

Holy Trinity Church of England Primary School

To be the best we can be: for God, for others and for ourselves

Religious Education

Policy to be reviewed as necessary within 3 years

Subject leader: B. Hill

Agreed by Governors

Due April 2023

Due for Review

April 2026

Our Christian Vision

At Holy Trinity Church of England Primary School, every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community, encouraging all to grow and flourish as precious children of God. Learning is centred around experiencing the joy of discovery. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values, with a vision to prepare our children to be life-long learners, rooted in our school motto: To be the best we can be: For God, for others and for ourselves.

Religious Education Intent

Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Aims

The curriculum for Religious Education aims to ensure that all pupils at Holy Trinity:

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with other faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.

Religious Education at Holy Trinity also helps pupils to:

- learn *about* other faiths, their beliefs, traditions and practices and *from* them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.

As a Church School, the Religious Education curriculum at Holy Trinity includes:

- opportunities to explore the experience of the Church's year;
- study of the story of the local Christian community with its saints and martyrs;
- visits to places of worship, especially the local parish Church and a Cathedral, to develop the understanding of the Church as a living community;
- welcoming visitors from the local parish to share their experience of Christian belief and life;
- liaison with the local parish to enable these visits and links to occur;
- skills to confidently use religious language to express knowledge and opinions;
- a well-used set of Bibles in language that can be understood by the learners and examples of Bibles and prayer books from a variety of contexts;
- the facility to listen to Christian 'psalms, hymns and spiritual songs' from a wide variety of traditions;

- access to Christian artefacts that are used with care, respect and confidence;
- a sacred space that can be used as a focus for prayer and silent reflection;

Religious Education in Holy Trinity enables:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from other faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

Organisation of Teaching

The Religious Education curriculum is carefully and coherently sequenced to enable our children to develop a growing knowledge of the themes outlined above. Pupils' knowledge builds towards clearly defined end points so everyone knows what we expect our pupils to achieve by the end of each topic, each year and each key stage.

In Reception class, Religious Education is taught as part of the Understanding the World and Communication and Language areas of learning within the Early Years Foundation Stage curriculum. Further details of how the Early Years curriculum is organised can be found on our Early Years policy.

In Years 1 to 6 Religious Education is taught as a discrete subject, though meaningful links are made with other subjects in our curriculum (such as English, PSHE and Computing). The topics we teach are outlined in the curriculum map for Religious Education (see Appendix 1). This is published on our website.

To support high quality knowledge rich lessons, the school follows the Blackburn Diocesan syllabus, which has been adopted by the Liverpool Diocese, and it meets all the requirements set out in that document and Understanding Christianity. All teaching materials are adapted to meet the requirements of our Christian vision and curriculum intent. The ERA states that the R.E. syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions. The amount of curriculum time devoted to R.E. at Holy Trinity follows the recommended guidance from the Blackburn Diocesan syllabus which is that at least 5% of curriculum time is devoted to R.E. Christianity plays a central role in R.E. and the curriculum coverage at Holy Trinity consists of 80% Christianity and 20% other faiths.

The school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act. It forms an important part of our school's spiritual, moral, social and cultural teaching. It also promotes education for Citizenship.

Parental Rights of Withdrawal

- The right of parents to withdraw their children from Religious Education lessons is set out in section 71 of The School Standards and Framework Act 1998. This Act states that parents can request that their child is wholly or partly excused from:
 - Receiving Religious Education given in the school in accordance with the school's basic curriculum
 - Attendance at religious worship in the school.
- At Holy Trinity, Religious Education is provided for all pupils, and is inclusive and broad minded. Parents do have the right to withdraw pupils from Religious Education (see above). If you wish to do this, please make an appointment with the Head Teacher or Deputy Head (R.E. subject leader).

Teaching Time

Religious Education is allocated the following time on our weekly timetables. Timetables are published on our website every half term.

Early Years Foundation Stage: 30 -40 minutes

Key Stage 1: One hour

Key Stage 2: One hour and 30 minutes

Implementation: The Teaching of Religious Education

Teachers use a range of teaching strategies that best support the objectives of the lesson. The following list shows the most common methods of effective teaching related to Religious Education

- teacher instruction, explanation and modelling using resources such as the interactive whiteboard, online programmes and texts
- use of quality text books and other sources of information, including books in our school library
- exploration of artefacts available in school
- pupil discussion, investigation and problem solving
- regular review of previous learning or linked topics to enable pupils to remember key concepts
- using drama, role play, music and art to express and explore pupils' knowledge and understanding
- using visitors from our church or other local faith groups, such as SASWT.
- recording learning in written form in exercise books and class scrap books, including opportunities to write at length
- trips to local places of worship, including those of Non-Christian faiths, for example: Liverpool Anglican Cathedral, a local mosque etc

Resources

Teachers use the following schemes of work to support the teaching of Religious Education

- Blackburn Diocesan syllabus Questful RE
- Understanding Christianity

Curriculum resources such as religious artefacts are stored in the Omega room.

