



# Nash Mills CofE Primary School

## Religious Education

### Teaching Policy and Process

#### Curriculum Intent

***But a Samaritan, as he journeyed, came to where he was, and when he saw him, he had compassion.***

In reflecting our whole school vision, RE in our school will be taught in a way that enables pupils to gain understanding of their own feelings and values as well those of others. In understanding how other people live, our children will be better able to show compassion, empathy and love as part of a wider community.

All of our learners will have:

- An outstanding level of religious understanding and knowledge across a range of religions.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- The opportunity to participate in a range of school visits and exposure to visitors that allow them to see and hear interesting and differing views.

At Nash Mills Church of England Primary School, we will provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and worldviews studied. In line with our trust deed, our curriculum will be rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith whilst also being exposed to a range of other religions and belief structures.

In line with the document 'Religious Education in Church of England Schools:

A Statement of Entitlement', the curriculum will employ an enquiry approach that engages with religious texts and helps develop religious and theological literacy. This is reflected in each taught unit.



In order to develop pupils' experiences and ability to understand core concepts, each year group will visit places of worship linked to their curriculum wherever possible. We aim for this to be progressive in nature, for example pupils in lower years may visit our local church, whereas Year 6 pupils will visit a more specific religious site.

In addition to discrete teaching during RE lessons, pupils will also be supported to develop their understanding and skills in RE across the curriculum through links in other subject areas, including:

- the Jigsaw PSHE scheme which aims at developing pupils' Spiritual, Moral, Social and Cultural understanding
- daily collective worship, which will largely be Christian in its focus
- 'Just a Minute' teaching sessions, which will be planned throughout the year for teachers to revisit and reteach core concepts. Further details on this can be found in Appendix B.

## Curriculum Implementation

Our curriculum is designed using several key resources:

- The Hertfordshire Agreed Syllabus for RE 2023-2027, which provides an outline of the main concepts which pupils should learn and the expected outcomes for this. Each topic taught to pupils focuses on different concepts, with coverage provided across the curriculum. These concepts are:

Belief and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection
Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness

The expected learning outcomes can be viewed in Appendix C of this document.

- The Church of England's Understanding Christianity resource provides the planning and key learning activities for most of the Christianity-based topics within the curriculum.
- The Discovery RE resource provides the planning and key learning activities for all other topics.

A full topic map can be viewed in Appendix A.

Each year, at least 50% of the curriculum is Christianity-based. Other religions are studied as pupils move through the school; these religions represent all main faiths of pupils attending the school as of November 2023.

Each topic will last for around 6 lessons, depending on the length of the term. Within these six weeks, the learning will happen in a number of stages, which are planned for in both the Understanding Christianity and Emmanuel RE resources.

