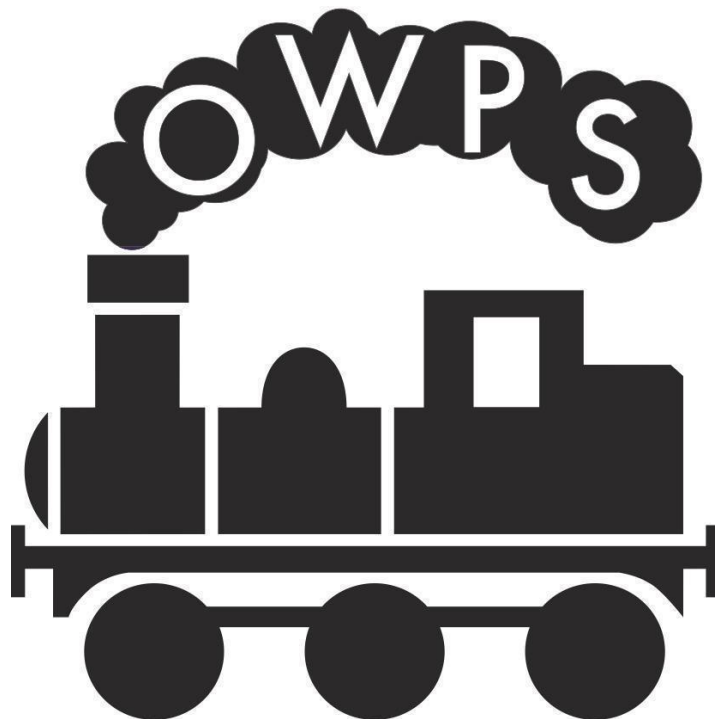


Orton Wistow Primary School



What Does RE Look Like AT OWPS?

This document will outline our approach to teaching RE at OWPS and sets out how this is delivered to our pupils.

S. Granville
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1. Our vision

At Orton Wistow, we want every child to have a knowledge and understanding of the faiths represented in our local area and in Britain as a whole and how these may influence peoples' lives, culture and behaviours. We want children to develop a secure knowledge and understanding, to engage with and discuss the complexities of belief, to avoid stereotypes, to debate, and ultimately to take their place in the world as informed, respectful, open and well- rounded individuals. Children will be supported to develop the knowledge and skills to flourish in their own communities and as members of a diverse and global society.

Through our curriculum, we aim to:

- Enable children to develop religious literacy, with a secure knowledge and understanding of the beliefs and practices of both religious and non- religious world views.
- Support children to acquire and develop knowledge and understanding of the principal religions and world views represented in the United Kingdom.
- To develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop attitudes of respect and openness towards other people who hold views and beliefs different from their own.
- To develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

2. Teaching Approach

At OWPS, we follow the principles and guidance contained in the LA Agreed Syllabus. Central to the teaching and assessment of RE at OWPS are the principles of two attainment targets for RE:

AT1 – Learning about religion and belief.

AT2 – Learning from religion and belief

The acquisition of knowledge and thus coverage of AT1 is crucial before children can engage in the discussion, debate and interpretation of religions and viewpoints involved in AT2.

RE at OWPS is planned and delivered through an 'Enquiry Approach', where children focus on 'Big Questions' about the religion or world view being studied. Children have opportunity to use experiential and creative activities, to use reasoned argument and debate to explore issues, to use investigative and interpretative skills and to gather, analyze and present information. Sequences of Big Questions are planned to ensure that children build effectively on prior knowledge and can see the relevance of their investigations. Children's attainment and progress in RE is regularly assessed and recorded on Insight.

RE is taught as a whole class lesson, using the principles of mastery learning. In every lesson, a mastery challenge or question is accessed. Support may be given in different ways, for example through adult support, use of word mats or other visual prompts, or collaborative learning.

In the EYFS, RE comes under the 'People, Culture and Communities' Early Learning Goal. Children will 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.

The teaching of RE is enhanced through visits to local places of worship, for example to St Andrew's Church, the mosque and the gurdwara. When arranging these visits we will make clear to parents the purpose of the visit- either for learning about the place of worship as part of the RE curriculum, or for collective worship (eg services at St Andrews). We welcome visiting speakers from both faith communities and communities with non- religious world views to talk to our children. A range of books and artefacts are available to use in lessons and these are updated regularly.

In accordance with section 71(1) of the School Standards and Framework Act 1998, parents have the right to withdraw their child from receiving RE lessons as part of the curriculum and/ or attendance at collective worship in the school.

