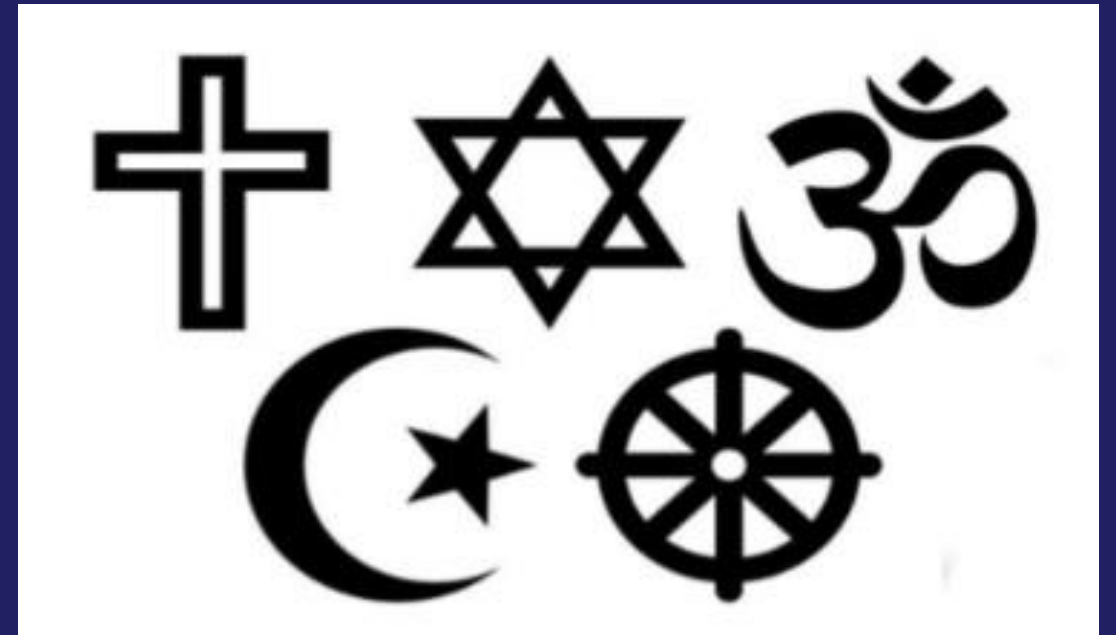


# Mickle Trafford Village School Religious Education



Mickle Trafford Village School. We Care. We Learn. We Belong.

# Intent

Our intent is for all children at Mickle Trafford Village School to be given the opportunity to explore the beliefs, practices and values that shape the wider world. During their time at MTVS, children will encounter a variety of faiths and non-religious worldviews and approach each within an environment that stimulates their curiosity to learn more about the how the world works and what it means to be human.

Through teaching of RE, children will be given the opportunity to learn the essential knowledge of other religions and worldviews, as well as skills and attitudes such as critical thinking and empathy. This understanding of others' worldviews is an essential first step to enabling each pupil to understand, reflect on and develop their own personal worldview, which is one of the core tasks of education.



# RE Syllabus – Where does it come from ?

Mickle Trafford's RE curriculum is designed to comply with the content requirements of the Cheshire West and Chester Agreed Syllabus. The most recent revision of the syllabus came into effect as of September 2024.

The CWAC syllabus states that: *'Through the teaching of Religious Education (RE), children learn the essential knowledge of other religions and worldviews, as well as skills and attitudes such as critical thinking and empathy. This understanding of others' worldviews is an essential first step to enabling each pupil to understand, reflect on and develop their own personal worldview, which is one of the core tasks of education.'*

Further guidance on the CWAC Agreed Syllabus is freely available. For more information please click [here](#).



