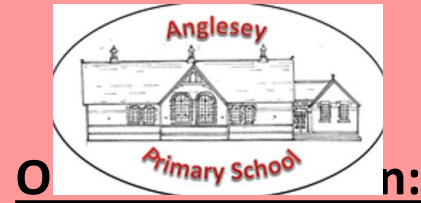


# How we teach RE at Anglesey

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***Inquisitive, Resilient, Independent***

At Anglesey, we are a vibrant and nurturing school community, where children are given the skills to become, inquisitive, resilient, independent learners. Our curriculum provides a range of creative, challenging and inspiring experiences for all. This equips our children with the life skills to be happy, flourish and be successful...*Today, tomorrow and in the future.*

# 1. Subject Vision Statement

Religious Education is a vital pillar for our children and their lives beyond school. This subject enables young people to venture into the world and interact in society in matters of religion and non-religion and develop their own resilient responses to misunderstanding, stereotypes and division that we see so frequently in the world today.

Therefore, to develop our children in becoming compassionate and understanding pillars of the community our religious curriculum must be designed to expand and engage all learners as they develop their own understanding of the world faiths and humanity.

We at Anglesey aim to develop pupils understanding of the various faiths and beliefs regardless of pupil's own family background and practices as we aim to nurture our children's awareness of diversity as well as sensitivity to questions and challenges that different cultures can present. We want our pupils to enjoy the challenges that religious education can bring and offer them a safe space for classroom discussion and 'difficult' questions to be asked such as the meaning and purpose of life, various beliefs of God and atheism, morality and overall what it means to be a human.

As Religious Education expands over such breadth and depth we have divided our learning into three prominent portions across the year that being Belief, Celebration and Traditions. We will be providing our children to develop their religious literacy and knowledge of Christianity as well as other religious faiths and world views that they experience in a diverse and global society.

## 2. Subject Implementation

Our Curriculum will be following the Birmingham City approved SACRE resources as well as tailoring it to suit and develop our children further to plan and sequence lasting learning that builds upon prior knowledge which our children can use today, tomorrow and the rest of their lives.

During each year group pupils are taught knowledge skills and understanding learning about faiths such as , Christianity, Islam, Sikhism, Judaism and more later adding Buddhism, Hinduism and Humanism within KS2. Whilst each unit of RE identifies prior learning we will not necessarily be 'blocking' the teaching of a particular faith, but instead allowing children to see the inextricable links between all faiths. For example, in Year 1 of Autumn Term 1 children look at being fair and just in Christianity and Islam, therefore children can see how two different faiths depict fairness as children develop their understanding of faiths. Simply covering a greater number of religious and non-religious traditions (as inclusive as that sounds) is no guarantee of a high-quality curriculum. This overloads the curriculum and might lead to superficial understanding of religious and non-religious traditions.

Here at Anglesey our three imperative traits that we install into all of our children are 'inquisitive, resilience, and independence'. Therefore, to achieve this we must ensure that our RE implementation is following Ofsted's guide which is why our planning follows 3 particular strands or sequenced planning to result in 'to know more, to remember more'.

Strand 1 -Substantive' Knowledge: knowledge about various religious and non-religious traditions.

Strand 2 - Ways of Knowing': pupils learn 'how to know' about religion and non-religion. This is how children can understand and explain their own understanding of a curriculum question to see more than one answer.

Strand 3 - Personal Knowledge': pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions they study

### **3. Meeting the aims of the National Curriculum**

#### **Purpose of study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

#### **Aims**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## 4. Meeting the aims of SACRE

### **The key requirements of the 2022 Birmingham RE syllabus**

1) There are four 'Dimensions of Learning': *Learning from Experience, Learning about Religious Traditions and Non-Religious Worldviews, Learning from faith and non-religious worldviews and Learning to Discern* throughout all four key stages.

2) There has been agreement between the traditions in the city (religious and non-religious) that the 24 dispositions, are qualities or marks of spiritual character they would wish to see developed in pupils.

The dispositions are based on a spiral curriculum approach, which are encountered by pupils in each phase of their education. Teaching should be focussed on each disposition:

once in KS1;

once every two years in KS2;

once in KS3; and

once in KS4.

Non-statutory key questions have been written for each dimension of learning, for each disposition, in each phase, to ensure progression. These can also be used for assessment.

3) Pupils are to be taught about the historic faith of nation and city; their own religion; and wider pool of faith traditions and non-religious worldviews across the city. Particular attention should be given to the traditions from which the pupils come. *Content Overviews* demonstrate and identify religious and non-religious world-view content which can be used during planning in order to illustrate each disposition at each key stage. There is a *Content Overview* for each of the 24 dispositions.

4) Including lesson content about certain aspects of Christian belief is considered essential, for example:

- Easter and Christmas every year in both KS1 & KS2;
- Holy Communion and the Lord's Prayer at least once in KS2.



