

Rooted in the Christian faith and embracing all within the community, we encourage, enrich and enable everyone to be the best they can be. 'Go and do likewise' Luke 10:37



Strategy for Religious Education (RE)

(Intent, implementation, impact)

Part 1 – Intent:

Religious education in our school enables every child to flourish and to live life in all its fullness (John 10:10).

Our intent for RE teaching and learning is to help educate for dignity and respect encouraging all to live well together, preparing pupils for the opportunities, responsibilities and experiences of life in modern Britain. All children will acquire core knowledge and understanding of the beliefs and practices of different religions and worldviews which not only shape their history and culture but which guide their development. The modern world needs young people who are sufficiently confident in their own beliefs and values so that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.

At Riddlesden St. Mary's Primary School we take into consideration the community and range of religions, faiths and beliefs from within it, ensuring that we show these the utmost respect. In our Church school, pupils and their families can expect an RE curriculum that enables our pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, which will include the ways in which it is unique and diverse but also similar to other faiths.

An engaging, progressive and creative RE curriculum ensures that our children build an understanding of religious texts, beliefs, rituals and practices and how they help form identity in a range of religions and worldviews. Meaningful and informed dialogue holds a high profile in all RE teaching and learning throughout our school.

Aims

To enable pupils:

- to all access their entitled broad and balanced curriculum, including the teaching of RE
- to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text
- to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied
- to engage with challenging questions of meaning and purpose raised by human existence and experience
- to recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places
- to explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Attitudes:

- Encouraging the development of positive attitudes to RE
- Encouraging open-mindedness, respect and an understanding of their own and others' beliefs
- Developing our children's social skills to work cooperatively with others regardless of their beliefs, thoughts and opinions
- Providing our children with experiences to broaden their understanding of different faiths and religions
- Encouraging children to use their knowledge and understanding of faiths to be able to participate and integrate into a diverse community

Skills:

- Enable children to use the correct religious terminology to explain religious beliefs and value systems
- Make and explain links between beliefs, stories and practices
- Ask significant questions and suggest answers about religions and beliefs to deepen their understanding
- Share personal experiences linked to their own faith
- Explain the significance of Christian practices and those of other faiths studied to the lives of individuals and communities

Part 2 – Implementation:

Teaching and Learning in RE:

The yearly overview below shows the progression of RE teaching and learning through the year groups from Early Years-Y6.



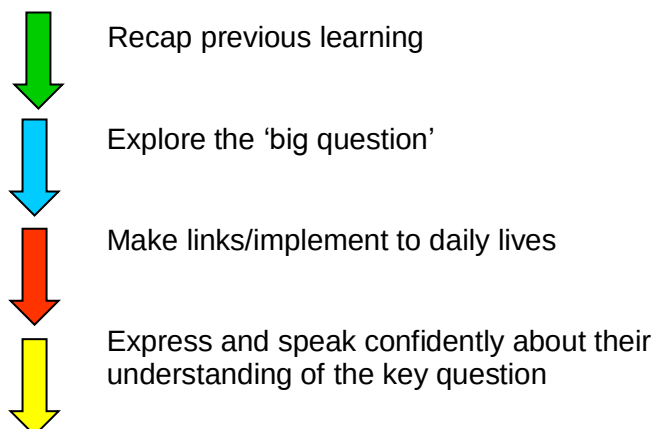
RE Overview at Riddlesden St Mary's C of E Primary School



Year Group	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1		Summer 2
2 Year Olds (Provision)		Diwali		Ramadan	Eid			
		Christmas			Easter			
Nursery (RE stories)	Special places	Diwali	The Christmas Story	Islamic stories	The Good Samaritan	Noah's Ark	Noah's Ark	Stories on friendship/kindness
Reception	Where do we belong? (Thematic)	Why do Christians perform Nativity plays at Christmas? (Incarnation)		Which places are special and why? (Thematic) Godly Play- Creation	Why do some Christians put a cross in an Easter garden? (Salvation)	Why is the word God so important to Christians? (God/Creation)		Which stories are special and why? (Thematic)
Year 1	What does it mean to belong to a faith community? (Thematic) Godly Play- Baptism	Why does Christmas matter to Christians? (Incarnation) Godly Play- Holy family		Who is Jewish and how do they live? (Judaism)	What is the 'good news' Christians believe Jesus brings? (Gospel)	Who do Christians say made the world? (Creation)		How should we care for the world and for others, and why does it matter? (Thematic) Godly Play - The Good Samaritan
Year 2	Who is a Muslim and how do they live? (part 1) (Islam)	What do Christians believe God is like? (God)		What is the 'good news' Christians believe Jesus brings? (Digging deeper) (Gospel)	Why does Easter matter to Christians? (Salvation) Godly Play- Faces of Easter	Who is a Muslim and how do they live? (part 2) (Islam)		What makes a place sacred to believers? (Thematic)
Year 3	What is it like for someone to follow God? (People of God) Godly Play- Noah	What is the Trinity? (Incarnation/God) Godly Play- Baptism		How do festivals and family life show what matters to Jewish people? (Judaism)	How do festivals and worship show what matters to a Muslim? (Islam)	What do Christians learn from the Creation story? (Creation/Fall) Godly Play- Creation		What are the deeper meanings of festivals? (Thematic)
Year 4	What do Hindus believe God is like? (Hinduism)	What does it mean to be a Hindu in Britain today? (Hinduism)		What kind of world did Jesus want? (Gospel) Godly play-The Good Samaritan	Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	When Jesus left, what was the impact of Pentecost? (Kingdom of God) Godly Play- The mystery of Pentecost		How and why do people mark the significant events in life? (Thematic)
Year 5	Why do some people believe in God and some people not? (Non-religious)	What does it mean if God is holy and loving? (God)		How can following God bring freedom and justice? (People of God) Godly Play- The Ten Best Ways	What does it mean to be a Muslim in Britain today? (Islam)	Creation and Science; conflicting or complementary? (Creation)		Why is pilgrimage important to some religious believers? (Thematic)
Year 6	What will make our city/town/village a more respectful place? (Thematic)	Why do Hindus want to be good? (Hinduism)		What kind of king is Jesus? (Kingdom of God) Godly Play- Mustard seed	What difference does the Resurrection make to Christians? (Salvation) Godly Play- Good Shepherd	What would Jesus do? Digging deeper (Salvation)		How does religion help people live through good times and bad times? (Thematic)

