

St Mark's C of E Primary School

Teacher's Guide to RE at St Mark's



Let Your Light Shine

Matthew 5:16

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Our Intention

At St Mark's, our intention is to deliver high quality teaching and learning of RE. Our curriculum is designed with this vision in mind and we have created an ambitious, broad and balanced curriculum which provides opportunities for children to unlock their potential and uncover their talents-gifts from God.

Our Vision and values

We have a renewed vision and values that are distinctively Christian and recognised and understood by the whole school community. Our vision is supported by the scripture:

Let your light shine.

Mathew 5:16

Our Christian values are clearly visible and permeate through everything that we do. It can be easily recalled when reflecting on behaviour incidents-using the language of letting your light shine and not dimming the light of others.

St Mark's School Vision



To unlock every child's individual talents so all can flourish.



To nurture resilient, curious, enthusiastic and independent learners.



Excellence through enjoyable learning experiences.



Strong relationships with our families and community.



To embody our HERO Values of Hope, Energy, Resilience and Optimism.



OUR HERO VALUES



HOPE

The God of Hope gives us confidence in our learning.

MOSES-THE BABY OF HOPE: EXODUS: 2:1-10



ENERGY

God's spirit gives us energy to do our best in all things.

JOSHUA AND THE WALLS OF JERICO: JOSHUA 6: 1-20



RESILIENCE

God's love gives us the strength to take risks.

MOSES-THE GREAT ESCAPE: EXODUS:14



OPTIMISM

Through Jesus, the Light of the World, we have faith in our success.

JOSEPH-THE DREAMER: GENESIS: 37-50

"Let your light shine"
Matthew 5:16

The HERO toolkit has been reviewed and updated to reflect the Christian narrative and includes physical resources as a representation of each value. Our next step will be to further share the revised HERO toolkit with parents and carers.

Alongside teaching RE as a core subject at St Mark's, collective worship or assemblies are every day, together with Christian meditation.

St Mark's RE curriculum has been developed in line with the national statement of entitlement to RE and based upon the school's vision and within the context of our school community using Brighton & Hove's SACRE

guidance. The curriculum has been developed with the intent of achieving a balanced approach to RE with 67% of the curriculum based on Christianity, with the remaining units being based on other world faiths. This reflects the non-Christian faiths within our community, enabling pupils to understand diversity and to develop their own worldview.

The curriculum covers a different unit each half term for all year groups, ensuring that core learning of religious concepts has depth. Understanding Christianity, supplemented with the Emmanuel Project resources are used to teach RE at St Mark's. Both sets of resources match up to The Statement of Intent, are enquiry based and concept based.



The key purpose of these materials is to support pupils in developing their understanding of Christianity and other religions, as a contribution to their understanding of the world and their own experience within it.

Understanding Christianity resources enables this by integrating pupils' developing understanding of theological concepts in Christianity with their own self-understanding and of the world, as part of their wider religious literacy.

Aim of teaching and learning:

- To enable pupils to know about and understand Christianity and other religions as a living world faith, by exploring core theological concepts in a safe space
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in life
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

Collective Worship

Collective worship at St Mark's is 'inclusive, invitational and inspirational.' By ensuring that these three elements are included, our vision and values are deeply embedded. Picture News is used in whole school worship to introduce a current news story at the beginning of each week. Pupil – led worship is held in class by our 'Shining Lights' each week and follows a similar format to school worship. Each class has a mobile altar to aid the transition to meaningful worship and create the appropriate atmosphere. 'Shining Lights' use the weekly news story and picture as a platform to engage students in questioning and discussing the related themes. The children are then supported in completing a related reflection activity to allow them the opportunity to deepen their thinking, which are then celebrated and revisited at the end of the week with the whole school.

Implementation – 'Enlightenment Days'

RE is delivered in blocked sessions over two RE days called 'Enlightenment Days.' At the start of each half – term, a whole unit from either Understanding Christianity or Emmanuel resources for world faiths will be taught by each class in line with our long-term plan (see appendix 1). In addition, Enlightenment Days will be held across the school to cover religious festivals such as Diwali, Eid and Christmas. The expectation is that a minimum of 5% of curriculum time is allocated to RE. This equates to the following:

	RE teaching and learning	Collective Worship	Christian meditation
Reception (Starfish)	36 hours per year, integrated into relevant strands of the EYFS	20 mins daily	1 – 3 mins daily
Key Stage 1	36 hours per year	20 mins daily	1 – 3 mins daily
Key Stage 2	45 hours per year	20 mins daily	3 – 5 mins daily

Time is allocated in each class before lunch to say Grace. Bible stories will be read and/ or re-enacted using story bag props and reflection activities are weekly.

RE content

The long term RE plan sets out the units for teaching and learning using Understanding Christianity and Emmanuel Project resources (All content is available in your class RE folder and on the one drive). Through the use of these resources, we aim to enable pupils to achieve theological literacy, make sense of texts, interpretations and understand the impact of beliefs in the lives of faith believers, making wider connections to themselves.

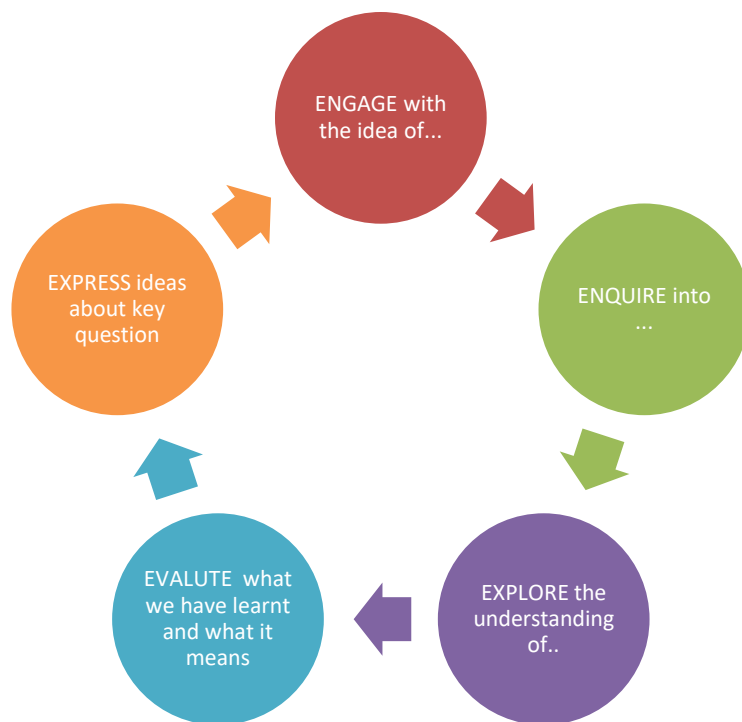
‘Believing. Living. Thinking’.

