



**Sandy Hill Academy**

**Teaching and Learning Principles**

**Subject: Religious Education (RE)**

**Mission Statement:**

***'Aspiring to achieve, determined to succeed'***

**In RE we aim to:**

RE or Religious Education is the entitlement of every child as part of their broad and balanced curriculum. At Sandy Hill Academy we aim to provide every child with a greater understanding of themselves, the world and the people within it by:

- Providing all children with the opportunity to search for meaning, value and purpose in life.
- Providing a range of activities which enable spiritual, moral, social and cultural development.
- Learning about religions and beliefs in local, national and global contexts.
- Exploring beliefs and values of others, both religious and non-religious and the influence these have on people's lives.
- Understanding the main beliefs and practices of different religious traditions.
- Combating prejudice.
- Inspire tolerance.
- Making connections between religious and non-religious beliefs, concepts, practices and ideas studied so they can reflect on key concepts and questions studied.
- Developing a child's ability to ask, answer and evaluate answers to challenging questions raised linked to RE teaching and learning, reflecting on their own ideas and ways of living.
- Providing a stable learning environment for all children to learn, grow and thrive.
- Ensuring all teaching and learning serves to provide a positive and inspiring learning experience through the provision of rich learning resources and experiences.
- Supporting children to explore, question and encourage independent thought linked to British Values through the high-quality teaching or RE.
- Providing a minimum allocation of 5% of the curriculum time for RE (equivalent of 1 hour per week KS1 and KS2 and 50 minutes in Reception)

## Religious Education Expectations:

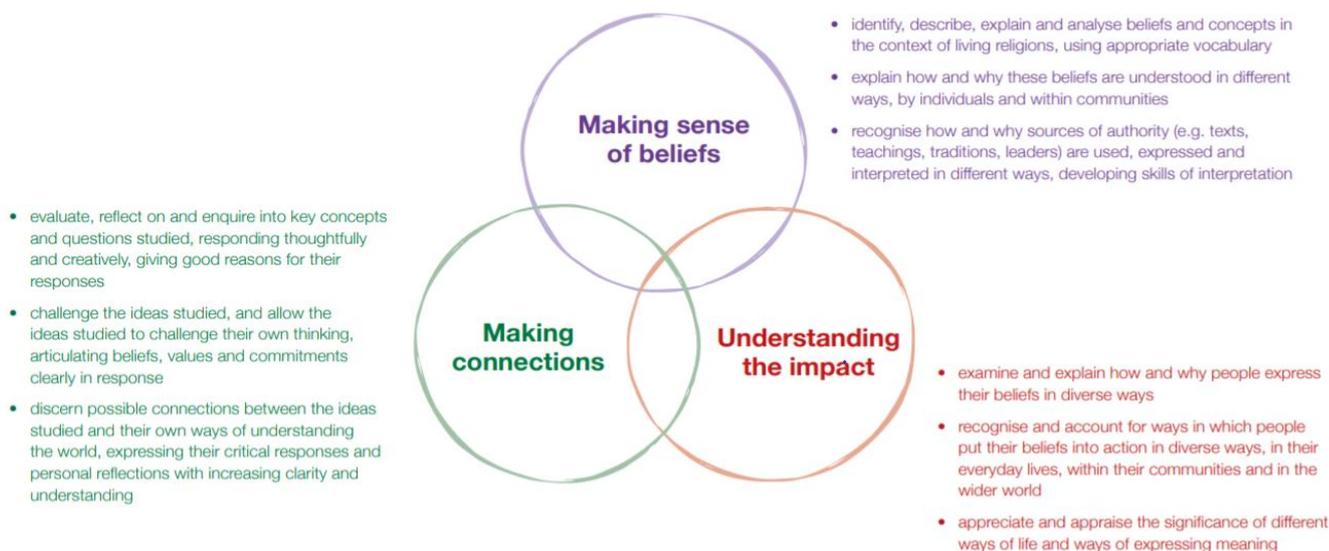
'All academies are required, through their funding agreements, to teach RE. For academies without a religious character, this will be the locally agreed syllabus. For denominational academies with a religious character (Church of England or Roman Catholic – but also Muslim and most Jewish academies), this will be in line with the denominational syllabus. For non-denominational (such as Christian) faith academies this can be either of the above, depending on the wishes of the sponsor and what is agreed by Ministers.' (*Religious Education in English Schools: Non-Statutory Guidance 2010*)

'Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998.' (National Curriculum 2014)

At Sandy Hill Academy we teach the Cornwall Agreed Syllabus. The syllabus is designed to 'deepen children's knowledge about religions and develop their 'religious literacy' by 'teaching one religion at a time and then building on learning by comparing the religions, beliefs and practices studied.'(Cornwall Agreed Syllabus 2020-2025)

## Teaching and learning approach and the aims for RE in Cornwall

This diagram shows how the three elements of the teaching and learning approach in this syllabus reflect the aims for RE set out on p.8. Units of study offer content and ideas for enabling pupils to achieve these aims.



**Note:** The three elements of this teaching and learning approach also incorporate the elements of the teaching resource, *Understanding Christianity: Text Impact Connections* (RE Today 2016) which is being used in a significant number of local schools. Schools that are using *Understanding Christianity* will find that they are delivering the Christianity sections of this agreed syllabus.

## End of phase outcomes

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 ...	Element
<p><b>Element 1:</b> <b>Making sense of beliefs</b></p> <p>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.</p>	<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>	<ul style="list-style-type: none"> <li>Element 1</li> </ul>
<p><b>Element 2:</b> <b>Understanding the impact</b></p> <p>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.</p>	<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>	<ul style="list-style-type: none"> <li>Element 2</li> </ul>

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...	Element
<p><b>Element 3:</b> <b>Making connections</b></p> <p>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.</p>	<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>	<ul style="list-style-type: none"> <li>Element 3</li> </ul>

The outcomes for EYFS are the Early Learning Goals (see p. 24).