Key: Christianity Islam Judaism Hinduism Thematic Non-religious

Each unit of RE teaching and learning will follow the same process, which in a nutshell is to:



In order to have highly effective learning, lessons need to:-

- encourage wondering and questioning
- encourage enquiry and discovery
- be purposeful
- be set in a context that is relevant to your pupils
- be challenging for all
- be hands on and minds on
- develop children's ideas and understanding-it's not always about a right answer!
- have lots of carefully planned speaking and listening opportunities
- model the language structures and vocabulary you want the children to use
- have lots of opportunities for children to make choices and be independent
- include a range of religious stories
- have purposeful writing linked to the key question
- help children make sense of the local community as well as the world around them
- be fun and creative!
- develop RE through making links to the wider community e.g. school visits, visitors from different faith backgrounds, visit places of worship etc

A sequence of learning in RE will all include the following teaching elements used across all subjects in school:

- **Knowledge harvests** are completed at the beginning of a unit of work to assess starting points (including recapping previous learning for units where 'digging deeper' takes place) – these may be through a mind-map style or a range of questions linked to the objectives that will be covered
- **Recap opportunities** that focus on previously taught key questions and learning in order to build on prior learning before extending it through the new unit of work (see progression document to make links to prior learning)
- **Mixed ability RE lessons** that use differentiation (where appropriate) to ensure all pupils can access the learning and make good or better progress
- **Godly play opportunities** to introduce new concepts
- **Regular opportunities to express their own opinions and beliefs** and carry out hands on activities
- **Key vocabulary linked to the key question** to be displayed on the learning wall and in books
- **Writing tasks** are also used within the unit of work to determine the children's understanding of the 'big question'
- **Keeping everything spinning activities** plan for deliberate opportunities to revisit and recall past learning to allow pupils to embed information into their long-term memory.



- **Digging Deeper Challenges** provide extra depth to the key question being studied

RE learning in EYFS:

In Early Years at Riddlesden St Marys, RE is taught cross curricular alongside our other areas of learning. It is fully integrated into our curriculum as well as having standalone RE carpet sessions with linked provision.

In our 2 Year Olds, Nursery and Reception, we learn about key faith celebrations. These include; Eid, Christmas, Diwali, Ramadan, Holi, Easter. We also use Godly Play to explore focus Bible stories. In Reception we follow the Understanding Christianity and the Leeds Diocese documents to inform planning; exploring key questions each half term.

We understand that young children begin to ask questions about themselves and others such as:

- What is important to me?
- Why do people do things differently?
- What do I believe? Why do people have different opinions and views to me?
- What happens to people when they die?
- What is right and what is wrong?

We believe it is important to encourage children to ask questions and explore answers which can:

- support children to develop emotionally, spiritually and morally
- support their developing thinking skills, both abstract and imaginative
- help them find out about themselves, their family and community
- help them to develop a sense of place in their family and community, in the world and in the universe
- help them learn about similarities and differences between themselves and others, and among families, communities and traditions

RE can also contribute to children's development of Characteristics of Effective Learning in particular with regard to:

- Making links and noticing patterns in their experience (Creating and Thinking Critically - Making links)
- Showing curiosity about objects, events and people (Playing and Exploring – Finding out and exploring)
- Using senses to explore the world around them (Playing and Exploring – Finding out and exploring)
- Representing their experiences in play (Playing and Exploring – Playing with what they know)
- Acting out experiences with other people (Playing and Exploring – Playing with what they know)

The processes of exploration and reflection are important for the child.

Learning from other views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community.

Learning about other views, beliefs and cultures supports children in developing positive attitudes towards them.

The EYFS refers to spiritual wellbeing, acknowledging the fact that children have experiences beyond the purely emotional. Their spiritual wellbeing is enhanced by recognising that children develop spiritually by exploring answers to their questions, developing their sense of place in the world and beyond.

