

Astwood Bank Primary School



A centre of learning and opportunity

Religious Education at Astwood Bank Primary

RE Lead	Mrs H. Morris
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Last reviewed on:	October 2023
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Next review due by:	Annually
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“Religious Education (RE) has an important place in the curriculum of all schools. It provides a safe space for young people to develop their understanding of people, cultures, faiths, and relationships.”

Dr Jon Inge + Bishop of Worcester

In RE children will learn about and from religions in local, national and global contexts to discover, explore and consider thought provoking and challenging questions about the meaning of life, beliefs about god or gods, issues of right and wrong and what it means to be human. Children learn to weigh up the wisdom of different sources and develop their responses in a respectful way.

Religious Education Intent

The intent of Religious Education at Astwood Bank Primary School is to strive to provide pupils with knowledge, understanding and respect for all religions and world views. At our school, children have opportunities to explore, compare and contrast different religions followed by reflection and discussion time so that they may form their own religious opinions and philosophical ideas and carry this forward into their progressive adult lives.

Our ‘Learning Drivers’, *Resilience, Resourcefulness, Reflection and Relationships* are at the core of our shared vision at Astwood Bank Primary, and we continue to promote these through our RE lessons.

A whole-school approach

Our children will be taught R.E. using the Worcestershire agreed syllabus 2020-2025, which utilises a spiral approach. Religions and concepts are revisited throughout KS1 and KS2, allowing children to continually develop and build on their key knowledge, understanding and subject confidence throughout their primary education. They take part in discussions, drama-based activities and produce written work to further their confidence in the subject, and their analytical skills.

How we teach religious education

We aim to support our children’s learning through activities that promote debate and discussion, as well as trips to religious buildings. Teachers are signed up to teach from the Worcestershire Agreed Scheme, and they aim to present children with the opportunity to express their own insights in response to weighing up information from a variety of sources. Children can learn how to agree and disagree with others in a respectful environment. We believe the ability to generate thoughtful dialogue will enable our children to participate

positively in our multi-cultural and multi faith society. Children have opportunities to work in pairs and small groups on activities to answer questions linking their own experiences with ideas of others, and they can also participate in whole class discussions where turn taking and respect for other's opinions is paramount. Teachers aim to foster an environment where children feel secure to express their opinions, which may differ from others. They are taught that differing opinions are important and critical to building a rich tapestry of society, community and mutual respect. Throughout the children's progressive RE journey here at Astwood Bank Primary, the children, as they move through KS1 to KS2 have the opportunity to engage with a broad spectrum of resources, through the use of online learning videos/ websites, artefacts, trips, books and visitors.

In the Foundation stage, this is achieved by respecting their natural ways of learning through conversation and play and relates the religious education aspects of the children's work to the objectives set out in the Early Learning Goals. Learning in spiritual and moral development fosters attitudes of independence and responsibility, co-operation and interaction, perseverance and reflection. It encourages the development of self-esteem through learning about self and building relationships with others which is at the core of our learning.

How we assess progress and attainment

Our school is always aware of how well children are learning because teachers assess the understanding and knowledge displayed by children, on a continual basis. At times, it is pertinent to ask children to present their knowledge through written work. This is worthwhile when recording immediate thoughts and responses to a given question or discussion topic. In this case, work is recorded in a whole- class floor-book, which is readily available for subject leaders, other teachers and children to browse through. However, due to the nature of the subject, our teachers also recognise that children will display signs of their learning in everyday behaviour. Attitudes of tolerance, respect and understanding of other people's beliefs can often emerge in the 'everyday' behaviour of children, and for this reason our teachers are always attentive to this, which supports their own professional judgement.

A floor-book for every class

As mentioned above, primarily we record our findings, views, thoughts and opinions via a class floor-book. This can be found in every classroom. Floor-books feature post it notes, children's quotes, some written work, photographs and posters. We believe there are strong links between RE and PSHE, and although the subjects are taught discretely, we choose to record these subjects in the same way. Our children take pride in our floor-books, and they are made available for the children to look back at during the year. All children contribute and they are regarded as a class treasure.

Organisation & Time Allocation

This is in accordance with the structure of Worcestershire Agreed Syllabus.

- ✓ In the Foundation Stage pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They will be

introduced to a range of faith traditions and will be taught RE for 36 hours over the year or through set topic time which is equivalent throughout the year.

- ✓ At Key Stage 1 pupils study Christianity, Judaism and Islam - RE will be taught for at least for 36 hours over the year or through RE days. Trips included.
- ✓ At Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and consider nonreligious worldviews - RE will be taught for at least 45 hours over the year and or RE days. Trips included.

Religious Education Schemes of Work (Reviewed in July 2023)

Years	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Unit 1.10 What does it mean to belong to a Faith community	Unit 1.1 What do Christians think God is like?	Unit 1.7 Who is Jewish and how do they live		Unit 1.2 Who do Christians say made the world?	Unit 1.9 How should we care for the world and for others and why does it matter
2	Unit 1.4 What is the 'good news' Christians believe Jesus brings?	Unit 1.3 Why does Christmas matter to Christians?	Unit 1.6 Who is a Muslim and how do they live?	Unit 1.5 Why does Easter matter to Christians?	Unit 1.6 Who is a Muslim and how do they live?	Unit 1.8 What makes some places sacred to believers?
3	What is religion?	Unit L2.1 What do Christians learn from the creation story?	Unit L2.10 How do festivals and family life show what matters to Jewish people?	Unit L2.4 What kind of world did Jesus want? Easter	Unit L2.9 How do festivals and worship show what matters to a Muslim?	Unit L2.12 How and why do people try to make the world a better place?
4	Unit L2.2 What is it like for someone to follow God? [People of faith]	Unit L2.3 What is the 'Trinity' and why is it important for Christians? [Link with Christian beliefs]	Unit L2.7 & L2.8 What do Hindus believe God is like? What does it mean to be a Hindu in Britain today? [Topic lessons]	Unit L2.5 Why do Christians call the day Jesus died Good Friday? [Link with story of Easter]	Unit L2.6 When Jesus left, what was the impact of Pentecost?	Unit L2.11 How and why do people mark the significant events of life? [baptism, confirmation, holy communion, marriage]
5	Unit U2.1 What does it mean for Christians to believe that God is holy and loving? [God]	Unit U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]	Unit U2.6 For Christians, what kind of king was Jesus? [Kingdom of God]	Unit U2.7 Why do Hindus try to be good? [Karma/dharma/samsara/moksha]	Unit U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]	Unit U2.9 Why is the Torah so important to Jewish people? [God/Torah]
6	Unit U2.3 Why do Christians believe that <i>Jesus is the Messiah</i> ?	Unit U2.11 Why do some people believe in God and some people not?	Unit U2.12 How does faith help people when life gets hard?	Unit U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]	Unit U2.10 What matters most to Humanists and Christians?	Unit U2.2 Creation and science: conflicting or complementary?