



Trinity Church School



Statement of Intent for RE 2022-23

Learning Growing Believing Together

“Encourage one another and build each other up”
Thessalonians 5:11

Our curriculum for R.E reflects the purpose and aims of the National Curriculum and alongside the Church of England RE Statement of Entitlement (below) by provoking challenging questions about; meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.

At Trinity Church School children learn about and understand Christianity as a global living faith as well as a range of religions and worldviews appreciating both worldwide and local diversity. Teaching will encourage and promote pupils to explore how religions have a continued influence upon British cultural heritage and values. Our Christian Values, Respect, Creativity, courage, respect, compassion and friendship are intrinsic to the ethos of the school. They are encouraged to evaluate different sources and develop their own ideas, while at the same time respecting the rights of others to differ. For instance, through weekly whole-school Collective Worship, displays and class-based teaching. Our ultimate aim is that this should enable pupils to be religiously literate and to participate positively and respectfully in our society, with its diverse religious and non-religious views.

Church of England RE Statement of Entitlement:

At the heart of RE in church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. There is a clear expectation that as inclusive communities, church schools encourage learning about other religions and world views* fostering respect for them. RE must have a very high profile within the church school curriculum and learning activities should provide fully for the needs of all learners. Learners should be inspired by the subject and develop a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion on the world. Attainment should be high and progress significant in developing an understanding of Christianity and a broad range of religions and world views.

The aims of Religious Education in Church schools are: To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage. To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights. To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Breadth of Study

The curriculum is carefully sequenced incorporating the Understanding Christianity scheme of work in addition to exploring Hinduism, Islam, Judaism and Humanism this is the MAT curriculum. This is designed to enable pupils to build cumulative knowledge towards agreed milestones and assessments to track progress and assess learning.

Key Stage 1

Children will develop knowledge about Christianity, Judaism and Humanism. They will learn subject specific vocabulary and relate this to everyday contexts and holy days and festivals throughout the year. They will develop this knowledge through high quality authentic resources, articles of faith, educational visits and key visitors.

Key Stage 2

Children will continue to build upon the foundation learning from Key Stage 1 enabling them to become religiously literate. They will continue to dig deeper into Christianity and develop a more investigative and philosophical approach.

They will be taught,

- Christianity
- Hinduism
- Judaism
- Humanism
- Islam

Our curriculum distinguishes between subject topics and *threshold concepts* which tie together the subject topics into meaningful *schema*. The same concepts are explored in a wide breadth of topics. Our *forwards and backwards engineering* of the curriculum allows children to return to the same concepts over and over again, gradually building their understanding of them.

Threshold Concepts

We have identified threshold concepts, the most significant knowledge in the subject, which form a schema for pupils to assimilate new knowledge and are referred to in a wide breadth of topics. In RE, threshold concepts mean knowing about:

Understand beliefs and teachings
Understand practices and lifestyles
Understand how beliefs are shared
Understand values
Reflect

- (Christianity) God, Incarnation, Salvation, Gospel, Creation, Pentecost, Trinity, Agape Love,
- (Judaism) Covenant, Torah,
- (Hinduism) Atman, Deity, Dharma, Pujar
- (Humanism) humanist
- (Islam) Muslim, Islam, Iman, Allah

Milestones

These are the goals that the children should reach to show that they are meeting the expectations of our curriculum. At Trinity Church School, we help pupils progress in RE by:

- carefully sequencing the knowledge that they need to understand religions and Worldviews in our long term plans
- by providing the vocabulary that they need to articulate their understanding of Religions and Worldviews
- by providing the children with *deliberate practice* activities that will help them to make progress towards the milestones and remember what they have learnt

Assessment

We assess the outcomes for RE through our end of unit tasks which are built into our planning to help us assess how well and how deeply pupils know and understand what we have taught and what the children have learnt.