In finding out about others, young children start reflecting on belief, culture and practice and explore faith through:

- stories, including Godly Play

- visuals - photos, pictures
- toys and puppets
- handling real artefacts
- roleplay
- creativity – dance, drama, art and design
- non-fiction books
- discussion
- experience days

RE Learning in KS1 and KS2:

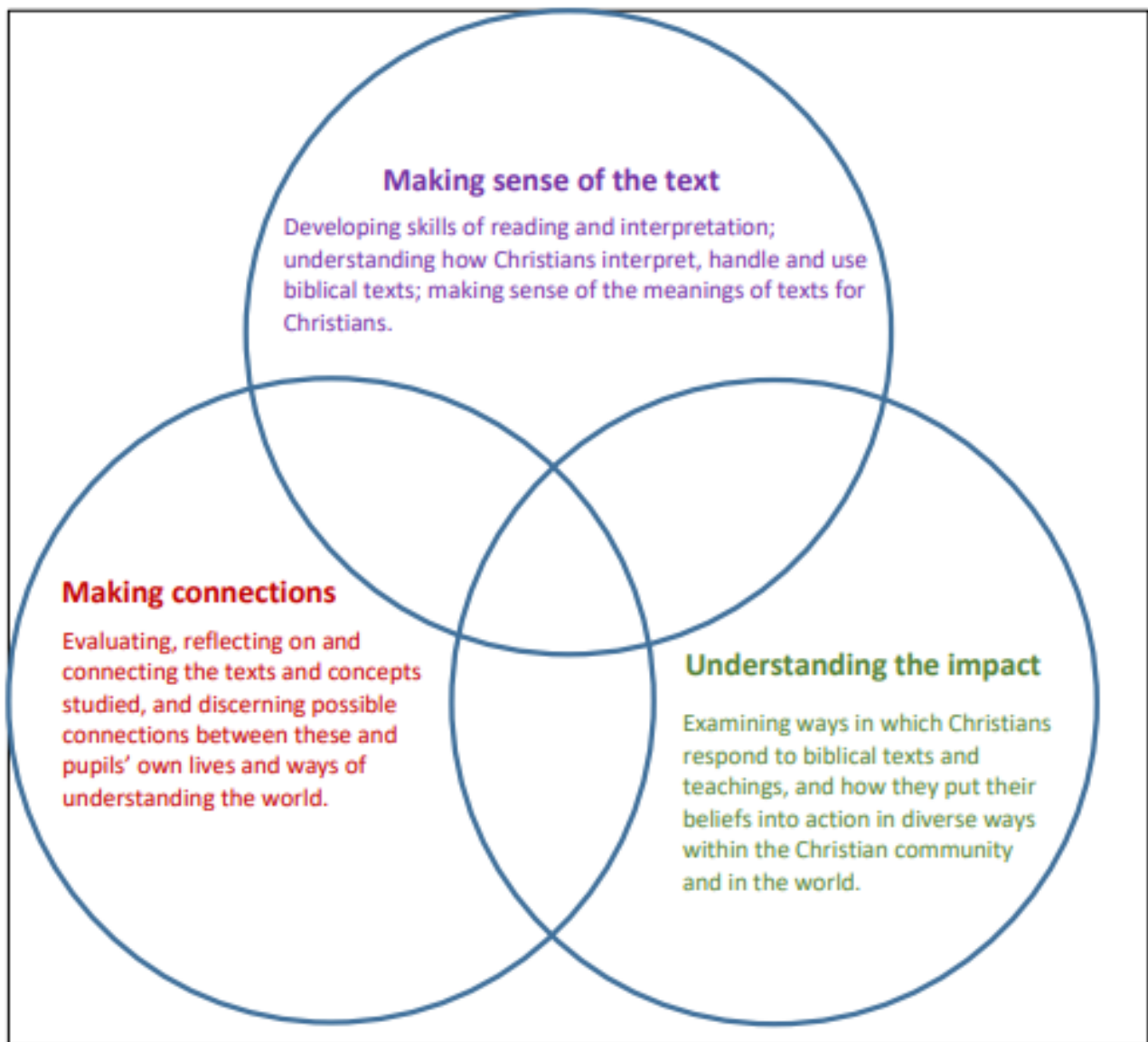
RE is a core subject. Below is the expected allocation of RE teaching and learning over one academic year.

4–5s	36 hours of RE, e.g. 50 minutes a week or as part of continuous provision
5–7s	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7–11s	45 hours of tuition per year (e.g. an hour and a quarter per week, or a series of RE days or weeks amounting to 45+ hours of RE)

From January 2023, the allocation of RE teaching and learning time can be planned through an RE immersion / themed day(s) with follow up keeping everything spinning / digging deeper opportunities on a weekly basis as a complement and not replacement. The teaching of RE will be as a separate subject either timetabled on a weekly basis or delivered in blocks of time at different points in the school year.

We use Understanding Christianity and the Leeds Diocese documents to inform planning as well as the RE Today resources.

