



Religious Education Statement of Intent, Implementation and Impact

Intent

Our distinctly Christian vision at Humshaugh C of E (Aided) First School is to be ‘good soil’ for the children and adults in our community in order that all may grow and flourish. This is based on Jesus’ parable of the soils found in Matthew 13-3-8, where the seed is sown well, cultivated and nurtured in order to produce a bumper crop. This vision permeates through Religious Education and the wider curriculum of our school. We recognise that all children have varied life experiences but our aim is to plan rich teaching and learning opportunities for all children within our rural community. We believe that all children deserve an education that is rich in wonder and memorable experiences and we seek to provide opportunities for these in RE. A vital part of being ‘good soil’ for others to grow and flourish is being kind and caring towards others and we frequently reinforce this message in Collective Worship and RE lessons. Our ethos is inclusive to all in line with the Church of England’s guidance ‘Valuing all God’s Children’ 2019 and we use every opportunity including RE lessons and Collective Worship to teach children about different kinds of families and that bullying of any kind will not be tolerated in our school. We also aim for our children to be ‘global citizens’ who engage in courageous advocacy for issues such as climate change, poverty and inequality that affect people’s lives. These issues are addressed regularly in RE and Collective Worship, as well as through School Council initiatives and the wider curriculum. We model and encourage children to reach out to others and share what they have in our school, our village and the wider world, understanding different perspectives and respecting other people’s views.

The **Durham and Newcastle Diocesan Board of Education RE Syllabus 2018** states that the principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief and our overarching aim when teaching RE at Humshaugh First

school is to develop children's religious literacy appropriately to their age and stage of development. The curriculum is designed to enable pupils to acquire core knowledge and understanding of the beliefs and practices of religious and non-religious worldviews, so that they can live and work well with people with very different worldviews from themselves. We want children to have better friendships and to develop greater respect and empathy for others. Ultimately, it is our intention that children become **'Theological Thinkers'** engaging in theological enquiry. RE at Humshaugh First School is also designed to give pupils a safe space to critically reflect on their own religious, spiritual and philosophical convictions; to consider the 'big' questions in life; to weigh up the value of wisdom from different sources; to develop and express their insights in response, and to agree or disagree with one another respectfully.

Implementation:

We follow the **Durham and Newcastle Diocesan Board of Education RE Syllabus 2018** which uses the Understanding Christianity curriculum from The Church of England Education Office. This also includes units which teach children about other world faiths plus thematic units which look at similarities and differences between the views of people of different faiths and of none. Through the RE curriculum, children are taught to become religiously literate by using an enquiry approach where children are asked to share ideas and pose their own questions. Through the use of Understanding Christianity with its core concepts and 'Big Story' of the Bible, they gain a clear understanding of Christianity as a living world faith. They also learn to understand other major world religions and world views: with children learning about Judaism (a faith within our school community) and Islam throughout Early Years and KS1 and then go on to learn about Hinduism in LKS2. In all units of the curriculum they have opportunities to reflect on their own beliefs and values.

We foster strong community links between Humshaugh First School and the congregation of St Peter's Church, Humshaugh attending services conducted by Canon Sarah Lunn, with volunteers from church coming into school to read with children and helping our pupils to host regular games and coffee afternoons for elderly residents of the village. It is our intent that all children be equipped with the knowledge, skills and desire to make a positive difference in the community in which we live, as well as having opportunities to develop their relationship with God.

Children's progress in RE is assessed on a half termly basis by the pupils themselves and their teacher against learning outcomes for each topic and their progress is tracked on a termly basis by the RE subject lead.

Impact

The impact of RE is assessed as inclusively as possible with Teacher assessments taking account of individual children's responses through oral discussion and through art and design, engagement in drama or P4C exercises, as well as through their written work.

The 2020 SIAMS statutory inspection that took place in February 2020 stated that *'Pupils relish the opportunity to ask meaningful questions and to have time for reflection in RE. They buzz with excitement when talking about RE. Pupils thrive in this key school curriculum area. They demonstrate a high degree of religious literacy as a result of the depth of the curriculum and the opportunities for theological and philosophical reflection. RE teaching and learning benefit from the impassioned leadership of RE. Governors and school leaders ensure high standards for all pupils in RE through robust and supportive monitoring. This, combined with the enthusiasm of staff, ensures that RE actively supports the school's vision that all might flower and blossom in the good soil it provides. Broad and insightful questioning naturally emerges from pupils' genuine interest in RE and has led to a high level of religious literacy.'*

