

St Helen's Church of England Primary School



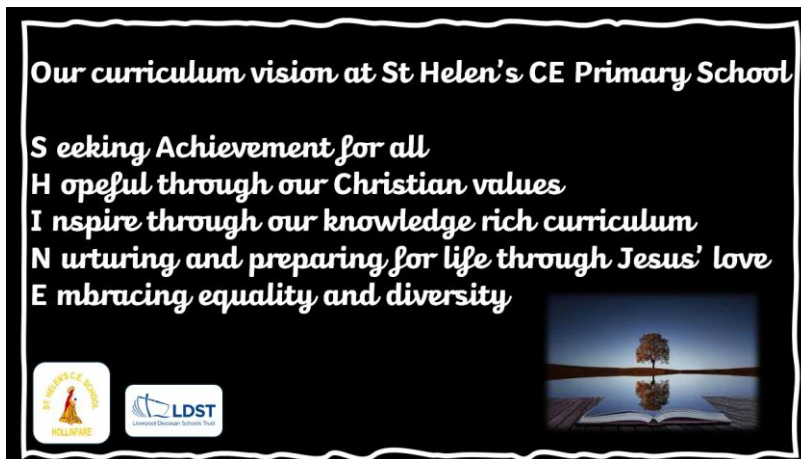
Religious Education Policy

Shine Curriculum Intent

In His footsteps, we love, learn and shine together.

At St Helens CE Primary, we envision a future where all children shine brightly, achieving their full potential and making positive contributions to society through our high-quality, progressive curriculum and nurturing Christian values. Through our knowledge-rich approach and commitment to equality and diversity, we inspire confident, inquisitive learners who are prepared for life's challenges with love and support.

Shine Curriculum Values



Seeking achievement for all.

At St Helens CE Primary, we aspire for all children to succeed, achieve, and flourish, embracing a high-quality, progressive curriculum. Our students will make positive contributions to the school, society, and the world, fostering curiosity and a thirst for knowledge.



Hopeful, through our Christian Values.

At St Helens CE Primary, we empower children with Christian values and biblical teachings to support their families, friends, and community, inspiring them to make a positive impact in the world they live in.



Inspire, through our knowledge-rich curriculum.

At St Helens CE Primary, we are dedicated to providing a knowledge-rich curriculum that empowers all children to become confident, inquisitive, and independent learners. Our sequenced and planned approach ensures that every child leaves our school with a vast knowledge across all subjects, setting them up for success in their academic and personal journeys.



Nurturing and preparing for life, through Jesus' love.

At St Helens CE Primary, we strive to empower every child to reach their full potential by nurturing them with our Christian values. Through our SHINE enrichment programme, we provide opportunities for personal development, equipping our students with cultural capital and essential life skills. Our vision is to create a community where every child can shine brightly and make a positive impact on the world around them.



Embracing equality and diversity.

At St Helens CE Primary, we believe in the inherent potential of every child to achieve and succeed. We foster a culture where each student is valued as a unique individual, treated with dignity, respect, and kindness. Our vision is to create a nurturing and inclusive environment that empowers students to flourish academically, socially, and emotionally, preparing them to positively impact their community and the world.

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Expectations

Religious Education at Foundation Stage is covered in the '**Understanding the world**' area of the EYFS Curriculum and is taught at St Helen's CE Primary using the 'Development Matters' guidance. RE is a core subject and a new unit is taught each half term across school through weekly lessons. There are also opportunities throughout the year to take part in experiences, visits and meet with visitors providing bespoke learning opportunities.

Curriculum Implementation

Structure of lessons:

Retrieval:

- All children will participate in a short task focused on retrieving previously learned knowledge.
- The varied tasks aim to reinforce key knowledge and help students make progress across the curriculum.
- The knowledge being retrieved may come from past lessons, units of work or even previous school years.
- The intention is for students to permanently retain this knowledge and apply it in their learning.

Introduce new Vocabulary:

- All children will be introduced to key vocabulary at the start of each lesson.
- Teachers will provide definitions, examples and actions to help students remember the key vocabulary effectively.
- Students will be challenged to learn and correctly apply the meaning of these words throughout the lesson and in future lessons.

Teach:

- The teacher will share the core knowledge for the lesson with the children using a range of teaching strategies and quality resources.