The three key elements incorporated in RE teaching and learning through Understanding Christianity are:



Our whole school Biblical Underpinning:



As a school, we know learning through story is one of the most powerful ways to learn. We spent a lot of time thinking about which biblical story / parable to choose as there are so many to choose from that are linked to our vision. After much deliberation, we decided to adopt the parable of 'The Good Samaritan' as the biblical underpinning in all we do. Regardless of faith, this parable speaks to everyone and it is about 'loving thy neighbour, as you do yourself'. The events of the last few years especially have shown us the true power of human spirit. Working together when needed and helping others, especially those who may not have the same thoughts and beliefs as you is fundamental if we are to live in peace.

Why the 'Good Samaritan'?

Our vision is biblically underpinned by the parable of the Good Samaritan. In taking up Jesus' challenge to 'love our neighbour, as we love ourselves', the parable provokes us to consider who our neighbour really is. The man who was attacked was unsupported by those who were meant to be 'good'. It was the Samaritan, a man who at that time may have been perceived as the enemy, that stopped and helped, going way beyond what might have been expected. This is being a neighbour.

At Riddlesden St Mary's, the love and support driven through our vision, is extended to everyone – pupils and adults alike. We welcome all as our neighbour and seek to be a neighbour to others. We go above and beyond for those in need and we speak out with courage when people are in need, being hurt, bullied or marginalised. As we break down barriers and model hope, we remember that just as others passed the traveller by, we too make mistakes. Yet, love enables us to forgive.

In his actions and his words, the Samaritan demonstrated the love and respect found in our vision, lived out in our community and reminds us of the true value of each person in our care. The good Samaritan is a reminder for us all to always try our best to embrace all within our community and encourage, enrich and enable everyone to be the best they can be.



Our Christian Values:

In addition to teaching discrete RE lessons, we discretely teach and also link a lot of our learning (including RE) to our school values. These values are key Christian values but also the values of many other religions and faiths. These are also integral to learning within Early Years. These are our following school values:



For more information on our school values and the progressive key questions that link with them, please see the separate values documentation.

Collective Worship:

Whilst Collective Worship is separate from RE teaching and does not count as curriculum time for RE, it does link to world religions, values and religious festivals around the world. Collective worship in our Church of England school recognises the collectivity of all participants and does not assume that all have the same beliefs and values. All acts of worship are therefore inclusive, invitational and inspiring. We offer everyone the opportunity to engage in the act of worship, whilst allowing the freedom for those of other faiths and none to be present with integrity.

Here is an outline of the collective worship Rota:

Monday	Tuesday	Wednesday	Thursday	Friday
Celebration	Picture News	Values	Visitor/Parable	Singing

Our following quick start guides to planning the teaching and learning of RE will give more detail on the above aspects.

Withdrawal from RE:

- Parents have the right to withdraw pupils from RE in all Church schools (including voluntary aided schools) without any explanation.
- In the event that pupils are withdrawn, schools retain responsibility for health and safety. Pupils can be withdrawn from all or part of RE provision.
- In the event that a parent would like to withdraw their child from RE, the RE lead and Headteacher will carry out the following steps:

1. Ask parents to arrange a meeting with the RE lead and headteacher. Explain that RE is inclusive and explain the positives about our RE offer and what RE looks like in our school.
2. Use parents' evenings, assemblies and displays to showcase what goes on in RE lessons and to promote religious literacy, cultural diversity and visits to places of worship.
3. Ensure that parents who wish to withdraw their children are met with quickly.
4. Discuss the religious issues the parents would object to their child being taught about.
5. Show parents the kinds of things we do in RE by showing the locally agreed syllabus, aims of RE, learning objectives and examples of lessons.
6. If a parent has withdrawn their child from RE, this will be reviewed with the parent every year.
7. Explain that parents can only withdraw their child from RE, not other curriculum areas. For example, pupils can't be withdrawn from a study of religious art in an art lesson, or parts of the history curriculum such as the study of Christian conversions and relationships education.

Godly Play



Intent

Godly play is a way of creating time and space for the children to engross themselves in key stories linked to the Bible. It hooks the children and encourages critical thinking of the meanings behind the stories.

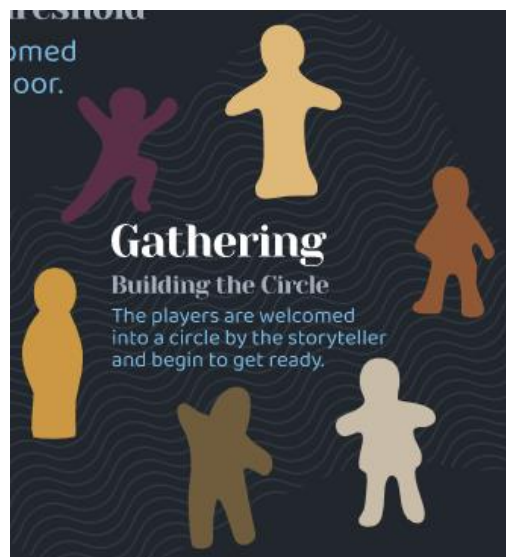
Key elements of Godly Play are:

- **Space** - a safe, child-oriented environment, somewhere to be and to think
- **Process** - open, exploring, valuing questions, discovering truth, freedom to face difficulties, developing the language of spirituality
- **Imagination** - playful, exploring both the light and the dark, opening channels for deepening spirituality
- **Relationships** - between children, between adults and children, equality within community, mutual learning
- **Intimacy** - valuing self and others, respecting autonomy, inclusive, looking for the good in people
- **Trust** - faith in the power of story, valuing silence, valuing each person's spirituality and vulnerability, allowing power to move around the circle and people to take responsibility for their actions and words

Implementation:

What happens in a Godly Play session?

