



## St Hilda's Moorland Federation

# Religious Education Policy

Effective Date:	June 2022
Date Due for Review:	June 2025
Approved By:	The Governing Body
Approval Date:	28 <sup>th</sup> June 2022

### Our Vision Statement

To inspire learning and help children to achieve their potential in a caring, happy and distinctively Christian family.

### The Bible verse that underpins our Vision Statement

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

### Our Strapline

*'Learning and Growing together with God.'*



## Our Values

Egton School and Danby School are both small, distinctively Christian, family based learning communities. We learn and grow together. Our key values underpin everything we strive for in our schools:

### **FRIENDSHIP**

How good and pleasant it is when God's people live together in unity *Psalm 135.1*

### **RESPECT**

In everything, do to others what you would have them do you. *Matthew 7.12*

### **TRUST**

Trust in the Lord and do good. *Psalm 37.3*

## Introduction

Our schools are a small, distinctively Christian, family based learning communities. This means that the teaching of religious education (RE) is given significant importance and has a unique place as a central subject in the Curriculum. Pupils and their families can expect a high quality RE curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. Links with our school vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners.

Religious Education in Aided schools is determined by the Governing Body. In York Diocese, the Archbishop is seen as the interpreter /arbitrator of the denominational aspects of the Instrument of Government. This gives the authority for the Diocesan Guidelines to be used in Church Aided schools to meet their legal obligation in fulfilling the requirements of their distinctive Christian foundation. We are also mindful of the Education Reform Act 1998 stating that "R.E. is a valid discipline in its own right, which acknowledges the spiritual nature of human beings".

We hope, through this policy and our work, to promote a caring school community in which sound **FRIENDSHIPS** flourish based on mutual **RESPECT** and **TRUST** for others.

## **Aims and Objectives**

As Church of England Schools we approach Religious Education in a way that will not only introduce children to an understanding of the nature of Christian beliefs and practices but aims to provide a foundation for Christian learning for life.

As stated in the Church of England Statement of Entitlement for Religious Education 2019, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

## **Curriculum for Religious Education**

RE is an academic subject that has a high profile in our school curriculum. Christianity should be the majority religion studied in each year group and should be at least 50% of RE curriculum time. In order to allow the children to have the opportunity to explore deeper questions about life and to learn about Christianity alongside a wide range of other faiths and cultures it is placed in the Core curriculum. Further to this, we allocate at least 5% of our overall curriculum time to the subject. We teach RE through an enquiry model, using cross-curricular connections and through visits and visitors.

This means that our RE curriculum:

- is intrinsic to our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to our teaching of British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.

- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their Religious Literacy\*

*\*Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief. (Key Principles of a balanced curriculum in RE.)*

- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.

- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.

- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.

- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs

- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.

- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs.

Our long term plan (see Appendix 1) allows our school family to learn, understand and value a range of different beliefs and religions throughout their time in St Hilda's Moorland Federation. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy (see Appendix 2). Staff use a medium term plan per unit of RE Work (Appendix 3)

## **Teaching and Learning**

At our schools we place a significant importance of teaching RE in a creative, knowledge-rich, broad and balanced way. Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

Pupils experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views, and opinions are treated with sensitivity and respect. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

### **Cross-Curricular links**

Cross curricular work is encouraged, in line with whole school policy on teaching and learning. Religious Education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

### **Assessment**

Religious Education assessments are carried out termly throughout the year and are recorded in the same system as Maths and English at the end of the Summer Term. The Subject Leader analyses evidence of learning for a lower ability, middle ability and more-able pupils. The RE Subject Leader analyses assessments termly to monitor the effectiveness of teaching.

Assessment will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- be termly throughout the year.
- be discussed with other staff members.
- take account of work produced by pupils working with the Diocesan Syllabus.