3. Progression

During KS1, children learn about each of the six main world religions. These are then repeated at LKS2 and UKS2, however the beliefs, festivals and other aspects of the faith studied are different and have been selected to ensure progression. Progressively deeper 'Big Questions' are asked to ensure that children have to recall previous knowledge of the religion to support their exploration of this, whilst developing a deeper knowledge and understanding. The progression of 'Big Questions' can be found in Appendix 1.

At UKS2, children also learn about a non- religious viewpoint (Humanism), discussing the views held, how these differ from a religious world view and whether there is any commonality between them.

4. Timetabling

Each term, children explore six Big Questions relating to the religion they are studying. RE is timetabled for an afternoon, fortnightly. During the term, there is also opportunity to revisit and check children's knowledge, for example through quizzing or other recall activities. There is an expectation of at least two written outcomes per unit of study, and of other evidence of learning, for example notes on a teacher's DM sheet or through Tweets.

5. Assessment

The process of assessment in RE is an ongoing process throughout the unit being studied. Assessment for each pupil is made against the Big Questions that have been set for the unit or topic being taught, and the knowledge specified on the Knowledge Organisers, and these will be revisited throughout the unit and at other times during the year. The assessment statements contain a balance of Learning About (AT1) and Learning From (AT2) assessments.

RE assessment is recorded using the statements on Insight, which relate to the Big Questions studied. Children are assessed using the following terminology: Below, KM Below, Just Below, Expected, KM Above, Above.

Appendix 1

| RE | Autumn | Spring | Summer |
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| 1 | <p style="text-align: center;">Christianity</p> <ol style="list-style-type: none"> 1. How does being a Christian make a difference to family life? 2. Why is the story of the Prodigal Son so important to Christians? 3. What is the story of Christmas and why do Christians celebrate Christmas? 4. Why is the cross so important to Christians? 5. Who do Christians say Jesus was? 6. Where and when do Christians worship God? | <p style="text-align: center;">Islam</p> <ol style="list-style-type: none"> 1. Who is Muhammed and why is he important to Muslims? 2. What stories are there about the life of Muhammed? 3. What is the Qur'an and why is it important? 4. How and why is Eid-al-Fitr celebrated? 5. Why is a mosque a special place for Muslims? 6. What might life in a Muslim home look like? | <p style="text-align: center;">Sikhism</p> <ol style="list-style-type: none"> 1. How does being a Sikh make a difference to family life? 2. Why do Sikhs think we should be good to each other? 3. How do Sikhs celebrate Vaisakhi? 4. How does a Sikh family choose to name a child that they have been blessed with? 5. What do Sikhs believe about God and the creation that we live in? 6. How do Sikhs treat the Guru Granth Sahib and why? |

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| <p>2</p> | <p style="text-align: center;">Buddhism</p> <ol style="list-style-type: none"> 1. Why do Buddhists meditate? 2. Why is the story of the Buddha so important to Buddhists? 3. Who do Buddhists say the Buddha was? 4. What do Buddhists celebrate at the festival of Wesak? 5. What does the Lotus flower represent to Buddhists? 6. What is a special place for Buddhists? | <p style="text-align: center;">Judaism</p> <ol style="list-style-type: none"> 1. What is found in a Jewish home? 2. Who was Moses and why is he important? 3. What is the Chanukah miracle and what symbols are associated with it? 4. What do Jews celebrate at Passover? 5. What is the Torah and why is it important for Jews? 6. What makes a synagogue special for Jews? | <p style="text-align: center;">Hinduism</p> <ol style="list-style-type: none"> 1. Who is Brahman and why is he important for a Hindu? 2. What do Hindus believe about their gods and goddesses? 3. What happens in the Hindu story of Diwali? Does it remind you of any other religious stories? 4. How do Hindus celebrate Holi? 5. What does the Aum symbol represent for Hindus? 6. How do Hindus worship at home? |
| <p>3</p> | <p style="text-align: center;">Christianity</p> <ol style="list-style-type: none"> 1. What do Christians believe about God, Jesus and the Holy Spirit? 2. Why do some Christians choose to go on a pilgrimage and where might they go? 3. How does the Bible influence the lives of Christian people? 4. Is Easter a festival of new life or sacrifice? 5. Who do Christians say Jesus was and why might they say he was a good leader? 6. What objects make a place special for Christians? Why? | <p style="text-align: center;">Islam</p> <ol style="list-style-type: none"> 1. What do Muslims believe about Allah? 2. What did Muhammed teach and why is he an inspirational person for Muslims? 3. How does the Qur'an influence the daily lives of Muslims. 4. Why do Muslims go on the Hajj and why is Mecca important? 5. Would you rather take part in Eid ul Fitr or Ramadan? 6. What is found in a mosque and why are they important? | <p style="text-align: center;">Sikhism</p> <ol style="list-style-type: none"> 1. What does the Mool Mantar tell us about Sikh belief in God. 2. What do Sikhs believe about God's messengers (the 10 Gurus?) 3. Where and how do Sikhs worship? 4. What is the Amrit Sanskar ceremony? 5. Why is Guru Gobind Singh an inspirational person for Sikhs? 6. What is the significance of the Nishan Sahib? |

