

RE

Handbook



Intent - What is the purpose of our Religious Education curriculum?

At Tranmere Park Primary, we believe that RE is a fundamental part of our curriculum. Our curriculum is open and objective - it doesn't seek to urge religious beliefs on young people, nor compromise the integrity of their own religious position by promoting one tradition over another. We intend to:

- Develop the moral compasses of our pupils allowing them to be free to discuss and express their feelings, beliefs and values.
- Study Abrahamic (Christianity, Islam and Judaism), Humanist and Dharmic traditions (Sikhism).
- Know and understand the key concepts of 'worship', 'festivals and morals' and 'traditions and beliefs.'
- Equip pupils with the disciplinary knowledge of a theologian (comparing non-judgementally, studying creation stories and how these impact upon wider environmental issues, noticing and studying similarities and differences across faiths and different cultures, whilst understanding the significance of shared belief, community and harmony.)

In summary, we believe that RE should challenge stereotypes, not reinforce them thus ensuring that all pupils reach their full potential as their individual needs and abilities are recognised and developed within a caring and supportive environment. We believe RE is of paramount importance for our children in order to respect each other's views and values. We promote the equal value of all religions as well as teaching the children to celebrate cultural diversity.

Our Children will:

- Largely progress through the curriculum at the same pace and differentiation will be achieved by emphasising different outcomes and teaching styles to support all learners.
- Be motivated so they are eager to build on their existing knowledge, skills and understanding.
- Be encouraged to ask inquisitive questions, pose ideas and develop their skills to voice their own views to help shape their understanding of religion and the wider community.
- Be resilient to mistakes and persevere when faced with a challenge or a problem.
- Enrich their experiences and outcomes, whilst developing their personal qualities and equipping them to deal with situations or experiences that are challenging within the world they live in.
- Demonstrate the values and attitudes necessary for citizenship in a multi-faith and multi-racial society through developing understanding of, respect for, and dialogue with people of different beliefs, practices, races and cultures.

Our Teachers will:

- Provide a progressive and challenging curriculum which is developed from the agreed syllabus for RE called Believing and Belonging.
- Identify gaps in understanding and swiftly overcome these with precise teaching.
- Provide the children with a rich curriculum of carefully crafted lessons that ensures time for practise and consolidation.
- Utilise precise questioning ensure learning is taking place and knowledge is understood.
- Provide opportunities for our children to: question their world and to develop their understanding which in turn enables them to learn how to respect other cultures and beliefs. In doing so, adapting their own attitudes to religion and the wider community of life.
- Endeavour to promote a positive attitude towards people, respecting their right to hold different beliefs.

Implementation - How do we do it?

The Learning Journey

Children follow the Leeds Agreed Syllabus for Religious Education. We believe it is very important to learn to respect each other's views and values. We promote the equal value of all religions as well as teaching the children to celebrate cultural diversity.

It is the duty of the Headteacher and Governing Body to ensure that the provision of Religious Education is part of the school's curriculum. However, parents have the right to withdraw their child from Religious Education and should contact the Headteacher if they wish to exercise this right.

RE Long term plan

Religious Education at Tranmere Park Primary School reflects three key areas. Firstly, it includes a study of the key beliefs and practices of religions and other world views, including those represented in Leeds (Religious Studies). Secondly, it provides opportunities to explore key religious concepts and common human questions of meaning, purpose and value, often called 'ultimate' questions (Philosophy). Thirdly, it enables pupils to investigate how beliefs affect moral decisions and identity, exploring both diversity and shared human values (Ethics). These three areas together will nurture pupils' religious literacy. Children will work through a unit of work focusing around a key question related to the subject content of the syllabus. Enquiry and investigation of the key question includes at least three elements: 1) An analysis of the question; 2) A critical investigation of relevant beliefs, practices and ways of life; 3) A reasoned and critical response. At Tranmere Park, pupils will focus on specific core religions at each key stage: Christianity and Islam from KS1 adding Sikhism and Judaism at KS2. We also recognise and reflect on a variety of different religions and other faiths and systems of belief beyond the six defined world faiths, including non-religious world views. As the children progress through the programme of study, they can look deeper into spiritual, ethical, moral and social issues and with increasing breadth across different religions and worldviews through time and around the world. Learning is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding of key subject knowledge and specialist vocabulary. It is a legal requirement that all pupils are entitled to religious education. Therefore, we deliver RE with integrity and time is allocated weekly within each Key Stage.

