

**Whinmoor St Paul's C of E Primary**  
**School**



Religious Education Guidance  
Document



## **Introduction**

### **Vision for RE and Worldviews**

Pupils at Whinmoor St Paul's Primary gain a deep awareness of their own and others' worldviews, they explore the mysteries of life and the answers given by a wide variety of religions and worldviews, thus developing a clear sense of what is real value in the world today.

By following Understanding Christianity and the Local syllabus pupils in our school gain a deep knowledge and understanding of the teachings, practices and life stories expressed in a variety of ways within Christianity and other principal religions and world views. Through reflection on their own beliefs and values in the light of their learning, they grow in respect for themselves and others.

At Whinmoor St Paul's Primary, religious education is taught in accordance with the Dioceses of Leeds and York Diocesan Syllabus for Religious Education 2022 and Understanding Christianity scheme. It reflects the distinctive and inclusive ethos of our Anglican foundation. The syllabus reflects the fact that religious traditions in Great Britain are in the main Christian, whilst considering the teachings and practices of other principal world religions and worldviews represented in Great Britain and making links between these. It reinforces the Statement of Entitlement for RE in Church of England Schools that 'At the heart of RE in Church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ.' There is a clear expectation that as inclusive communities, church schools encourage learning about other religions and world views fostering respect for them.

### **Intent** **Aims**

The main aims of Religious Education at Whinmoor St Paul's Primary are to help pupils to:

- Acquire and develop knowledge and understanding of Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To know and understand about other major religions and non-religious views and how these can impact our community and the wider world
- Develop the ability to make reasoned and informed judgements about religious and moral issues which arise from reflection on human experience and a study of religious believe and practice.
- Reflect on their own beliefs, values and experiences in the light of their study
- Develop a positive attitude towards other people, respecting their right to hold beliefs different from their own and living in a society of diverse religions
- Develop awareness of and respond to fundamental questions of life raised by human experience (Spiritual, Moral, Social and Cultural) and how religious teachings can relate to them.

The aims of RE are underpinned by the ethos and aims at Whinmoor St Paul's Primary, where we believe that school should foster a caring and concern for others, whether or not they share the school's Christian commitment, and provide a stimulating learning environment with a curriculum which will meet the needs and abilities of all the children in our care.

The objectives of teaching Religious Education are to enable children:

- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- 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
- Make clear connections between the beliefs and practices studied, evaluating and explaining their importance to different people
- Reflect on and articulate lessons people might gain from the beliefs/practices studied, including 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.

Our aim for our pupils, upon leaving Whinmoor St Paul's Primary, is to have developed a broad and balanced

view of religion, have had the opportunity to develop their critical thinking and learned how to reflect on their own experiences of religion and those of others. We aim to grow respectful, responsible young people who understand how they and others can respect all people as 'unique children of God'. We encourage all children to develop questioning, debating and listening skills. This will enable them to contribute positively both in our local community and society as a whole, with its rich diversity of religions and views.

### **Implementation**

The teaching of RE uses the 'Understanding Christianity' scheme for the teaching of Christianity and the Leeds Diocese syllabus 2022 for teaching other religions and worldviews: Hindus, Muslims, Sikhs and Jewish people.

When studying religions and worldviews, pupils are posed with a big question such as 'What does it mean to be a Hindu living in Britain today?' and 'Why is pilgrimage important to some religious believers?' We offer children who live that particular faith, the opportunity to be 'class experts' which encourages children to learn from their peers and helps everyone to feel valued and respected. Religions and worldviews are covered more than once, so pupils have the opportunity to consolidate prior knowledge as they move through school.

Pupils are given the opportunity to visit all of the places of worship which we study, ensuring they are developing their knowledge, respect and cultural awareness. In addition to the explicit teaching of the five world religions and worldviews, pupils are exposed to Buddhism, Jainism and Humanism through quality teaching in class.

Asking big questions such as 'What does it mean to belong?' and 'How should we care for the world?' also offers children the chance to explore their own values, beliefs and come to a greater understanding of where they see themselves fitting into the world.

Opportunities to explore RE through various art forms are given through drama, music and art. We handle artefacts in school, invite visitors to speak about their experiences and hold thematic days and weeks to celebrate festivals from a range of religions and worldviews.

