



What is Religious Education?

What are faiths and beliefs and how are they important to people?

Our Subject Leader's Policy & Guide

Intent For Our Religious Education Curriculum

Vision For Religious Education

At Mayfield, we believe that an understanding of the world's major religions helps our children to understand the world in which they live. We believe that through understanding religious practices and beliefs, we can promote our values of tolerance and respect of difference.

We are fortunate to have a multi-faith community at our school. Our RE curriculum is designed to explore a range of faiths to gain a deep understanding of religion and how it shapes people's lives. Through exploring religious stories and rituals, we develop our children's insight into how others see the world and the religious values which may underpin their daily lives. By exploring similarities and differences, we also highlight connections and commonalities which unite us as well as differences which enrich our community.

Through our teaching of RE, we strive to encourage our children to become open-minded, curious and respectful citizens who understand and value the beliefs of others.

Intent For Our Religious Education Curriculum

How We Plan For, And Teach, Religious Education

Children at Mayfield consider a **Big Question** unit/project each half-term, through which their understanding of religious beliefs and practices builds over time. Following **Blackburn Diocesan Board of Education's Questful RE scheme of work**, sessions involve exploration of religious narratives, the study of rituals and practices and the key tenets and symbols of major faiths. Significant objects are studied to bring lessons to life and familiarise the children with things that have particular importance in different faiths. Our children are encouraged to share their knowledge about their own religions and how they practice them in a safe, respectful environment.

Our curriculum is split into five major recurring concepts: **places of worship and holy books; beliefs; similar and different; a faith community; festivals of faith.** **Big Questions** then form the basis for each unit of study. There are times when these questions are specific to a particular faith and times when they deliberately stretch across different faiths and beliefs in order to compare and consider from a broader perspective. We do not try to consider each faith in isolation at all times. A rich understanding can come from a consideration of differing belief systems at the same point of learning.

Learning Maps for each unit/project have been produced by **Questful RE** and form the basis and starting point for a journey through the half-term with sessions structured to gather views and thoughts before sharing this, on most occasions, in our collective learning **Religious Education Big Books**. The **Religious Education Stations** in each classroom are the central position for the holding of prior learning and vocabulary.

Religious Education's presence is maintained through the profile of reward, achievement and celebration through the **Subject Celebrations** and **Subject Displays** and through the role of **Student Subject Champions** identified across school to provide feedback and consider achievement through a learner's eye. Rewards have a specific eye upon personal progress rather than summative attainment. The philosophy of Religious Education themes is extended into our extra-curricular clubs offer via **My Happy Mind Club** which runs during the school year.

Intent For Our Religious Education Curriculum

How We Assess Religious Education Learning

The impact of our RE curriculum can be found in children's contributions, recording of work and the quality of discussions that they have. We see assessment in this subject as being primarily based upon observations and listening to responses. This, very similar to our PSHE curriculum, as it requires a much broader way of recording children's thoughts rather than a consistently written responses. The structure of our sessions and classroom layout is built to create a spoken forum, with views shared and activities completed collectively based upon individual contributions. As such, our methods of assessment must reflect the agreed classroom practice for this subject area. Above all, we need to fit the needs and starting points of our children in our school with the requirements of the subject being undertaken.

Big Questions are prompted as a starting point for religious study. Each project has a **quiz** and **self-quiz** opportunity to assess the retention of new knowledge and vocabulary. The impact of our Religious Education curriculum can be seen in the shared outcomes that are gathered and recorded in addition to assessment at the point of learning.

Summative judgements are ultimately made using the **Questful RE Unit Assessment Documents (see right)** these form the basis for annual judgements made in relation to whether children are working at an expected standard or are on course to do so, whilst at the relevant stage of judgement making the broader **Questful RE KSI & KS2 End of Key Stage Expectations** are used with reference to the unit/project judgements already made. The most frequently used strategy in class is our **Brain Gym** opportunities which are used as a planned opportunity for session review or recaps. This aims to strengthen the connections between what the children learn and such recall then frees that working memory for the input to follow.



QUESTFUL RE - OUTCOMES AND EXPECTATIONS UNIT 3.1 CALLED BY GOD

describe aspects of the daily life of an Imam.		
identify similarities and differences between the roles of faith leaders.		
use developing religious vocabulary to show that they understand the Christian beliefs.		
describe the impact of responding to God's call on a person's life.		
tell you what they think God would be asking prophets to speak out against today.		