RELIGIOUS EDUCATION TOPIC OVERVIEW-YEAR 1

Red = includes Christianity and other faiths or world views Blue = Understanding Christianity Purple = Another world faith

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	CREATION (UC) F1 Why is the word 'God' so important to Christians?	INCARNATION (UC) F2 Why do Christians perform Nativity plays at Christmas?	F4 Being Special, where do we belong?	SALVATION (UC) F3 Why do Christians put a cross in an Easter garden?	F5: Which places are special and why?	F6 Which Stories are special and why?
Year 1	CREATION (UC) 1.2 Who made the world? Core	INCARNATION (UC) 1.3 Why does Christmas matter to Christians? Core	1.8 Who am I and what does it mean to belong? Core	SALVATION (UC) 1.5 Why does Easter matter to Christians?	GOSPEL (UC) 1.4 What is the 'Good News' Jesus brings?	JUDAISM 1.7 Who is Jewish and how do they live? Core
Year 2	CREATION (UC) 1.2 Who made the world? Digging Deeper	INCARNATION (UC) 1.3 Why does Christmas matter to Christians? Digging Deeper	1.8 Who am I and what does it mean to belong? Digging Deeper	SALVATION (UC) 1.5 Why does Easter matter to Christians? Digging Deeper	GOSPEL (UC) 1.4 What is the 'Good News' Jesus brings? Digging Deeper	JUDAISM 1.7 Who is Jewish and how do they live? Digging Deeper
Year 3	CREATION- GOD (UC) L2.1 What do Christians learn from the Creation Story? Core	INCARNATION (UC) L2.3 What is the Trinity? Core	PEOPLE OF GOD (UC) What is it like to follow God? Core	SALVATION (UC) Why do Christians call the day Jesus died Good Friday? Core	GOSPEL (UC) What kind of world does Jesus want? Core	L2.9 What are the deeper meanings of festivals? Core
Year 4	CREATION- GOD (UC) L2.1 What do Christians learn from the Creation Story? Digging Deeper	INCARNATION (UC) L2.3 What is the Trinity? Digging Deeper	PEOPLE OF GOD (UC) What is it like to follow God? Digging deeper	SALVATION (UC) Why do Christians call the day Jesus died Good Friday? Digging Deeper	GOSPEL (UC) What kind of world does Jesus want? Digging Deeper	L2.9 What are the deeper meanings of festivals? Digging Deeper

RELIGIOUS EDUCATION TOPIC OVERVIEW-YEAR 2

Red = includes Christianity and other faiths or world views Blue = Understanding Christianity Purple = Another world faith

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	CREATION (UC) F1 Why is the word 'God' so important to Christians?	INCARNATION (UC) F2 Why do Christians perform Nativity plays at Christmas?	F4 Being Special, where do we belong?	SALVATION (UC) Why do Christians put a cross in an Easter garden?	F5: Which places are special and why?	F6 Which Stories are special and why?
Year 1	GOD (UC) 1.1 What do Christians believe God is like? Core	INCARNATION (UC) Why does Christmas matter to Christians? Core	1.10 How should we care for the World and others? Why does it matter? Core	SALVATION (UC) Why does Easter matter to Christians? Core	GOSPEL (UC) What is the 'Good News' that Jesus brings? Core	ISLAM Who are Muslims and what do they believe? Core
Year 2	GOD (UC) 1.1 What do Christians believe God is like? Digging Deeper	INCARNATION (UC) Why does Christmas matter to Christians? Digging Deeper	1.10 How should we care for the World and others? Why does it matter? Digging deeper	SALVATION (UC) Why does Easter matter to Christians? Digging Deeper	GOSPEL (UC) What is the 'Good News' that Jesus brings? Digging Deeper	ISLAM Who are Muslims and what do they believe? Digging Deeper
Year 3	HINDUSIM L2.7 What does it mean to be a Hindu in Britain today? Core	INCARNATION (UC) What is the Trinity? Core	PEOPLE OF GOD (UC) What is it like to follow God? Core	SALVATION (UC) Why do Christians call the day Jesus died Good Friday? Core	KINGDOM OF GOD(UC) L2.6 When Jesus left what next? Core	L2.10 How and why do believers show their commitments during the journey of life? Core
Year 4	HINDUSIM L2.7 What does it mean to be a Hindu in Britain today? Digging Deeper	INCARNATION (UC) What is the Trinity? Digging Deeper	PEOPLE OF GOD (UC) What is it like to follow God? Digging deeper	SALVATION (UC) Why do Christians call the day Jesus died 'Good Friday'? Digging Deeper	KINGDOM OF GOD (UC) L2.6 When Jesus left what next? Digging Deeper	L2.10 How and why do believers show their commitments during the journey of life? Digging Deeper