### **Implementation**

#### **Teaching and Learning**

Religious Education is an entitlement to all pupils at Whinmoor St Paul's Primary registered on the school roll including Foundation Stage 2 children. The purpose of Religious Education is to equip children with the knowledge and understanding of RE, thus allowing them to hold educated and balanced conversations about peoples' cultures, religion and beliefs.

At Whinmoor St Paul's Primary we follow the teaching and learning approach set out by the local syllabus. This is underpinned by 3 core elements, which are linked together to promote breadth and balance within teaching and learning about beliefs and religions. Teaching and learning in the classroom will incorporate all three elements, allowing for overlaps where appropriate. The three elements are:

- **Making sense Beliefs** - Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority are used, expressed and interpreted in different ways, and developing skills of interpretation
- **Understanding the impact** - 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
- **Making Connections** - Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.

At Whinmoor St Paul's Primary, RE is taught in a creative, enthusiastic and balanced way, which helps to generate respect for different worldviews and interpretations. Our RE teaching challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and worldviews 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. All pupil contributions are treated with sensitivity and respect.

Learners develop and use a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion. Key cross-curricular skills such as reading, writing, enquiry and debate are practised regularly. Pupils are encouraged to share their experiences of religion in a safe space and help others to understand what it means to be a person of faith living in Britain today.

The teaching of RE offers a wide variety of learning experiences, understanding that our diverse pupil population learn in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Listening to and asking questions of the teacher and each other
- Posing and discuss 'big' questions which may have no concrete answer
- Engaging in partnered or small group work and discussion
- Reading and analysing texts
- Interpreting information from other sources e.g. art, photographs or artefacts
- Researching information for themselves in libraries and on computers
- Using a range of media such as music, drama and artwork
- Visiting the place of worship of each of the five major world religions
- Welcoming visitors to our school - Taking time to reflect

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage Religious Education links firmly to the areas of learning e.g. Characteristics of Effective Learning, Personal, Social and Emotional Development and Understanding the World. Learning will enable children to develop a positive sense of themselves and others, as well as explore diversity and respect. It aims to build positive relationships within the school and the wider community. Children will begin to develop an understanding and appreciation of differences/similarities between individuals and groups within our communities. This enables them to work towards the early learning goals.

Reception focus on:

- Creation
- Incarnation
- Special People
- Salvation
- Stories
- Special Places

### **Key Stage 1**

During KS1, we aim to develop pupil knowledge of Christianity and to broaden their understanding of the Christian faith. Using subject-specific vocabulary, pupils are encouraged to ask questions and begin to express their own worldviews. Following the Dioceses of Leeds and York Diocesan Syllabus, RE teaching and learning should enable pupils to:

#### **Making Sense of Beliefs:**

- Identify the core beliefs and concepts studied and give a simple description of what they mean
- Give examples of how stories show what people believe (e.g. the meaning behind a festival)
- Give clear, simple accounts of what stories and other texts mean to believers

#### **Understanding the Impact:**

- Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities
- Give examples of ways in which believers put their beliefs into practice

KS1 will focus their learning on Christians, Muslims, Jewish people and at least one thematic unit covering Christians, Muslims, Sikhs, Jewish People, and people with no religion.

#### **Making Connections:**

- Think, talk and ask questions about whether the ideas they have been studying have something to say to them
- Give a good reason for the views they have and the connections they make.
- Talk about what they have learned

## **Key Stage 2**

During KS2, we aim to develop pupil knowledge of Christianity through an extended range of sources and vocabulary. Increasingly challenging and more open-ended questions are asked to encourage discussion and curiosity. Pupils are encouraged to share and explain their opinions verbally and in writing. Following the Dioceses of Leeds and York Syllabus. RE teaching and learning should enable pupils to:

### **Lower Key Stage 2**

Lower KS2 will focus their learning on Christians, Sikhs, Hindu people and one thematic unit covering Christians, Muslims, Sikhs, Jewish People, Hindu people and people with no religion.

Upper Key Stage 2 will further their learning and understanding on Christians, Sikhs and Muslims as well as two thematic units covering Christians, Muslims, Sikhs, Jewish People, Hindu people and people with no religion.