QUESTFUL RE - OUTCOMES AND EXPECTATIONS UNIT 3.1 CALLED BY GOD

By the end of this unit pupils will know that:		
▲	the Old Testament Prophets were called by God to give his message to the people.	
■	the Prophets were telling the people to turn back to God and mend their relationship with him. This is the beginning of God's salvation plan.	
+	people are called by God today, and their lives are changed as they respond in a variety of ways e.g. ordination, ministry in the local church or missionary work abroad etc.	
By the end of this unit pupils are expected to be able to:		
▲	talk about in detail the Bible stories you have discussed.	
■	ask important questions about religion and beliefs.	
■	interpret the stories and identify Christian beliefs.	
■	describe aspects of the daily life of a Rabbi.	
■	describe aspects of the daily life of an Imam.	
■	Identify similarities and differences between the roles of faith leaders.	
+	use developing religious vocabulary to show that they understand the Christian beliefs.	
+	describe the impact of responding to God's call on a person's life.	
+	tell you what they think God would be asking prophets to speak out against today.	

I know:	✓	?
that the Prophets were called by God to give his message to the people.		
that the Prophets were telling the people to turn back to God and mend their relationship with him.		
that the message of the prophets is part of God's big salvation plan.		
that people are called by God today and can describe how they respond and the impact on their lives.		
I can:	✓	?
talk about in detail the Bible stories you have discussed.		
ask important questions about religion and beliefs.		
interpret the stories and identify Christian beliefs.		
describe aspects of the daily life of a Rabbi.		

How We Adapt & Record Learning And Outcomes In Religious Education

Ways of demonstrating progress and outcomes must be adaptable to suit the needs of learners and the requirements of the subject. Therefore each subject has its own bespoke way of gathering evidence from learners. Otherwise recording work becomes a barrier to learning rather than a chance to celebrate children's achievements and specialist skills and knowledge in areas where they may otherwise excel.

**In religious education, children's work is gathered in:
Religious Education Big Books (Per Cohort) & Learning Maps**

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N A V I G A T E



Religious Education @ Mayfield

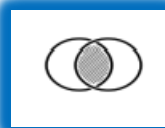
DISCIPLINARY
&
SUBSTANTIVE
CONCEPTS

PLACES OF
WORSHIP &
HOLY BOOKS



BELIEFS

SIMILAR &
DIFFERENT



A FAITH
COMMUNITY

FESTIVALS
OF FAITH



DISCIPLINARY
&
SUBSTANTIVE
CONCEPTS

PROJECTS

EARLY YEARS
Harvest....Diwali....Christmas....Special Places....Special People....Special Times....Friendship

YEAR 1: AUTUMN
Harvest & Christmas

YEAR 1: SPRING
Baptism & Easter

YEAR 1: SUMMER
Creation & My World

YEAR 2: AUTUMN
Holy Books & Christmas

YEAR 2: SPRING
New Testament & Easter

YEAR 2: SUMMER
Holy Buildings
Ascension & Pentecost

YEAR 3: AUTUMN
Harvest & Christmas

YEAR 3: SPRING
Called By God & Easter

YEAR 3: SUMMER
Rules & Proverbs

YEAR 4: AUTUMN
Places of Worship
Christmas

YEAR 4: SPRING
Jesus & The Sabbath
Trust & Forgiveness

YEAR 4: SUMMER
Prayer & Psalms

YEAR 5: AUTUMN
Holy Books & Christmas

YEAR 5: SPRING
Jesus & Easter

YEAR 5: SUMMER
Peace & Old Testament

YEAR 6: AUTUMN
Pilgrimage & Christmas

YEAR 6: SPRING
Exodus & Jesus

YEAR 6: SUMMER
God & Faith

PROJECTS



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Religious Education Overview