- Children are welcomed into the space and given time to become quiet.



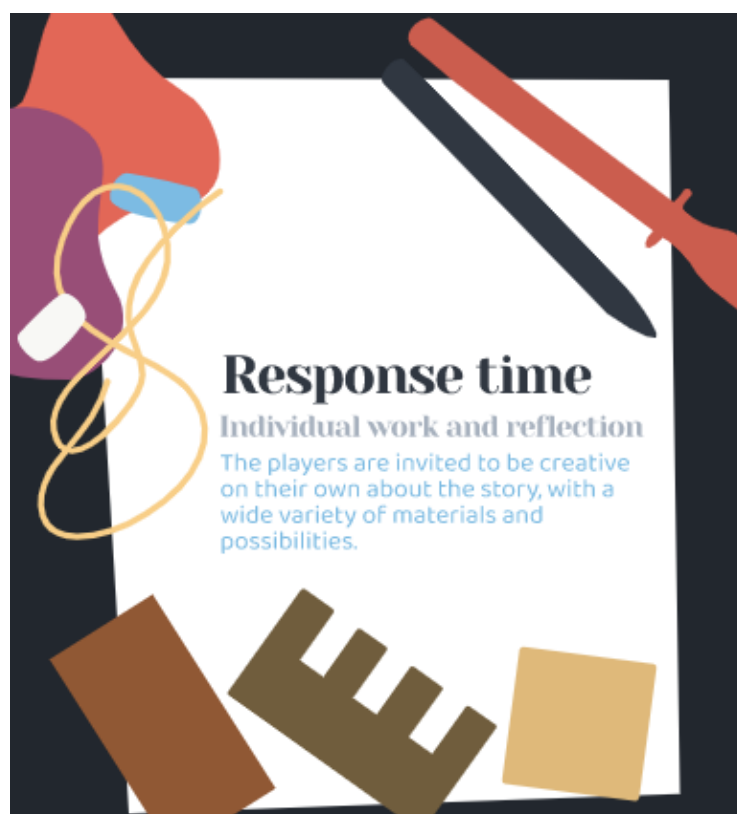
- They listen to a story, told in a circle using objects and artefacts. Children are drawn into the story as everyone including the storyteller looks at the objects and artefacts as the story is told.



- The story is explored using open questions and discussion, allowing plenty of time for thinking. Be prepared for long silences!



- Children then respond to what they have heard using a free choice of materials, e.g. art materials, small world materials, mark-making materials, or they may just wish to sit and think. They can also use the props to retell the story for themselves.



How to evidence Godly play

A blurb containing information about the Godly play story and follow up activities that the children carried out can be put into a blurb.

Please ensure the logo is placed on the sheet too along with a reflection question.



I know how to draw pictures or take photos to show what is wonderful about our world.
I know about what God the creator must be like.

Thursday 8th May



Today we took part in a Godly Play session with Mrs ~~Hesslewood~~ who shared the creation story with us. This allowed us to explore and deepen our understanding of the creation story in the Bible.



Let's reflect... What was your favourite part and why?



Godly play follow up ideas:

1. Creative Art Response

Let children show their thoughts and feelings through art:

- Drawing or painting what part of the story felt most special to them.
- Making clay figures or models of a moment or character.
- Creating a story collage using paper, fabric, or natural materials.

2. Re-Telling or Story Play

Allow children to retell the story using the same materials or make their own simple props. They could also act out the story or create a short puppet show. This helps them internalise the message through play and imagination.

3. Reflection and Discussion

Keep it gentle and open-ended- there are no “right” answers.

“I wonder which part of the story you liked best...”

“I wonder where you are in this story...”

“I wonder what this story makes you think about...”

These questions help children connect personally and spiritually.

4. Journaling or Drawing Reflections

For slightly older children:

- Create a “Wonder Journal” where they draw or write a few sentences about each story.
- They could write a prayer, poem, or thank-you note to God inspired by the story.

5. Service or Action Response

Connect the story to real-life kindness or care for others. For example:

- After “The Good Samaritan,” children could make kindness cards for someone who needs cheering up.
- After creation stories, they could help plant seeds or clean up the playground to care for God’s world.

