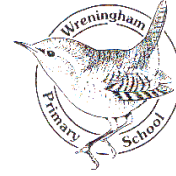


Together Everyone Achieves More

Wreningham School is committed to Safeguarding
And promoting the Welfare of children



Wreningham V.C. Primary school

1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."

Working together so that everyone in our school feels safe, confident and happy, curious to learn more and able to achieve their very best within our Christian community.

Religious Education

At Wreningham CE VC Primary School the teaching of Religious Education will enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

INTENT

Wreningham VC Primary School is a Church of England school, and the teaching of Religious Education (RE) is given significant importance. In our school, RE has a unique place as a central subject in the curriculum - '*Religious Education is not just an academic subject, but, lying at the very heart of the curriculum, has an important role in reflecting and conveying the distinctively Christian character of the school*'.

RE is neither a core subject nor a foundation subject; the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. Wreningham school has adopted the principles of the Locally Agreed Syllabus for Religious Education (Norfolk/Suffolk) and supplements this with material from the Diocese.

The aims of RE as set out in the National Society Statement of Education

Religious Education is taught in accordance with the Norfolk Agreed Syllabus. We strongly believe the purpose of RE is to develop pupils' religious literacy. This means we aim for children to be able to hold balanced and well-informed conversations about religion and belief. Through our RE we will help pupils to:

- think theologically and explore the great questions of life and death, meaning and purpose.
- reflect critically on the truth claims of Christian belief
- see how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and post-modern society.
- develop the skills to handle the Bible text.
- recognise that faith is not based on a positive balance of probabilities but on commitment to a particular way of understanding God and the world.
- respond in terms of beliefs, commitments and ways of living.
- develop a sense of themselves as significant, unique and precious.
- find a reason of hope in a troubled world.
- experience the breadth and variety of the Christian community.
- engage in thoughtful dialogue with other faiths and traditions.
- become active citizens, serving their neighbour.
- Understand how religious faith can sustain them in difficult circumstances and in the face of opposition.

RE provides children the opportunities to:

- teach and learn about the school's six values of Stewardship, Courage, Compassion, Forgiveness, Friendship and Hope.
- apply what they have learned e.g., showing respect for all people and their beliefs - Compassion (the Good Samaritan).
- value one another's contributions and know they are of value and worth.
- be confident to share their own views and beliefs.

IMPLEMENTATION

As a Church of England School, we approach the teaching of Religious Education in a way that will not only introduce children to an understanding of the nature of Christian beliefs and practices but will provide a foundation for Christian learning for life. Children will be encouraged in their exploration of the spiritual dimension of life and the environment will be set for them to experience an awareness of God. Further opportunities will be given for children to learn about other world faiths, not only to compare but to enhance their understanding of the Christian faith.

At Wreningham VC Primary School we use an enquiry-based approach to learning. This is based on the best practice framework in the Norfolk/Suffolk agreed syllabus. This approach enables pupils to focus on an enquiry question which explores aspects of the theological, philosophical and human/social sciences. A range of teaching strategies are used to ensure learning is challenging and relevant. The learning is set in a real and authentic context, with a clear purpose, meaning and relevance and there is space and time for reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities. The use of artefacts will be essential to enable pupils to handle and experience religious artefacts in a sensitive manner and to make them aware of the diversity of religious artefacts.

Our RE curriculum is designed to ensure religious literacy lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between theology, philosophy and the human/social sciences. We have enriched our RE curriculum by exploring content through these different lenses and considering the world of religion and belief from different epistemological positions.

Theology:	This examines where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.
Philosophy:	This is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.
Human/ Social sciences:	This explores the diverse ways in which people practice their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and societies.

We would expect children to:

- Ask questions and value one another's contribution.
- Apply what they have learned.
- Respect others' beliefs and values.

The teaching of RE is done in blocks, one block each half term. Each block is enquiry-based with a big question driving the enquiry e.g. *How do festivals bring people together? Who is God? What does the cross mean to a Christian? Why is light an important symbol for different religions?*

Reflecting the school's Church of England foundation, Christianity is the majority religion studied in each year group and is at least 50% of curriculum time. At Wreningham VC Primary School KS1 pupils study primarily Christianity and Judaism, with reference made to other principal religions, beliefs, and worldviews; KS2 pupils study primarily Christianity, and also Islam and Hinduism, with reference made to other principal religions, beliefs and worldview. This entitlement is met through the blocked teaching of RE.

Assessing Attainment and Progress in RE - Theology, Philosophy, and Human/Social Sciences

Pupil progress is assessed based on the non-statutory age -related expectations outlined in the Norfolk Agreed Syllabus 2019 and in Understanding Christianity, which in turn have been developed in line with guidance produced nationally. Teachers use the age-related expectations to plan an engaging curriculum that allows pupils to progress by providing

opportunities to engage with each aspect of RE – the theological, philosophical and human/social sciences. The age-related expectations are used to inform and set the learning outcomes for each RE enquiry. Attainment and progress in RE is reported annually to parents.