## 4. Meeting the aims of SACRE

### **The 24 dispositions are:**

Being imaginative and exploratory  
Appreciating beauty  
Expressing joy  
Being thankful  
Caring for others, animals and the environment  
Sharing and being generous  
Responding to suffering  
Being merciful and forgiving  
Being fair and just  
Living by rules  
Being accountable and living with integrity  
Being temperate, self-disciplined and seeking contentment  
Being modest and listening to others  
Creating inclusion, identity and belonging  
Creating unity and harmony  
Participating and willing to lead  
Remembering roots  
Being loyal and steadfast  
Being hopeful and visionary  
Being courageous and confident  
Being curious and valuing knowledge  
Being open, honest and truthful  
Being reflective and self-critical  
Being attentive to the sacred, as well as the precious

**Click the link for further information about the RE syllabus.**

<https://www.birmingham.gov.uk/sacre/homepage/11/information-hub>



# 5. Curriculum Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	Different faiths	Diwali Christmas Story	Lunar New Year	Ramadan Shrove Tuesday	Eid	Family customs and routines
<b>Reception</b> <b>Sikhism, Christianity, Islam, Buddhism</b>	Introduction to Sikhism, Islam and Christianity	Day of the Dead Christmas Nativity Diwali	Buddhism Lunar New Year	The 5 Pillars of Islam Lent	Eid	Traditional clothing
<b>Year 1</b> <b>Judaism, Christianity, Islam</b>	Judaism Fairness and accountability	Nativity 5 Pillars of Islam Ramadan	Holy Books	The Last Supper Easter and Lent	Moses Passover	The Mezuzah Crucifix, Moses' staff
<b>Year 2</b> <b>Sikhism, Christianity, Judaism</b>	Unity and harmony Church	Church visit	Sikhism The 5 Ks Artefacts and traditions	Sikhism, Judaism, Tu Bishvat	Guru Gobind Singh Vaisakhi	Quaker religion Call to prayer
<b>Year 3</b> <b>Sikhism, Christianity, Islam</b>	5 Ks of Sikhism Justice, consequences and temptations	Diwali Visit a temple Justice	The 5 pillars of Islam The Qu'ran Prayer mats	Sabbath Shabbat	Celebrate Shabbat	The Torah
<b>Year 4</b> <b>Judaism, Sikhism, Humanism, Rastafarianism</b>	Belief in the word of God, Inclusion and connection, The 5 Pillars of Islam	Christmas and Hanukkah, Synagogue	Udaism, Hannukah Compare religious artefacts, Passover	Rastafarianism Humanism	Rastafari celebrations	Humanism traditions
<b>Year 5</b> <b>Christianity, Humanism, Islam</b>	Honesty, time of reflection	Nature area	Religious artefacts in Christianity Humanism Fasting	Responsibility for own actions Creativity in religion	Catholic and protestant artefacts	Communion within Catholicism
<b>Year 6</b> <b>Christianity, Sikhism, Buddhism, Atheism/Agnostic</b>	Buddhism Being courageous	Moral courage Buddhist temple	Buddhist artefacts	Agnostic and Atheist viewpoints	Albert Einstein, Charles Darwin, Georges Lemaitre	



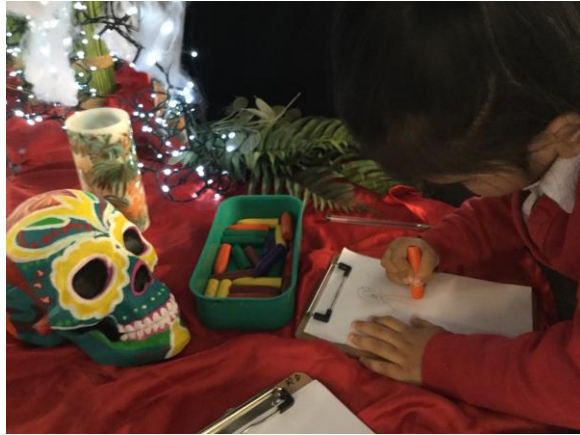
## 5. Subject Impact

The impact of a high-quality religious education curriculum enables our children to identify their own personal progression and enable them to know more and remember more when learning about various faiths and belief systems. By teachers planning efficiently children will be able to embed their key knowledge and concepts and establish them into their long-term memory and apply them fluently with time.

Ways in which Anglesey can measure the impact of our curriculum will be via the following ways:

- Children can demonstrate respectful behaviour to all which is depicted not only in class but in the wider community and beyond,
- Children demonstrate a positive attitude towards those of any religion and show clear understanding and compassion to cultural beliefs different to their own.
- Children feel confident and comfortable in challenging stereotypes and misunderstanding of those from various religious backgrounds.
- Assessing children's understanding of units being taught by comparing the use of vocabulary and understanding before and after a unit is taught.
- Collecting images and videos of the children's learning and experiences.
- Subject Leads interviewing children across the key stages to discuss what they have been taught in RE (pupil voice)
- Pupils books being monitored and checked to identify if there is an opportunity for dialogue between teachers and pupils.

## 7. RE Photos



## 8. Pupil Voice

*Year 5 Pupil  
We look at different religions  
and how the followers of that  
faith worship God.*

*Year 1 Pupil  
We learn about RE, because  
we are different, and it is  
important.*



*Year 2 Pupil  
Hajj is important in Islam  
because it is when Muslims  
have a pilgrimage to Mecca.*

*Year 2 Pupil  
We go to places of worship  
to see other religions.*