



**PROUD** to be **FOREFIELD:** Passion, Respect,  
Opportunity, Unique, Determined



## Subject Leader Report: Religious Education

Religious Education is a valued part of the curriculum at Forefield Junior School as it gives us a sense of identity, set within our social, political, cultural and economic relationships. Religious Education encourages children to question their own beliefs and develop a sensitivity and respect for the diverse cultural, moral and spiritual beliefs of others around them. Moreover, children make connections between the differing aspects of religions and consider the different forms of religious expression. As a result, Religious Education plays an essential part in preparing our children for living and working side by side with others in the modern world. It helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as the identity of their Religious backgrounds. Such understanding comes from the study of regular religious routines, scripture, beliefs, emotions, actions and artefacts. This provides children with the opportunity to appreciate the uniqueness of belief, cultures a respect for others and provides children with the opportunity to consider other ways of life in context with their own and ask thoughtful questions based on their own experiences - skills that are essential in adult life. We have designed our curriculum in keeping with the Sefton SACRE to help pupils gain 'hands-on' experiences through sequential learning. Immersing children in different religious cultures through dressing up, handling artefacts, welcoming visitors from other faiths into school and visiting places of worship.

### Topic Timetable

	Autumn Term	Spring Term	Summer Term
Year 3	What do different people believe about God?	How do family life and festivals show what matters to Jewish people?	Why do people pray?
	Why is the Bible so important to Christians today?	What does it mean to be a Christian in Britain today? (Part 1)	What can we learn from religions about deciding what is right and wrong? <i>(Links to religions studied this year.)</i>
Year 4	What does it mean to be a Hindu in Britain today?	What does it mean to be a Christian in Britain today? (Part 2)	What can we learn from religions about deciding what is right and wrong?
	How do people from religious and non-religious communities celebrate key festivals?	Why is Jesus inspiring to some people?	Why do some people think that life is like a journey and what significant experiences mark this?
Year 5	Why do some people think God exists? <i>(Recapping religions already covered.)</i>	What matters most to Christians and Humanists?	If God is everywhere, why go to a place of worship?
	What does it mean to be a Muslim in Britain today? (Part 1)	What would Jesus do? Can we live by the values of Jesus in the 21st century?	Green religion - How and why should religious communities do more to care for the Earth?
Year 6	What does it mean to be a Muslim in Britain today? (Part 2)	Is it better to express your beliefs in arts and architecture or in charity and generosity?	Exploration of themes - Open ended investigations bringing together all learning for the year
	What can be done to reduce racism? Can religion help?	What do religions say to us when life gets hard?	

In addition to the curriculum, our Pupil Guarantee aims to ensure that **every** child finds their passion through:

- Regular experiences of the Arts - *on stage, as an audience and as an artist/musician, enjoying a range of styles and influences;*
- Encountering a variety of sporting activities - *competing at individual and team level, and pursuing this interest beyond the school or just for fun;*
- Developing a curiosity about the world around them - *through science, nature or learning about other cultures, and discovering a sense of wonder;*
- Making healthy lifestyle choices - *knowing how to eat well, exercise and promote their own well-being;*
- Extending their learning through visits and visitors - *opening their eyes to the world beyond the school walls, culminating in a residential visit to Ambleside in Year 6.*

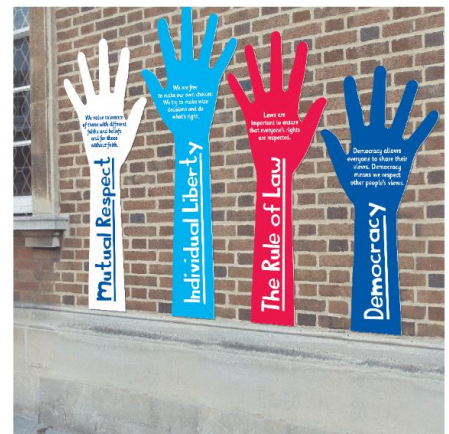
From each experience, pupils can gain the strength to know that it is OK to be different and to encourage and appreciate the success of their friends.

Our Religious Education curriculum supports this through ensuring children develop a curiosity about the world around them through the learning of a range of Religions within other cultures through visitors such as 'our Muslim neighbour', assemblies lead by members of the St Luke's Church community, collective worship assemblies lead by our Headteacher and a variety of visits to places of worship such as Churches and Synagogues. In turn, these things, coupled with quality first teaching of R.E in school, allows children to develop a sense of wonder.

### British Values:

Our R.E lessons are an ideal opportunity to reinforce the British Values of: Democracy, Law, Liberty, Mutual Respect and Tolerance.

Throughout Key Stage Two, pupils learn about Christianity and Judaism together with an introduction to Hinduism and Islam, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education. All of the above help pupils develop a deep sense of mutual respect, liberty and tolerance.



### Assessment:

This year we have implemented a Microsoft excel based termly assessment system linked to our R.E curriculum. All teachers assess pupils against key objectives in Autumn, Spring & Summer. From work completed, class discussions and careful questioning teachers decide if pupils are working below/at/or above Age Related Expectations. The Subject Leader then collates the data to look for successes and areas to develop. This has implications for refining topics and purchasing new resources. An example of the R.E Objectives for Y3 is provided below:

A Y3 learner about and from religion:

- I can use religious vocabulary to describe key features of religions; recognising similarities and differences.
- I can make links between beliefs and sources, including religious stories and sacred texts.
- I have begun to identify the impact religion has on believers' lives.
- I can describe some forms of religious expression.
- I can compare some of the things that influence me with those that influence others.
- I can ask important questions about life and compare my ideas with those of other people.
- I can link things that are important to me and other people with the way I think and behave.

### Pupil Voice:

"I enjoyed talking about different artefacts and finding out more about what they are used for" – Harry, Y6.

"I remember going on our trip to the Synagogue and finding out about the different parts" – Henry, Y6.

### Photo Evidence:

#### Judaism in Y3:







### Christianity in Y4:



### **Enrichment Opportunities:**

Y3:

Shabbat presentation using artefacts led by Mrs Schwartz

Y4:

Trip to St Peter and Paul's Catholic Church, Crosby, Liverpool.

Trip to All Saints church, Crosby, Liverpool.

Y5:

Visit from 'Our Muslim Neighbour'

### ***What would further enhance this subject?***

An audit of resources to ensure each year group has sufficient equipment to aid learning for all topics covered throughout the academic year.

Annual book scrutinies to ensure quality first teaching across each year group and to ensure the objectives stated on the curriculum assessment sheets are being incorporated into lessons.

Links with other schools (Waterloo Primary) have been made and an interactive onedrive resources base has been implemented for there to be the sharing of resources where possible.

### ***Staff training needs?***

Staff provided with the opportunity to attend courses/workshops on how to teach the aspect of the religion in their year group.

### ***Changes to curriculum:***

In the previous two years, there have been lots of changes to the RE curriculum in line with the updated Sefton SACRE policy (2021) for the teaching of RE. Units are now planned based on key questions taken from the believing, expressing and living question strands provided by the Sefton SACRE. These questions allow teachers to achieve the principal aim of RE which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The curriculum for RE aims to ensure that all pupils:

- 1. Know about and understand a range of religious and non-religious worldviews<sup>1</sup>, so that they can:**
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
  - identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom<sup>2</sup> found in religious and non-religious worldviews
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- 2. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:**
  - explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
  - appreciate and appraise varied dimensions of religion.<sup>3</sup>
- 3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:**
  - investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
  - articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.