Foundation Stage

At Tranmere Park Primary, pupils will encounter religions and other world views through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories from a range of different religions and world views. Pupils will be introduced to subject-specific words and use all their senses to encounter beliefs and practices. They will be encouraged to ask questions and talk about their own feelings and experiences.

Key Stage 1

Pupils will develop their knowledge and understanding of religions and world views, recognising local, national and global contexts. They will use basic subject-specific vocabulary. They will start to raise questions about beliefs and find out about questions of right and wrong and begin to respond with their own views.

Key Stage 2

Pupils will extend their knowledge and understanding of religions, beliefs and values, recognising personal, local, national and global contexts. They will be introduced to an extended range of sources and subject-specific vocabulary. They will be encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views. Pupils will respond with their own ideas, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Assessment

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the programme of study. Assessment will be based on pupils' progress towards the end of key stage statements set out in the Leeds Agreed Syllabus 2019 -2024. The non-statutory units of work provide assessment examples based on this ladder of skills and knowledge, working towards the end of key stage assessments. After each unit, staff will assess children's attainment in the key areas studied, using the Tranmere Park Foundation Stage Assessment documents.

To achieve this staff will use:

- Short-term assessments – aim to assess the children's learning informally on a lesson by lesson basis and are key to our curriculum. These could include observations of groups, analysis of whole class feedback, the marking of work or short tests, either in written or oral form.
- Medium-term assessments are completed at the end of a half-term. These grids are kept in the assessment folders within classrooms.
- Long-term assessments assess our children against national expectations. These are also used to provide extra information about individual children's attainment and progress so that the teacher can report to the next teacher and the child's parent. Furthermore, data will be used by SLT to brief the governing body, the staff and the LEA on overall progress towards the school's end of year targets.

Monitoring

There is an ongoing cycle of subject monitoring at Tranmere Park Primary. The Subject Leader will be allocated a block of time during the academic year to monitor the subject across the phases linked to the whole school development priorities. This will focus on RE specific teaching and learning with reference to how we teach Religious Education and may include: classroom observations, talking to children and adults, planning annotations, looking through class RE big books and evidence of first-hand experiences. Results of monitoring will inform the Subject Leader's action plan and subject self-evaluation at the end of the academic year.

The Subject Leader manages the long-term plan for Religious Education. The Subject Leader also reports to the Head teacher at the end of the academic year, referring to the data analysis of each classes RE end of year data.

Impact - What knowledge and skills are obtained?

At Tranmere Park, every pupil will:

- Make progress and achieve national expectations, irrespective of background and entry points.
- Reflect on their own thoughts, raise questions for themselves and of others.
- Be able to review their own experiences and learn how to respond to them and the world around them.
- Become inspired to learn from others and discover the value of empathy.
- Understand there is a rich heritage of faiths and beliefs which will enable them to develop their own critical and reflective skills
- Develop spiritually, academically, emotionally and morally, promoting and realising a better understanding of themselves and others. Be equipped with the opportunities, challenges and responsibilities that come from living in a rapidly changing, multicultural world.
- Experience lessons that promote choice and independent thinking.
- Have a positive attitude towards people, respecting their right to hold different beliefs.
- Recognise similarities and differences in commitment, self-understanding and the search for truth. Respecting and valuing these for the common good.

