



## Trinity School Curriculum Statement for RE

### INTENT

In our teaching of Religious Education at Trinity, we enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. It teaches pupils to develop respect for others, including people with different faiths and beliefs and helps to challenge prejudice. Understanding others' rights to hold different beliefs is a key part of their learning about themselves as individuals as well as being accepting of others.

We aim to engage children in sustained shared thinking about significant human questions which are addressed through different religions and worldviews. We support children to develop the understanding and skills they need to consider varied responses to these questions and develop their own views and ideas over time. Children are encouraged to be reflective, and ask broader questions about themselves and others, to deepen their own knowledge about different religions helping them to understand and accept diversity.

RE provides an opportunity for children to explore and test out different ideas about the world that we are living in. We believe that these opportunities should be clearly rooted in understanding about different religions. This understanding then underpins the children's confidence to question ideas and make links to their own experiences and opinions.

### IMPLEMENTATION

RE is taught using the Jersey Curriculum through the RE Syllabus and RE Today units.

Each class Rec-6 has themes and key questions where planning is produced.

Pupils are taught knowledge, skills and understanding through learning about

- Christianity
- Islam
- Judaism
- Hinduism
- Buddhism

Through three key strands; believing, living and expressing children are able to strengthen the skills and deepen their understanding.

The following units are taught either in a block within a term or in weekly/ fortnightly lessons.

Through the use of high-quality resources and artefacts, children can investigate, reflect, discuss and empathise with the lives of people that they have studied from a variety of different religions.

|                  | Autumn   | Spring   | Summer  |
|------------------|--|--|---|
| <b>Reception</b> | Strand: Expressing<br>Theme: Which places are special and why?               | Strand: Expressing<br>Theme: Which times are special and why?  | Strand: Living<br>Theme: What is special about our world?                                     |
| <b>Year 1</b>    | Strand: Living<br>Theme: What does it mean to belong to a faith community?   | Strand: Expressing<br>Theme: How and why do we celebrate special and sacred times?   | Strand: Expressing<br>Theme: What makes some places sacred?                                   |
| <b>Year 2</b>    | Strand: Believing<br>Theme: Who is Jewish and what do they believe?          | Strand: Expressing<br>Theme: How and why do we celebrate special and sacred times?   | Strand: Living<br>Theme: How should we care for others and the world, and why does it matter? |
| <b>Year 3</b>    | Strand: Believing<br>Theme: Why is Jesus inspiring to some people?           | Strand: Expressing<br>Theme: Why do people pray?   | Strand: Living<br>Theme: What does it mean to be Hindu in Britain today?                      |
| <b>Year 4</b>    | Strand: Believing<br>Theme: What do different people believe about God?      | Strand: Expressing<br>Theme: Why are festivals important to religious communities?   | Strand: Expressing<br>Theme: Why do some people think life is a journey?                      |
| <b>Year 5</b>    | Strand: Believing<br>Theme: What would Jesus do?                             | Strand: Expressing<br>Theme: God is Everywhere, why go to a place of worship?  | Strand: Living<br>Theme: What does it mean to be a Muslim in Britain today?                   |
| <b>Year 6</b>    | Strand: Believing<br>Theme: What do religions say to us when life gets hard? | Strand: Expressing<br>Theme: Is it better to express your religion in arts and architecture, or in charity and generosity? | Strand: Living<br>Theme: What matters most to Christians and Humanists?                       |

At Trinity children take part in the Harvest Festival and Christmas services and events. Every Spring Term the whole school take part in the Spirited Arts Competition which is then judged in the Summer Term.

There may be other whole school RE foci and events throughout the year. There are opportunities for children to enhance their learning experiences through trips and visiting experts.

All class teachers have a tracker document in which they indicate a judgement for each child and give a judgement of emerging, developing or secure for each objective/area. These assessment grids are passed up to the following class teacher to see where the child was assessed.

### **IMPACT**

The children at Trinity Primary School have access to high quality teaching. RE is taught throughout the year and lessons are challenging and engaging. Pupils learn about a range of beliefs and are able to reflect on them. They gain knowledge and understanding of the major world religions and develop respect for different belief systems and the influence these have on how people choose to live their lives. They are able to ask and answer challenging questions about moral issues and what it means to be human. Children demonstrate a positive attitude towards people of any religion and show understanding of cultural beliefs different to their own.