- not be solely on evidence of achievement in written work.
- take place in planned opportunities for assessment as well as in opportunities that arise during learning activities.
- be based on various strategies for example, personal responses through art, poetry, dance, drama, self-assessment, inventing games, peer discussion, marking conversations and audio visual presentations.
- Include pupil self-assessment.
- be measured against the clear I Can Statements in the Diocesan Syllabus ensuring progression across key stages.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

## **Monitoring, Evaluation and Review**

We intend that this policy should operate for the next 3 years, and then be fully reviewed by all staff and governors to ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training. The subject leader's role includes monitoring and evaluation of this policy in practice.

## **Resources**

We have a wide range of resources, to support our RE teaching, that we continue to develop. The school makes use of guidance material produced by the SACRE / Diocese. Funding allows regular review of resources and, where possible and pertinent, visits and visitors and provides training as appropriate for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate. Our staff are given protected time to familiarise themselves with any new materials. A regular audit of resources takes place by the RE subject leader in order to update our collection.

## **Health and Safety**

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

## **Legal Requirements**



Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).

(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups. We note the Human Right of parents to withdraw their children from RE. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

### **Inclusion**

St Hilda's Moorland Federation upholds an equal opportunities policy. All children will be included in RE activities with special provision being made for children with special requirements e.g. disabilities requiring assistance for practical activities.

## Appendix

### 1.

Egton CE VA Primary School - Long Term Planning R.E. - Diocese of York Primary Syllabus			
KS1 KS2	Autumn	Spring	Summer
YEAR 1 2018	1.8 Who am I? What does it mean to belong? - 6 hours 1.10 How should we care for the world and for others and why does it matter? 6-8 hours	1.6 Who is Jewish and how do they live? 10-12 hours	1.9 What makes some places sacred to believers? 8-10 hours 1.4 What is the 'good news' Christians believe Jesus brings? 6-8 hours UC
	L2.10 How and why do believers show their commitment during the journey of their life? 8-10 hours U2.14 How do religions help people live through good times and bad times 6-8 hours	L2.5 Why do Christians call the day Jesus died Good Friday? 4-6 hours UC U2.10 What does it mean for a Jewish person to follow God 10-12 hours	L2.6 When Jesus left, what next? 6-8 hours UC U2.12 What will make our city/town/village a more respectful place? 6-8 hours
YEAR 2 2019	1.2 Who do Christians say made the world? 6-8 hours UC 1.3 Why does Christmas matter to Christians? 4-6 hours UC	1.5 Why does Easter matter to Christians? 4-6 hours UC 1.1 What do Christians believe God is like? 6-8 hours UC	1.7 Who is Muslim and what do they believe? 10-12 hours
	L2.1 What do Christians learn from the Creation Story UC 6-8 hours U2.2 Creation and Science: conflicting or complementary? UC 6-8 hours	L2.9 What are the deeper meanings of festivals? 6-10 hours U2.7 What difference does the Resurrection make for Christians? 6-8 hours UC	L2.4 What kind of world did Jesus want? 6-8 hours UC U2.9 What does it mean for Muslims to follow God? 10-12 hours

Egton CE VA Primary School - Long Term Planning R.E.			
KS1 KS2	Autumn	Spring	Summer
YEAR 3 2020	1.8 Who am I? What does it mean to belong? - 6 hours 1.10 How should we care for the world and for others and why does it matter? 6-8 hours	1.6 Who is Jewish and how do they live? 10-12 hours	1.9 What makes some places sacred to believers? 8-10 hours 1.4 What is the 'good news' Christians believe Jesus brings? 6-8 hours UC
	U2.4 Was Jesus the Messiah? 6-8 hours UC 1.2.2 What is it like to follow God? 8-10	L2.8 What does it mean to be a Sikh in Britain today? 10-12 hours U2.6 What did Jesus do to save human	U2.8 What kind of King is Jesus? 6-8 hours UC U2.1 What does it mean if God is holy