In broad terms the following principles have been applied to each aspect in terms of what it means to become more religiously literate:

- Extending knowledge and understanding from the concrete and familiar to the abstract and complex.
- Moving from simple ideas and beliefs/concepts to making connections between them and placing these within a bigger picture or meta-narrative.
- Demonstrating increasing layers of interpretation of religion, religions, beliefs and worldwide views through engagement with a broadening and increasingly complex range of information.
- Showing an increasing ability to critically question, analyse and evaluate, and form coherent, logical arguments including increasing recognition of divergences of opinion about the controversial nature of religion and belief.
- Expressing a broadening understanding of diversity in terms of the nature of religion, religions and worldviews

By combining the three aspects of RE and the principles of progression, a clear view of what is expected of pupils can be created.

The Right of Withdrawal from RE

Wreningham VC Primary is an inclusive school but recognises parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. We would ask any parent considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of religious education.

The contribution RE makes to other curriculum aims

Spiritual, moral, social and cultural development Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which ‘promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life’. As a Church of England school, the context of SMSC lies in its Christian values. The school takes an active approach in the development of spiritual, moral, social and cultural aspects of our pupils’ education which is reinforced by many of our policies, particularly those concerned with behaviour, equal opportunities, personal social and health education and citizenship.

IMPACT

The outcomes for pupils at the end of their education at Wreningham VC Primary School are that they are able to:

- Think theologically and explore ultimate questions.
- Reflect critically on the truth claims of Christian belief.
- Develop the skills to analyse, interpret and apply the Bible text.
- Recognise that faith is a particular way of understanding and responding to God and the world.
- Analyse and explain the varied nature and traditions of the Christian community.
- Make a well-informed response to Christianity
- Respect those of all faiths in their search for God.
- Reflect critically on areas of shared belief and practice between different faiths.
- Enrich and expand their understanding of truth.
- Reflect critically and express their views on the human quest and destiny.

Monitoring & Evaluation

The subject lead, together with the headteacher, DSSO and link governor (parish priest), will monitor RE provision and standards within the school through observation, looking at work, talking to children and reviewing the curriculum with staff.

R.E. LONG TERM & MEDIUM PLANS

1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."

Wreningham CE VC Primary School Curriculum Map (2021-2022) Cycle A

Year Group	Aut1	Aut2	Spr1	Spr2	Sum1
	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
	Big Question: How do festivals bring people together?	Big Question: Why does Christmas matter to Christians?	Big Question: Who is God?	Big Question: What does the cross mean to a Christian?	Big Question: What difference does being a..... make to daily life?
	<i>Human/social sciences</i>	<i>Theology</i>	<i>Philosophy</i>	<i>Theology</i>	<i>Human/social sciences</i>
EYFS	<i>How do Christians celebrate Harvest? Why is Sukkot important to Jews?</i>	<i>How do Christians celebrate Christmas?</i>	<i>What do Christians believe God is like?</i>	<i>Why do Christians put a cross in an Easter garden?</i>	<i>What is it like being a practising Christian?</i>
	<i>Judaism</i> <i>Christianity</i>	<i>Christianity</i>	<i>Christianity</i>	<i>Christianity</i>	<i>Christianity</i>
1/2	<i>How does Hanukkah bring Jewish families together? How do Christians thank God for Harvest?</i>	<i>Why is Jesus' birth important to Christians?</i>	<i>How do religious believers in Christianity and Judaism express ideas about God?</i>	<i>Why does Easter matter to Christians?</i>	<i>What is it like being a practising Christian/Jew?</i>
	<i>Judaism</i> <i>Christianity</i>	<i>Christianity</i>	<i>Judaism</i> <i>Christianity</i>	<i>Christianity</i>	<i>Judaism</i> <i>Christianity</i>
3/4	<i>How do the festivals of Harvest/ Diwali bring people together?</i>	<i>What is the Trinity?</i>	<i>Do all religions and beliefs view God in the same way?</i>	<i>Why do Christians call the day Jesus died Good Friday?</i>	<i>How do the varying ways in which Hindus/ Christians worship compare (comparing practice in the UK and India Hinduism)?</i>
	<i>Hinduism</i> <i>Christianity</i>	<i>Christianity</i>	<i>Hinduism</i> <i>Christianity</i>	<i>Christianity</i>	<i>Hinduism</i> <i>Christianity</i>
5/6	<i>How do the festivals of Rosh Hashanah / Yom Kippur and Harvest bring people together? (analyse and evaluate)</i>	<i>How do Christians put their beliefs about Jesus incarnation into practice in celebrating Christmas?</i>	<i>Do the arguments people use to say that God exists make sense?</i>	<i>What difference does the resurrection make to Christians?</i>	<i>How do the varying ways in which Muslims/ Christians worship compare? (analyse and evaluate)</i>
	<i>Judaism</i> <i>Christianity</i>	<i>Christianity</i>	<i>Islam</i> <i>Humanism</i> <i>Christianity</i>	<i>Christianity</i>	<i>Islam</i> <i>Christianity</i>

Wreningham CE VC Primary School Autumn Term Medium R.E. Plans (2021-2022)