# Ways Of Living And Believing

<b>Christianity</b> Christian ways of living and believing	<b>Islam</b> Muslim ways of living and believing	<b>Judaism</b> Jewish ways of living and believing	<b>Hindu Dharma</b> Hindu ways of living and believing	<b>Sikhi</b> Sikh ways of living and believing	<b>Humanism</b> Humanist ways of living and believing	<b>Worldviews</b> Similarities and differences.	<b>Free Choice</b>
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS	Special Stories 1. What is the Bible? 6 How do Hindus celebrate Diwali? 7,8	Special Times 1 Why do people perform Nativity plays at Christmas? Why do people give and receive presents? 1,2, 6	Special People. Why do Christians believe Jesus is special? 3	Special Times 2. Why is Easter a sad and a happy time? 5	Special Places. What happens in a Church? 4,6,7,8	Special Stories 2 What do Christians believe about God? 3, 4,6  How do Muslims celebrate Eid? 7,8
1	What does it mean to belong? 12	Why is Christmas celebrated by Christians? How will Christians celebrate Christmas in our local churches? 9, 12, 13	How do people with different and similar worldviews believe the world began and how should we look after it? 11, 29, 30, 31	Free Choice Unit <i>What is respect?</i> <i>Link to Jigsaw</i>	What do Muslims believe about Allah and Muhammad (PBUH)? 15,16,17	How do Muslims express new beginnings in their lives? 18,19
2	What do Jewish people believe about God? 20, 21, 22	How do Jewish people live their faith through practices and celebrations? 21, 22, 23	Why is the Bible a special book for Christians? 14	Who was Jesus, why did he teach through stories and why is he important to Christians today? <i>(Includes Easter)</i> 10,13	What do Humanists think a good life is about? 24,25,26,27,28	Free Choice Unit Life Stages <i>Link to Jigsaw (Being Me)</i>



3	What does a Hindu believe about God and how is Diwali celebrated? 38, 39, 40, 41	How do Hindus worship in their daily lives? 38, 40, 42	How can the Bible help a Christian with their way of life? 34, 36, 37	What do I think about Jesus and how is he portrayed in art from around the world? Why is the cross important for Christians? 32, 33, 34	What is my point of view about God and why do people have faith?  32	What do Muslims believe happened on 'The Night of Power' and how do they worship?  43, 44, 45, 46, 47
4	How do Jewish people demonstrate their faith through their communities? 48, 49, 50, 51	Why do Christians think about Incarnation at Christmas? What is the Trinity? 32, 33, 34	How do Humanists arrive at their views about the world? 52, 53, 54, 55	What can I learn from Christian art about Christian beliefs about Easter, Salvation and the Trinity? 33, 34, 35	Free Choice Unit Buddhism	Free Choice Unit Buddhism
5	Why are the Five Pillars important to Muslims for their daily lives? 62, 64, 66	How is a Muslim way of life expressed at home and in the community? 63, 65, 66	How are the values of community and equality shown through the Sikh way of life? 67, 68, 69, 70, 71	Which beliefs do we find hard to understand in Christianity? 56, 57, 58	How and why do Christian's worship? What are the benefits for believers? 60, 61	Free Choice Unit Baha'i
6	What does it mean to live in a religiously diverse world? 73, 74, 75	What do religious and non – religious world views believe about equality, justice and fairness? 81, 82, 83, 84, 85, 86	Are Humanist and Christian ideas about science, conflicting or complementary? Does the Big Bang Theory disprove the Genesis account on Creation? 59, 76, 77, 78, 79, 80	How do Sikhs worship? 69, 72	What are some of the differences and similarities within Christianity locally and globally? What can we learn from Christian religious buildings and music? 58, 61	Free Choice Unit What is life and death about?  <i>Link to comparing worldviews (Diversity, Equality and Justice, Science and Belief)</i>





# Implementation

Our RE lessons are taught weekly in accordance with the expectations from Cheshire West and Chester to ensure the expectations of the syllabus can be met.