Although each year group have dedicated RE lessons, opportunities to link pupil’s RE learning with other subjects such as, English, PSHE or topic work is encouraged.

Planning RE at St Marks

When planning the RE unit for each half term, all teachers can use the Long-term RE plan (APPENDIX 1) and then complete a unit overview (template in APPENDIX 2) in more detail. This allows teachers to combine all the planning stages within the enquiry cycle into one place as an overview and to ensure that learning objectives and success criteria for assessment is clear. The enquiry-based model lends itself to the big question of each unit and allows religions to be viewed through theological, human and social science and philosophical lenses (believing, living, thinking). A title sheet needs to be produced for RE books with the WALTs detailed for pupils and teachers to assess against. (see appendix 4). Differentiated resources, PowerPoint or interactive whiteboard slides and other provisions that will be needed in order to deliver the lessons need to be created. The overview should clearly identify the vocabulary to be used, outline key questioning and what provision there is for quality first teaching for SEND children and where the support of the teaching assistant is needed. All planning and resources are to be saved on the ONEDRIVE and N drive in a clearly labelled folder.

Each UC unit is organised into different sections, as shown below. These sections correlate to the stages within the enquiry cycle and can be transferred to the overview plan as follows.



YOU MIGHT LIKE TO START WITH...

Briefly revise work on genre with your pupils. Give them a range of text types: for example, newspaper report, letter/email, children's fiction picture book, poem, manual for new bit of technical equipment, a prayer, a shopping list and so on. Get pupils to match the text type to the source (who might have written it – provide the list: reporter, parent to child, children's author and so on) and then give them the various audiences intended for the writing: for example, someone interested in current events, a son/daughter or friend, young child and so on. Talk about how they identified genres, and matched them to writer and audience – which clues did they look for? If you mix some up, can they say why the mixed-up versions are incorrect and why?

Through the process, identify with the class that writers have a purpose in writing.

ENGAGE STAGE

MAKING SENSE OF THE TEXT

- Read Genesis 1:1-2:3 to your class. Use an appropriate translation (see Resources for suggestions). Choose some suitable music (without words) to accompany this, and get pupils to draw the events as they occur, or just the impression they gain from the text, to help them listen carefully. (Afterwards you might talk about what is suitable music and why – which features of the text does it reflect? What about the atmosphere?) Ask pupils to sum up the key message of the text, writing seven key words onto their sketches and a brief explanation of their ideas on the back. What does this story mean? How does it make them feel? Were there any surprising, interesting or puzzling moments?
- Suggest to pupils that this text is a detective story or a newspaper report. Ask them to find evidence for or against this. Ask pupils to suggest what type/genre of writing Genesis 1 is and how they know – what evidence is there? Remember that it is at least 2,500 years old: think about what life was like at the time, and whether that makes a difference. [Note that pupils need to consider both the historical context of when the text was written as well as the literary context – the disputed nature of the genre.]
- Have a look at the translation 'The Message' on Resource Sheet 1. This is set out as a poem. Are there any clues in the text that this is a poem? Are there repeated phrases? What do they suggest is important? Make the point that people (including Christians) disagree about the genre and purpose of Genesis, and that their views have implications for addressing the unit's key question.

ENQUIRE STAGE



MAKING SENSE OF THE TEXT

- Return to the starter task and the idea of purpose of text. Ask pupils to identify what they think the genre of the Genesis creation text may be, and why it was written. Offer alternatives to help them express ideas, such as: Was this story written for a science textbook or for a service to worship God? Was this story written to explain to believers who we are or who God is?

Was this story written to explain to believers why the world is beautiful or that God is good? (These do not necessarily require either/or responses.)

- Look at the unit key question: ask pupils to come up with some reasons why some people might say Creation and science are in conflict or complementary.



UNDERSTANDING THE IMPACT

- Recall previous learning that Christians celebrate God as Creator through harvest, but also in art and music. Have a look at some artistic responses to God and Creation. You might try the *Picturing Christianity* pack that came with these resources, or have a look at the Creation stained glass in the Rondo Chapel (see Resources). You could listen and read the popular hymn 'O Lord my God, when I in awesome wonder, consider all the works thy hand hath made', or even the children's song, 'Who is the king of the jungle?' www.youtube.com/watch?v=DJwUvjVq9k4
- Pupils need to know that there are many Christians who are scientists. Watch the interviews with Dr Jennifer Wiseman, astrophysicist (see Resources). Which questions would pupils want to ask her? How do they think she interprets Genesis and why? There

are extensive video clip interviews available from the Faraday Institute (see Resources) – pupils could prepare questions as for a visitor, and see if the interviews answer them.

- Note also that the Anglican and Roman Catholic Churches (among others) have accepted evolution – see Resource Sheet 4 to explore this further.
- Get pupils to find out about Christians who are scientists, or who are interested in science. They could be teachers, other staff or parents, a local vicar, vet, doctor or dentist. Find out how these Christians make sense of believing in a Creator God and also doing science. How do they read Genesis 1? Support pupils to ask questions to such people about faith and science: are they compatible or in conflict?