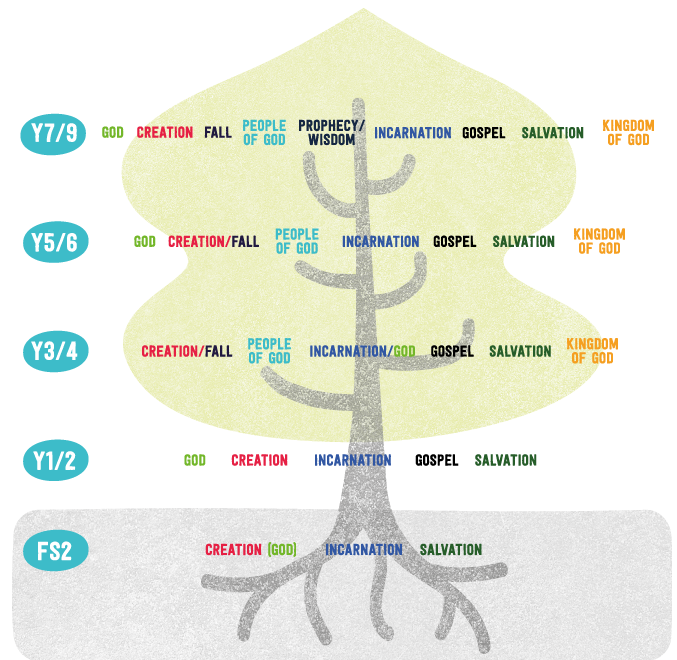
- Stage 1 – Engagement/Personal Reflection – This will start each block of learning and will usually take up to one lesson. It provides pupils with the opportunity to explore the human experience underpinning the key learning concept. For example if pupils are learning about belonging within a religion, they will first spent time considering what belonging is and how it might look personally to them. Each topic begins with a key question, which pupils will also be exposed to and have time to explore.
- Stage 2 – Window Sessions – This will be the main teaching element of each topic and will take the majority of taught time. Teachers will carefully select the content that will be taught to allow them to gain knowledge whilst also having time to personally reflect and to ask and respond to key questions.
- Stage 3 – Mirror Sessions – This will usually last for one lesson and allows pupils to draw together their learning and to draw personal conclusions related to the initial inquiry question.
- Stage 4 – Door Sessions – This will also usually last for one lesson and will allow pupils to express their learning from the topic, whilst also considering how their learning may personally impact upon them. In line with our whole school Silver Thread of Communication, where appropriate, the task provided within this element of learning will allow pupils to discuss, present or record their learning in a way that helps them to express their understanding. This may be through a class discussion, persuasive letter or reflective diary entry, which will be recorded through personal reflection, a piece of display work or a recording.

The outcome from these final two stages will allow pupils and staff to assess their progress in line with the key concepts from the Hertfordshire Agreed syllabus.

Our curriculum offers progression in two ways:

- As pupils move through the school, key ideas and concepts are revisited with different foci or in a different context. An example of this would be within our planning for Spring 2, where all pupils study the idea of Salvation within the context of Easter.
- Within each topic, the learning outcomes for pupils will be considered both by staff and as personal reflection by pupils. This will help for progress to be made in the following learning unit.

Each class will have a weekly RE lesson, which will last for a minimum of one hour. This will be taught, where possible, by the class teacher with support from those in the school who have more specific subject knowledge.



### Curriculum Impact

In determining the impact of the RE curriculum, we are essentially asking the question, 'How well have pupils developed the essential characteristics of a spiritual learner (as defined above in our Intent)? We use two main methods to determine this: 1. Assessment (quantitative) and 2. Feedback from the pupils, their parents and other stakeholders (qualitative).

We assess YR pupils using the EYFS 'Development Matters Framework' and we use the SACRE expected outcomes and Discovery learning outcomes as our assessment system for Years 1-6.

In YR, pupils are assessed using on-going observation and questioning from staff and these are recorded in individual electronic profile documents. Evidence is used to build up a picture of the child's achievements and level of independence over time and summative assessments are made each term. At the end of YR, a determination is made as to whether the child has met or exceeded the Early Learning Goal.

For Years 1-6, assessments are completed at the end of each term, considering which pupils are achieving in line with age related expectations, above or below, based on the outcomes identified in the SACRE and curriculum resources.

Assessments are collated and progress is measured and tracked over time. This also supports teachers in identifying areas of strength and areas that may need additional support during the next teaching episode.

We aim for the highest possible standards and over time, we would hope that standards in RE would be in-line with or even better than outcomes in Core subjects.