Learning across both KS1 and KS2 can be found in our topic books, which have allowed the children to take ownership of their learning and RE work in a creative manner. At the beginning of each new topic, our children demonstrate their current knowledge and understanding and, alongside the teacher, collaborate to create a page in our 'memory jogs'. These pages are revisited at the end of a unit, where children have the opportunity to add to the page with their new learning in order to demonstrate their progression and development.

Through the utilisation of summative and formative assessment, teachers at MTVS know that children have gained the expected knowledge and understanding that will enable them to progress and further develop their skills. Alongside other foundation subjects, a 'RAG' system is utilised, whereby children are able to self-assess their understanding of lesson concepts.



# Implementation

At MTVS, teachers have begun to implement a '5 finger' approach to teaching that has been popular with RE professionals across Cheshire West and Chester. This involves the children using each of their fingers on their hands to help them remember a key fact about a faith they are covering. These facts are; the name of the followers of the religion, the special text associated with the religion, a holy place, the name of God for that faith and a special figure for that religion.

This allows learners to secure their understanding of vocabulary relating to a range of faiths and worldviews that they will learn about. This will support their progression when they revisit the same worldviews and faiths further on in their journey at MTVS. This approach can be added to when children's understanding grows. For instance, Year 5 have previously used the fingers on their other hand to help them remember the Five Pillars of Islam.



# Implementation

**Super Plate!**

Karpas (parsley dipped salt water) represents the tears of the Jews.

Beitzah (egg) reminds us of offering to God.

Zerfa (chickpeas) reminds us of offerings to God.

Charoset (apple wine mixture) represents cement.

Chazeret (dates) of the Passover of Haror.

Matzah (flat bread) represents the way Moses had to leave so the bread couldn't rise.

Maaron (bitter herbs) is reminds us about the horrible times because of low horrible is.

Did you know?

## THE SYNAGOGUE

In the Synagogue males go downstairs and females upstairs. The only way to read the Torah is with a yad because you're not aloud to touch it. They have memorial boards which reminds you of the Jews that have died in the past. The Eternal Light is a light that is never to be put out. The Bimah is the place where the Siddur stands. The Ark is where the Torah stays when it is not being used.

## Sikh Gurus

	Guru Nanak Ji
	Guru Angad Ji
	Guru Amar Das Ji
	Guru Ram Das Ji
	Guru Arjan Ji
	Guru Har Gobind Ji
	Guru Har Rai Ji
	Guru Harkrishan Ji
	Guru Tegh Bahadur Ji
	Guru Gobind Singh Ji

• Khanda - The word means pure. It is the Sikh community.

• Guru Granth Sahib - It's now the only living guru and it's a book.

• Guru Gobind Singh gave all Sikhs a name. Men had the name Singh (Lion) Women had the name Kaur (Princess).

## THE 5 K'S

**Division Hall**

The main prayer hall is called the Division Hall. The Khanda gather here and sit on the floor to worship. The Guru Granth Sahib is kept in the hall during the day. The community sit together on the floor to demonstrate that all people are equal.