EXPLORE STAGE



MAKING CONNECTIONS

- Set a homework for pupils to gaze up at the night sky and record their feelings and sensations. Share their responses in class. How often do pupils stop and wonder at how amazing the world is? Ask them to collect images that make them marvel. Look at them together – consider what difference it would make to how people treat the Earth if we all reflected on it like this more regularly. Ask pupils if they can make a connection between this experience and how reading Genesis 1 might help to inspire Christians to care for the Earth and to worship God.
- Ask pupils to identify the main ideas they have learned about Christian beliefs about God as Creator. Ask them to summarise the key points. Use Resource Sheet 5 to help with this.
- Write this statement on the board: '*Genesis explores why the universe and life exists. Science explores how the universe works the way it does.*' Discuss how far pupils agree or disagree, and why. Science is really important for lots of reasons (pupils can come up with some – technology, medicine, construction and so on). Consider if there are questions that science cannot answer; for example: How should we live? Does my mum love me?

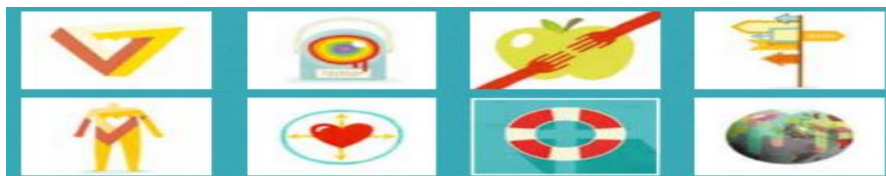
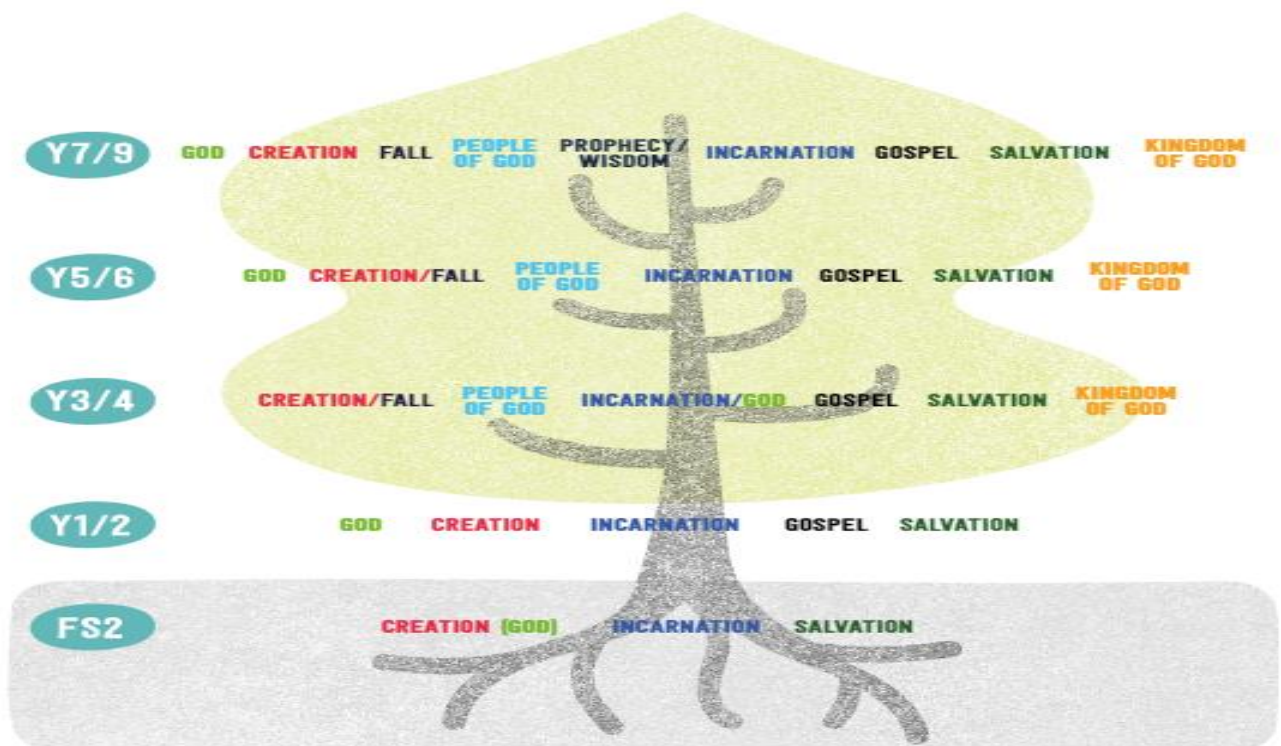
What is my purpose in life? What is more important, truth or freedom? Who is better, Taylor Swift or One Direction? What is right and wrong? Why should I help someone who is in need? Is there life after death? Which questions do pupils have that can be answered by science, and which cannot? (This does not mean that religion can answer them completely either – but it can offer a way of thinking and responding.) Present a cardboard box with two slots cut into it as a 'Question Machine': one slot labelled 'science' and one slot labelled 'religion'. Post their questions into the appropriate slots, explaining why.

- Look at the unit question: **Creation and science: conflicting or complementary?** Open the Question Machine and look at the questions. Sort them on a large Venn diagram – science/religion – with an overlap. Get pupils to express their understanding in two ways:
 - a) with a short written answer to the key question, with explanation, evidence and examples;
 - b) a creative response, expressing their own views about the universe, Creation, a Creator, science, cosmology, evolution and so on.

EVALUATE AND EXPRESS STAGES

Approaches to teaching Christianity at St Mark's using an enquiry based model

Both Understanding Christianity and Emmanuel Project resources will be used to teach RE. Lesson plans and assessment criteria are already drawn up and provided through the Emmanuel resources. The two sets of resources are concept and enquiry based and Emmanuel matches well with Understanding Christianity,



Through Understanding Christianity, pupils will encounter eight core concepts a number of times as they progress through the school. These concepts are considered to be at the heart of Christianity which tell the 'Big Story' of the Bible, depicted on a frieze to use in classrooms.





Each concept has a set of knowledge building blocks, which can also be used to assess against, see below for an example.



KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.
- These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?
- There are many scientists throughout history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

CREATION AND FALL

End KS1 (7)

Pupils will know that Christians believe:

- 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.