RE Related Services and Festivals

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Harvest service at school Deliver Harvest gifts around village	Diwali Hanukah Remembrance Service in Church Christmas Production in School Christmas Service in Church	Epiphany Chinese New Year Mothering Sunday Holi (Hinduism) Fair Trade Fortnight	Shrove Tuesday Ash Wednesday, Lent Palm Sunday Easter service at Church Good Friday Easter Sunday	Ramadan Christian Aid Week	Eid

What will a 'Theological Thinker' at Humshaugh C of E (Aided) First School look like?

In Reception

Children will begin by learning to express their own likes, dislikes and feelings about themselves, and will be encouraged to notice similarities differences between themselves and others. They will also learn to describe themselves and their own families. A key text at the beginning of each year in our Early Years unit is 'It's ok to be different' by Todd Parr and we expect our children to begin to learn to notice, tolerate and respect others' people's differences including different family backgrounds. A key aspect of teaching at this stage is that we are all different and Christians and Jewish people believe everyone is created by God and special or valuable to God. They will also learn that the word 'God' is a special name to Jews and Christians. In Autumn 2 the children learn about why Christians perform Nativity Plays at Christmas and also learn to play their part in a school Nativity performance. In Spring 2 they will learn about why Christians put crosses in Easter Gardens. For the rest of the year children will learn from other religions in thematic units on the following topics: Belonging, Special Places and Special stories and by the end of the year will be able to talk about belonging themselves and also talk about or act out some ways new babies are welcomed into to a faith community; they will be able to identify some places and stories that are special to them and some places and stories that are special to people of different faiths.

In Key Stage 1

Children will learn that Christians believe that the Bible tells one 'Big Story' and will start to understand some of the eight key Christian concepts which make up that story. Starting with the concepts of God (What do Christians believe God is like?) Creation (Who made the World?) they will go on to learn about Incarnation (Why does Christmas matter to Christians) leading up to Christmas, Gospel (What is the Good News Jesus brings?) and Salvation leading up to Easter. By the end of KS1 all our pupils will be able to sequence and give a simple explanation of these 5 concepts on the timeline of the Big Story of the Bible as well as being able to talk about some things that Christians do in worship and in their everyday lives as a result of these beliefs, making connections with their own beliefs

and the way they relate to others. As well as exploring Christian theology the children will also learn about who Jewish people and Muslims are and what each of these faith groups believes and does as a result of their beliefs.

Through some thematic units (Who am I and what does it mean to belong? and How should we care for the world and why does it matter?) the children in KS1 will learn to compare beliefs and practices of people of different faiths and none, looking for similarities and noting differences with respect. They will gain confidence in expressing their own ideas and raising their own questions about belonging to a community and the actions we can take to tackle climate change.

In Lower Key Stage 2

In LKS2 our children learn about the other key concepts in the Bible of 'The Fall,' 'The People of God' and the 'Kingdom of God' and by the end of this key stage children will be able to sequence and describe all eight concepts in order to retell the whole story of the Bible. They will also learn who Hindus are and what they believe, as well as covering some thematic units (What are the deeper meanings of festivals? and How and why do believers show their commitments during the journey of life?). These units will enable them to describe and explain the beliefs and practices of people of different faiths or none. When they leave Humshaugh First School we want our children to show to religious literacy, expressing knowledge, interest and curiosity about the beliefs of others with respect and sensitivity. They should be able to make clear connections between their own beliefs and the relationship between what we believe with how we behave responsibly to others and our environment.

Progression of key skills from Reception – Year 4

EYFS						
	Communication & Language	Understanding the World	Literacy	Art & Design	Personal, Social and Emotional	Vocabulary
End of Reception RE Learning outcomes	<ul style="list-style-type: none"> • talk about and retell religious stories, making connections with personal experiences • recognise some religious vocabulary, e.g. about God. • talk about somewhere that is special to themselves, saying why. • talk about the things that are special and 	<ul style="list-style-type: none"> • know that the word God is a name. • know that Christians believe God is the creator of the universe. • know that Christians believe God made our wonderful world and so we should look after it. • know that Christians remember Jesus' last week at Easter. • know that Jesus' name means 'He saves'. • know that Christians believe Jesus came to show God's love. • know that Christians try to show love to others. • identify a sacred text e.g. Bible, Qur'an 	<ul style="list-style-type: none"> • share and record occasions when things have happened in their lives that made them feel special. 	<ul style="list-style-type: none"> • share and record occasions when things have happened in their lives that made them feel special. • create pictures or models of things they encounter in RE e.g. something they find in a place of worship, such as a cross or a pulpit. 	<ul style="list-style-type: none"> • identify some of their own feelings in the stories they hear. • express a personal response to the natural world. • talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do. • talk about what Jesus teaches 	<p style="text-align: center;">God create Creator Creation Alive/life world Christians Jesus Christmas Nativity Easter love save forgive Jewish people Muslims Unique/ different Special believe not believe place Worship Church Cross</p>