## 2.

Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
	Christianity and local beliefs	Christianity, and Judaism or Islam	Christianity either Judaism or Islam and either Hinduism or Sikhism	
<b>Christianity (Questions from Understanding Christianity)</b>	<p>F1 Why is the word God so important to Christians?</p> <p>F2 Why do Christians perform nativity plays at Christmas?</p> <p>F3 Why do Christians put a cross in an Easter garden?</p>	<p>1.1 What do Christians believe God is like?</p> <p>1.2 Who made the world?</p> <p>1.3 Why does Christmas matter?</p> <p>1.4 What is the good news that Jesus brings?</p> <p>1.5 Why does Easter matter?</p>	<p>L2.1 What do Christians learn from the Creation story?</p> <p>L2.2 What is it like to follow God?</p> <p>L2.3 What is the Trinity? (Incarnation and God)</p> <p>L2.4 What kind of world did Jesus want?</p> <p>L2.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p>L2.6 When Jesus left, what next?</p>	<p>U2.1 What does it mean if God is holy and loving?</p> <p>U2.2 Creation and science: conflicting or complementary?</p> <p>U2.3 How can following God bring freedom and justice?</p> <p>U2.4 Was Jesus the Messiah?</p> <p>U2.5 What would Jesus do?</p> <p>U2.6 What did Jesus do to save human beings? [Y5]</p> <p>U2.7 What difference does the Resurrection make for Christians? [Y6]</p> <p>U2.8 What kind of king is Jesus?</p>

3.

ESTON CE PRIMARY SCHOOL - MEDIUM TERM PLANNING - KS1	
Term Date:	Subject: Religious Education
<b>Key Questions:</b> <b>Element 1 - Making sense of beliefs</b>  <b>Element 2 - Understanding the impact</b>  <b>Element 3 Making connections</b>	<b>Teaching Activities:</b>
<b>What If Learning Opportunities:</b>	<b>Resources and WOW factor:</b>