End lower KS2 (9)

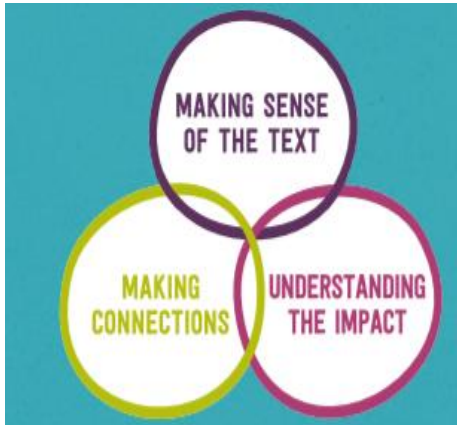
Pupils will know that Christians believe:

- 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').
- 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.

Each concept is learnt through enquiring into the key question for each unit.



CONCEPT	Y1/2	Y3/4
GOD	1.1 What do Christians believe God is like?	(See 2a.3)
CREATION/FALL	1.2 Who made the world?	2a.1 What do Christians learn from the Creation story?



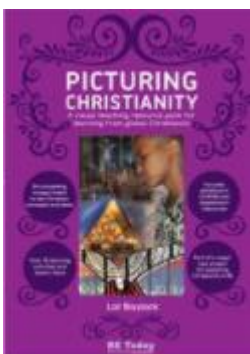
Units address a core concept by exploring Bible texts, their impact on Christians and possible implications for pupils. The three elements can be woven together, and teachers should select activities from the resources provided or alternative ones to enable pupils to achieve the outcomes.

Learning activities

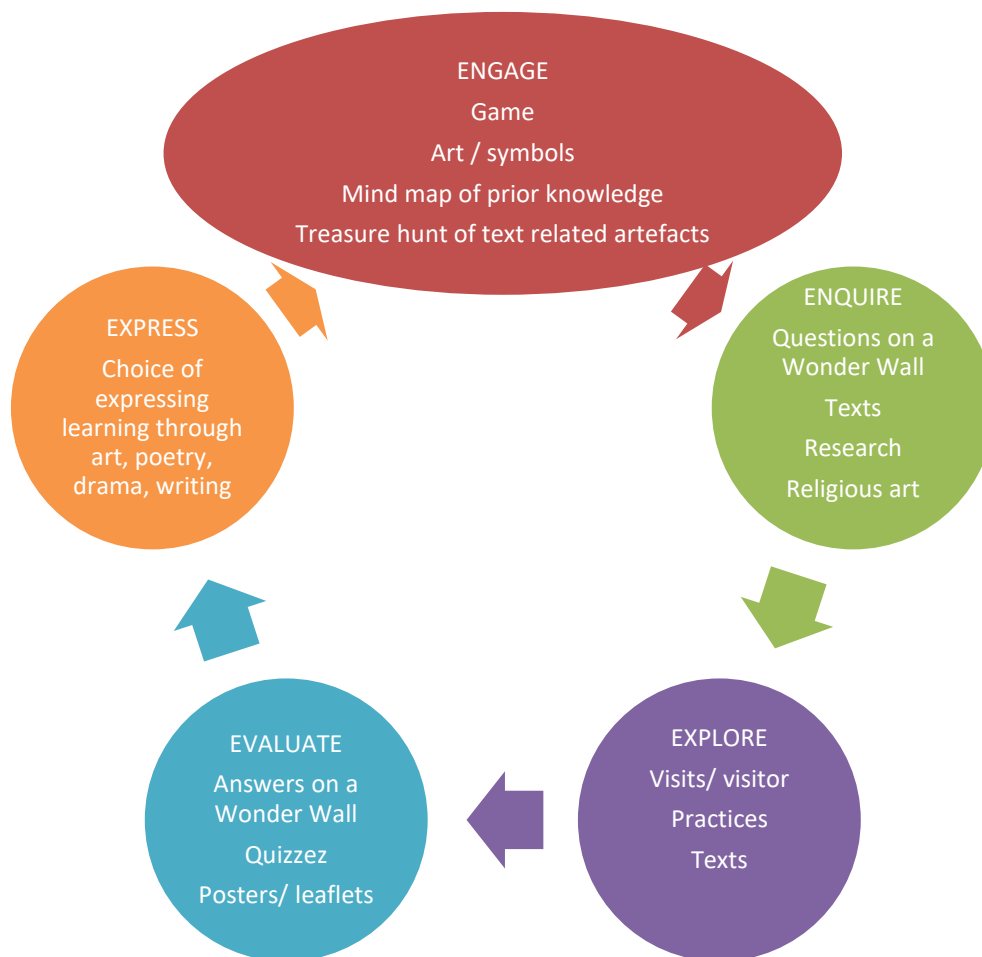
Understanding Christianity and Emmanuel Project resources provided a wide range of classroom activities however; you may find more suitable and alternative learning ideas that fit with the objectives and/ or needs of pupils.

Within your RE class folder you have a copy of the Picturing Christianity pack with a variety of images and prompts for lesson activities.

You also have a copy of the UC activity suggestions in your RE folder.



Learning activities will vary according to the stage of the enquiry cycle being learnt. At least three quality pieces of writing should be produced in UKS2. Examples of activities at different stages may include:



See appendix 5 for an overview of all expectations for RE teaching and learning.

<u>Expectations of staff</u>	<u>Classroom essentials</u>
- Follow the Long term RE plan for your year group. - Plan and differentiate lessons using the formats provided. - Use all progression and planning documents provided in the RE Policy. - Discuss any intended changes with RE team BEFORE changing. - Create resources to enable all pupils to access learning. - Use this document!	- Working wall including key Vocabulary. - Examples of RE learning. - Reflection space and album of reflection activities. - St Mark's vision and values. - HERO story bags. - Dedicated RE book for each pupil. Recommended that a class book is created to include evidence of discussions, visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard.

Recording learning

Learning should be recorded in RE books. If children are participating in interactive activities such as drama, this could be recorded as photos with a commentary in the class book/ RE scrapbook. Class discussions will need an explanation from the teacher about what was discussed and children need the opportunity to reflect on their contribution. Evaluation of each unit needs to be recorded in RE books.