Recording Learning

In Religious Education, pupils record their learning in the following ways:

- exercise books
- class scrapbooks

Meeting The Needs of All Pupils

All pupils are entitled to a broad and balanced curriculum that meets their needs. Religious Education is taught in class groups with all pupils included. All our teachers know the pupils in their class and their differing needs very well. They plan and adapt lessons to help all pupils know and remember more so they make very good progress.

Some pupils, including those with special educational needs or disabilities, or those with English as an additional language, may need extra support to access, understand and remember key concepts. For these pupils, teachers use a range of effective strategies, whilst promoting independent learning as far as possible. These may include:

- adapting and scaffolding pupil activities and resources
- focussed additional support from an adult in class
- extra pre learning or overlearning of key knowledge before or after the lesson

Some pupils very quickly grasp the main concepts being taught and are able to think more deeply to extend their learning. To ensure they reach their full potential, teachers may:

- set more complex activities that require thinking at greater depth (use of Understanding Christianity resources)
- ask pupils to apply their knowledge to a different situation
- go further by asking them to explain their thinking to others or present their findings to a group

Homework

Homework is not usually given in Religious Education but children are encouraged to:

- Talk about recent events in the news and encourage your child to think about and reflect on them 'through God's eyes'.
- Read and talk about stories from an age appropriate Bible or other sacred text together with your child.
- Investigate other faiths – use festivals and celebrations as a way to begin to learn about another faith.
- Visit local places of worship
- Encourage your child to think of others. This might be as simple as doing something kind for others or it could be by supporting a local charity.

High Quality Teaching and Subject Knowledge

To ensure the highest quality teaching and make sure teachers have the subject knowledge they need to meet the requirements of teaching RE in their class, teachers (and teaching assistants) receive a range of guidance and support, including:

- face to face and online training
- latest research and guidance in the best ways of teaching RE
- mutual support and discussion with colleagues, including joint planning, team teaching and paired marking

In addition, the subject leader for RE stays up to date with developments in the subject through leadership training, affiliation to RE Today and support from other subject leaders locally and within the LDST.

Evaluating The Impact of Teaching: Assessment

Teachers constantly assess how far their pupils understand key concepts throughout lessons, mainly through questioning and observation. Quizzes and other games are regularly used to assess how far pupils have remembered learning from the lessons before. Teachers then adapt their teaching to ensure misconceptions or gaps in knowledge are addressed. In addition, they may need to introduce opportunities for more challenge or deeper thinking

End of Term Assessments: At the end of every term, teachers evaluate the achievement of each child in their class in Religious Education. They record this on a school data base Ask Eddi. This helps teachers plan and adapt future lessons. The subject leader collates and analyses assessment data across the school. They pick out trends, strengths and weaknesses across the school and for different classes and groups. This information is shared with senior leaders and governors. All subjects have an action plan and a budget. Analysing pupil achievement helps the subject leader plan for improvements in the subject. This may take the form of targeted training, staff discussion and problem solving to improve an aspect of the curriculum. If analysis shows a particular group of children are underachieving, for example disadvantaged children, further measures are agreed and put in place to address this gap.

End of Year Assessments and Reporting To Parents: End of term assessments are pulled together at the end of each academic year to evaluate each pupils' overall attainment in Religious Education. A child's attainment in Religious Education is reported to parents through the end of year reports. For pupils in Y1 to Y6 a child's attainment is reported in the following way.

- wts working towards end of year expectations
- exs meeting end of year expectations
- gds meeting end of year expectations at greater depth.
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In Reception class Religious Education comes under the Understanding the World and Communication and Language areas of learning. Each child in Reception is assessed as emerging, expected or exceeding the early learning goals in that area.

Monitoring and Evaluation: The subject leader for Religious Education monitors the quality of education regularly in accordance with the school's monitoring timetable. This may take the form of:

- learning walks and drop ins, usually with a member of the senior leadership team, and sometimes with a governor.
- book looks. The subject leader looks at a range of books or other evidence across the school, sometimes with senior leaders or an adviser / officer from the LDST or a governor.
- pupil voice
- staff questionnaires
- more formal lesson observations (with a member of the senior leadership team).

Subject leaders have regular support meetings with the senior leadership team where aspects of the subject policy and action plan are monitored and discussed. Resulting actions may emerge with additional leadership support, resources or policy changes implemented. Subject leaders routinely have a teacher appraisal objective linked to an aspect of their subject leadership.

