

# RE at Belton C of E Primary School

## RE Vision

R.E Vision Statement 2021 - 2022

*I have come that they may have life, and have it to the full. – John 10:10*

Our school is a family with our values at its heart these guide and inform all that we do.

At Belton C of E Primary School we aim to provide a loving Christian environment where Jesus is our model and worship and prayer are central to our daily lives. We will deliver high quality learning opportunities, inside and outside the classroom. We provide a welcoming, safe and nurturing environment where everyone is able to learn and grow as a unique individual and encourage and support each other to be ambitious, resilient and independent lifelong learners. We develop enquiring minds and a love of learning and value everyone and celebrate their beliefs, achievements, skills and contributions.

We provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom and reach the highest standards in achievement and attainment. We will create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually. We will support each other to develop the skills, attitudes and values to grow into responsible members of our global community and God's world. We foster the desire to explore the world around us and work closely with parents, church and community.

Our approach for Understanding Christianity is based on the core concepts of Christian belief, as expressed in the Bible and lived out in the lives of Christians today. The core concepts reflect a view that the Bible tells a 'big story' of salvation. Our approach in RE is to revisit the core concepts throughout the different key stages, deepening pupils' understanding and making the links to the overall 'big story' or 'salvation narrative'.

Children are taught to think about their own school and personal values and to understand how people of different backgrounds or beliefs may share similar values whilst differing in other values. Questions are constantly being asked of children whilst allowing them to ask their own questions in order to develop their critical thinking, self-belief and self-confidence. At Belton C of E Primary School, we provide an excellent RE curriculum, which allows our children to embrace the diverse global community in which they live. Through a broad range of cross-curricular opportunities, our children understand world religions and learn to live respectfully together. Children exhibit their religious education in many ways, from dance, creativity, writing and role-play in order to fully immerse children in understanding of a topic.

We believe Religious Education for children and young people provokes challenging questions about the meaning and purpose of life. It develops pupils' knowledge and understanding of Christianity amongst other religion and religious traditions. RE enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. It teaches pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice. RE prompts pupils to consider their responsibilities to themselves and to others and to explore how they might contribute to their communities and to the wider society. It encourages empathy, generosity and compassion.

# Religious Education Curriculum 3 I's

## Intent:

At Belton C of E Primary School, our religious education provokes challenging questions about the meaning and purpose of life. It develops all pupils' knowledge and understanding of Christianity amongst other religions and religious traditions. RE enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. Religious Education teaches pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice. RE prompts pupils to consider their responsibilities to themselves and to others and to explore how they might contribute to their communities and to the wider society. It also encourages our Christian values of hope, peace, forgiveness, love, friendship and trust.

## Implementation:

Belton C of E Primary School follows two programmes of Study for RE to one focus on the deepening children's understanding of the Christian faith and another to share a breadth of knowledge about different faiths. Regardless of ability, from EYFS to Key Stage 2 pupils are taught knowledge, skills and understanding through developing an understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study in thematic units.

The Understanding Christianity syllabus aims to enable children to understand Christianity as a living world faith, by exploring theological concepts through biblical texts. Over the course of study, the teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts. Moreover, it aids the development of their own reflective skills to help them grow in their understanding of religion, beliefs and the human experience. As a school we also use the Leicestershire Agreed Syllabus to support the children's understanding of a range of religious practices or world views. The impact of this resource aims that children will apply their knowledge of a variety of religions to explain their significance and ask questions.

RE in our school is enhanced by the use of floor books to collate information that captures the discussion and pupil voice aspect of teaching RE. It allows us to retain those key questions and share the discussions we have. Moreover, these are great resources for the children to look back on and remind them of the things we have learnt about. As well as recording our work it allows us to look back at the end of a topic to help with assessment and deciding how to keep our children progressing. In our classrooms we have whole school and individual class displays designed to aid children through each key question we are looking at. These can be interactive to allow children to respond to the questions and be guided by key vocabulary and imagery. It also reflects the Understanding Christianity Big Frieze Timeline.