Theology
Philosophy
Human/social sciences

Aut Term 1 2021			Aut Term 2 2021		
Human/social sciences			Theology		
Big Question: How do festivals bring people together?			Big Question: Why does Christmas matter to Christians?		
Class 1	-Sukkot -Harvest	<ul style="list-style-type: none"> Know Sukkot is the name of the festival of booths and re-tell the story. Understand its significance to Jews. Recognise why Christians celebrate Harvest. 	-Nativity	<ul style="list-style-type: none"> Tell the nativity story, making a link with the Christian belief that Jesus is God's son. (Incarnation – Understanding Christianity) Talk about how Christians celebrate Christmas 	
		Judaism Focus Christianity		Christianity Focus	
Class 2	-Hanukkah -Harvest	<ul style="list-style-type: none"> Recognise some of the artefacts, symbols etc. used in Hanukkah e.g. the Menorah, a dreidel (a four-sided spinning top). Recognise why Christians celebrate Harvest. Visit the church before Harvest and describe how the church is decorated. 	-Nativity	<ul style="list-style-type: none"> Retell the nativity story making a link with the Christian belief that Jesus is God's son. Why is Jesus important for Christians? Recognise that stories of Jesus' life come from the Gospels Gives examples in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. 	
		Judaism Focus Christianity		Christianity Focus	
Class 3	-Diwali -Harvest	<ul style="list-style-type: none"> Describe the way the Hindu festival of Diwali is celebrated across India (and in the UK) Recognise why Christians celebrate Harvest and any similarities/ differences with Baisakhi. 	-Nativity	<ul style="list-style-type: none"> Retell nativity through class play What is the Trinity? (Resource Understanding Christianity Incarnation/God). Explore the idea of the Trinity and its impact on Christianity 	
		Hinduism Focus Christianity		Christianity Focus	
Class 4	- Rosh Hashanah / Yom Kippur -Harvest	<ul style="list-style-type: none"> Explain the varying ways in which Jews observe the rules of Rosh Hashanah & Yom Kippur. Recognise why Christians celebrate Harvest and ways in which other major religions hold a harvest festival (e.g. Jews celebrate the week-long harvest festival of Sukkot in the autumn). 	-Nativity	<ul style="list-style-type: none"> Was Jesus the Messiah? (Resource Understanding Incarnation) Begin to explain connections between biblical texts, incarnation and Messiah, using theological terms. 	
		Judaism Focus Christianity		Christianity Focus	

*RE will be taught in blocks of one week per half term, 5 blocks per year.

Wreningham CE VC Primary School Spring Term Medium R.E. Plans (2021-2022)

Spring Term 1 2022			Spring Term 2 2022		
Philosophy			Theology		
Big Question: Who is God?			Big Question: What does the cross mean to Christians?		
Class 1		<p>What do Christians believe God is like?</p> <ul style="list-style-type: none"> Listen to, and talk about, religious stories from the bible which may raise puzzling and interesting questions. Begin to develop understanding of who God is Know/use correct vocabulary <p>Christianity Focus</p>		<ul style="list-style-type: none"> Know why the cross is significant for Christians. Give an example of how Christians use beliefs to guide their daily lives e.g. forgiveness (Resource Understanding Christianity Salvation). <p>Christianity Focus</p>	
Class 2		<p>How do religious believers in Christianity and Judaism express ideas about God?</p> <ul style="list-style-type: none"> Know what the Bible/Torah says about God. Know that Judaism/Christianity are monotheistic religions that believes there is only one God that is Omnipotent, Omnibenevolent, Omniscient, and is Omnipresent and transcendent. Know that Judaism views God as a personal god, meaning that humans can have a relationship with God and vice versa. <p>Judaism Christianity</p>		<ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Recognise that Jesus gives instructions about how to behave <p>Christianity Focus</p>	
Class 3		<p>Do all religions and beliefs view God in the same way?</p> <ul style="list-style-type: none"> Explore what Christians and Hindus believe about what God is like, using examples and evidence. If God is invisible, how do Christians describe God? Tell the story of the Lost Son from the Bible and recognise a link with the concept of God as a forgiving Father. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving, e.g., by saying sorry; by seeing God as welcoming them back; by forgiving others. <p>Hinduism Christianity</p>		<ul style="list-style-type: none"> Why do Christians call the day Jesus dies 'Good Friday'? Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities (2A,5Resource Understanding Christianity Salvation). Christianity Focus 	
Class 4		<p>Do the arguments people use to say that God exists make sense?</p> <p>-Raise questions about the existence and nature of God (focus on Christian ideas of God)</p> <p>-Compare the sources of authority of Christians (e.g., Bible, Church teachings, religious leaders, individual conscience) with some non-religious sources (e.g., individual conscience, some philosophers, and other thinkers).</p> <p>-Explore some reasons why people do or do not believe in God.</p> <p>-Explore how and why Christians still believe in God in an age of science. Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today.</p> <p>Islam Humanism Christianity</p>		<ul style="list-style-type: none"> What did Jesus do to save humans beings? Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today (Y5 Resource Understanding Christianity Salvation). <p>Christianity Focus</p>	