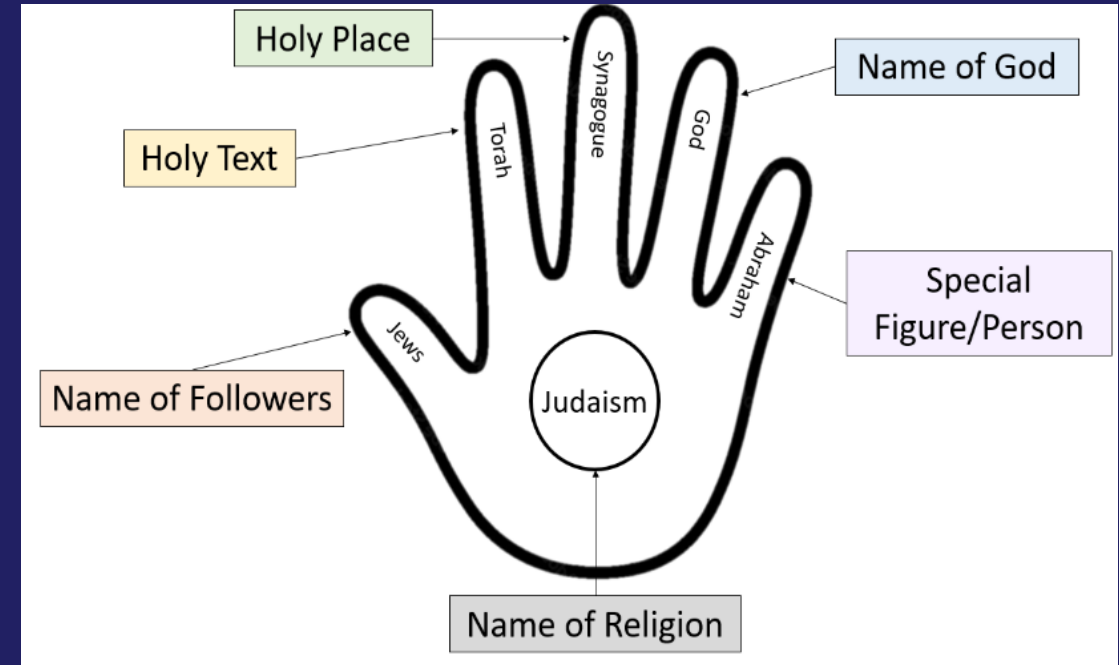
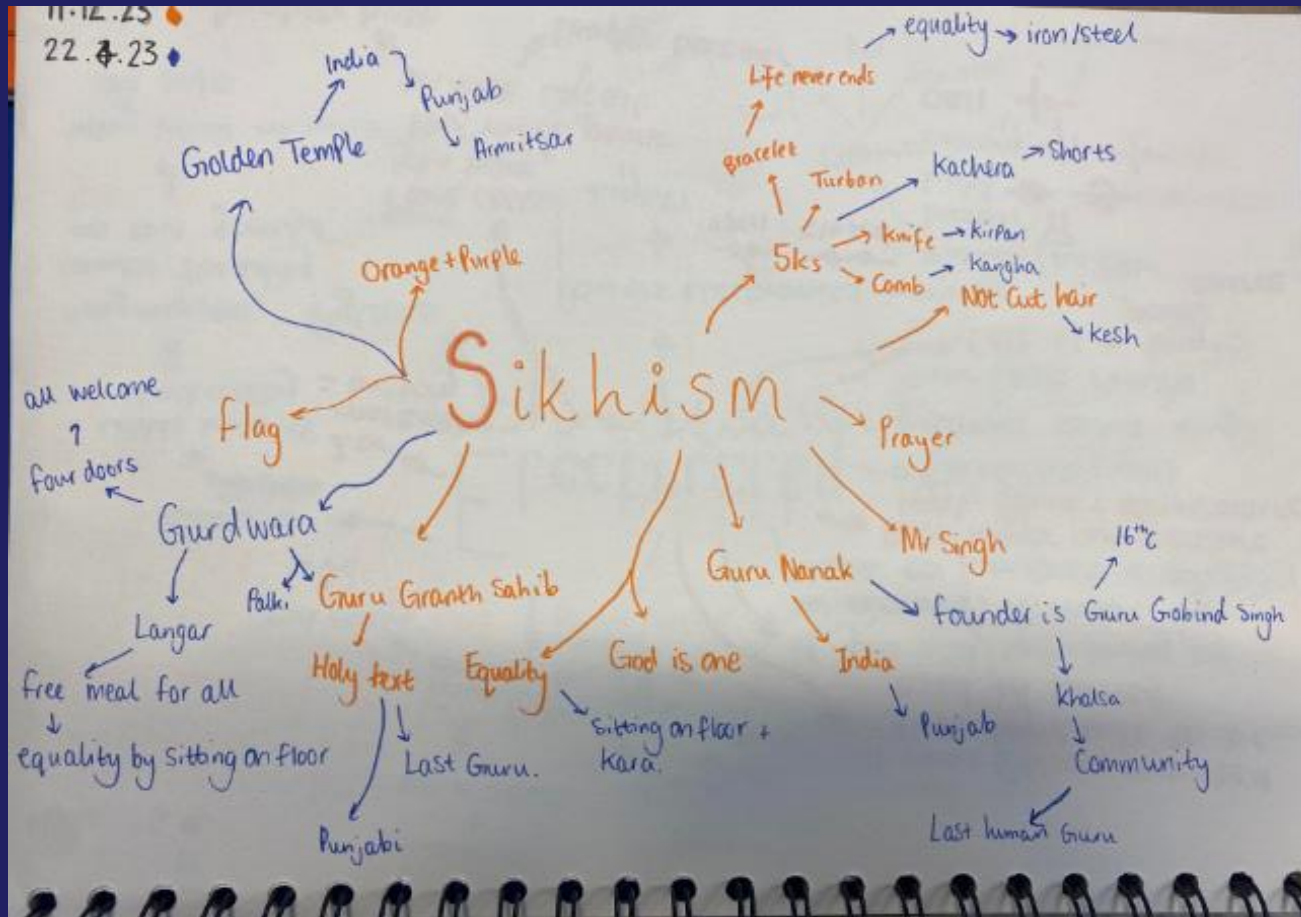
**Guru Granth Sahib**

