

Mickle Trafford Village School
Religious Education



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

Intent

- For all children at Mickle Trafford Village School to be given the opportunity to explore the beliefs, practices and values that shape the world today.
- Through teaching of RE, children to 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.



What does RE look like at Mickle Trafford Village School ?

RE is taught in RE lessons and through different subjects. These include Art, History, Literacy, SMSC, British Values, Drama, Music and Global learning topics.

Pupils also explore some beliefs, practices and values that shape the world today through a variety of different assemblies.



RE Syllabus – Where does it come from ?

During the Easter term last year, the CWAC SACRE reviewed it's syllabus through a series of agreed syllabus conferences.

In the summer term, CWAC SACRE subsequently launched it's new RE Syllabus. This was then circulated to all teaching staff here and since September, we have been following this new syllabus.



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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	What does it mean to belong?	Why is Christmas celebrated by Christians?	What do we think about how the world was made and how should we look after it?	What is respect? Handling Hindu artefacts with respect.	How and why are Allah and Muhammad (PBUH) important to Muslims?	How do Muslims express new beginnings?
2	What do Jews believe about God?	How do Jews show faith through practices and celebrations?	Why is the Bible a special book for Christians?	Who was Jesus and why is he important to Christians today?	Why did Jesus teach people through stories?	Free Choice
3	How do Hindus view God and how is Diwali celebrated?	Christmas symbolism.	How do Christians use the Bible to help them with their lives?	What do I think about Jesus and how is he portrayed in art from around the world?	What is my point of view about God and why do people have faith?	How do Muslims worship?
4	How do Jews demonstrate their faith through their communities?	Why do Christians think about Incarnation at Christmas?	How did Jesus teach about God and values through parables?	How can I understand different Easter concepts?	What is Humanism?	How do Hindus worship?
5	Why are the Five Pillars important to Muslims?	How is the Muslim faith expressed through family life?	Why is community and equality important to Sikhs?	Which concepts do we find hard to understand in Christianity?	Free Choice- must be based on Christianity.	How do people show their beliefs in action? (Could be a Christianity focus or examples from a range of religious and non-religious world views.)
6	What can we learn from Christian religious buildings and music?	How and why do Christians worship? What are the benefits for believers? Compare to worship covered in other religions.	How do Sikhs worship?	What does it mean to belong in a religiously diverse world? (Project work with partnership schools)	What are some of the differences and similarities within Christianity locally and globally?	What is the Kingdom of God and what do Christians believe about the afterlife?



Skills Progression

The learning of skills, knowledge and attitudes in RE is divided into two parts:

1. Ongoing skills and developing attitudes.

These include 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.

2. Specifically taught skills and knowledge.

Examples of both of these can be seen in your handout.





Examples for incorporating Fundamental British Values into your RE teaching.

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

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.

Assembly Time (1 of 2)

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

- In weekly KS2 *Newsround* assemblies children are encouraged to ask questions and are starting to reflect on the issue discussed.
- In daily KS1 class discussions



Assembly Time (2 of 2)

- Weekly *Chester Church Group* assemblies with Andy and team explore Christian beliefs and how these shape the world.
- *Weekly Themed Assemblies.* The children are encouraged to reflect on what is happening in the world, celebrate events or think about safety issues.



Implementation Plan to Achieve our Intent

- Ensure that new RE syllabus is taught across all year groups.
- Ensure RE is taught consistently throughout the school and correct time is given to the teaching of RE in all year groups.
- Ensure that RE visits and visitors are planned in both key stages to enrich the RE Curriculum and build on cultural capital and sense of community.
- Ensure assemblies are planned to link with religious festivals throughout the year and to make closer links with the community.
- To write a whole school prayer book written and publish for use in collective worship.



Impact

1, 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. (to be seen through pupil voice, book scrutiny)

2, That children to have gained knowledge and understanding of other religions and world views. (to be seen through the pupils and teachers evaluating learning).

3, Time given for children to reflect on their own learning, as well as their own developing worldviews. (book scrutiny, pupil voice, highlighted skills progression sheet)

