of other people's cultures and ways of life.