

RE at Claycots

Claycots Primary School





RE team

Miss Nassar is our RE Leader at Claycots



The vision for RE

At Claycots, we want our pupils to leave our school ready to navigate their way in the community following the British values of tolerance, respect and individual liberty. We want our students to blossom into young adults who are able to interpret religious issues and evaluate their significance in our constantly changing world. We do this by providing them with Key Questions that support pupils with the knowledge that can one day help them to challenge stereotypes and promote cohesion within the community. In order for us to do this, we always aim to provide effective, high-quality Religious Education that provides opportunities for personal reflection.

In order to provide a good level of Religious Education, we aim to:

- Plan high-level teaching resources that are differentiated for all needs
- Offer CPD opportunities for teachers to develop their understanding of the Discovery RE Scheme
- Plan assessment opportunities to inform future planning
- Monitor RE through pupil voice interviews, learning walks and book looks



Subject Intent

At Claycots, we understand that Religious Education provides pupils with the opportunity to learn about multiple faiths, which may be different from their own beliefs. Learning about religions enables pupils to be informed and understand some of the political, social, and moral issues that they may face as they grow up in an increasingly globalised world and our diverse community. Religious Education at Claycots aims to support pupils to deal positively with controversial issues, manage strongly held differences of belief, and appropriately challenge stereotypes and prejudice.

We believe that teaching pupils how to become reflective learners and allowing them a safe place to raise challenging questions will help them to become empathetic and tolerant. Pupils have the opportunity to reflect on moral principles taught within religions by presenting them with key questions. At Claycots, we actively promote the fundamental British value of mutual respect and tolerance of others' faiths and beliefs, and we believe that this will enable our children to leave our school prepared for life in modern Britain.

To support these aims, our curriculum develops children's Cultural Capital by including a range of visits to religious places of worship as well as inviting visitors into our school to immerse pupils in their learning. We always ensure we create a safe place for pupils to respectfully ask key questions and demonstrate their tolerance.



How we teach RE

We follow the Discovery RE scheme of work which meets the requirements of the Pan Berkshire Agreed Syllabus for RE. Discovery RE is taught weekly and advocates an enquiry-based approach. Planning is effectively sequenced so that pupils are supported in developing a secure, long-term understanding that builds on their foundational knowledge. The enquiry-based approach is a 4-step process that first introduces the key and then requires the pupils to think of their rationale by weighing up the 'evidence'.

We understand the importance of allowing children to be exposed to religious resources and ensure that children have the chance to go on educational visits, developing their cultural capital and immersing them in their learning. Doing this alongside the Discovery RE scheme of learning prompts pupils to develop their critical thinking skills and provides opportunities for personal reflection while enabling them to advance their subject knowledge and flourish as moral citizens. All lessons have scaffolds that support pupils through their religious educational journey so that all pupils are included, and pupils are challenged appropriately to meet their learning needs.



How we teach RE

4 Step process to Discovery RE:

1. Engagement: Pupils have the opportunity to link their own experiences to a topic/question which may or may not be linked to religion.
2. Investigation: Over several lessons, teachers will guide the children to explore and investigate appropriate subject knowledge that is relevant to the key question. This could be class-based or through some educational visits.
3. Evaluation: Assessment opportunity for pupils to express their thoughts and critical thinking.
4. Expression: Allowing children to revisit their initial ideas and thoughts to reflect on what they have learnt.



How we teach RE

Early Years, KS1 & KS2

In Early Years, in the first two terms, children spend time exploring Christianity and Judaism. The children think about the celebrated festivals in the Christian calendar and link this to the celebrations in Judaism. The final term brings this together with exploring special stories and special places of a multitude of religions.

Key Stage One develops upon this teaching as the children look in more depth at what Christians believe. This allows pupils to ask questions and make connections across religions. In Year 1 they continue exploring more about Judaism and explore key questions every half term. In Year 2 pupils develop their understanding of special places and communities in Islam.

Key Stage Two builds upon the learning of Christianity, Judaism, Sikhism, Hinduism and Islam. The children are encouraged to think critically and ask questions about a variety of religions as each half-term focuses on a key question.



How we measure progress

The Discovery RE Scheme allows for formative and summative assessment. The scheme provides clear over-arching learning objectives within the planning that allow the teacher to be mindful of the assessment elements, each of which are shown on the Claycots' progression map.

Through marking and observation of pupils' work, each step can be measured formatively to support teachers when planning subsequent lessons. The third step of the Discovery RE learning process allows teachers to evaluate learning against the success criteria and learning intentions for that key question.



Visits and experiences

Below are the current visits and experiences offered at Claycots to support our RE curriculum:

- Pastor Visit for KS1 and LKS2 (Easter)
- Visit to Hindu Temple YR4
- Whole school Diwali Day of Celebration
- World Religion Day is celebrated, with each class completing lessons linked to the day
- The main religious festivals are celebrated within our whole school and phase assemblies

Examples of learning

W/c 19th September 2022.

