

Religious Education at Sheriff Hutton Primary School



At Sheriff Hutton Primary School we follow the North Yorkshire Religious Education Agreed Syllabus. Our vision in North Yorkshire is of a community where people of different beliefs and religions live harmoniously side by side, displaying mutual respect, understanding and friendship. It is essential that our children and young people are supported in developing these qualities and, whilst growing in confidence, achieve a level of critical awareness that helps them to become builders and shapers of a better North Yorkshire. This agreed syllabus, developed with SACRE and the young people and teachers of North Yorkshire, seeks to support schools in this work.

Key Stage 1

RE for 5-7 year olds can use play, curiosity and teamwork to explore what matters to children. Pupils will talk about beliefs about God and express their own ideas simply. They will encounter and respond to a range of stories, artefacts and other religious materials. They will begin to understand the importance and value of religion for believers. Pupils will begin to learn about some of the richness of Christianity and at least one other religion in the UK today. They will be able to use simple information about religion, recognising that ideas are communicated in a variety of ways.

Pupils will be able to reflect on their own feelings and experiences and develop a sense of belonging. They will ask relevant questions, showing that they are developing an enquiring approach to religion and life and a sense of wonder at the world. They will be able to talk about what is important to them, valuing themselves.

Breadth of Study

Two religions are to be studied. Christianity and at least one other religion (Islam is the recommended example). Pupils may learn from other religions and beliefs in addition to these in thematic units. Schools may plan to study nonreligious world views where appropriate.

Key Areas of Learning

The fields of enquiry should be addressed through the following themes, by helping children to think about questions to do with:

- Story: how and why are some stories special or sacred? What makes these stories important in religion?
- Myself: who I am? What makes me unique as a person in a family and community?
- Belonging: where do people belong? How do we belong? Why is belonging important?
- Leaders and teachers: what can we learn from figures who have an influence on others locally, nationally and globally in religion and beliefs?
- Celebrations: how and why are celebrations important in religion?
- Symbols: how and why do symbols express religious meaning?
- Believing: what do different people believe about God, humanity and the natural world?

Across the 5-7 age range, pupils will be enabled to:

Learn about religion and belief (AT1)

Knowledge, skills and understanding in finding out about:

- A wide range of religious stories from sacred writings: learners will talk about their meanings and respond sensitively to them.
- Different celebrations and ways of worshipping in religion, noticing some similarities between them.
- Signs of belonging to religions, and symbols with meaning for religious people, noticing this makes a difference in life.
- Ways in which religious beliefs and ideas can be expressed creatively, e.g. in art, buildings, music and other forms. Children respond creatively themselves.
- Children begin to use a range of religious words.

Learn from religion and belief (AT2)

Engaging with, reflecting on and responding to questions about:

- Myself, and community, responding to examples of how religion makes a difference to individuals, families and communities.
- Puzzling questions and beliefs, asking and responding imaginatively to puzzling questions and sharing their thoughts;
- Values and commitments, engaging with questions about what matters most and thinking about some examples of religious and spiritual feelings, experiences and ideas, for example worship, wonder, praise, thankfulness, concern, joy and sadness.

Practical support for this learning

The syllabus support materials include 6 examples of planned units of learning, ready for the teacher to use and adapt, as follows:

- 1.1 4-5s Who celebrates what and why?
- 1.2 4-5s Questions that puzzle us
- 1.3 5-6s Special stories for Christians and Muslims
- 1.4 5-6s How do we show we care?
- 1.5 6-7s Creation and thanksgiving
- 1.6 6-7s Holy places: What can we learn from visiting a religious building?

These six unit plans are not a complete programme of study, but taught well, they might be half of what school will need to plan to implement the syllabus. In addition, a blank investigation planning grid for school use is available. SACRE welcomes offers from all schools using the syllabus to share their planning.

Achievement and Assessment

- RE planning must set appropriate and challenging expectations for pupils using the North Yorkshire 8 level scale, which describes appropriate achievement for most pupils at particular ages (see appendix 4).
- By the age of 7 most pupils are expected to attain at Level 2 (L2) on the scale and in North Yorkshire many should attain at level 3, in line with their performance in other subjects.

- A large majority of pupils will be working in the range L1-L2. The curriculum also needs to cater for some pupils whose abilities of self-expression and thinking are at L3. Similarly some children with special educational needs will be achieving with reference to the Early Learning Goals and to the P scales.
- In practice this means that teachers must plan work that enables pupils to identify and talk about religious materials (e.g. words, objects, festivals, stories, beliefs), moving on through the age range to be able to retell stories, respond sensitively to religious materials and suggest meanings in actions, symbols, words and stories.