	Autumn	Spring	Summer
EYFS	<p>Why do people say 'thank you' to God at Harvest time?</p> <p>How do Christians celebrate Jesus' birthday?</p> <p>Why do Hindus light candles at Diwali?</p>	<p>Special Places: What makes a place holy?</p> <p>Special People: Why do Christians believe Jesus is special?</p>	<p>Special Times: How do you celebrate special times?</p> <p>What makes a good friend?</p>
Year One	<p>How can we help those who do not have a good harvest?</p> <p>How do people of Jewish faith celebrate the harvest?</p> <p>Why do we give and receive gifts?</p>	<p>Why is baptism special?</p> <p>How do people of world faiths welcome new babies?</p> <p>What do you think is the most important part of the Easter story?</p>	<p>What are your favourite things that God created?</p> <p>What do people of Muslim and Hindu faith believe about how God made the world?</p> <p>How is the place where Jesus lived different from how we live now?</p>
Year Two	<p>Why is the Bible such a special book?</p> <p>Do people of all world faiths have holy books?</p> <p>Why was the birth of Jesus such good news?</p>	<p>Which part of the New Testament do you like best?</p> <p>What is the most important part of the story?</p> <p>How do symbols help us to understand the Easter story?</p>	<p>Why is the church a special place for Christians?</p> <p>Why are holy buildings important to people of faith?</p> <p>What happened at Ascension and Pentecost?</p>
Year Three	<p>How do people of faith say thank you to God for the harvest?</p> <p>How is Christmas celebrated around the world?</p>	<p>Called by God</p> <p>Is the cross a symbol of sadness or joy?</p>	<p>Which rules for living should we follow?</p> <p>Is the book of Proverbs still relevant today?</p>
Year Four	<p>Are all churches the same?</p> <p>Are all places of worship the same?</p> <p>Do people worship God in the same way?</p> <p>Why is Jesus described as the light of the world?</p>	<p>Why do Christians believe Jesus is the son of God?</p> <p>Why do Jewish people believe that the Sabbath/Shabbat is so important?</p> <p>Is Easter a story of betrayal or trust?</p> <p>Why should we forgive one another?</p> <p>What do world faiths say about forgiveness?</p>	<p>What is prayer?</p> <p>How do people of world faiths pray?</p> <p>David & The Psalms: What values do you consider to be important?</p>
Year Five	<p>How and why do Christians read the Bible?</p> <p>Why are sacred texts so important to people of faith?</p> <p>How do our celebrations reflect the true meaning of Christmas?</p>	<p>Why do Christians believe Jesus was a great teacher?</p> <p>Why do some Christians believe that Easter is a celebration of victory?</p>	<p>What is peace?</p> <p>Did women in the Old Testament make the right choices?</p>
Year Six	<p>Is every person's life journey the same?</p> <p>Why do some people of faith make pilgrimages?</p> <p>How do Christians prepare for Christmas?</p>	<p>Why is the Exodus such a significant event in Jewish and Christian history?</p> <p>Who was Jesus? Who is Jesus?</p>	<p>What is the nature, and character, of God?</p> <p>How does having faith affect people's lives?</p>

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Intent For Our Religious Education Curriculum

An Awareness Of Year 7

We have designed our curriculum with a view upon the learner's progression into KS3 in mind. As such, we have considered the curriculum of our feeder high school where almost all of our learner's attend upon leaving Mayfield. Therefore our projects either give knowledge that can be taken into more specific and detailed studies at Year 7 or allow for new areas to be studied that can draw upon and make relevant use of prior learning within Mayfield projects.

LSA Long Term Plan 2021-22: Y7

Focus: Beliefs
and symbolism



Weeks 1-11	Weeks 12-22	Weeks 23-31	Weeks 31-38
Topic: Christianity:	Topic: Hinduism	Topic: Islam	Topic: Buddhism
	What do we see?	Isla: Factfile	Buddhism: Factfile
What is religion			
Signs and symbols	History of Hinduism	The 5 Pillars of Islam	The Buddha: early life
Christian signs and symbols.	One God: many forms	Shahadah	The Four sights
The Trinity	The Law of Karma	Salah	The Noble Eightfold Path
One Church; many branches	Moksha	Zakah	Buddhism in practice
Baptism	The Caste System	Sawm	Buddhism in Britain
weddings	Hindu worship	Hajj	

We have also considered our vocabulary in relation to this as well and deliberately use terms that have been highlighted as important in the Year 7 curriculum. See the web page below for the Year 7 vocabulary and our Termly Planning Documents on our website for our list.

https://files.schudio.com/lisa/files/documents/Year_7_RS_Curriculum_and_keywords.pdf

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Religious Education Vocabulary

A core **Religious Education Vocabulary List** has been created for the children across school. The vocabulary is progressive from EYFS onwards and at all times retains vocabulary previously introduced. Vocabulary is present around the **Religious Education Stations** in the learning spaces. A complete list can be found within our termly planning documents.

We have also considered the vocabulary at our main feeder KS3 school. Ensuring there is progression of vocabulary between KS2 and KS3 is important and we have looked carefully at where we need to introduce terminology to aid with next steps or where we feel it is better to wait. Please see the web page below to view of copy of LSA's Religious Education vocabulary.

https://files.schudio.com/lisa/files/documents/Year_7_RS_Curriculum_and_keywords.pdf

Religious Education Big Question Learning Maps



Questful RE, works using Big Questions as its centrepiece. In support of this, they have produced **Learning Maps** that act as the core resource for the children to use.

We have adopted this practice, as the model fits well with the way in which we feel our children learn best and therefore these are used across school and adapted where required to meet the differing needs and starting points within each class.

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