Following all these activities, strengths and areas for development are reported and discussed with staff. Resulting actions are recorded on the subject action plan and reported to governors. At the end of each year the action plan for Religious Education is fully evaluated and published. In addition, the subject leader evaluates how far Religious Education is meeting our curriculum intent statement. This evaluation feeds into the action plan for the following year. Evaluated action plans and evaluations are reported to the senior leadership team and governors. If, following school self-evaluation, it is agreed that Religious Education should be prioritised to significantly strengthen the quality of education, it becomes part of the School Improvement Plan. If this is the case, senior leaders and governors play a far more active role in supporting and monitoring the development of the subject. Additional resources may be targeted as necessary.

Role of Governors: Every aspect within the School Improvement Plan has an allocated pair of governors. This pair of governors evaluates the activities within this aspect and the impact on the quality of education and pupil outcomes. They meet with subject leaders on a termly basis and review aspects of the subject, including seeing lessons in practice and talking to children. Their findings are reported to the Local Governing Board. In this way, leaders are held accountable for the aspects they are responsible for and subject leaders are able to access the appropriate support and resources to achieve their aims. If Religious Education is not part of the School Improvement Plan for the year, lighter touch monitoring includes governors reviewing the progress of objectives in the action plan.

Appendix 1: Religious Education Curriculum Map

	Autumn	Spring	Summer
Reception	<u>EYFS 2 – Harvest</u> Why do people of faith say thank you to God at harvest time? <u>Understanding Christianity Unit F1</u> Why is the word 'God' so important to Christians? <u>EYFS 4 – Christmas</u> How do we celebrate Jesus' birthday? World Faith Link: Hinduism, Why do Hindus light candles at Diwali?	<u>EYFS 5 – Stories Jesus heard</u> What stories did Jesus hear when he was a child? <u>EYFS 6 - Stories Jesus told</u> Why did Jesus tell stories? <u>EYFS 7 – Easter</u> Why do Christians believe that Easter is all about love?	<u>EYFS 10 – Prayer</u> What is prayer? World Faith Link: Buddhism, Islam, Judaism <u>EYFS 3 - Special People</u> Why do Christians believe Jesus is special? World Faith Link: Buddhism Islam Sikhism <u>EYFS 9 - Special Places</u> What makes a place holy? World Faith Link: Hinduism, Islam
Year 1	<u>Questful RE Unit 1.1 – Harvest</u> How can we help those who do not have a good harvest? World Faith Link: Judaism How do people of Jewish faith celebrate the harvest? <u>Questful RE Unit 1.3 - Christmas</u> Why do we give and receive gifts? World Faith Link: Hinduism, Islam	<u>Questful RE Unit 1.4 – Jesus</u> What made Jesus special? <u>Questful RE Unit 1.5 - Easter</u> What do you think is the most important part of the Easter story?	<u>Understanding Christianity Unit 1.2</u> Who made the world? <u>Questful RE Unit 1.7 – Baptism</u> Why is baptism special? World Faith Link: Hinduism, Islam, Sikhism How do people of world faiths welcome new babies?

Year 2	<u>Understanding Christianity Unit 1.1</u> What do Christians believe God is like? <u>Questful RE Unit 2.2 – Christmas</u> Why was the birth of Jesus such good news?	<u>Questful RE Unit 2.3 – Jesus</u> Why did Jesus welcome everyone? <u>Questful RE Unit 2.4 – Easter</u> How do symbols help us understand the easter story?	<u>Questful RE Unit 2.6 - Ascension and Pentecost</u> What happened at the ascension and Pentecost? <u>Questful RE Unit 2.5 – The Church</u> Why is the church a special place for Christians? World Faith Link: Hinduism, Judaism, Islam Why are holy buildings important to people of faith?
Year 3	<u>Questful RE Unit 3.6 - Harvest</u> How do people of faith say thank you to God for the harvest? World Faith Link: Judaism, Hinduism How do people of faith say thank you to God for the Harvest? <u>Questful RE Unit 3.2 – Christmas</u> How does the presence of Jesus impact people’s lives	<u>Questful RE Unit 3.3 – Jesus</u> How did/does Jesus change lives? <u>Questful RE Unit 3.4 – Easter</u> Is the cross a symbol of sadness or joy?	<u>Questful RE Unit 3.5 – Rules for Living</u> Which rules should we follow? World Faith Link: Buddhism, Islam, Sikhism Does everybody follow the same rules? Why / why not? <u>Understanding Christianity Unit 2A.2</u> What is it like to follow God?
Year 4	<u>Understanding Christianity Unit 2A.3</u> What is the trinity? <u>Questful RE Unit 4.2 – Christmas</u> Why is Jesus described as light of the world?	<u>Questful RE Unit 4.3 – Jesus</u> Why do Christians believe Jesus is the Son of God? World Faith Link: Judaism Why do Jewish people believe that the Sabbath is so important? <u>Questful RE Unit 4.4 – Easter</u> A story of betrayal or trust?	<u>Questful RE Unit 4.5 – The Church</u> Are all churches the same? World Faith Link: Hinduism, Islam, Judaism, Sikhism Are all places of worship the same? Do people worship God in the same way? <u>Questful RE Unit 4.6 – Prayer</u> What is prayer?