## Appendix A - RE Long Term Planning – September 2023

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<b>Emmanuel</b> What makes every single person unique and precious?	<b>UC &amp; Emmanuel</b> Incarnation Why do Christians perform Nativity plays at Christmas? I&B	<b>Emmanuel</b> How can we care for our wonderful world?	<b>UC &amp; Emmanuel</b> Salvation Why do Christians put a cross in an Easter garden? S&A	<b>Emmanuel</b> How can we help others when they need it?	<b>UC &amp; Emmanuel</b> God Why is the word God important to Christians? SoW
<b>Year 1</b>	<b>Emmanuel</b> Mitzvot Why are good deeds so important to Jewish people?	<b>UC</b> Incarnation Why does Christmas matter to Christians?	<b>Emmanuel</b> Creation Why do Jewish people say prayers and blessings?	<b>UC</b> Salvation Why does Easter matter to Christians?	<b>Emmanuel</b> Torah Why is the torah such a joy for the Jewish community?	<b>UC</b> Creation Who made the world?
<b>Year 2</b>	<b>Emmanuel</b> Teshuvah Why do Jewish families talk about repentance at New Year?	<b>UC</b> Gospel What is the good news that Jesus brings?	<b>Emmanuel</b> Mercy How do Muslims show that Allah is merciful?	<b>UC</b> Salvation Why does Easter matter to Christians? <i>Digging Deeper</i>	<b>Discovery</b> Does going to the Mosque give Muslims a sense of belonging?	<b>UC</b> God What do Christians believe that God is like?
<b>Year 3</b>	<b>Emmanuel</b> Submission How does a Muslim show obedience to Allah?	<b>UC</b> Incarnation What is the trinity?	<b>Emmanuel</b> Prophethood What do Muslims call Muhammad the 'seal of the prophets'?	<b>UC</b> Salvation Why do Christians call the day Jesus died 'Good Friday'?	<b>UC</b> People of God What is it like to follow God?	<b>UC</b> Creation/Fall What do Christians learn from the creation story?
<b>Year 4</b>	<b>Emmanuel</b> Covenant What symbols and stories help Jewish people remember their covenant with God?	<b>UC</b> People of God What is it like to follow God? <i>Digging Deeper</i>	<b>Emmanuel</b> Karma Why do Hindus want to collect good karma?	<b>UC</b> Salvation Why do Christians call the day Jesus died 'Good Friday'? <i>Digging Deeper</i>	<b>Emmanuel</b> Dharma How does the story of Rama and Site inspire Hindus to follow Dharma?	<b>UC</b> Kingdom of God When Jesus left, what was the impact of the Pentecost?
<b>Year 5</b>	<b>Emmanuel</b> Happiness Why do Humanists say happiness is the goal of life?	<b>UC</b> Incarnation Was Jesus the Messiah?	<b>Emmanuel</b> Brahman How do questions about Brahman and Atman influence Hindu lives?	<b>UC</b> Salvation What do Christians believe Jesus did to save Human Beings?	<b>Emmanuel</b> Moksha What pathways to Moksha are in Hindu scripture?	<b>UC</b> People of God What does it mean if God is holy and loving?
<b>Year 6</b>	<b>Emmanuel</b> Revelation What does the Qu'ran reveal about Allah?	Incarnation How significant is it that Mary was Jesus' mother? (within: Was Jesus the Messiah? Going Deeper study)	<b>UC</b> Kingdom of God What kind of King was Jesus?	<b>UC</b> Salvation What difference does the resurrection make for Christians?	<b>Emmanuel</b> Tawhid How does Tawhid create a sense of belonging to the Muslim community?	<b>UC</b> Creation Creation and Science: Conflicting or complementary?

Small initials after each topic name relate to the SACRE learning outcomes.

Christianity

Islam

Hinduism

Judaism

Multi-focus



## Appendix B - Continuous Provision Planning

### Just a minute...

Within our curriculum, time is allowed for continuous provision; specific things which are taught to children and regularly revisited to help them become fluent across the time that they are in school. These things may be taught as part of the core curriculum but will be revisited regularly to help the children retain and remember them. This may take the form of a 5 minute additional session once or twice a week.