Impact – RE assessment

Teachers use a range of assessment strategies to make a holistic and accurate judgement. The enquiry-based model stages of Evaluation and Expression are used to assess children's understanding. There are also planned assessment opportunities at the beginning of each unit to provide a comparison for assessing at the end of the Enlightenment Day.



Each of the units have focussed learning outcomes and/ or conceptual building blocks of core knowledge from which to assess pupil's progress against. In order to develop pupils' abilities in the three elements of the Understanding Christianity approach (Making sense of the text, Understanding the impact and Making Connections), teachers need to find manageable ways of assessing the outcomes; the units provide many opportunities for this. This enables children to build towards broad expectations for the end of each phase as outlined below.

Pupil's understanding needs to be evaluated throughout the Enlightenment Day to ensure that any misconceptions are addressed or opportunities for deeper

learning are identified further on in the unit. It is recommended that questioning should be taken from *Bloom's taxonomy toolkit (APPENDIX 3)* and linked to individual outcomes.

Assessment should:

1. Demonstrate progression
2. Assist the pupil in learning and raise achievement
3. Assist the teacher in curriculum evaluation and planning
4. Provide information for pupils, teachers, governors, examination boards, employers, the Authority and the Government
5. Include both formative and summative assessment
6. Include opportunities for AfL (including peer and self assessment) and APP (if appropriate)

Marking needs to be in line with St Mark's marking policy. It is important that next steps are given to pupils to extend their RE learning.

At the end of each Enlightenment Day, pupils need to be assessed against the outcomes for that unit and results need to be recorded on the RE assessment and tracking spreadsheet on the one drive or Scholar pack. In the summer term, year 2, year 4 and year 6 will need to be assessed against the end of stage outcomes to track progress. This will be in the form of pupil conferencing and book looks.

Teaching and learning approach	End Lower KS2 outcomes Pupils will be able to:
 ELEMENT 1: Making sense of the text Developing skills of reading and interpretation; understanding how Christians interpret, handle and use biblical texts; making sense of meanings of texts for Christians.	- Order at least five key concepts within a timeline of the Bible's 'big story'. - List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. - Make clear links between biblical texts and the key concepts studied. - Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.
 ELEMENT 2: Understanding the impact Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.	- Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. - Describe how Christians show their beliefs in worship and in the way they live.
 ELEMENT 3: Making connections Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.	- Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. - Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

Approaches to teaching other world faiths at St Mark's using an enquiry-based model

In line with the Brighton and Hove RE syllabus requirements (see table below) and SACRE, the curriculum provides pupils with learning a diverse range of other religions so that they can develop their understanding of other faiths and their own worldview.

Key Stage	Religions to be studied (minimum requirement)
Early Years Foundation Stage (EYFS)	Mainly Christianity with some reflection of the religions in the school community
Key Stage 1	Christianity and Judaism
Key Stage 2	Christianity, Islam and Judaism, with at least one of Sikhism, Buddhism or Hinduism or secular worldviews

Emmanuel Project resources are used to teach other world faiths. Plans are already available for these units as well as some activity resources and knowledge organisers. It is important to read each unit in advance and plan the learning journey through it, using the unit overview template in appendix 2. Subject knowledge required to teach each unit is available at the beginning of each document.

This is an example of a lesson plan for LKS2 at the engage stage of the enquiry cycle.

 ENGAGE with the idea of symbols / objects helping people remember Please consult your RE leader about assessing RE and check advice at the end of the unit	What symbols and stories help Jewish people remember their covenant with God? Can you remember what is on the tray? (Kim's Game) Introduce Zoe. Zoe is Jewish. Some of you may remember her. Zoe has brought you a challenge, something to work on together. Put children in 3's and explain they must all agree to work together as a team. Shake hands on it together as a group. Sit in a circle with the objects / pictures in the middle on a large tray or board covered up. Use good quality pictures if you do not have the objects. Start a timer (3 minutes?) and reveal the objects. In pairs, study the objects carefully and talk about what they might be. No teacher input needed. • handshake symbol (see cover) • small bowl of salt water • Passover (Pesach) card • luchot - 2 'gravestone' shapes made out of card (representing Ten Commandments) • large silvery star • mezuzah • rainbow • box of matzos • counters • two toy animals When the timer ends, cover the items up with cloth. In their groups, shake hands again and work together to sketch all the items from memory between them. While children draw, secretly remove the rainbow. When time is up, uncover the tray. Check they have all the items. Shake hands if you have spotted something wrong and know what it is! All these items remind Zoe of an important agreement, even more important than your handshake! What does a rainbow remind many people of? Teacher's note: Noah is revered in Judaism, Islam and Christianity. Find Genesis 6v.5 to 9v.19, using a Bible or www.biblegateway.com. Note refs to <u>covenant</u> e.g. "This is the sign of the covenant which I make between me and you and every living creature." (Gen.9 v.12) Focus on the rainbow. Ask what children think of when they see a rainbow. It reminds Zoe of the rainbow story in the Bible: the story of 'Noah'; both Jewish people and Christians tell it from the Bible. Produce a Bible story book. 	
	<i>The items in the first exercise are needed throughout the unit.</i> <i>Zoe was in the KS1 Judaism units. Like 'Sam' in Y3/4 Christian units, she engages pupils with religion at a suitable level. See Resources.</i> <i>Books that edit God out of the story are not suitable for RE.</i> <i>Meaning of rainbow for Jews: http://www.chabad.org/library/article_cdo/aid/2770</i>	

Knowledge organisers related to each unit are also available, detailing key vocabulary and the criteria to assess pupil's learning against.

LKS2 What symbols and stories help Jewish people remember their covenant with God?

Prior learning

Jewish people believe good deeds like helping others are important.

Jewish people say prayers and blessings to God.

Shabbat is a day of rest.

At New Year God gives people a chance to put things right.