Further to the above, our Curriculum, at Tranmere Park, is designed to ensure that each and every child achieves or demonstrates the following:

The Team Tranmere Way

<i>Be Yourself</i>			<i>Be Your Best</i>		<i>Be Team Tranmere</i>
Our children will learn to like who they are; they respect themselves and live their lives in their own way, regardless of the opinions of others.			Our children 'give it everything they have got' to achieve their full potential across the curriculum.		Our children are a part of a community and have respect for the resources and people in it and that surround it.
Our Learning Values and Behaviours					
<i>Self-Manager</i>	<i>Effective Participator</i>	<i>Independent Enquirer</i>	<i>Team Worker</i>	<i>Resourceful Thinker</i>	<i>Reflective Learner</i>
Our children set their own goals and manage their own time, motivation and concentration.	Our children participate in lessons and persuade and encourage others to do so.	Our children set goals for their research with clear success criteria.	Our children understand that we are stronger together and implement this.	Our children are problem-solvers who can adapt to new or difficult situations.	Our children critically analyse their work ensuring future improvements.

TEAM TRANMERE LEARNING BEHAVIOURS

Procedures

- We follow the Leeds Agreed Syllabus for RE.
- It is a legal requirement that all pupils are entitled to religious education.
- RE sessions should be taught for 45 minutes each week in KS1 and 75 minutes in KS2.
- RE is taught on a 1-year cycle in EYFS.
- From Key stage 1 to Key Stage 2 RE is taught on a 2-year rolling cycle.
- We use the RE Resources Hub, which provides plans and resources that fulfil the requirements of the Leeds Agreed Syllabus. *These can be found Kirless Busniss Solution -*
- The syllabus requires schools to focus on specific core religions at each key stage: Christianity and Islam from KS1, adding Sikhism and Judaism at KS2 and then Buddhism and Hinduism at KS3.
- In addition, other (non-religious) world views must be included as part of the curriculum at each key stage.
- RE should recognise and reflect the huge variety within different religions and the many other faiths and systems of belief beyond the six defined world faiths. RE should challenge stereotypes, not reinforce them.
- Each unit of work should focus around a key question related to the subject content of the syllabus.
- Plan opportunities for giving children first-hand experience through trips and visitors
- In addition to the syllabus teach the school themes scared texts, what is worship famous people.

Evidence for progression in RE

- RE is to be recorded in an RE floor book within each class. Children's opinions and ideas from RE lessons should be recorded in the 'Big RE Book'. These could be recorded through comments on post-it notes, ideas shown through drawings or photos of creative RE. Please see ideas below.
- Assessment in RE might be 'in the moment' replying to the children's view, dealing with misconceptions, relating their comments that link back to previous learning to ensure they

understand it correctly. Used assessment ideas shared and again record in the book. At the end of each unit staff must complete the unit assessment. See exemplar sheet. This document will show how the children have attained in the unit, demonstrating where they are working in regards to the RE standards. Plan annotation, teacher observations will support these judgments. These class RE books will be kept to demonstrate progress and achievement throughout the year.

RE Units

RE - EYFS units area delivered on a 1-year cycle.

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Where do we live?	How are special times celebrated? – Autumn and Winter Festivals	Which places are special and why?	How are special times celebrated?	What makes a good helper?	What do religious believers think about who created the world?

RE from Year 1 - 2 is based on a progressive 2-year cycle.