6. Music and Movement

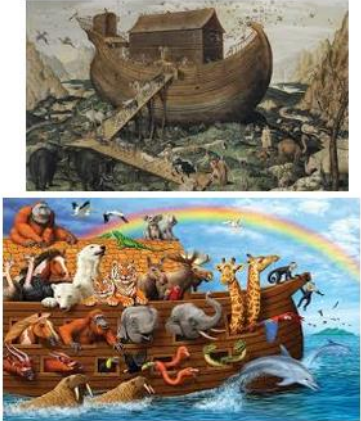
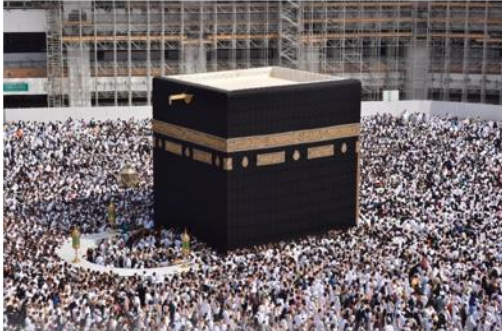
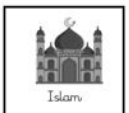
Sing a simple song or hymn that connects to the story’s theme. Encourage gentle movement or dance to express emotions from the story (e.g., joy, peace, gratitude).

7. Prayer Space

Set up a quiet, inviting corner where children can write or draw thank-you or help prayers on coloured paper. Place prayers in a “Prayer Basket” or hang them on a “Blessing Tree.”

RE Books

- Display 'Big Question' at the start of each half term along with which half term it is. Add the correct logo linked to the focus religion for that half term as well as the logo for the Christian unit (e.g. God, People of God, Incarnation etc). Place 1-2 images that are linked to the 'Big Question.'

Autumn 1	Spring 2
What is it like for someone to follow God?   	How do festivals and worship show what matters to a Muslim?  

- Following the title page, place the knowledge organiser (for the units they are available).

Why does Easter matter to Christians?		Year Two Knowledge Organiser
Wonderful words God: the all loving and powerful being that Christians believe created the world and everything in it Salvation: being saved or rescued so that humans are no longer separated from God Saviour: Jesus came to save or rescue people e.g., by showing them how to live Resurrection: Jesus' return to life after dying Eternal Life: the belief that through Jesus' death Christians can go to Heaven to be with God for eternity. Secular: anything that is not connected with religion or religious worldviews Easter: the Christian festival which remembers the resurrection of Jesus. Worship: to praise and follow God Good Friday: the Friday of Holy Week, the day on which Jesus was crucified. Religious: believing in a religion	So how does it all work?  All icons are used free of charge from Noun Project. Individual artist credit is given on the following slide.	Important information Easter is the most important celebration for Christians during the year. It is a time for them to reflect on the events in the life of Jesus from Palm through to Easter Sunday. Christians remember how through his death and resurrection Jesus healed the rift between humanity and God caused by sin. Christians refer to Jesus as Saviour as he saved them from being away from God and brought them salvation so that when they die, they can have eternal life in heaven with God. Easter can be celebrated in many ways, religious and secular. During Easter week, sometimes called Holy Week, many Christians will feel a lot of different emotions, they will feel happy on Palm Sunday when Jesus rode into Jerusalem on a donkey. They may feel sad and upset on Good Friday as they remember this as the day Jesus died. In Easter Sunday they will feel very happy as they remember the resurrection of Jesus when he defeated death and came back to life with a promise of eternal life. Other people will focus on the secular celebration of Easter by giving Easter Eggs and looking out for the Easter Bunny. Even though this is the same time of year it can be celebrated very differently, although Christians may also give Easter Eggs but will always think about the death and resurrection of Jesus as the eggs symbolize the new life Jesus has brought as the Saviour.

- Carry out pre-assessment (knowledge harvest)

What do Christians believe God is like?

Fill in the sheet to show what you know.




Use the words below to fill in the gaps:

God fish forgiveness listen money parable lost God



Christians believe that a _____ is a story that Jesus told that has a meaning.



The parable of the _____ son is about a son who wants _____ from his father



The son spends all the money and goes home to ask his father for _____.



Christians believe that _____ is like the Father, always forgiving his people.

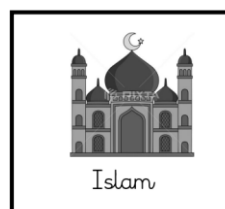
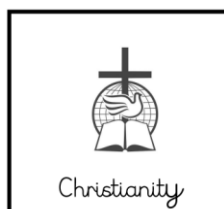
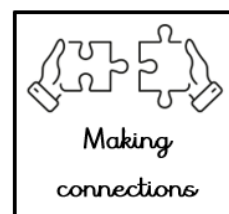


In the story of Jonah and the big _____, Jonah tries to run away from _____.



The story teaches Christians to _____ to God

- Logos to be placed on the children's work and explained to them when introducing the unit (see below).

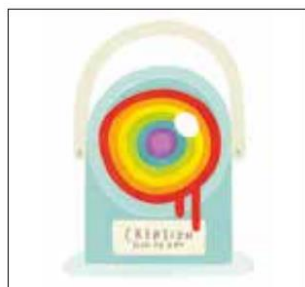


The following core concepts are explored in the Understanding Christianity approach, as part of the 'big story' of salvation:



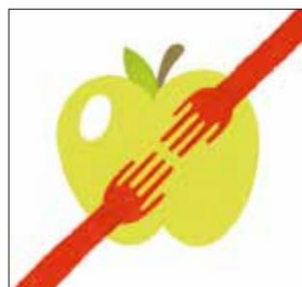
1. GOD

Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.