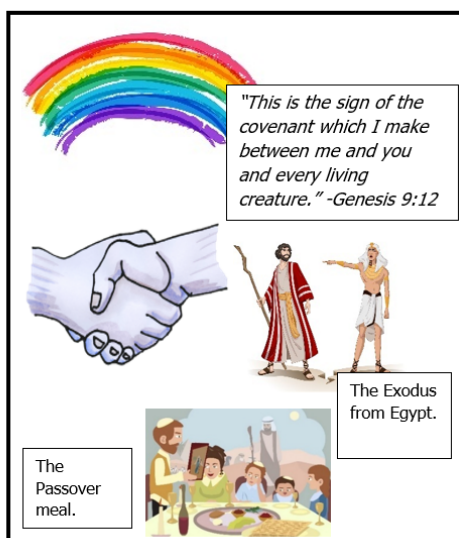
The Torah is an important book.

What should we know?

Covenant means promise.

Jewish people believe:

- The rainbow is a sign of the first covenant with God.
- Abraham was called into a covenant with God.
- The Exodus was God's rescue of the Jewish nation from Egyptian slavery.
- God summoned the Jewish people to Mount Sinai to renew their Covenant with them.
- God's covenant is remembered at Passover.



What should we be able to do?

Use religious words to describe how a rainbow in the Noah story is a reminder of God's promises.

Explain how a mezuzah links with remembering God's covenant.

Describe what Jewish people might learn from the stories of Abraham about a covenant with God.

Describe some different customs and practices Jewish people have as part of their Passover celebrations.

What words should we understand and be able to use?

Exodus	The story of the Jewish people being rescued from slavery in Egypt.	Shavuot	A celebration of the day God gave the Torah to the Jewish people.
Passover	The festival celebrating the freedom of the Jews from slavery in ancient Egypt. A time of great joy.	Omer	Between the holidays of Passover and Shavuot, the Omer is counted each evening.
Seder	The Seder is a feast that includes reading, drinking wine, telling stories, eating special foods, singing, and other traditions on the first night of Passover.		

When assessing pupil's learning of other world faiths, Emmanuel resources include quizzes and activities using Solo taxonomy for children to link key aspects of the learning together in order to answer the big question of that unit.

Reviewing the impact of RE across the school

The RE Curriculum Champion and Headteacher will need to carry out an RE review across the school regularly. The RE Champion, with the cooperation of the staff will create a portfolio of evidence of the RE taking place throughout the school. The purpose of the portfolio is to monitor standards and achievements and to ensure that all children are experiencing creative and challenging RE. It should be a working document that can be shown to staff, governors, parents and inspectors. It is important that the portfolio is a celebration of success and the distinctive quality of RE in our school.

The content of this document could include: -

- children's work from across the school with an indication of where it meets expectations
- photographs recording displays, artwork, visits and visitors
- teacher's overview plans showing evidence of quality, creative and challenging RE
- records of the RE Curriculum Champion's review of work, lesson observations, staff feedback and assessment findings evidencing progression
- plans and work from Enlightenment Days

Appendices List

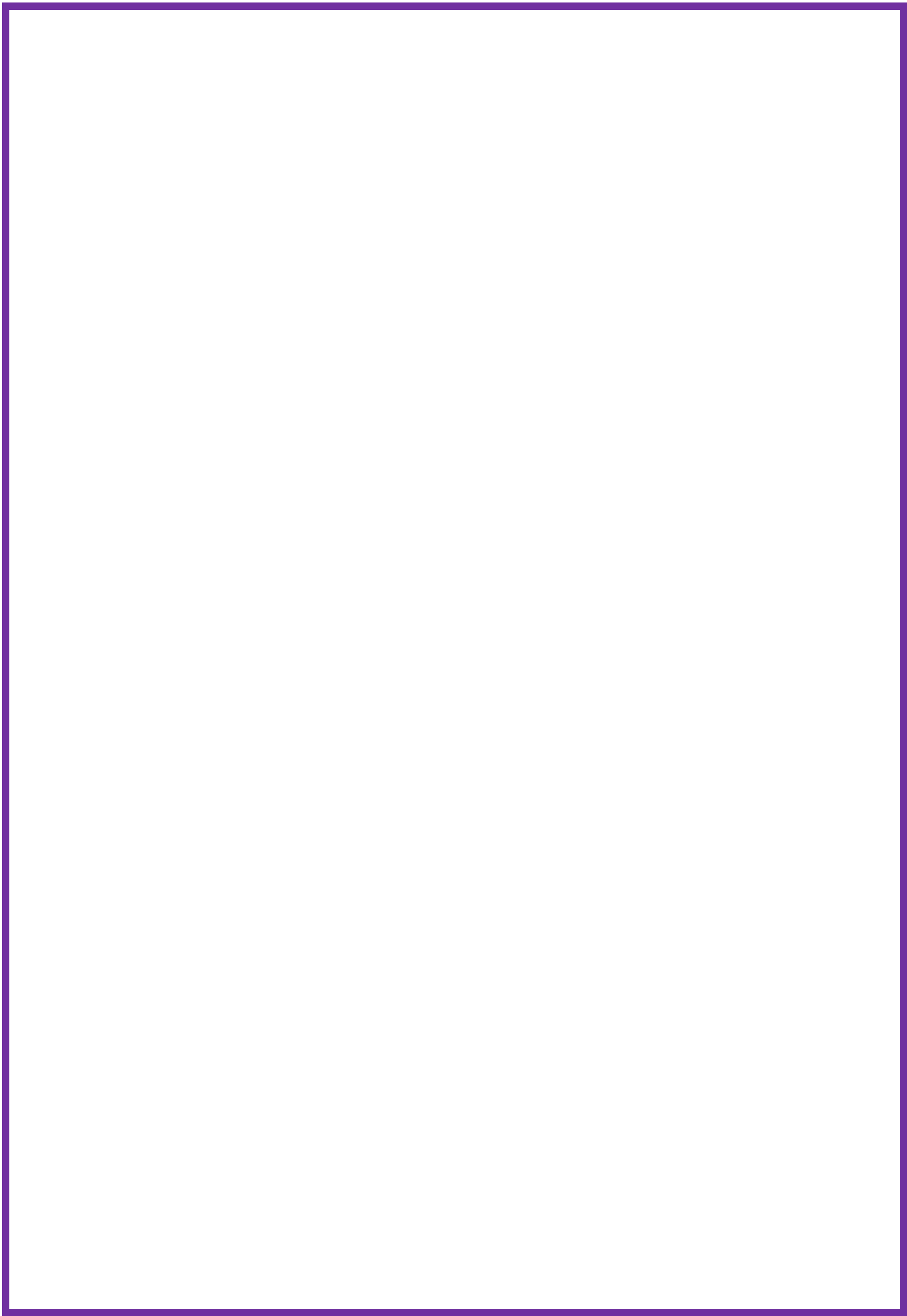
1	Long term RE plan
2	Unit overview planning sheet
3	Blooms Taxonomy questioning
4	Unit title sheet
5	Overview of expectations of RE teaching and learning