	Trinity	Lord's Prayer	Ubuntu	Liturgy
EYFS	3 candles will be lit during class worship sessions, providing regular reminders to pupils.	Pupils have exposure to The Lord's Prayer and hear it regularly during school time.	Pupils will learn about being part of a school community.	Pupils are exposed to liturgical practice, for example colours during collective worship.
Key Stage 1	<p>Pupils will have regular opportunities to explore the idea of the Trinity.</p> <ul style="list-style-type: none"> <li>In Key Stage 1, all pupils should be able to name the three elements of the Trinity.</li> </ul>	<p>Pupils are able to remember The Lord's Prayer and say it together at the end of each day.</p> <p>Pupils explore some of the more complex vocabulary, for example will, trespass, temptation.</p>	<p>Pupils will begin to learn about being part of a wider community. They will explore different services locally, for example the retirement home.</p> <p>Pupils will also explore wider services through charity focus days.</p>	<p>Pupils know that there are different liturgical seasons during the year. They know roughly when these fall.</p> <p>Pupils know some of the differences that take place, for example changing colours.</p>
Lower Key Stage 2	<ul style="list-style-type: none"> <li>During Key Stage 2, pupils will learn about the characteristics and distinctiveness of the three elements. By the end of KS2, pupils will be able to articulate how this helps Christians to understand the nature of God.</li> </ul>	<p>Pupils are able to remember The Lord's Prayer and say it together.</p> <p>Pupils explore what each line of the prayer actually means and are able to explain this.</p>	<p>Pupils will continue to gain understanding of how we are part of a wider community through exploring organisations and charities, both locally and on a wider scale.</p> <p>Pupils will be encouraged to</p>	<p>Pupils know that there are different liturgical seasons during the year. They know when these fall.</p> <p>Pupils are able to identify a range of different things that happen at each season.</p>
Upper Key Stage 2		<p>Pupils are able to remember The Lord's Prayer and say it together..</p> <p>Pupils explore what each line of the prayer means and are able to explain the link it has to other parts of biblical teaching.</p>	<p>consider how we can be stronger through working together.</p> <p>Pupils will know about the Diocesan partnerships in other countries.</p> <p>Pupils will be supported to take a wider role in school, running and sharing in worship</p>	<p>Pupils know that there are different liturgical seasons during the year. They know roughly when these fall.</p> <p>Pupils are able to explain the symbolism and significance of the different things that happen at each season.</p>





## Appendix C - SACRE Expected Learning Outcomes

The table and diagrams below show the outcomes for the SACRE expectations across the school and how these are met through the different RE topics studied in each Key Stage. This allows for the key outcomes to be revisited regularly, supporting pupils' learning and retention of the key concepts. These are also listed on the RE Long Term Plan, after the name of each unit.

	EYFS	Key stage 1	Key stage 2
Beliefs and Practices	✓	✓✓✓	✓✓✓
Sources of Wisdom	✓	✓✓	✓✓✓
Symbols and Actions	✓✓	✓	✓✓✓
Prayer Worship and Reflection	✓	✓	✓✓✓
Identity and Belief	✓✓	✓✓✓	✓✓✓
Ultimate Questions		✓✓	✓✓✓
Human Responsibility and Values		✓	✓✓✓✓
Justice and Fairness			✓

- Prayer, Worship and Reflection forms a key part of our whole school daily Collective Worship and some elements of this will be taught at this time. This allows for regular revisiting and reteaching of key concepts and topics.
- Ultimate Questions come at the end of most topics as part of the RE curriculum structure. Therefore pupils will have the opportunity to consider and revisit these ideas on a regular basis.
- Human Responsibility and Values, and Justice and Fairness are integral parts of the PSHE curriculum and are taught throughout the school as part of this area. The teaching of them in RE reinforces this and allows a different view for pupils.



## SACRE Expected Learning Outcomes

### Expected Outcomes for the end of EYFS



### Expected Outcomes for the end of Key Stage 1





## SACRE Expected Learning Outcomes

### Expected Outcomes for the end of Lower KS2



### Expected Outcomes for the end of Key Stage 2