	World Faith Link: Judaism Why is light an important symbol in world faiths?	World Faith Link: Hinduism, Islam, Judaism, Sikhism What do world faiths say about forgiveness?	World Faith Link: Buddhism, Hinduism, Islam, Judaism How do people of world faiths pray?
Year 5	<u>Questful RE Unit 5.1 – The Bible</u> How and why do Christians read the Bible? World Faith Link: Hinduism, Islam, Judaism, Sikhism Why are sacred texts so important to people of faith? <u>Questful RE Unit 5.2 – Christmas</u> How do our celebrations reflect the true meaning of Christmas?	<u>Questful RE Unit 5.3 – Jesus</u> Why do Christians believe Jesus was a great teacher? <u>Questful RE Unit 5.4 – Easter</u> Why do Christians believe that Easter is a celebration of victory?	<u>Understanding Christianity Unit 2B.2 Creation and Science: Conflicting or Complementary?</u> <u>Questful RE Unit 5.6 - Loss, Death and Christian Hope</u> Is death an ending or a beginning? World Faith Link: Buddhism, Hinduism, Islam
Year 6	<u>Understanding Christianity Unit 2B.3</u> How can following god bring freedom and justice? <u>Questful RE Unit 6.2 – Advent</u> How do Christians prepare for Christmas?	<u>Questful RE Unit 6.6 – God</u> What is the nature and character of God? World Faith Link: Hinduism, Islam Have you discovered any beliefs about God in common across different faiths? <u>Questful RE Unit 6.4 – Jesus (Easter)</u> Who was Jesus? Who is Jesus? World Faith Link: Buddhism, Hinduism, Islam, Judaism, Sikhism Who was Jesus?	<u>Questful RE Unit 6.3 - Eucharist</u> Why do Christians celebrate the Eucharist? <u>Questful RE Unit 6.7 - People of Faith</u> How does having faith affect people’s lives? World Faith Link: Buddhism, Hinduism, Islam How does having faith affect people’s lives?

Appendix 2: Religious Education Progression Grid

Year Group	Unit Objective	Core Knowledge and Experiences	Key Vocabulary
Reception	<u>EYFS 2 – Harvest</u> Why do people of faith say thank you to God at harvest time? Give pupils an understanding of why we say thank you to God at harvest time and talk about him being creator.	Giving thanks to God for His wonderful creation and for the Harvest. To widen pupils understanding of the world and where food comes from. To explore the value of being thankful, recognising that we have access to plenty of food in Britain but there are many places and people in the world who do not have enough. To take some part in a harvest festival celebration in church or school. To have the opportunity to talk about their favourite foods and to enjoy tasting different food.	God, food, creation, harvest, thank you and prayer.
	<u>EYFS 4 – Christmas</u> How do we celebrate Jesus’ birthday? World Faith Link: Hinduism, Why do Hindus light candles at Diwali? Explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus’ birth. Explore the story and celebrations of the Hindu festival of Diwali.	Discussing all the different ways in which we celebrate the birthdays of people of all ages. If possible arrange the visit of a baby to your classroom and/or a collection of baby items. Talk about the ways in which the children will be celebrating Christmas. Tell and retell the story of the nativity several times using different storytelling techniques. Clearly emphasise that Christmas is a celebration of the birth of Jesus. Look at the ways in which the local church is going to celebrate Christmas. Invite the vicar/minister and/or a member of the congregation to visit and describe the celebrations. The story of Anna and Simeon (Luke 2:21-40)	Christmas, Jesus, Bethlehem, Mary, Joseph, shepherds, star

		Exploring the Hindu festival of Diwali	
	<u>EYFS 5 – Stories Jesus Heard</u> What stories did Jesus hear when he was a child? Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.	Hearing stories from the Old Testament that Jesus probably would have heard as a boy, choose from Noah, Joseph, Moses, Joshua, Gideon, David, Jonah or Daniel. Exploring the feelings and characteristics of the people in these stories.	Bible, Old Testament, God, Jesus, Creation, Noah, Joseph, Moses, Joshua, Gideon, Jonah, David, Goliath and Israelites
	<u>EYFS 6 - Stories Jesus Told</u> Why did Jesus tell stories? Explore the stories that Jesus told and know that he told them to teach us about God.	Jesus told important stories called parables. These stories can be found in the Bible. Jesus told these stories to teach us about God and how to live our lives. The stories of The Good Samaritan The Sower The Great Feast The Lost Sheep The Wise and Foolish Builders The Lost Coin	Jesus, Bible, parable, gospels and God
	<u>EYFS 7 – Easter</u> Why do Christians believe that Easter is all about love? Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus’ death and resurrection. Enable pupils to begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God’s Big Story)	Stories: Palm Sunday, Last Supper, Good Friday, Easter Sunday Discussion of the emotions in the stories and the children’s own experiences related to the events in the stories. Explore what it means to love and be loved.	Love, sacrifice, Jesus, Easter, disciples, Holy Week, Palm Sunday, crucified, cross, tomb, risen.