### **Making Sense of Beliefs:**

- Identify and describe the core beliefs and concepts studied
- Make clear links between texts/sources of authority and the key concepts studied
- Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers

### **Understanding the Impact:**

- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Describe how people show their beliefs in how they worship and in the way they live
- Identify some differences in how people put their beliefs into practice

### **Making Connections:**

- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
- Make links between some of the beliefs and practices studied and life in the world today, expressing 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

## **Upper Key Stage 2**

### **Making Sense of Beliefs:**

- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- 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

### **Understanding the Impact:**

- Make clear connections between what people believe and how they live, individually and in communities
- 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

### **Making Connections:**

- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. adherents and non-religious)
- Reflect on and articulate lessons people might gain from the beliefs/practices studied, including 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

## **Impact**

RE develops the pupils' understanding, awareness and respect of the world and people around them. It also develops skills such as reading, critical analysis of texts, questioning and empathy as well as complementing the history curriculum at Whinmoor St Paul's Primary. In addition, a solid understanding of RE is a springboard to studying other subjects at secondary school such as ethics and sociology.

We use a variety of strategies to evaluate and assess the knowledge, skills and understanding that our children gain as they progress through school. These include, but are not limited to, targets in line with the expectations of 'Understanding Christianity' and the Leeds Diocesan syllabus; termly pre and post assessments; book scrutinies and lesson observations. The RE lead teacher also asks for the 'pupil voice' on a regular basis to hear opinions from across school about the teaching and value of RE from the children's perspective.

## **Cross Curricular**

Cross-curricular work is encouraged and celebrated, in line with our whole school policy for teaching and learning. RE supports the development of general educational abilities such as literacy, analysis, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. The subject can enhance the attitudes which are at the core of Whinmoor St Paul's such as responsibility, respect, kindness, acceptance, tolerance and understanding. RE lends itself naturally to the development of skills required in other subjects and these links are fostered by all teaching staff. Some examples include:

- History - discussion about continuity and change over time and links made with significant periods in the past e.g. WW2 when studying Judaism and plotting key religious events on our History timeline.
- Geography – use of maps to plot pilgrimage or refugee journeys
- English – reading of texts and analysing meaning
- Art – reflecting pupil thoughts when creating their own art as well as observing or critiquing art found in religion e.g. stained-glass windows
- Music – listening to and appreciating different styles of religious music

## **How do we ensure all children can access Religious Education?**

### **Variety of teaching styles**

Pupils will experience a wide range of teaching and learning experiences appropriate to the matter to be learned understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through a whole range of teaching and learning experiences for example:

- Listening to information from other people
- Reading texts
- Seeking information for themselves in libraries and via the internet
- Discussion with the teacher and other pupils
- Pair and group work
- Using a range of media such as artefacts, pictures, photographs, music, role play and drama
- Visits and visitors

Regular opportunities will be provided for pupils to raise their own questions and to explore answers to them and to discuss and reflect on fundamental issues addressed in religious education.

In RE, we use a number of evidence-based strategies to support children with additional vulnerabilities or needs. Strategies include:

### **Scaffolding**

- Small, simple steps to success are modelled and displayed to help children complete tasks independently
- Visual prompts; this may include graphics of religious symbols and artefacts
- Support for SEN children with learning vocabulary; this may include flash cards
- Games/songs to support vocabulary learning

All scaffolding follows a 'I do, you do, we do' approach.

### Explicit Instruction

- Pupils may be supported in their thought process, encouraged to speak to a partner/group about their views/thoughts
- Pupils will be given specific opportunities by adults to practice specific skills that are barriers to learning
- Visual aids and concrete examples (where necessary) will be used to support learning.

### Cognitive and Metacognitive Strategies

- Religious texts may be 'chunked' into smaller steps
- Pupils are given time to reflect on their learning each lesson
- Vocabulary prompts may be used
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward

### Flexible Grouping/Fading

- Temporary groups may be established to support the learning of a particular religion or worldview
- Temporary groups may be established to support the learning of a particular religious text or book
- Pre-teaching and support with new vocabulary is vital to support pupils
- Children may be paired in mixed ability to support needs
- Prompt sheets may be used to support with ideas and planning.

### Use of technology

- Tasks set may include useful apps/websites to move learning forward
- Speech recording tools may be used for recording.

### **Assessment**

We assess pupils' learning in RE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress within RE.

#### Assessment methods:

- Pre and post assessments for each topic
- assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the RE programme to inform planning
- pupil self-assessment is used where appropriate,
- assessment focuses on knowledge as well as skill development and attitudes
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence
- pupil progress and achievement is reported to parents/carers
- pupil achievement in RE is celebrated and shared.