### Impact:

The children at Belton C of E Primary enjoy learning about other religions and why people choose, or choose not to follow a religion. The work completed is of a high quality across the school no matter their ability or background. Through our teaching we continuously monitor children's progress against expected attainment for their age, making formative and summative assessment where appropriate. The main purpose of all assessment is to always ensure that we are providing excellent provision for every child and elaborate or differentiate where necessary. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, R.E. is invaluable in an ever changing and shrinking world where our children emerge as enthusiastic and confident learners.

## 2021 – 2026 – Cycles Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
F6	F6 What times/stories are special and why?					
Cycle A	1.7 Who is Jewish and how do they live? Part 1	1.1 What do Christians believe God is like?	1.6 Who is a Muslim and how do they live? Part 1	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.9 How should we care for the world and for others, and why does it matter?
Cycle B	1.7 Who is Jewish and how do they live? Part 2	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2	1.2 Who do Christians say made the world?	1.10 What does it mean to belong to a faith community?	1.8 What makes some places sacred to believers?
Cycle A	L2.1 What do Christians learn from the Creation story?	L2.8 What does it mean to be Hindu in Britain today?	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?
Cycle B	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 What is it like for someone to follow God?	L2.7 What do Hindus believe God is like?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Cycle A	U2.1 What does it mean if Christians believe God is holy and loving? U2.4 Christians and how to live: 'What would Jesus do?'	U2.7 Why do Hindus want to be good?	U2. What difference does the resurrection make to Christians (Salvation)	U2.8 What does it mean to be a Muslim in Britain today?	U2.2 Creation and science: conflicting or complementary?	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Cycle B	U2.9 Why is the Torah so important to Jewish people?	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.3 Why do Christians believe Jesus was the Messiah? – Start before Christmas.	U2.5 What do Christians believe Jesus did to 'save' people? U2 - How can following God bring freedom and justice. People of God.	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

Key	Understanding Christianity	Leicestershire Syllabus – Hindu Dharma	Leicestershire Syllabus – Judaism	Leicestershire Syllabus – Islam	Leicestershire Syllabus – Thematic
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## The Purpose of RE at Belton C of E Primary School

Our school has defined our purpose of education through John 10:10 with Jesus' promise of life in all its fullness:

At Belton C of E Primary School we believe that religious education should provide a contemporary study of religion, preparing all children for later life. We promote respect, tolerance and understanding for the beliefs of all. Our curriculum encourages children to continuously ask questions and seek answers, embedding understanding and providing varied learning opportunities along their journey through school. Moreover, that it empowers learners with knowledge and skills to exceed what they believe their potential to be, and flourish with a love of learning. Our quality of education ensures learners are prepared for the next stage in their education and go on to make an active and positive contribution to life in modern Britain, with innovation, good citizenship, self-belief and serving the common good.

The principal aim of our RE curriculum is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. As a Church of England School, RE is a key driver for our curriculum design and delivery.

Since December 2021, we have adopted the new Leicestershire Agreed Syllabus which includes the exciting resource, Understanding Christianity, which is based around 'The Big Story' and 'The Big Frieze' artwork by Emma Yarlett.



## Belton C of E PRIMARY - RE PROGRESSION MAP

### Continuity and Progression

Continuity can be achieved if planning starts from the agreed syllabus and careful attention is paid to what has been taught before and what is likely to follow.

Progression is the development of knowledge and understanding, skills, concepts and attitudes in a key stage and in relation to previous and subsequent key stages. It is achieved through building on earlier learning. It is not just about accumulation of knowledge but concerns a developing ability to deepen understanding by making use of reflective, interpretative and evaluative skills. Pupils should increasingly be challenged to discover the underlying messages of the teaching behind religious traditions, stories, artefacts and ceremonies.

Progression is characterised by the provision of opportunities for pupils to:

- extend their knowledge and understanding of religions and beliefs
- extend their ability to use religious vocabulary and interpret religious symbolism in a variety of forms
- deepen their reflection on questions of meaning, offering their own thoughtful and informed insights into religious and non-religious views of life's meaning and purpose
- explore fundamental questions of beliefs and values in relation to a range of contemporary issues.

Continuity and progression can be achieved when pupils have increasingly challenging opportunities to:

- appreciate the importance of religion in the lives of many people
- grow in understanding of the influence of belief on behaviour, values and attitudes
- consider their own beliefs, values and attitudes
- consider religious perspectives on contemporary social and moral issues.



Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them.

Below are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcomes.

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
<b>Element 1: Making sense of beliefs</b> Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	<ul style="list-style-type: none"> <li>identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the core beliefs and concepts studied</li> <li>make clear links between texts/ sources of authority and the core concepts studied</li> <li>offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</li> </ul>
<b>Element 2: Understanding the impact</b> Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	<ul style="list-style-type: none"> <li>give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>describe how people show their beliefs in how they worship and in the way they live</li> <li>identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>make clear connections between what people believe and how they live, individually and in communities</li> <li>using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>
<b>Element 3: Making connections</b> Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none"> <li>think, talk and ask questions about whether the ideas they have been studying, have something to say to them</li> <li>give a good reason for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>give good reasons for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently</li> <li>consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> </ul>



End KS1 <i>Pupils can ...</i>	1.1 God	1.2 Creation	1.3 Incarnation	1.4 Gospel	1.5 Salvation
<ul style="list-style-type: none"> <li>• <i>Identify core beliefs and concepts studied and give a simple description of what they mean</i></li> <li>• <i>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</i></li> <li>• <i>Give clear, simple accounts of what stories and other texts mean to believers</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify what a parable is</li> <li>• Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father</li> <li>• Give clear, simple accounts of what the story means to Christians</li> </ul>	<ul style="list-style-type: none"> <li>• Retell the story of creation from Genesis 1:1–2:3 simply</li> <li>• Recognise that 'Creation' is the beginning of the 'big story' of the Bible</li> <li>• Say what the story tells Christians about God, Creation and the world</li> </ul>	<ul style="list-style-type: none"> <li>• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</li> <li>• Recognise that stories of Jesus' life come from the Gospels</li> </ul>	<ul style="list-style-type: none"> <li>• Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news</li> <li>• Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</li> <li>• Recognise that Jesus gives instructions to people about how to behave</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</li> <li>• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</i></li> <li>• <i>Give examples of ways in which believers put their beliefs into practice</i></li> </ul>	<ul style="list-style-type: none"> <li>• Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back; by forgiving others)</li> <li>• Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</li> </ul>	<ul style="list-style-type: none"> <li>• Give at least one example of what Christians do to say 'thank you' to God for Creation</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</li> <li>• Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</li> </ul>	<ul style="list-style-type: none"> <li>• Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them</i></li> <li>• <i>Give a good reason for the views they have and the connections they make.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</li> <li>• Give a reason for the ideas they have and the connections they make.</li> </ul>	<ul style="list-style-type: none"> <li>• Think, talk and ask questions about living in an amazing world</li> <li>• Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.</li> </ul>	<ul style="list-style-type: none"> <li>• Decide what they personally have to be thankful for, giving a reason for their ideas</li> <li>• Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</li> </ul>	<ul style="list-style-type: none"> <li>• Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</li> </ul>

## RE in Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious 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.

In line with the DfE's new 2020 EYFS Profile schools are to plan RE which, through purposeful play and a mix of adult-led and child-initiated activity, provides these opportunities for pupils.

### Prime area: Communication and Language.

*RE enables children to:*

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

### Prime area: Personal, Social and Emotional

**Development.** *RE enables children to:*

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably

- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

**Prime area: Physical Development.** *RE enables children to:*

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

**Specific area: Literacy.** *RE enables children to:*

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognizing | religious words and discovering new vocabulary in relation to religions and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

**Specific area: Mathematics.** *RE enables children to:*

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply.

**Specific area: Understanding the World.**

*RE enables children to:*

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.

- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

**Specific area: Expressive Arts and Design.**

*RE enables children to:*

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

Understanding Christianity

		EYFS	CREATION (GOD)	INCARNATION	SALVATION		
		Y1/2	GOD	CREATION	INCARNATION	GOSPEL	SALVATION
Y3/4	GOD	CREATION/FALL	PEOPLE OF GOD	INCARNATION/GOD	GOSPEL	SALVATION	KINGDOM OF GOD
Y5/6	GOD	CREATION/FALL	PEOPLE OF GOD	INCARNATION	GOSPEL	SALVATION	KINGDOM OF GOD