I Can Statements (Learning Outcomes)				
Element	Exit	VS/VA	VS/Va	Exit
<b>Element 1: Making sense of beliefs</b> Identifying and making sense of religious and non-religious concepts and beliefs understanding what these beliefs mean within their traditions, recognising how and why stories of authority (such as bible) are used, expressed and interpreted in different ways, and developing skills of interpretation.	<ul style="list-style-type: none"> <li>Identify the 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 Nativity)</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 testimonies of authority and the key concepts studied</li> <li>Offer informal suggestions about what testimonies of authority might 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 testimonies of authority in religions</li> <li>Describe examples of ways in which people use testimonies of authority to make sense of core beliefs and concepts</li> <li>Take account of the context(s), suggest meanings for testimonies of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Give reasoned explanations of how and why the selected key beliefs and concepts are important within the religions studied</li> <li>Explain how and why people use, interpret and make sense of testimonies of authority differently</li> <li>Show awareness of different methods of interpretation, and explain how appropriate different interpretations of testimonies of authority are, including their own ideas</li> </ul>
<b>Element 2: Understanding the impact</b> Examining how and why people put their beliefs into action 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, individually and as communities</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>	<ul style="list-style-type: none"> <li>Give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in community (e.g. in different denominations, communities, times or cultures)</li> <li>Show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today</li> </ul>
<b>Element 3: Making connections</b> Reasoning about, reflecting on, evaluating and comparing the concepts, beliefs and practices studied, allowing pupils to challenge ideas, and the ways to challenge 'adult' thinking.	<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 way they have and the</li> </ul>	<ul style="list-style-type: none"> <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>Make links between some of the beliefs and practices studied and life in the world today, expressing</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 reasons people might gain from the beliefs/practices studied, including</li> </ul>	<ul style="list-style-type: none"> <li>Give coherent accounts of the significance and implications of the beliefs and practices studied in the world today</li> <li>Evaluate personally and impersonally how far the beliefs and practices studied help to make sense of the world</li> <li>Respond to the challenges raised by questions of belief</li> </ul>
<b>Learning Goals</b> Exploring possible connections between these ideas and pupils' own lives and ways of understanding the world.	<ul style="list-style-type: none"> <li>connections they make</li> <li>Talk about what they have learned</li> </ul>	<ul style="list-style-type: none"> <li>some ideas of their own clearly</li> <li>Give good reasons for the views they have and the connections they make</li> <li>Talk about what they have learned and if they have changed their thinking</li> </ul>	<ul style="list-style-type: none"> <li>their own responses, recognising that others may think differently</li> <li>Consider and weigh up how ideas studied in the 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> <li>Talk about what they have learned, how their thinking may have changed and why</li> </ul>	<ul style="list-style-type: none"> <li>and practice in the world today and in their own lives, offering reasons and justifications for their responses</li> <li>Account for how and why their thinking has/has not changed as a result of their studies</li> </ul>
<b>EYFSP</b> Early Learning Goals outline what pupils should achieve by the end of the reception year.  <b>RE can, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils:</b>	<b>Communication and Language</b> <ul style="list-style-type: none"> <li>Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.</li> <li>They use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.</li> <li>They talk about how they and others show feelings.</li> <li>They develop their own narratives in relation to stories they hear from different communities.</li> </ul> <b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</li> <li>They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.</li> <li>They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.</li> <li>Children think and talk about issues of right and wrong and why these questions matter.</li> <li>They respond to significant experiences showing a range of feelings when appropriate.</li> <li>They have a developing awareness of their own needs, views and feelings and are sensitive to those of others.</li> <li>Children have a developing respect for their own cultures and beliefs, and those of other people.</li> <li>They show sensitivity to others' needs and feelings, and form positive relationships.</li> </ul> <b>Understanding the World</b> <ul style="list-style-type: none"> <li>Children talk about similarities and differences between themselves and others, among families, communities and traditions.</li> <li>They begin to know about their own cultures and beliefs and those of other people.</li> <li>They explore, observe and find out about places and objects that matter in different cultures and beliefs.</li> </ul> <b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.</li> <li>They respond in a variety of ways to what they see, hear, smell, touch and taste.</li> </ul> <b>Literacy</b> <ul style="list-style-type: none"> <li>Children are given access to a wide range of books, poems and other written materials to ignite their interest.</li> </ul> <b>Mathematics</b>	<ul style="list-style-type: none"> <li>some ideas of their own clearly</li> <li>Give good reasons for the views they have and the connections they make</li> <li>Talk about what they have learned and if they have changed their thinking</li> </ul>	<ul style="list-style-type: none"> <li>their own responses, recognising that others may think differently</li> <li>Consider and weigh up how ideas studied in the 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> <li>Talk about what they have learned, how their thinking may have changed and why</li> </ul>	<ul style="list-style-type: none"> <li>and practice in the world today and in their own lives, offering reasons and justifications for their responses</li> <li>Account for how and why their thinking has/has not changed as a result of their studies</li> </ul>
<b>EYFSP</b> Early Learning Goals outline what pupils should achieve by the end of the reception year.  <b>RE can, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils:</b>	<b>Communication and Language</b> <ul style="list-style-type: none"> <li>Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.</li> <li>They use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.</li> <li>They talk about how they and others show feelings.</li> <li>They develop their own narratives in relation to stories they hear from different communities.</li> </ul> <b>Personal, Social and Emotional Development</b> <ul style="list-style-type: none"> <li>Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</li> <li>They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.</li> <li>They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.</li> <li>Children think and talk about issues of right and wrong and why these questions matter.</li> <li>They respond to significant experiences showing a range of feelings when appropriate.</li> <li>They have a developing awareness of their own needs, views and feelings and are sensitive to those of others.</li> <li>Children have a developing respect for their own cultures and beliefs, and those of other people.</li> <li>They show sensitivity to others' needs and feelings, and form positive relationships.</li> </ul> <b>Understanding the World</b> <ul style="list-style-type: none"> <li>Children talk about similarities and differences between themselves and others, among families, communities and traditions.</li> <li>They begin to know about their own cultures and beliefs and those of other people.</li> <li>They explore, observe and find out about places and objects that matter in different cultures and beliefs.</li> </ul> <b>Expressive Arts and Design</b> <ul style="list-style-type: none"> <li>Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.</li> <li>They respond in a variety of ways to what they see, hear, smell, touch and taste.</li> </ul> <b>Literacy</b> <ul style="list-style-type: none"> <li>Children are given access to a wide range of books, poems and other written materials to ignite their interest.</li> </ul> <b>Mathematics</b>	<ul style="list-style-type: none"> <li>some ideas of their own clearly</li> <li>Give good reasons for the views they have and the connections they make</li> <li>Talk about what they have learned and if they have changed their thinking</li> </ul>	<ul style="list-style-type: none"> <li>their own responses, recognising that others may think differently</li> <li>Consider and weigh up how ideas studied in the 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> <li>Talk about what they have learned, how their thinking may have changed and why</li> </ul>	<ul style="list-style-type: none"> <li>and practice in the world today and in their own lives, offering reasons and justifications for their responses</li> <li>Account for how and why their thinking has/has not changed as a result of their studies</li> </ul>
<b>Assessment Activity:</b>	<b>These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (EYFSP, 2017).</b>			
<b>E</b>				
<b>V</b>				
<b>P</b>				
<b>S</b>				
<b>V1</b>				
<b>V2</b>				
<b>Notes:</b>				