Engagement: What is creation? How does it feel to create something and how would I feel if it was disrespected/ damaged?




We used natural objects such as twigs, sticks, leaves, etc that we found outside to create all sorts of things, including: houses, shelter for animals, outlines of people/ animals, patterns and shapes. We reflected on the question 'how would you feel if your creation was damaged?'

We said that we would feel:

- Really sad or upset
- Worried or angry
- Disappointed and fed up

We related this back to God and discussed the fact that Christians believe that God created everything and would have felt proud afterwards. If we disrespect His creation, this may make him feel sad, upset, etc just like we felt.

Year 1- Christianity (Creation Story)

Key Question: Why does God want Christians to look after the world?

Junaid thinks he is better than all his friends

POSITIVE	NEGATIVE
<ul style="list-style-type: none"> • help his friends ↓ • become he can help the elders and his family ↓ • To be good he can clean his room so his room ^{his room} doesn't have to do it for him. ↓ • He can listen to elders more often 	<ul style="list-style-type: none"> • People would stop liking him due to his big ego ↓ • His followers will decrease ↓ • He can get his ipad or phone taken from him ↓ • It would result in peop a number of people against him

Year 5- Hinduism (Beliefs and Moral Values)

Key Question: How does Hindu's beliefs in Karma, Samsara and Moksha help them lead good lives?

Pupil voice

What our children say about RE:

The visit to the Hindu temple was fun because we got to see some of the things we were learning about in real life.

Year 4 pupil

I like RE because I get to learn about different religions and it is fun!

Year 1 pupil

RE is interesting because as we get older (go through the years) we learn more facts and keywords. This is very interesting to me because I love learning about other religions and cultures.

Year 5 pupil



RE Progression Map

		Personal resonance or reflection	Knowledge and understanding of subject matter	Skills of evaluation and critical thinking
		Pupils will learn to:		
Year 1	Autumn	<ul style="list-style-type: none"> say how it felt to make something talk about a gift that is special to them 	<ul style="list-style-type: none"> remember the Christian Creation story and talk about it remember some of the Christmas story 	<ul style="list-style-type: none"> express an opinion about the Christian belief about creation suggest a gift they would give to Jesus
	Spring	<ul style="list-style-type: none"> talk about their friends and why they like them talk about a person they admire 	<ul style="list-style-type: none"> remember a story about Jesus showing friendship and talk about it recall parts of the Easter story recognise some symbols in the story 	<ul style="list-style-type: none"> say how Jesus tried to be a good friend start to show understanding that Jesus is special to Christians and say why
	Summer	<ul style="list-style-type: none"> tell you which is their favourite day of the week and talk about food they would like to share in a special meal say how it feels to say sorry and what they have said sorry for 	<ul style="list-style-type: none"> use the right names for things that are special to Jewish people during Shabbat and explain why tell you something that either Rosh Hashanah or Yom Kippur is about 	<ul style="list-style-type: none"> start to make a connection between being Jewish and decisions about behaviour choose a picture and give their thoughts on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur
Year 2	Autumn	<ul style="list-style-type: none"> tell you when they have been kind to others even when it was difficult say how they could help solve a problem by showing love 	<ul style="list-style-type: none"> re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness remember the Christmas story and start to explain that Christians believe Jesus was a gift from God 	<ul style="list-style-type: none"> say if they think Christians should be kind and give a reason tell you why Christians think God gave Jesus to the world
	Spring	<ul style="list-style-type: none"> explain how it felt to have to stop doing something to reach the target the class had set say what they believe happens to you when they die and tell you how they remember people close to me 	<ul style="list-style-type: none"> use the right words to describe how Muslims pray and begin to explain why they do this recall what Christians believe happened on Easter Sunday 	<ul style="list-style-type: none"> start to think through how praying 5 times a day might help in some ways more than others start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer their opinion