The Guru Granth Sahib is a collection of poems from the 10 gurus as well as Sikh, Hindu and Muslim Saints. It is written in Persian and is greatly respected by all Sikhs.





# Implementation



# Implementation

We strive to utilise inclusive and non-restrictive language within RE lessons such as “This is what most Christians believe” or “this is what some people think.”. In doing so, children at MTVS are able to understand that religious views are wide ranging and that not all believers can be labelled as one and the same.

The importance of religious tolerance, British Values and the development of the whole child is vital to RE teaching at MTVS. In KS1, the ‘Free Choice’ units the children will learn about link closely to our SMSC curriculum and are weaved in with our wider Jigsaw lessons.

The ‘Worldviews: Similarities and Differences’ units added to the CWAC syllabus in 2024 link closely to the British Values promoted at Mickle Trafford Village School.



# Impact

That all children progress in their skills of critical thinking, religious tolerance, investigation, interpretation, reflection, evaluation, analysis, synthesis, application, expression, self-understanding, communication, problem solving and developing attitudes in religion and world views include self esteem, curiosity, fairness, respect, empathy, wonder, open-mindedness, working with others, sense of community.

That children have gained knowledge and understanding of other religions and world views and are prepared to be world citizens who are developing their own understanding of what it means to be humans.

Children will be given time to reflect on their own learning, as well as celebrating and sharing their own developing worldviews.



# Enrichment

Additional enrichment opportunities in RE include visits to places of worship in the local area and wider community. We have worked with a variety of guest speakers who have come to MTVS to further support learners understanding such as Imran Kotwal from Muslim Learner Services and a variety of speakers from Humanism UK.

AT MTVS we take pride in offering a broad and creative approach to the teaching of RE, with children experiencing a range of different learning experiences within the classroom. This has included recreations of Sikh Langar meals, Diwali days and Easter Bonnet Parades for KS1.





# Assembly Time (1 of 2)

Children also explore some beliefs, practices and values that shape the world today through some assemblies.

- In weekly KS2 class assemblies, children are encouraged to reflect on the issues discussed.
- Weekly ***Open the Book*** assemblies with Andy and the team explore Christian beliefs and how these shape the world.



# Assembly Time (2 of 2)

- *In weekly singing assemblies*, the children are encouraged to come together and sing as a school community whilst also focusing on the words and meanings of songs that we are learning.