<u>EYFS 10 – Prayer</u> What is prayer? World Faith Link: Buddhism, Islam, Judaism Start children on their journey towards understanding what prayer is and the different ways people of faith talk to God.	Hearing stories about people in the Bible praying to God e.g. Daniel and Jonah The story of Jesus teaching his disciples the Lord’s Prayer. An opportunity to pray in many different ways – speaking, writing, dancing, singing etc. Exploration and discussion about the ways people pray across world faiths.	Pray, Prayer, God, Jesus, the Lord’s Prayer.
<u>EYFS 3 - Special People</u> Why do Christians believe Jesus is special? World Faith Link: Buddhism Islam Sikhism Give pupils an opportunity to explore Christian values through their own actions and the actions of others. Highlight the role of significant/special people in pupil’s lives. Emphasise the ways in which Jesus was a special person. Introduce the pupils to the role of the Imam in the Muslim community. Introduce pupils to the stories of the lives of the founders of World Faith communities.	Introducing pupils to Christian values through their own actions and the actions of others. Heightening awareness of others and the significant roles they play in our lives, how they love and help us and how we should respond to that care and service. Start children on their journey of choosing who will inspire and influence them. Introducing pupils to significant leaders and founders of World Faiths.	Love, trust, compassion, generosity, courage, Jesus, miracle and Bible.
<u>EYFS 9 - Special Places</u> What makes a place holy? World Faith Link: Hinduism, Islam Begin to develop pupils understanding of a place being considered as a special/holy place where believers go to worship.	Creating a special place. Talking about special places in the children’s own experiences indoors and outdoors. Visiting the Church and talking about why the Church is a holy place for Christians. Visiting a Mosque and talking about why the Mosque is a holy place for Muslims. Looking at pictures of Hindu Temples from around the world. Discussion about why some people of faith remove their shoes when they enter their holy place.	Church, Mosque, Mandir, Temple, holy

Year 1	<u>Questful RE Unit 1.1 – Harvest</u> How can we help those who do not have a good harvest? World Faith Link: Judaism How do people of Jewish faith celebrate the harvest? Develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the gifts of the harvest. Increase awareness that the food we eat is harvested and distributed all around the world Raise awareness and that in the UK our harvest is usually plenty but in some other countries around the world the harvest fails. Discuss what the response of Christians should be to the need of others. To explore the Jewish festival of Sukkot	To explore the answers to the key questions To hear about the work of Christian Organisations putting their faith into action To build a Jewish Sukkah	Harvest, Harvest Festival
	<u>Questful RE Unit 1.3 - Christmas</u> Why do we give and receive gifts? World Faith Link: Hinduism, Islam Deepen the children's understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God. Discuss the thoughts and feelings associated with giving and receiving gifts.	To listen to the nativity story, the story of the Wise Men and the story of St Nicholas. To investigate the celebrations of Dia de los Reyes the festival of the 3 Kings in Spain. To experience giving and receiving gifts.	Gift, Wise Men, Magi, Jesus, promise.
	<u>Questful RE Unit 1.4 – Jesus</u> What made Jesus special? Explore Bible stories that reveal Jesus' power and divine nature. Talk about how and why Jesus was special.	Discussing Friendship Relating the feelings and experiences of the characters in the stories with their own feelings and experiences.	Jesus, Son of God, friendship, miracle and disciple.

	<u>Questful RE Unit 1.5 - Easter</u> What do you think is the most important part of the Easter story? Give children an opportunity to reflect upon the miracles of nature and new life during springtime. For pupils to hear and be able to retell the Easter Story. To make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.	Make connections between Easter and the new life of spring. To hear, discuss and retell the events of the Easter Story. To study the miracle of the life cycle of a butterfly, plant, frog etc. To create an Easter garden.	Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, Mary, resurrection, garden and tomb.
	<u>Questful RE Unit 1.7 – Baptism</u> Why is baptism special? World Faith Link: Hinduism, Islam, Sikhism How do people of world faiths welcome new babies? Deepen children’s understanding of what it means to belong through exploring the celebration of baptism Explore the ways in which people of faith welcome babies.	The re-enactment of a baptism service. Hearing the Story of Jesus being baptised by John the Baptist. Chatting about the objects in the chatter box. Explore the different ways in which people of world faiths celebrate birth and welcome new babies.	Baptism, font, Christening, Vicar/Minister, Priest, Godparents, water and belonging.
Year 2	<u>Questful RE Unit 2.2 – Christmas</u> Why was the birth of Jesus such good news? Explore the story of Christmas from the perspective that it was good news then and now.	Sending and receiving good news. Discussing angels and looking at artwork. Hearing the stories and considering the answers to the key questions.	Good news, Elizabeth, Zechariah, Jesus, Mary, Angel Gabriel, Joseph, shepherds and Bethlehem.
	<u>Questful RE Unit 2.3 – Jesus</u> Why did Jesus welcome everyone? To increase the children’s awareness that Jesus was an extraordinary person who welcomed everyone as a friend.	Art work interpretation of Jesus and the children. Using drama to explore feelings and experiences. Considering how the events in these stories connect to Christian belief	Miracle, New Testament, Gospels, faith and trust