### **How do we ensure that children remember more over time?**

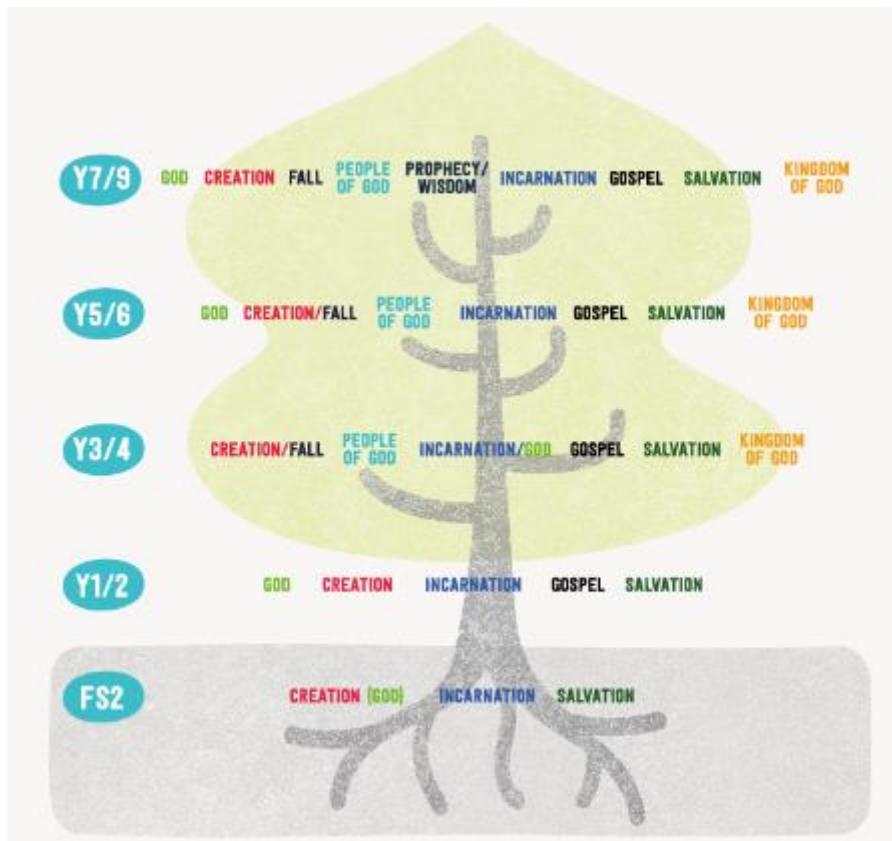
Whinmoor St Paul's Primary uses the Leeds, York Syllabus 2022 and Understanding Christianity scheme to build a curriculum that works best for our pupils in the context of our school. We have thought carefully about the overall narrative of our curriculum so that it encourages pupils to make connections between prior knowledge and learning. Our long term plan ensures that skills and knowledge are built upon each year and key stage. This is done by not simply referring back to previous learning in RE but encompassing skills and knowledge from across our whole curriculum, for example, pupils build upon learning in English around analysing texts and learning in History around chronology and change.

Understanding Christianity follows the spiral curriculum below which builds on concepts throughout the children's school life, ensuring a deeper understanding of the faith and a clear progression of academic skills. By addressing key questions, pupils are encouraged to:

- explore core Bible texts by developing reading and interpretation skills, handling and using biblical texts and making sense of the meaning of texts for Christians;
- understand the impact of these texts on Christians today, by examining how they respond to

teachings and put their beliefs into action in diverse ways in the community and the wider world and

- Make connections and consider possible implications through evaluating and reflecting on pupils' own lives and ways of understanding the world.



Whinmoor St Paul's Primary uses a multidisciplinary approach and explores each topic using a range of lenses, e.g.

- Theological – What is religion? What is divine?
- Philosophy and Ethics – What is reliable? What is just?
- Social Sciences and History – What happened? Why did it happen?

Pupils investigate a range of factors in their RE lessons. They consider the influence of:

- Interpretation
- Past events
- Different perspectives
- Powerful ideas

This allows pupils to continually investigate difference and diversity in religions and worldviews, as well as, explore change and identity. All which enables them to gain a rich and connected understanding of a wide range of religion and worldviews.