Tasks- Collaborative

- Children are encouraged to work with a partner for collaborative learning.
- Tasks assigned are short and aim to facilitate discussion and cooperation.
- Students are expected to apply their understanding of new information taught.
- Collaborative learning helps students to deepen their understanding and build on each other's ideas.

Tasks- Independent/Group

- The children will work independently on a task or as part of a small group.
- These tasks will vary lesson by lesson and will require the children to apply what they have learned or apply their newly acquired skills.

Summarise-

- The teacher will summarise the learning that has taken place in the lesson explaining how it builds on previous learning and where their learning will take them next.

Reading in our curriculum

- Reading is a priority in all lessons for children. It is seen as the key to all learning and is essential for overall academic success.
- Children will read a variety of texts including fiction, information, poetry, online glossaries, information from websites and blogs.
- Quality texts based around the subject and unit will be planned for and indicated on long term plans. These texts may be used as a hook into the learning, referred to in the lesson or in the learning environment for inspiration and for children to access independently.

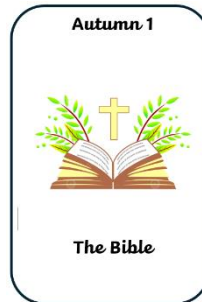
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Use of resources

- The subject lead and class teachers must ensure they have the required resources for teaching including the texts that will be used to enhance the learning.
- The subject lead will carry out an audit of the resources in school for their subject.
- Teachers should discuss with the subject lead if any additional resources are needed.

Presentation in books

- RE lessons will be presented in a class floor book as well in individual children's books from KS1.
- Each new unit of work will have a unit cover followed by the unit knowledge organiser
- Each lesson will have a lesson label which will include:
 - Date
 - Unit title
 - Retrieval task
 - Learning objective
 - Key vocabulary for the lesson
- Teachers are expected to have high expectations of presentation.



Class 2: RE		Autumn 1: The Bible	
Understanding of the Bible, its contents, presentation and importance to Christians. Developing understanding of holy books in the lives of people of all world faiths.			
Key knowledge	Bible	Key Vocabulary	
<ul style="list-style-type: none"> The Bible is the Christian holy book. The Bible is made up of a story of books. The Bible is in two sections: the Old Testament and the New Testament. Coming to Bible is very important to Christians. The Bible contains God's big story from the beginning through to the kingdom of God. People of world faiths have different holy books and them are same. Similarities and differences between these books and the Bible. 	<ul style="list-style-type: none"> Old Testament New Testament gospel Holy word of God Dead Sea scrolls 	<ul style="list-style-type: none"> A big book of Christian teachings and stories. The first part of the Bible that consists of books that were written before Jesus was born. The second part of the Bible that tells the story of Jesus Christ, his followers, and the beginning of Christianity. The record of Jesus's life and teaching in the first few books of the New Testament very special and connected to God. God's written or spoken word. very old pieces of writing found in caves near the Dead Sea. They include parts of the Bible. 	
Christian Values	God's Big Story		
<ul style="list-style-type: none"> Right Response Respect Worship 			

Thursday, 25 th June 2024- The Bible			
Retrieval task: Test me: Today, we quizzed our partner using our knowledge organisers.			
LO: I can talk about the two parts of the Bible.			
Key vocabulary:	Bible	Old Testament	New Testament
	Holy	Gospel	

Working walls

- Working walls will have the subject title and a description of the unit being taught starting with the phrase 'In Religious Education we are learning to...'
- Working walls should be used as a tool to support and retrieve learning and include key vocabulary and definitions, key (substantive) knowledge and how this is applied through key skills (disciplinary knowledge).

Assessment

- Assessment should be used continuously to inform teaching strategies.
- Teachers should assess students on their knowledge after every lesson and plan for the next steps in teaching accordingly
- Lesson retrieval tasks, final pieces and sticky knowledge jar retrieval exercises will be used to assess children's learning and are effective in addressing gaps in students' knowledge.
- Feedback and marking should be used in accordance with the school's policy to indicate student progress and next steps.

Impact

By the end of EYFS our pupils will be able to:

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- 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.

By the end of KS2, our pupils will be able to:

- observe and recount different ways of expressing identity and belonging.
- notice and respond to some of the similarities between different religions and worldviews
- explore questions about belonging, meaning and truth so that they can express their own opinions and ideas in response, using words, music, art or poetry.

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