	Develop knowledge and understanding that Jesus had the power to miraculously heal people.		
	<u>Questful RE Unit 2.4 – Easter</u> How do symbols help us understand the easter story? Give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. Extend pupils knowledge of the details of the Easter story. Develop pupils’ understanding of the importance of Easter and the concept of salvation.	The symbolism of the Paschal candle. Look at a variety of crosses from around the world.	Cross, crucifix, Paschal candle, resurrection, Last Supper, Eucharist, symbol, sacrifice, celebration.
	<u>Questful RE Unit 2.6 - Ascension and Pentecost</u> What happened at the Ascension and Pentecost? Begin to develop the children’s knowledge and understanding of these two very significant events. Give children an opportunity to begin to explore the concept of God as three in one. Emphasize the importance of these events in the life of Jesus and the Church, then and now.	Listening to the stories of the Ascension and Pentecost. Exploring the symbolism and power of the Holy Spirit. Looking at pieces of art work that interpret these events.	Ascension, Pentecost, Holy Spirit, disciples, power, heaven and Trinity.
	<u>Questful RE Unit 2.5 – The Church</u> Why is the church a special place for Christians? World Faith Link: Hinduism, Judaism, Islam Why are holy buildings important to people of faith? Give pupils an understanding of ‘church’ as a holy place and a body of people. Begin developing in pupils an understanding of what happens in church and why.	To make visits to a Church/Mosque/Temple/Synagogue. An opportunity to sense the atmosphere of a special holy place. Answering the key questions.	Church, Vicar, Minister, pews, font, altar, stained glass, worship, holy, sacred, Mosque, minaret tower, Temple, shrine, Mandir, Synagogue, Ark.

	Give pupils an opportunity to begin exploring places of worship other than a church.		
Year 3	<u>Questful RE Unit 3.6 - Harvest</u> How do people of faith say thank you to God for the harvest? World Faith Link: Judaism, Hinduism How do people of faith say thank you to God for the Harvest? Build on knowledge gained in Key Stage 1, develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the Gift of Harvest Increase pupils knowledge and understanding of the ways in which communities celebrate harvest around the world Deepen understanding of why harvest is celebrated by people of all faiths and world views Enable pupils to reflect on their own experiences of harvest festivals	Reflecting upon their own experiences of Harvest Festivals. Learning about a few harvest celebrations around the world.	Harvest Festival, thankfulness, Sukkot, Sukkah, Pongal
	<u>Questful RE Unit 3.2 – Christmas</u> How does the presence of Jesus impact people’s lives? Give children the opportunity to reflect upon Christmas as a celebration of God’s presence with us 2000 years ago and now. Deepen pupils’ understanding of the concept of Incarnation	A guided meditation to the hills of Bethlehem. Discussing preparations for Christmas and the presence of Jesus The story of Papa Panov Thinking about the story of the statue in Strasbourg.	Emmanuel, Incarnation
	<u>Questful RE Unit 3.3 – Jesus</u> How did/does Jesus change lives?	Discuss the concept of change Finding answers to the key questions	Jesus, Mother Teresa, disciple, Zacchaeus

	Deepen children's insight into the impact Jesus had/has on people's lives.		
	<u>Questful RE Unit 3.4 – Easter</u> Is the cross a symbol of sadness or joy? Increase pupils' knowledge and understanding of the Easter story, exploring the feelings evoked then and now by different events throughout Holy Week. Discover how the services held in churches during Holy week reflect the sadness and joy. Develop further the pupils' understanding of the concept of salvation.	To listen to and retell the Easter Story, emphasising the emotions expressed by the people. To consider how the emotions of the events of Holy Week and Easter are reflected in church services.	Palm Sunday, Temple, Last Supper, Gethsemane, Good Friday, Crucified, Easter Sunday and Resurrection
	<u>Questful RE Unit 3.5 – Rules for Living</u> Which rules should we follow? World Faith Link: Buddhism, Islam, Sikhism Does everybody follow the same rules? Why / why not? Give pupils an opportunity to consider the value and purpose of rules. Examine Christian rules for living and the source of these rules. Encourage pupils to reflect upon their own lifestyle and the influences upon it. Investigate the rules followed by other faiths and the ways in which the rules influence behaviour and decisions.	To listen to the story of Moses receiving the 10 Commandments. Discussion about the rules given by God and following those rules. To interview a Christian and ask questions about following the 'rules'. To investigate rules for living in world faiths.	Rules, Laws, Moses, Commandment, Mount Sinai, Covenant, Old and New Testament, Islam, Muslim, Allah, Fasting, Charity, Ramadan, Eid, Sikh, Buddhist, Humanist
Year 4	<u>Questful RE Unit 4.2 – Christmas</u> Why is Jesus described as light of the world? World Faith Link: Judaism Why is light an important symbol in world faiths? Give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'.	Discussing the key questions. Sitting in a darkened room in candlelight. Considering how Jesus and the actions of his followers brings light into people's lives.	Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Hannukah, Jerusalem, Temple.