Appendix 1

RECEPTION AND KS1						
YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS (Starfish) 83% Christianity	CHRISTIANITY Creation Why is the word God so important to Christians? (EP resources)	CHRISTIANITY Incarnation Why do Christians perform nativity plays at Christmas? (EP resources)	CHRISTIANITY Incarnation What makes every single person unique and precious? (EP resources)	CHRISTIANITY Salvation Why do Christians put a cross in an Easter garden? (EP resources) <u>Trip to St George's church.</u>	CHRISTIANITY Salvation How can we help others when they need it? (EP resources)	ISLAM Compassion How do Muslims show compassion? (EP resources)
Y1 (Dolphins) 67% Christianity	CHRISTIANITY Creation Who made the world? (UC resources - core learning)	CHRISTIANITY Incarnation Why does Christmas matter to Christians? (UC resources - core learning)	JUDAISM Mitzvot/ tzedakah Why is learning to do good deeds so important for Jewish faith? (EP resources)	CHRISTIANITY Salvation Why does Easter matter to Christians? (UC resources - core learning)	CHRISTIANITY God Why is belonging to God and the church family important to Christians? (EP resources) <u>Trip to St Michael's and All Angel's Church in Berwick.</u>	JUDAISM Creation/ blessings Why do Jewish families say so many prayers and blessings? (EP resources JUDAISM)
Y2 (Penguins) 67% Christianity	CHRISTIANITY Creation Who made the world? (UC resources - digging deeper)	CHRISTIANITY Incarnation Why does Christmas matter to Christians? (UC resources - digging deeper) <u>Trip to St George's church.</u>	JUDAISM Torah/ Rabbi Why is the Torah such a joy for the Jewish community? (EP resources) <u>Trip to synagogue - Holland Road</u>	CHRISTIANITY Salvation Why does Easter matter to Christians? (UC resources - digging deeper)	CHRISTIANITY Gospel What is the good news Jesus brings? (UC: GOSPEL)	ISLAM Mercy/ compassion How do Muslims show Allah is compassionate and merciful? (EP resources)

LKS2						
YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y3 (Seahorses) 67% Christianity	CHRISTIANITY Creation What do Christians learn from the creation story? (UC resources - core learning)	CHRISTIANITY Incarnation What is the Trinity? (UC resources - core learning)	JUDAISM COVENANT What symbols and stories help Jewish people remember their covenant with God? (EP resources)	CHRISTIANITY Salvation Why do Christians call the day Jesus dies 'Good Friday'? (UC resources - core learning)	ISLAM Submission How does a Muslim show their submission and obedience to Allah? (EP resources) <u>Trip to Al Medina Mosque</u>	CHRISTIANITY People of God What is it like to follow God? (UC resources) <u>Trip to St George's church.</u>
Y4 (Jellyfish) 67% Christianity	CHRISTIANITY Creation What do Christians learn from the creation story? (UC resources - digging deeper)	CHRISTIANITY Incarnation What is the Trinity? (UC resources - digging deeper) <u>Trip to St Michael's and All Angel's Church in Berwick.</u>	ISLAM Prophethood Why do Muslims call Mohammad the 'seal of the prophets'? (EP resources)	CHRISTIANITY Salvation Why do Christians call the day Jesus dies 'Good Friday'? (UC resources - digging deeper)	CHRISTIANITY Gospel What kind of world did Jesus want? (UC resources)	HINDUISM Karma Why do Hindus want to collect good Karma? (EP resources) <u>Trip to Shree Swaminarayan Temple in Portslade.</u>
UKP2						
YEAR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y5 (Sea Turtles) 67% Christianity	CHRISTIANITY Creation Creation and science: conflicting or complimentary? (UC resources - core learning)	CHRISTIANITY Incarnation Was Jesus the Messiah? (UC resources - core learning)	CHRISTIANITY People of God How can following God bring freedom and justice? (UC resources)	CHRISTIANITY Salvation What did Jesus do to save human beings? (UC resources - core learning) <u>Trip to St Wilfran's church in Ovingdean.</u>	ISLAM Revelation What does the Qu'ran reveal about Allah and his guidance? (EP resources)	HINDUISM Moksha What spiritual pathways to Moksha are written about in Hindu scriptures? (EP resources) <u>Trip to a temple (Portslade or Crawley)</u>

Y6 (Blue Whales) 67% Christianity	CHRISTIANITY Creation Creation and science: conflicting or complimentary? (UC resources-digging deeper)	CHRISTIANITY Incarnation Was Jesus the Messiah? (UC resources-digging deeper) <u>Trip to St Michael's and All Angel's Church in Berwick.</u>	CHRISTIANITY Kingdom of God What kind of a king is Jesus? (UC resources)	CHRISTIANITY Salvation What difference does the resurrection make to Christians? (UC resources-core learning)	ISLAM Tawhid How does tawhid create a sense of belonging to the Muslim community? (EMMANUEL: ISLAM)	HINDUISM Brahman How do questions about Brahman and Atman influence the way a Hindu lives their life? (EP resources) <u>Trip to a temple (Portslade or Crawley).</u>
Rays (KS2) 67% Christianity	CHRISTIANITY Creation Who made the world? (UC resources - digging deeper)	CHRISTIANITY Incarnation Why does Christmas matter to Christians? (UC resources - digging deeper) <u>Trip to St George's church.</u>	JUDAISM Torah/ Rabbi Why is the Torah such a joy for the Jewish community? (EP resources) <u>Trip to synagogue - Holland Road</u>	CHRISTIANITY Salvation Why does Easter matter to Christians? (UC resources-digging deeper)	ISLAM Mercy/ compassion How do Muslims show Allah is compassionate and merciful? (EP resources)	HINDUISM Karma Why do Hindus want to collect good Karma? (EP resources)