Key Stage 2

RE for this age group can be a fascinating enquiry, a challenging series of discoveries. From the ages of 7 to 11 pupils will investigate and explore Christianity and at least two other religions, finding out about similarities and differences and learning to use key words and concepts. They will learn to recognise the impact of religion and belief locally, nationally and globally, connecting up different aspects of religion and life. They learn about sacred texts and other religious sources and consider their meanings. Recognising diversity in religion and belief, they will be able to think about issues of respect for all. They make connections between their learning and their own lives, considering big questions of identity, meaning and commitment for themselves.

Breadth of Study

Three religions are to be studied. Christianity and at least two other religions (Two from Hinduism, Judaism or Islam are recommended). In addition to these, pupils may learn from other religions and beliefs in thematic units. Schools may plan to study non-religious world views where appropriate.

Key Areas of Learning

The fields of enquiry should be addressed through the following themes, by raising and addressing key questions:

- Beliefs and questions: How do the beliefs of religious and non-religious people about God, the world and others make a difference to their lives?
- Teachings and authority: What do sacred texts and other sources say about God, the world and human life?
- Worship, pilgrimage and sacred places: Where, how and why do different people worship, including at particular sites?
- The journey of life and death: Why are some occasions sacred to believers? What do people think about life after death?
- Symbols and religious expression: How can religious and spiritual ideas be expressed in different ways?
- Inspirational people: Who is an inspiring figure? What impact do inspiring people have on us and on the wider world?
- Religion and the individual: What is expected of a person in following a religion or belief?
- Religion, family and community: How do religious families and communities practise their faith? What contributions does this make to local life in North Yorkshire?
- Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?

Across the 7-11 age range, pupils will be enabled to:

Learn about religion and belief (AT1)

Knowledge skills and understanding in investigating:

Beliefs, teachings and sources

- Pupils will investigate and describe key beliefs and teachings of the religions and beliefs they study;

Practices and lifestyles

- Pupils will explore and describe some ways religions and beliefs have an impact on life in families, communities and wider society;

Expressing meaning

- Pupils will find out about and consider different forms of religious and spiritual expression including music, architecture, sacred texts, festivals, worship and pilgrimages.

Learn from religion and belief (AT2)

Engaging with, reflecting on and responding to questions of:

Identity, diversity and belonging

- Pupils will reflect on questions about their sense of identity and their understanding of diversity in and between the religions and beliefs they study;

Meaning, purpose and truth

- Pupils will express their own understanding of key beliefs, stories and leaders, and reflect on the sources of wisdom and inspiration in their own lives;

Values and commitments

- Pupils will explore and reflect on some ideas of right and wrong, good and evil understanding diverse ideas and expressing ideas of their own thoughtfully.

Practical support for this learning

The syllabus support materials include 8 examples of planned units of learning, ready for the teacher to use and adapt, as follows:

- 2.1 For 7-9s What makes Jesus an inspiration to some people? Who is inspiring for me?
- 2.2 For 7-9s Does a beautiful world mean there is a wonderful God? Exploring the meaning of creation stories for Jews and Christians
- 2.3 For 7-9s How and why do Hindus and Christians see life like a journey? Where does the journey of life lead?
- 2.4 For 7-9s Why do people love their sacred places? What can we learn from visiting holy buildings?
- 2.5 For 9-11s Christian Aid and Islamic Relief: Can they change the world?
- 2.6 For 9-11s Why are there now over 50 mosques in Yorkshire?
- 2.7 For 9-11s Values: What matters most to Christians, to Humanists and to me?
- 2.8 For 9-11s What can make our community more tolerant and respectful?

These eight unit plans are not a complete programme of study, but taught well, they might be half of what school will need to plan to implement the syllabus. In addition, a blank investigation planning

grid for school use is available. SACRE welcomes offers from all schools using the syllabus to share their planning.

Achievement and Assessment

- RE planning must set appropriate and challenging expectations for pupils using the North Yorkshire 8 level scale, which describes appropriate achievement for most pupils at particular ages (see appendix 4).
- By the age of 11 most pupils are expected to attain at Level 4 (L4) on the scale and in North Yorkshire many should attain at level 5, in line with their performance in other subjects.
- Whilst the vast majority of pupils will be working in the range L3-L5, there will be some pupils whose abilities of self-expression and thinking are at L6. Similarly some children with special educational needs will be achieving at L1 or L2, or with reference to the P scales.
- In practice this means that teachers must plan work that enables pupils to describe religion and belief, making links to their own lives, progressing to work that enables pupils to use religious vocabulary and concepts accurately to show their understanding of diverse religions and beliefs and to apply religious and spiritual ideas for themselves.