	Explore the multi-faceted metaphor of bringing light into people's lives.		
	<u>Questful RE Unit 4.3 – Jesus</u> Why do Christians believe Jesus is the Son of God? World Faith Link: Judaism Why do Jewish people believe that the Sabbath is so important? Deepen the children's understanding of Jesus, who he was, his teaching and behaviour. Use the events covered in the stories in this unit to illustrate and emphasise that Jesus is the Son of God; that he was born both God and man, both human and divine. Deepen pupil's knowledge and understanding of why the sabbath , Shabbat, is so important to Jews. Introduce pupil's to the celebrations and traditions of Jewish Shabbat.	Exploring Jesus' power and authority through his words and actions Discussing how Jesus' words and actions connect to Christian beliefs that he is the Son of God. Exploring the jewish celebrations of the Sabbath.	Son of God, authority, miracle, Sabbath/Shabbat and Pharisees
	<u>Questful RE Unit 4.4 – Easter</u> A story of betrayal or trust? World Faith Link: Hinduism, Islam, Judaism, Sikhism What do world faiths say about forgiveness? Give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. Deepen pupil's understanding of the concept of salvation. Focus on the significance of the incidents of betrayal and trust in the Easter story.	Critical analysis of the Easter story, highlighting times of trust and betrayal. Pole play Peter's denial and Jesus' forgiveness. Looking at artwork depicting the events in the Easter story. Ask pupils to describe/explain what they could learn from the behaviour of Peter, Judas and the women.	Trust, betrayal, forgiveness, Judas, loyalty, Peter, Gethsemane and Jerusalem
	<u>Questful RE Unit 4.5 – The Church</u> Are all churches the same? World Faith Link: Hinduism, Islam, Judaism, Sikhism	Visiting the Parish Church and at least one church of a different denomination followed by a discussion of the similarities and differences. Visiting a mosque/synagogue/temple/gurdwara	church, chapel, cathedral, sacrament, vicar, curate, priest, minister, worship, holy,

	Are all places of worship the same? Do people worship God in the same way? Give children an understanding of the Christian church in its widest sense. Ensure pupils know that Christianity is a multi-cultural worldwide faith. Enable pupils to see the similarities and differences between Christian denominations and to develop further their understanding of symbolism. Further develop children's knowledge and understanding of sacred places of worship across world faiths.		sacred, Mosque, Minaret tower, temple, synagogue, ark, gurdwara, langar.
	<u>Questful RE Unit 4.6 – Prayer</u> What is prayer? World Faith Link: Buddhism, Hinduism, Islam, Judaism How do people of world faiths pray? Ensure that the children know that prayer is a way of communicating with God. Know that we/Christians believe that God listens and responds. Believers across all World Faiths pray in many similar and different ways.	Reflecting upon the different styles of prayer. Creating prayers in different ways. Explaining how prayer is an expression of belief and commitment.	Pray, prayer, collect
Year 5	<u>Questful RE Unit 5.1 – The Bible</u> How and why do Christians read the Bible? World Faith Link: Hinduism, Islam, Judaism, Sikhism Why are sacred texts so important to people of faith? Deepen children's understanding of the importance and impact of the contents of the Bible on the lives of Christians.	To see and handle a wide variety of Bibles. To talk to a Christian about how and why they use/read the Bible. Compare the teaching of the Bible and Christian behaviour. Making connections between Bible passages and Christian values, attitudes or beliefs. To explore the origin and content of the holy books of at least three world faiths including Christianity.	Old Testament, New Testament Gospel, Word of God and translation