Appendix 2: Unit overview Planning Sheet

Class and Teacher:

Religion focus:

Unit of focus:

Big question:

Resources:

Area	<u>Language and vocabulary.</u> <u>Key questions.</u>	Knowledge building blocks	<u>Differentiation objectives/activities</u>
Engage activity  Resources:			
Enquire activity  Resources:			
Explore activity  Resources:			
Evaluate/ express activity  Resources:			
<u>SEND</u>	<u>Working towards</u>	<u>Working At</u>	<u>Working Above</u>

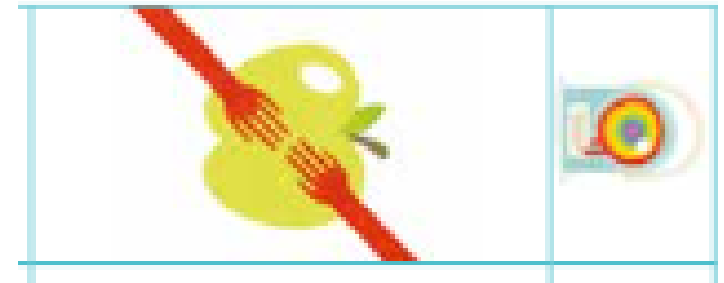
Appendix 3					
BLOOMS TAXONOMY					
Low Level Thinking Skills (Emerging/MET-)		Higher Level Thinking Skills (MET & MET+)			
KNOWLEDGE/Remembering Recall /regurgitate facts without tunderstanding. Exhibits previously learned material by recalling facts,terms, basic concepts and answers.	COMPREHENSION/understanding To show understanding <i>finding information</i> from the <i>text</i> . Demonstrating basic understanding of facts and ideas	APPLICATION/APPLYING To <i>use</i> in a <i>new situation</i> . Solving problems by applying acquired knowledge,facts, techniques and rules in a different way.	ANALYSIS To <i>examine</i> in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.	SYNTHESIS/CREATING To <i>change</i> or <i>create</i> into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	EVALUATION To <i>justify</i> . Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria
Questions you could ask	Questions you could ask	Questions you could ask	Questions you could ask	Questions you could ask	Questions you could ask
Can you list three ...? Can you recall ...? Can you select ...? How did _____ happen? How is ...? How would you describe ...? How would you explain ...? How would you show ...? What is ...? When did ...? When did _____ happen? Where is ... ? Which one ...? Who was ...? Who were the main ... ? Why did ...?	Can you explain what is happening . . . what is meant . . ? How would you classify the type of ...? How would you compare ...? contrast ...? How would you rephrase the meaning ...? How would you summarise ...? What can you say about ...? What facts or ideas show ...? What is the main idea of ...? Which is the best answer ...? Which statements support ...? Will you state or interpret in your own words ...?	How would you use...? What examples can you find to...? How would you solve _____ using what you have learned ...? How would you organise _____ to show ...? How would you show your understanding of ...? What approach would you use to...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?	What are the parts or features of ...? How is _____ related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make...? What conclusions can you draw...? How would you classify ...? How would you categorise ...? Can you identify the difference parts ...? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What ideas justify ...?	What changes would you make to solve...? How would you improve ...? What would happen if...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt _____ to create a different...? How could you change (modify) the plot (plan)...? What could be done to minimise (maximise)...? What way would you design...? Suppose you could _____ what would you do...? How would you test...? Can you formulate a theory for...? Can you predict the outcome if...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the ...	Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Can you assess the value/importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend the actions...? How would you evaluate ...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritise...? What judgement would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...?

Creation and Science:

Conflicting or complementary?

In this unit we will be enquiring into the story of Creation from Genesis 1. You will explore what the texts say about God, human nature and the universe. We will reflect on how people interpret the Genesis account from religious and scientific points of view and develop your own ideas.

Targets	Self-assessment /, /, /, /	Teacher assessment /, /, /, /
WALT: engage in the idea that God created an amazing universe.		
WALT: enquire into psalm 8 and what it tells the reader about God and humans.		
WALT: interpret the Creation story.		
WALT: explore why creation was written – for science or worshipping God.		
WALT: evaluate our learning about creation and science and what it means.		
WALT: express our ideas about God as Creator and stewardship.		



Key words: Genesis; Creation; God; Stewardship; Conflicting; Complimentary; Atheists; Agnostic; Psalm; Science; Cosmology; Evolution.

Appendix 5

Expectations for teaching RE

Planning

- Follow the LTP (appendix 1 in Teacher's handbook) and plan, using the template provided in appendix 2.
- Enquiry cycle to be used and reflected in WALTs
- WALTs to mirror building blocks in units
- Plan with neighbouring class in key stage to ensure that building blocks are in place to enable progression throughout the spiral curriculum
- Identify core learning, opportunities for knowledge development, skills acquisition and critical thinking
- Save plans and resources in class folder on one drive

Resources

- Adapt resources, according to need
- Use artefacts from RE cupboard in ICT or from Church House
- Save resources in class folder on one drive

Recording learning

- Dedicated RE books to be used and labelled
- Unit cover sheets to be in books at the start of each unit. (Follow format of Creation unit cover sheet and include overview, learning outcomes, self and teacher assessment against WALTs and key vocabulary).
- Interactive activities to be recorded as photos with written commentary
- Evidence learning against each WALT
- Follow presentation guidelines for other subjects e.g. DUMTUM

Assessing learning

- Clearly identify at least one evaluation piece of work in books
- Evaluate learning throughout day to address misconceptions or deepen learning
- Evidence evaluation against WALT on cover sheet
- Ensure that the big question of each unit is answered
- Use wonder and wisdom walls for pre and post assessment

DISPLAYS

Wisdom and wonder walls

Understanding Christianity frieze and concept cards

Key vocabulary

Children's work and WALTs

Big question for unit