*Learning and Growing Together with God*

EGTON CE PRIMARY SCHOOL - MEDIUM TERM PLANNING - KS2

Term Date:	Subject: Religious Education	Theme:
Key Questions:  Element 1 - Making sense of beliefs  Element 2 - Understanding the impact  Element 3 - Making connections	Teaching Activities:	
What If Learning Opportunities:	Resources and WOW factor:	

I Can Statements (Learning Outcomes)				
Element	KS1	Y3/Y4	Y5/Y6	KS2
<b>Element 1:</b> <b>Making sense of beliefs</b> Identifying and making sense of religious and non-religious concepts and beliefs 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 the 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 key concepts studied</li> <li>Offer informed suggestions about what texts/sources of authority might 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>Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Give reasoned explanations of how and why the selected key beliefs and concepts are important within the religions studied</li> <li>Explain how and why people use, interpret and make sense of texts/sources of authority differently</li> <li>Show awareness of different methods of interpretation, and explain how appropriate different interpretations of texts/sources of authority are, including their own ideas</li> </ul>
<b>Element 2:</b> <b>Understanding the impact</b> Examining how and why people put their beliefs into action 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, individually and as communities</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>	<ul style="list-style-type: none"> <li>Give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in community (e.g. in different denominations, communities, times or cultures)</li> <li>Show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today</li> </ul>
<b>Element 3:</b> <b>Making connections</b> Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied, showing pupils to challenge ideas, and the ideas to challenge pupils' thinking.	<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</li> </ul>	<ul style="list-style-type: none"> <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>Make links between some of the beliefs and practices studied and life in the world today, expressing</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</li> </ul>	<ul style="list-style-type: none"> <li>Give coherent accounts of the significance and implications of the beliefs and practices studied in the world today</li> <li>Evaluate personally and impersonally how far the beliefs and practices studied help to make sense of the world</li> <li>Respond to the challenges raised by questions of belief</li> </ul>
discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.	connections they make. Talk about what they have learned	some ideas of their own clearly 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	their own responses, recognising that others may think differently. 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 Talk about what they have learned, how their thinking may have changed and why	and practice in the world today and in their own lives, offering reasons and justifications for their responses Account for how and why their thinking has/has not changed as a result of their studies
<b>Assessment Activity:</b>				
Y3				
Y4				
Y5				
Y6				
Notes:				