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 1/2</p> <p>MOSQUE</p> <p>Cycle 1</p>	<p>1.1</p> <p>What books and stories are special</p> <p>FESTIVALS AND MORALS</p>	<p>1.2</p> <p>How do we celebrate special events</p> <p>FESTIVALS AND MORALS</p>	<p>2.5</p> <p>What did Jesus teach and how did he live? TAUGHT HERE BECAUSE OF EASTER</p> <p>FESTIVALS AND MORALS</p>	<p>1.3</p> <p>What does it mean to belong to a church/mosque?</p> <p>WORSHIP</p>	<p>2.3</p> <p>How and why do people pray?</p> <p>WORSHIP</p>	<p>HB</p>
<p>Year 1/2</p> <p>Cycle 2</p>	<p>1.4</p> <p>How and why do we care for others?</p> <p>TRADITIONS AND BELIEFS</p>	<p>1.5</p> <p>Who brought messages about God and what did they say?</p> <p>TRADITIONS AND BELIEFS</p>	<p>2.1</p> <p>How is new life welcomed?</p> <p>TRADITIONS AND BELIEFS</p>	<p>2.4</p> <p>How can we look after our planet?</p> <p>TRADITIONS AND BELIEFS</p>	<p>2.2 (TAUGHT HERE BECAUSE OF PILGRIMAGE.)</p> <p>How can we make good choices?</p> <p>TRADITIONS AND BELIEFS</p>	<p>HB</p>

			BELIEFS	BELIEFS		
<p>Year 3/4</p> <p>SYNAGOGUE</p> <p>Cycle 1</p>	<p>3.2</p> <p>How do people express spirituality?</p> <p>WORSHIP</p>	<p>4.1 (<i>Divali and Hanukkah</i>)</p> <p>How are important events remembered in ceremonies?</p> <p>FESTIVALS AND MORALS</p>	<p>3.5 BIG</p> <p>Who can inspire us?</p> <p>FESTIVALS AND MORALS</p>		<p>3.3</p> <p>What do Christians believe about a good life?</p> <p>FESTIVALS AND MORALS</p>	<p>HB</p>
<p>Year 3/4</p> <p>Cycle 2</p>	<p>4.3 (<i>STORY FOCUS</i>)</p> <p>How do the 5 pillars guide Muslims in life?</p> <p>TRADITIONS AND BELIEFS</p>	<p>3.1 (<i>STORY FOCUS</i>)</p> <p>How do Jews remember god's covenant with Abraham and Moses?</p> <p>TRADITIONS AND BELIEF/WORSHIP</p>	<p>4.4 (<i>STORY FOCUS</i>)</p> <p>Why are Guru's at the heart of Sikh belief and practice?</p> <p>TRADITIONS AND BELIEFS</p>	<p>3.4</p> <p>What does the creation story tell us about our world?</p> <p>TRADITIONS AND BELIEFS</p>	<p>4.2</p> <p>Which faiths are shared in our country?</p> <p>TRADITIONS AND BELIEFS</p>	<p>HB</p>

<p>Year 5/6</p> <p><i>GURDWARA</i></p> <p>Cycle 1</p>	<p>6.1</p> <p>How do Sikh's show commitment?</p> <p>WORSHIP</p>	<p>5.2</p> <p>What values are shown in codes for living?</p> <p>FESTIVALS AND MORALS</p>	<p>5.3</p> <p>Should we forgive others?</p> <p>FESTIVALS AND MORALS</p>	<p>6.2</p> <p>What do Christian's believe about Jesus' death and the resurrection?</p> <p>FESTIVALS AND MORALS</p>	<p>HB</p>	<p>HB</p>
<p>Year 5/6</p> <p>Cycle 2</p>	<p>6.4</p> <p>How do Jews remember Kings and Prophets in worship and life?</p> <p>TRADITIONS AND BELIEF</p>	<p>6.3</p> <p>How does growing up bring responsibilities and commitments?</p> <p>TRADITIONS AND BELIEFS</p>	<p>5.4 BIG</p> <p>What do Christians believe about the old and new covenants?</p> <p>TRADITIONS AND BELIEFS</p>	<p>5.1</p> <p>Why are some places and journeys special?</p> <p>TRADITIONS AND BELIEFS</p>		

Powerful Knowledge

3-4 years	Reception	ELG
<ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Begin to make sense of their own life-story and family's history. - Continue developing positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

on @ Tranmere Park Primary School



How we achieve high quality 'Religious Education' outcomes for our EYFS children:

Teacher led inputs

- These include teacher led investigations or learning about a subject over time in either whole class sessions or small group sessions.
- Whole class/group/individual sessions include investigating objects, materials, videos, songs, photographs and/or PowerPoints/IWB slides. We also welcome visitors into school. All of these help with modelling correct language.
- Children will learn facts, and have the opportunity to practice and apply them in their learning through the subsequent tasks set by the teacher.
- A fun activity is to have pictures of different religious ceremonies (e.g. weddings, Eid, Christmas etc.) and talk about how different they are – or similarly, look at two weddings from different religions and compare and

Enhanced Provision

Small world and role play with props encourages children to talk about what they are learning. It gives them the opportunity to revisit their learning and apply it in different situations. It also extends their learning and allows them the chance to teach their peers.

Provision (both indoor and outdoor) is regularly enhanced with new items so that children continue to be engaged (e.g. wedding arches and costumes etc.). These are linked to topic, or are child led based on the children's interests.

Evidence of the children using enhanced provision in their own way can be found in the children's 'Learning

Spontaneous Opportunities

These are unplanned and arise from children's comments and observations e.g. looking at mehndi patterns when someone has celebrated a wedding.

All of the above are developed through children's talk and adult interaction with them.

Continuous provision

(indoor and outdoor) examples

Stage Area

Acting out
ceremoni

Religious
songs

Characteristics of Effective Teaching and Learning:

Children in EYFS develop their 'Characteristics of Effective Teaching and Learning' through their independent learning and adult guided activities.