2. CREATION

The universe and human life are God's good creation. Humans are made in the image of God.



3. FALL

Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.



4. PEOPLE OF GOD

The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets,⁵ who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' – a rescuer.



5. INCARNATION

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.



6. GOSPEL

Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour – particularly the weak and vulnerable – as part of loving God.



7. SALVATION

Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.



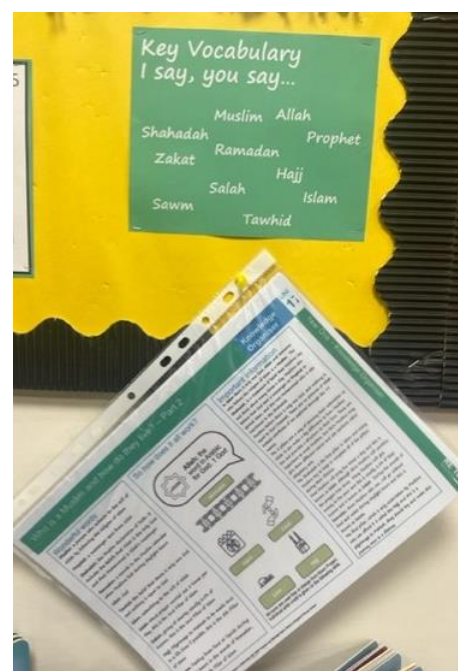
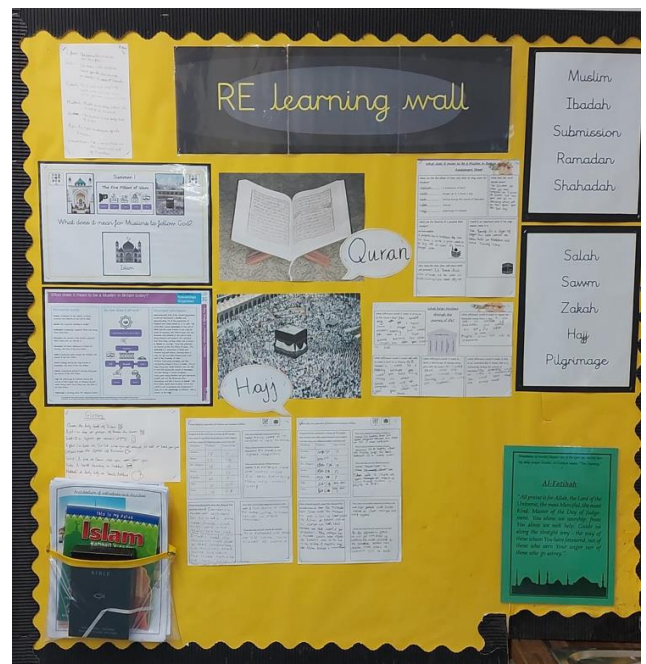
8. KINGDOM OF GOD

This does not mean that no one sins any more! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world – a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.

RE learning walls:

Every class in Y1-6 is to have a RE learning wall that outlines the journey of a unit of RE. This needs to include:

- the big question
- key vocabulary for the unit
- knowledge organisers (if available)
- 'I knows' for each objective
- Images/ photographs/ symbols/objects appropriate to the unit
- examples of the children's work (where applicable and where it will reinforce learning – this is not necessary for each objective)
- definitions that are taught
- images of the children completing practical activities (if applicable)
- an accessible area with RE books linked to the current unit and RE activities that are linked



Handling Religious Artefacts

- The use of religious artefacts in Religious Education supports the school's **Christian vision**, 'embracing all within the community, we encourage, enrich and enable everyone to be the best they can be.' It enables pupils to grow in **wisdom, understanding and respect for others**, and to flourish as confident, reflective learners.
- Religious artefacts are used purposefully to deepen pupils' **understanding of lived faith**, while also valuing and respecting **other world faiths and worldviews**.
- All artefacts are treated with **care and respect**, recognising that they may hold **spiritual significance** and express the **dignity of believers**.
- Teachers explicitly model and teach **respectful behaviour**, helping pupils to understand that artefacts are **sacred or special objects**, not play items.
- Pupils are guided to handle artefacts **thoughtfully and responsibly**, following clear adult instruction and expectations that promote **calm, reflective engagement**.
- Where appropriate, artefacts may be **observed rather than handled**, reflecting authentic religious practice and encouraging pupils to develop **empathy and sensitivity**.
- The school ensures that no pupil is required to touch or use an artefact if doing so would conflict with their **personal beliefs or sense of comfort**, reflecting the school's commitment to **inclusion and dignity for all**.
- The handling of artefacts is **age-appropriate** and supports pupils in making **meaningful connections** between belief, practice, and everyday life.
- Artefacts are stored securely and used safely, with appropriate **risk assessments** in place, ensuring that learning takes place in a **safe and respectful environment**.
- When artefacts are borrowed from churches or faith communities, they are treated with **thankfulness and care**, strengthening the school's **links with the wider Christian community**.