# Examples for incorporating Fundamental British Values into your RE teaching.

<b>Democracy</b>	<b>Rule of Law</b>	<b>Tolerance of Religions</b>	<b>Mutual Respect</b>	<b>Individual Liberty</b>
<ul style="list-style-type: none"><li>• Voting for enquiry questions</li><li>• Involved in decision making in lessons</li><li>• Politicians inspired by faith</li><li>• Team work opportunities</li><li>• Belief in action in different democracies</li><li>• Philosophy for Children</li><li>• Advantages and disadvantages of democracy</li></ul>	<ul style="list-style-type: none"><li>• Circle time rules</li><li>• Rules within a religion for daily life</li><li>• Golden Rule</li><li>• Ten commandments</li><li>• Discussions on Good and Evil</li><li>• Comparing key beliefs to laws</li><li>• What rules do you follow if you belong to a specific group</li><li>• Persecution, discrimination, inciting racial hatred, Islamophobia</li></ul>	<ul style="list-style-type: none"><li>• Community events</li><li>• Diversity within a religion</li><li>• Challenge Stereotypes</li><li>• Visits to places of worship</li><li>• Links with faith communities local, national and international</li><li>• <b>Every RE lesson you will ever deliver!</b></li></ul>	<ul style="list-style-type: none"><li>• Faith visitors</li><li>• Racism and religious bullying</li><li>• Questioning views within the class</li><li>• Examples of interfaith networks</li><li>• Respect for difference and culture</li><li>• Listening to sacred texts, prayer, watching worship</li><li>• Stories about servanthood</li><li>• Handling artefacts</li><li>• Correct use of key terms</li></ul>	<ul style="list-style-type: none"><li>• Choice of challenge and task</li><li>• Right to believe</li><li>• Expressing own views</li><li>• Supporting self esteem, self confidence and self knowledge within lessons</li><li>• Model freedom of speech</li><li>• Personal identities are unique can change</li><li>• Slavery and oppression</li><li>• Fairness and equality</li><li>• El Salvador Crosses</li></ul>



# Faith

Develop sustained links with your faith visitors booking them on a regular basis so children can link aspects of faith with a believer they have actually met. Using questions link "How do you think .... would answer your query?" makes it more relevant and develops respect and empathy. Remember to promote diversity, "Some Christians may believe.....but other Christians may say ....." Build in age appropriate technical terms.

Look at the wider world not just RE in your on locality.  
Look at places of worship around the world and photographs of worshippers in a variety of communities.



Use pictorial charts to remind children about Global Learning, refer to the Global Development Goals use a Global Dimension or Religious Calendar as a wall chart in the classroom for children to keep an eye on key religious events around the world. Purchase RE resources from around the world and look at the packages they arrive in with the class. Map where the artefact came from and it's journey to the UK.



Developing questioning techniques with progressive expectations, give children clues but ask them to develop the question and enquiry, make them the detectives, learn about different sorts of questions and how to design them. With younger children ask them to "I wonder.....?" when looking at a religious photograph.



Whole school approaches which promote Global Learning themes like One World Weeks to raise profile of Global Learning, Don't just teach about different countries, include recent issues and key themes.

## Think Global in RE

Allow time for children to discuss topical events they may have seen on the news the evening before but don't always respond to the issue straight away. It's perfectly ok to say that you will come back to this in a day when you have found our more information. There may also be resources online by then from Newsround etc. Be controversial, take risks.

In the  
**NEWS**



Incorporate Fundamental British Values within each lesson by asking how has this lesson contributed to their understanding of FBV, have an overview of how you are implementing it throughout the year.

Use Philosophy for Children as a regular method for enquiry based learning, you are developing children as critical thinkers, listeners who value and learn from each other developing respect and an acknowledgement that you can change your opinions. Use a belief line as a warm up strategy and revisit at the end to see how opinions change.



Push your international partnerships to more than just being penpals with a display of smiling faces on the wall. Meet face to face, host pupil visits, ask meaningful questions and share RE projects with each other



**Share your passion about the world in which you live, if you want to make a difference, however great or small, your pupils will too.**