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| <p>4</p> | <p style="text-align: center;">Buddhism</p> <ol style="list-style-type: none"> 1. How do Buddhists follow the teachings of the Buddha in their daily lives? 2. How and where do Buddhists worship? 3. What are the Four Noble Truths and why are they important to a Buddhist? 4. Why is Dharma Day important to Buddhists and how is it celebrated? 5. Why is the Buddha an inspirational leader for Buddhists? 6. What could we learn from the way Buddhists live their lives? | <p style="text-align: center;">Judaism</p> <ol style="list-style-type: none"> 1. Why is the Torah important to Jews and how does it influence them? 2. What are the key features of a synagogue? 3. What symbols are there in Judaism and what do they represent? 4. Why do Jewish people build booths at the festival of Sukkot? 5. Who was Abraham and why is he important? 6. How do celebrations of Shabbat affect Jewish people's lives? | <p style="text-align: center;">Hinduism</p> <ol style="list-style-type: none"> 1. Can you explain the Hindu belief in Brahman? 2. What is Puja and why is it important to Hindus? 3. What are the Hindu sacred texts and what messages do they contain? 4. What Hindu ceremonies are there marking the birth and naming of babies? 5. Can you compare and contrast how Hindus worship at the Mandir to how they worship at home? 6. What is it like to be a Hindu living in our local area? |
| <p>5</p> | <p style="text-align: center;">Christianity</p> <ol style="list-style-type: none"> 1. What are the 10 commandments and why are they important to Christians? 2. How and why do Christians worship? 3. How might the Bible influence the decisions a Christian makes? 4. Can you compare and contrast the Christian festivals of Easter and Christmas? 5. What made Jesus an inspirational leader for his disciples? | <p style="text-align: center;">Islam</p> <ol style="list-style-type: none"> 1. How would a Muslim explain their beliefs? 2. How does prayer help a Muslim? 3. What are the Five Pillars of Islam and how does a Muslim follow these in their life? 4. Are all mosques the same? What differences might there be and what reasons could there be for this? 5. What challenges to their faith might a Muslim living in the UK face? | <p style="text-align: center;">Sikhism</p> <ol style="list-style-type: none"> 1. What are the main teachings in the Guru Granth Sahib about God, the world and life? 2. What are the 5 K's and how do they affect a Sikh's daily life? 3. Why is the Guru Granth Sahib treated with such respect? 4. Can you compare the festival of Vaisakhi with a traditional British new year celebration? 5. Why is Seva (Selfless Service) such an important aspect of human life? |

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| | 6. How do Christian beliefs contrast with those held by Humanists or other world views? | 6. How has following the Islamic faith influenced the work of well known Muslims? | 6. Can you compare the significance of the Sikh flag with symbols from other religions and world views? |
| 6 | <p>Buddhism</p> <p>1. What are the main beliefs in Buddhism? 2. What is the Tripitika and why is it important to Buddhists?</p> <p>3. What is the sangha and why is it important?</p> <p>4. Who are well known followers of the Buddhist faith?</p> <p>5 and 6. What similarities are there between the beliefs of Buddhists and Humanists?</p> | <p>Judaism</p> <p>1. What differences are there between the beliefs and practices of traditional and progressive Jews? 2. Can you compare what Jews and Christians believe about the 10 Commandments?</p> <p>3. What happens at Yom Kippur and Rosh Hashanah?</p> <p>4. What do Jews believe about sin and forgiveness?</p> <p>5. Why are the Bar Mitzvah and Bat Mitzvah significant moments in a Jew's life?</p> <p>6. What can be learnt from the life of significant Jews?</p> | <p>Hinduism</p> <p>1. How would a Hindu explain their beliefs? 2. What is the Hindu belief in Karma and how does this influence a Hindu's daily life?</p> <p>3. How do Hindus' holy texts influence their daily lives?</p> <p>4. How and why do Hindus celebrate Krishna Janmashtami?</p> <p>5. Which key world figures have followed the Hindu faith?</p> <p>6. What similarities are there between the teachings of Hinduism and Humanism?</p> |