	To develop further children's understanding of the significance of holy books in the lives of the people of all world faiths.		
	<u>Questful RE Unit 5.2 – Christmas</u> How do our celebrations reflect the true meaning of Christmas? Give children a Biblical perspective on the nativity story. Deepen children's understanding of what Christians believe to be the true meaning of Christmas. Increase pupil's knowledge and understanding of the place of the incarnation in God's Big Story	Identifying the two nativity stories and considering the purpose of the Gospel writers.	Saviour, Messiah, Gospel, Matthew, Luke, nativity, Herod, incarnation and salvation
	<u>Questful RE Unit 5.3 – Jesus</u> Why do Christians believe Jesus was a great teacher? Emphasise Jesus' skills as a great teacher. Consider carefully the messages of the parables and how they impact on the lives of practising Christians.	Discussion about Jesus' teaching content and method. Reading parables new to them and unpacking the imagery that Jesus gives us of the Kingdom of God.	Parable, Kingdom of God Imagery
	<u>Questful RE Unit 5.4 – Easter</u> Why do Christians believe that Easter is a celebration of victory? Emphasise that Christians believe that Easter is the celebration of Christ's triumph and victory over death. This is at the very heart of Christian belief. Ensure that pupils have an understanding of the importance of Jesus death and resurrection in Christian belief, as a rescue plan to restore the relationship between God and his people	Discussion about victory. Answering the key questions Looking at the imagery and words of Easter paintings and hymns.	Victory, triumph, resurrection, sacrifice, salvation, redeemer.
	<u>Questful RE Unit 5.6 - Loss, Death and Christian Hope</u> Is death an ending or a beginning? World Faith Link: Buddhism, Hinduism, Islam	Time to talk about this sensitive subject, then reflect and respond in a positive safe environment. To discuss questions and ideas about heaven.	Life, death, heaven, eternal life, funeral, reincarnation and hope

	Give children an opportunity to ask questions, and discuss feelings about loss, death and heaven. Give children an opportunity to express their ideas and perceptions of loss, death, heaven and eternal life. Give pupils time to think about and respond to the key questions in a safe, loving environment. Develop the children's understanding of Christian hope and the promise of eternal life with God. Develop pupil's understanding and knowledge of how people of faith mark the end of life. Develop pupil's understanding of Muslim, Hindu and Buddhist beliefs about death and life after death. Develop understanding of Humanist beliefs about death.		
Year 6	<u>Questful RE Unit 6.2 – Advent</u> How do Christians prepare for Christmas? Delve deeper into the themes of the season of Advent. Introduce pupils to the Christian belief that Jesus will return (the second coming).	Discuss in what ways Jesus fulfilled the Old Testament prophecies. Think about what John's message would be today. Talk about the pupils' hopes and dreams. Be introduced to the belief that Christ will come again.	Advent, prophet, prophesy, John the Baptist, Messiah, annunciation, incarnation, Mary
	<u>Questful RE Unit 6.6 – God</u> What is the nature and character of God? World Faith Link: Hinduism, Islam Have you discovered any beliefs about God in common across different faiths? Extend and deepen pupil's understanding of the Christian beliefs about the nature of God, his character, and his relationship with people. Increase pupils understanding that there are similarities and differences in beliefs about God across World faiths.	Reading and discussing at least two of the Old Testament stories. The Celtic Trinity knot and prayers. Creating a graffiti wall. Exploring how Christian beliefs are reflected in worship.	God, Father, Son and Holy Spirit, Trinity and Celtic

	Increase pupil's awareness that many people live without any belief in or recognition of the existence of God.		
	<u>Questful RE Unit 6.4 – Jesus (Easter)</u> Who was Jesus? Who is Jesus? World Faith Link: Buddhism, Hinduism, Islam, Judaism, Sikhism Who was Jesus? Allow children the opportunity to stand back and consider 'Who was Jesus?' and 'Who is Jesus?' from their own point of view and the views of others in the past and today.	Using the Bible to find answers to the key questions Answering the question from the point of view of the suggested people in the activities below.	Messiah, Prince of Peace, Saviour, resurrection, redeemer and servant.
	<u>Questful RE Unit 6.3 - Eucharist</u> Why do Christians celebrate the Eucharist? Identify the links between the Passover meal, Last Supper and Eucharist. Develop pupils' understanding of the Eucharist and the symbolism connected with it. Develop pupils' understanding of the importance of the Eucharist and why it is celebrated.	Speaking with a member of the clergy about the Eucharist. Considering the ways different denominations celebrate the Eucharist. Unpacking the deeper meaning of the words used in the Eucharist service.	Eucharist, Holy Communion, Last Supper, remembrance, holy, sacrifice, mercy, salvation, sacrament and faith.
	<u>Questful RE Unit 6.7 - People of Faith</u> How does having faith affect people's lives? World Faith Link: Buddhism, Hinduism, Islam How does having faith affect people's lives? Explore what it means for a person to have faith and how having faith affects people's lives, values and decisions. Discuss that Christian people are called to build God's kingdom here on earth.	Jesus' teaching on faith. Learning about the life of at least one extraordinary person of faith. Considering the opinion of a person of faith on a specific issue. Discussing the ways in which Christian people build God's kingdom on earth today.	Faith, ministry, mission, kingdom of God and vocation.