	<p>valued in a place of worship.</p> <ul style="list-style-type: none"> • get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. 	<ul style="list-style-type: none"> • recognise that some religious people have places which have special meaning for them. • identify some significant features of sacred places recognise a place of worship. • recall simply what happens at a traditional Christian infant baptism and dedication. • recall simply what happens when a baby is welcomed into a religion other than Christianity or by a family with no faith. 			<p>about saying 'thank you', and why it is good to thank and be thanked.</p>	<p>Pulpit, altar Mosque Baptism Aqiqah Vicar/Priest Imam Font Altar Prayer/pray Bible Qur'an</p>
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YEAR 1 TO 4

Teaching & Learning Approach	Element 1: Making sense of 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 (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	Element 2: 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.	Element 3: 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.	
	Element 1: Making sense of beliefs	Element 2: Understanding the impact	Element3: Making connections	Vocabulary
End of Year 1	<ul style="list-style-type: none"> • Make some links between sacred texts studied and the core beliefs of believers. • Can give a simple account of stories which are important to Christians and people of another world faith. 	<ul style="list-style-type: none"> • Give simple examples of ways in which believers use a story, text or teaching to guide their beliefs and actions. 	<ul style="list-style-type: none"> • Can talk about whether the story they have been studying has anything to say to them. • Can make some links with stories and beliefs from different world faiths and own ideas. 	Religious Education Incarnation Advent Magi Salvation Gospel Forgiveness Friendship Peace
End of Year 2	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities. 	<ul style="list-style-type: none"> • 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 	Care for Charity Jesus Mohammed Old Testament Hebrew New Testament Greek Palm Sunday

	<ul style="list-style-type: none"> • Give clear, simple accounts of what stories and other texts mean to believers. 	<ul style="list-style-type: none"> • Give examples of ways in which believers put their beliefs into practice. 	<p>the connections they make.</p> <ul style="list-style-type: none"> • Talk about what they have learned. 	<p>Good Friday Easter Sunday Parable Torah Hebrew Scroll Rabbi Synagogue Sabbath, Hanukah Menorah Driedel Seda Meal Qur'an Arabic Shahadah 99 Beautiful Names Ramadan Eid Celebrate Pillar Fast Mecca Welcome Baptism Aqiqah Belong Community Volunteer Recycling Pollution Eco-Churches A Rocha</p>
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<p>End of Year 3</p>	<ul style="list-style-type: none"> • Identify core beliefs and concepts studied and give a simple description of them. • Make some links between texts/sources of authority and the key concepts studied. • Offer some suggestions about what texts/sources of authority might mean. 	<ul style="list-style-type: none"> • Describe how people show their beliefs in how they worship. • Make some links between stories, teachings and concepts studied and how people live. 	<ul style="list-style-type: none"> • Make some links between the stories and teachings studied and life in the world today, expressing some ideas of my own. • Ask questions about how the beliefs and practices studied might make a difference to how pupils live. 	<p>The Fall Serpent Blame Sin Death Covenant Trinity Father, Son, Holy Spirit People of God Commandments Last Supper Communion Kingdom of God Pentecost The Church Journey of life Birth Infant Baptism Believer's Baptism Growth Marriage Aging Death Rites of passage Celebration Community Hindu Hinduism Deities Aspects</p>
<p>End of Year 4</p>	<ul style="list-style-type: none"> • Identify and describe clearly 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<p>The Fall Serpent Blame Sin Death Covenant Trinity Father, Son, Holy Spirit People of God Commandments Last Supper Communion Kingdom of God Pentecost The Church Journey of life Birth Infant Baptism Believer's Baptism Growth Marriage Aging Death Rites of passage Celebration Community Hindu Hinduism Deities Aspects</p>

			have changed their thinking.	Murtis Trimurti Aum Brahman Vishnu Shiva Atman Art Puja Temple/Mandir Holi Diwali Diva lamp Rangoli Rama Sita Hanuman Ravana Reincarnation
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