	Summer	<ul style="list-style-type: none"> explain why agreements are important and why they should be kept tell you about a special journey and why it was special to them 	<ul style="list-style-type: none"> tell a story about Abraham or Moses and say why one of these men is important to Jews today remember some of the events that happen during Hajj and start to explain why these are important to Muslims 	<ul style="list-style-type: none"> start to explain the significance of one thing Jews do and say how it shows their special relationship with God start to think about the significance of Hajj to a Muslim
Year 3	Autumn	<ul style="list-style-type: none"> tell you three important actions they could take to support a group they belong to discuss their understanding of their group's symbol explain what Christmas means to them and talk about whether this involves giving and receiving gifts 	<ul style="list-style-type: none"> describe some of the ways Hindus celebrate Divali and start to explain how they think Hindu children might feel at Divali start to explain the Christian belief that Jesus was God in human form and why God gave him to the world 	<ul style="list-style-type: none"> start to say why Divali might bring a sense of belonging to Hindus start to tell you what Christmas means to Christians and what it means to them
	Spring	<ul style="list-style-type: none"> talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle they would like to see happen today suggest how a person may rescue/help others who are in difficult situations 	<ul style="list-style-type: none"> explain one Christian viewpoint about one of Jesus' healing miracles start to tell you why Christians believe Jesus' death is important 	<ul style="list-style-type: none"> start to say whether they believe Jesus actually healed people or not start to reflect on whether they agree with Christian beliefs about Jesus' death
	Summer	<ul style="list-style-type: none"> discuss why it is important to share even though it is not always easy explain why water is important 	<ul style="list-style-type: none"> describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it 	<ul style="list-style-type: none"> begin to tell you if they think sharing is important or not to Sikhs empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges
Year 4	Autumn	<ul style="list-style-type: none"> give examples of agreements and contracts and explain how they would feel if one was broken tell you an affirmation/promise they would like to make 	<ul style="list-style-type: none"> start to explain what makes Jewish people believe they have a special relationship with God describe one thing a Christian might learn about Jesus from a Christmas symbol 	<ul style="list-style-type: none"> tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel ask questions about what Christmas means to Christians and compare this with what it means to them

		<ul style="list-style-type: none"> design a symbolic object to show the significance of Christmas or the Christmas holiday to me 		
	Spring	<ul style="list-style-type: none"> suggest why there may be problems in the world and how people could help solve them talk about what sort of help they might need to show forgiveness 	<ul style="list-style-type: none"> recall one of the Buddha's stories and start to explain what the Buddha was teaching through it describe what a Christian might learn about forgiveness from a Biblical text 	<ul style="list-style-type: none"> give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place show an understanding of how Christians believe God can help them show forgiveness
	Summer	<ul style="list-style-type: none"> describe one of their 'good' choices and the consequence of it explain the consequences of making a different choice explain some of the feelings their special place gives them and suggest why that is 	<ul style="list-style-type: none"> describe how aspects of the 8-fold path would help Buddhists know how to live good lives describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism 	<ul style="list-style-type: none"> start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to start to understand the impact a Christian's special place has on them
Year 5	Autumn	<ul style="list-style-type: none"> show an understanding of why people show commitment in different ways start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways 	<ul style="list-style-type: none"> describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others start to explain the Christian belief that Jesus was the Incarnation of God 	<ul style="list-style-type: none"> express why they think Hindus might choose different ways to show commitment to God start to express an opinion on whether the Christmas story is true and what this might mean to Christians
	Spring	<ul style="list-style-type: none"> explain how some stories can teach people about what is important and how to behave give an example of someone with a strong sense of purpose for their life and give their opinions on this 	<ul style="list-style-type: none"> recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week 	<ul style="list-style-type: none"> explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs start to express their opinion about Jesus' crucifixion being his destiny/purpose
	Summer	<ul style="list-style-type: none"> start to express their own views about life after death show an understanding of why people show commitment in different ways 	<ul style="list-style-type: none"> compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives 	<ul style="list-style-type: none"> express their own views about Hindu beliefs and whether they make sense to them or not

			<ul style="list-style-type: none"> describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others 	<ul style="list-style-type: none"> explain why they think some ways of showing commitment to God would be better than others for Christians
Year 6	Autumn	<ul style="list-style-type: none"> show an understanding of why people show commitment in different ways start to explain how some of the ways they choose to celebrate are directly linked to the event they are celebrating, and how other ways are not 	<ul style="list-style-type: none"> describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born 	<ul style="list-style-type: none"> think of some ways of showing commitment to God that would be better than others for Muslims explain that people may celebrate Christmas in different ways and say whether or not they feel this relates to Jesus
	Spring	<ul style="list-style-type: none"> express the feelings they have when they think about situations or things they would like to last forever explain how the influence people have had on them has affected what they see as important 	<ul style="list-style-type: none"> make links between different Christian beliefs and their views on whether anything is ever eternal explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted 	<ul style="list-style-type: none"> reflect on their own beliefs about whether anything is eternal give their opinion as to whether Christianity is a strong religion now and say why they think this
	Summer	<ul style="list-style-type: none"> give examples of times their choices have been influenced and may have changed when they considered the consequences that might follow give examples of times when they misinterpreted something 	<ul style="list-style-type: none"> explain how believing in Akhirah influences Muslims to do their best to lead good lives explain two different Muslim interpretations of Jihad 	<ul style="list-style-type: none"> recognise what motivates or influences them to lead a good life and compare it with what motivates and influences Muslims recognise what motivates them or influences them to lead a good life and compare it with what motivates and influences Muslims