Year Group	Key Concepts			
	Worship	Festivals and Morals	Traditions and Beliefs	Being a Theologist
Year 1/2 Christianity, Humanism and Islam	Children will understand: <ul style="list-style-type: none"> - What happens in special places and on special days. (Baptism, Sunday worship) (1 - 1.3) (1 - 2.5) - That places of worship (church and mosque) will be decorated with objects and symbols specific to that religion. (1 - 1.3) (1 - 2.3) - That traditions take place here just like at school (friendship, listening to readings, clothing and singing songs) (1 - 1.3) - How, where and why people pray and that there are similarities across religions. (Christians and Muslims.) (1 - 2.3) 	Children will understand: <ul style="list-style-type: none"> - Books can be special to religions and that religious, sacred texts (The Bible and the Qur'an) are important to religious believers. (1 - 1.1) - These sacred texts include stories with meanings/messages/morals and are treated with respect and care. (1 - 1.1) - Celebrations are key to religions (Harvest - Christians, Sukkot - Judaism, Eid and Ramadan - Islam). (1 - 1.2) - That prayers are linked to specific festivals and seasons. (Easter, Advent, Harvest, Eid and Ramadan.) (1 - 2.3) - Jesus shared teachings (disciples too) and that the Easter story, the healing of the blind man and the feeding of the 5000 impacts upon how people act today. (1 - 2.5) 	Children will understand: <ul style="list-style-type: none"> - How religious artefacts to find - How stories are used to promote religious beliefs - care for people and charity (Good Samaritan, Lost Son, Seven New Kittens, Prophet Musa.) (2 - 1.4) + (2 - 2.2 - Rich Young Ruler, The Lion for Aesop Fables, Emperor and the Seed) - That religions follow the stories of key people. They are central to special messages and beliefs and that good things happen when we trust and follow their teachings. (Story of Jonah, Story of Daniel, Story of Abraham, Story of Isaac and Jacob.) (2 - 1.5) - The religions are built around rules and morals. (Start by looking at school rules and their importance, then how rules promote positive, moral outcomes - 10 commandments, Jesus' teachings. Finally, the Pillars of Islam.) (2 - 2.2) - That religious beliefs include creationism. (How the world began Christian vs Muslim vs Humanist) (2 - 2.4) - That there are religious traditions around the welcoming of new life. (Comparing Christianity and Islam). (2 - 2.1) 	Children will understand: <ul style="list-style-type: none"> - How rules promote care are important and they question the meaning/morals. (2 - 1.4) - The stories of key religious figures shape the beliefs of Christians, Jews and Muslims. (2 - 1.5) - That one key event can lead to the development of rules in many religions (10 commandments and Judaism, Christianity and Islam.) - Study how different religions respond to environmental/social issues e.g. recycling? (2 - 2.4)
	Year 3/4 Christianity, Judaism, Paganism, Sikhism and Islam	Children will understand: <ul style="list-style-type: none"> - Where and how do Jewish people worship and what's the role of the Rabbi and the Torah? (Comparing this to the Christian and Islamic lessons from ½) (2 - 3.1) - That spirituality includes prayer, music (Guru Sahib and Sikh worship), meditation and the creative arts (paintings, patterns, calligraphy) which express religious values - noting that Muslim's do not depict images of the prophet but use geometric, never-ending patterns that represent Allah. (1 - 3.2) 	Children will understand: <ul style="list-style-type: none"> - That religious teachings are built around the concept of right and wrong and the helping of those in need. (Stories from the Bible - proverbs, prayers, parables, songs - 66 books, Jesus' teachings for Christians, 10 commandments) (1 - 3.3) - That good leaders inspire positive living (Jesus, Prophet Mohamed, Moses, a modern equivalent) (1 - 3.5) - That religious festivals contain ceremonies that promote moral values. (Judaism - Hanukkah - food, Divali - light, The story of Guru Hargobind, The festival of Bandi Chordivas.) (1 - 4.1). - That seasonality is important to festivals (summer solstice at Stone Henge and the significance of the sun and light - Divali etc) (1 - 4.1). 	Children will understand: <ul style="list-style-type: none"> - That religions follow the stories of key people. They are central to special messages, values and beliefs (2 - 3.1) (Moses, Abraham) (2 - 4.3). (Comparing this to the Christian and Islamic lessons from ½) (2 - 4.4). (The stories of Guru Nanak and the values these promote) - That stories promote religious traditions (Sabbath, Passover, walking to synagogue) (2 - 3.1) (Comparing this to the Christian and Islamic lessons from ½) - That religious beliefs include creationism and that these stories influence views about the World today (Jewish, Sikh and Muslim focus) (2 - 3.4) - That shared beliefs lead to belonging. (Study religions in our locality and across Yorkshire to study community and similarities and differences in their beliefs) (2 - 4.2). - That religious beliefs, commitments and their origins affect the daily lives/actions of the believers (The 5 pillars of Islam, praying towards Mecca - Challah, and how the Shahadah is a belief statement to follow) (2 - 4.3).
Children will understand:		Children will understand:	Children will understand:	Children will understand:

Main Resources for RE

Planning and resources linked to these are found on the RE Hub:
You can access all lesson plans via:

[Kirklees Business Solutions](http://www.kirleesbusinessolutions.uk) -<http://www.kirleesbusinessolutions.uk>

Login -

Username - helenbeestin@tranmerepark.leeds.sch.uk

Password - tranmere04

Once in click resource tab at the top - type in RE units of work in search box



Then click Learning Service Documents



Then on this next page on the right click undercontent - Curriculum information



Scroll down and on the right again click RE



Units of work are on the right again and further support can be gained from the left.

Other RE resources are kept within the KS1 Tea Area. Our resources include artefacts, DVDs items of clothing, books and scripts. RE is recorded into a yearly 'floorbook representing the children's views and work. This is displayed within each class.

Cross-Curricular Links

Through the RE curriculum, pupils will make links to: SMSC, English, Orcy, Reading, PSHE, British Values.

Parental Involvement

Parents can view the RE intent on our website. We emphasise the need for parents to take an active role in their child's education, supporting the developing their understanding the wider world and their community.

Enhanced Curriculum

We aim to give the pupils as many first-hand experiences. These are through visit to religious places, visitors into school such as the vicar for EYFS or through inviting parents and families in to talk about their culture and faith.