### KS1

In Key Stage One children will study in depth the religious traditions of Christians, Jews and Muslims. Along side this there will be the opportunity to consider other religious and non-religious worldviews, as appropriate to the school context.

Children in Year One will learn:

- What it means to belong to a faith community.
- Who Christians believe God is like
- Who is Jewish and how Jews live.
- Who Christians say made the world.
- How we should care for the world and others and why this matters (Christians, Jews and Non-religious)

### Children in Year Two will learn:

- Who is Muslim and how Muslims live.
- Why Christmas matters to Christians.
- Why Easter matters for Christians.
- What the 'good news' is that Christians believe Jesus brings.
- What makes some places sacred to believers (Christians and Muslims)

### **KS2**

In Key Stage Two children will continue to study in depth the religious traditions of Christians and other faiths whilst being provided with the opportunity to consider other religious and non-religious worldviews, as appropriate to the school context.

### Children in Year Three will learn:

- What Christians learn from the Creation story
- What it is like for someone to follow God
- How festivals and worship show what matters to a Muslim
- How festivals and family life show what matters to Jewish people
- What kind of world Jesus wanted
- How and why people try to make the world a better place (Christians, Muslims, Jews, Non-religious)

### Children in Year Four will learn:

- What the 'Trinity' is and why it is important to Christians.
- What Hindus believe God is like.
- What it means to be a Hindu in Britain today.
- Why Christians call the day Jesus dies 'Good Friday'
- The impact of Pentecost on Christians.
- How and why people mark significant events of life (Christian, Hindu, Non-religious)

### Children in Year Five will learn:

- What it means if Christians believe God is holy and loving.
- What it means to be a Muslim in Britain today.
- Why Christians believe Jesus was the Messiah.
- Why the Torah is so important to Jewish people.
- How Christians try to live 'What would Jesus do?'
- What matters most to Humanists and Christians (Christians, Muslims, Jews, Non-religious)

### Children in Year Six will learn:

- Whether Creation and Science are conflicting or complementary.
- Why some people believe in God and others don't (Christian, Non-religious)
- Why Hindus want to be good.
- What Christians believe Jesus did to 'save' people.
- For Christians, what kind of king Jesus is.
- How faith helps people when life gets hard.
- demonstrate improvement to achieve their personal best.

## **EYFS**

### **Nursery**

Religious Education is not compulsory in Nursery however there lots of opportunities available to incorporate Religious Education in Nursery through:

- Creative play, make-believe, role play, dance and drama.
- Dressing up and acting out scenes from stories, celebrations or festivals.
- Making and eating festival food.
- Talking and listening to each other, hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings and imagination.
- Exploring authentic religious artefacts, including 'soft toy' artefacts and story books.
- Seeing pictures, books and videos of places of worship and meeting believers in class.
- Listening to religious music.
- Starting to introduce religious vocabulary.
- Work on nature, growing and life-cycles or harvest.
- Seizing opportunities spontaneously or linking with topical, local events e.g. celebrations, festivals, birth of a baby, wedding, death of a pet.
- Starting to talk about the different ways in which people believe and behave.

(Cornwall Agreed Syllabus 2020-2025)

### **Reception**

In Reception, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it. Through playing and exploring, active learning, creating and thinking critically, religious experiences and opportunities for learning will be provided linked to the seven areas of learning and stem from children's own experience.

Children in Reception will learn:

- About being special and where they belong.
- Why Christmas is special for Christians.
- Why the word 'God' is so important to Christians.
- Why Easter is special to Christians.
- What places are special and why.
- What times are special and what stories are special and why.

### **Planning**

We use the Cornwall Agreed Syllabus 2020-2025 to support our planning and delivery of Religious Education sessions from EYFS to Year 6. The teaching and learning model break down allows systematic religion units to lead into thematic units, where pupils can make comparisons between beliefs, at the end of each year, whilst keeping the study of Christmas and Easter close the the appropriate time of year.

Within the planning, learning objectives are tiered in order to enable all children to challenge themselves. The success criteria is shared with learners through quality modelling and re-

emphasised throughout the session. The learning needs of all pupils and their beliefs are considerations when planning.

### **Skills Progression:**

At Sandy Hill, we use the objectives from the Cornwall Agreed Syllabus to ensure appropriate coverage and challenge for all and that learning is built on prior learning.

### **Teaching and Learning Expectations:**

- Religious Education will be taught for 1 hours per week in KS1 and KS2 or through the equivalent of time via a series of RE days (50 minutes per week or shorter sessions through continuous provision in Reception)
- Religious Education to be taught at a clearly identifiable time.
- All children and faiths/no faith can access Religious Education.
- Teachers to use end of unit and end of phase outcomes in Cornwall Agreed Syllabus to assess learners.
- A minimum of four recorded examples of Religious Education per half-term in a child's Religious Education book, including one piece of extended writing.
- Class blogs and social media to include examples of Religious Education.

### **Right to withdraw**

- Where a child has been withdrawn from Religious Education, the law provides for alternative arrangements to be made for RE of the kind the parents want the child to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not have a significant impact on the pupil's attendance. (Cornwall Agreed Syllabus 2020-2025)

### **Working Walls/Displays:**

- All classes to display current Religious Education learning

### **Monitoring/Assessment:**

- Use of assessment documentation to identify children, WTS, EXS and GDS
- Pupil Conferencing
- Learning Walk/Lesson Observations
- Work Scrutinies