Part 3 – Impact:

Assessment in RE:

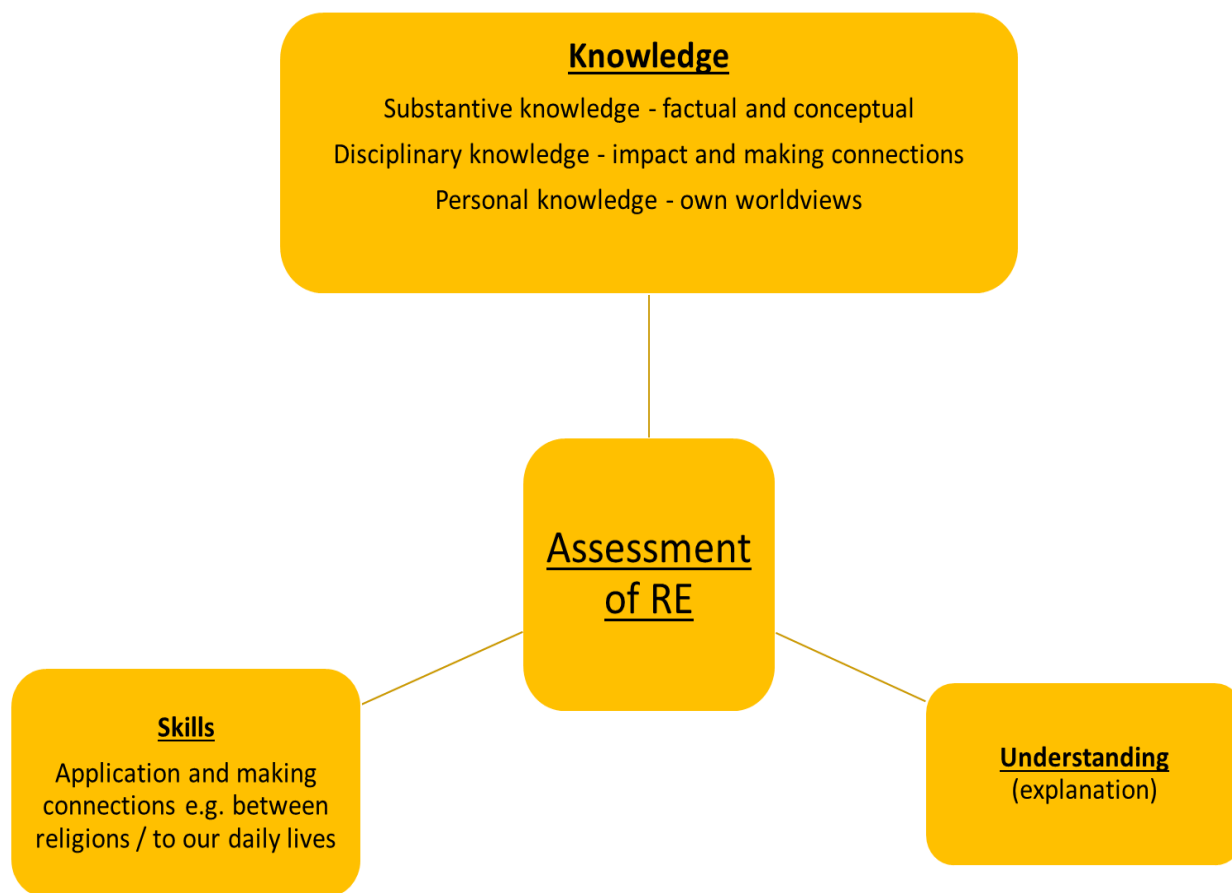
- We believe the true impact of our RE curriculum is demonstrated by our children living and breathing our school values but also showing such a confidence in their own religion, faith and beliefs that they respect the religious and cultural differences of the world around them.
- We use **formative assessment** to inform and develop our teaching and to gauge the children's understanding, beliefs and application.
- **Knowledge harvests** are completed at the beginning of a unit (sometimes in the form of a **mind map**) to see what the children know and what they would like to find out. They can also be used to recap on previous learning.
- **Knowledge harvests** are also used at the end of a unit of work (sometimes in the form of a **mind map**) to determine progress and celebrate success. This can also be carried out through an end of unit piece of writing in which the children can share their knowledge and views of the key question. These can be displayed in a separate folder/portfolio or in the RE portfolio.
- **In EYFS** RE is assessed as part of our Understanding the World area of learning.
- We use **summative assessment** (the same system used for all foundation subjects) at the end of each RE unit of work whereby all pupils are assessed by class teachers. They simply grade each child in their class with:

Key	Red – At significant risk of delay	Yellow – At risk of delay	Green – On track to achieve age related	Blue – On track for greater depth
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[illegible]

This assessment is submitted to the RE Lead who will use it to analyse pupil progress and ensure good outcomes across the whole school.

- The model below helps to inform the **summative assessment** by reflecting on the child's knowledge, understanding and skills to help inform the judgement.



Arrangements for the monitoring of RE teaching and learning:

- monitor pupil's learning
- observe lessons
- monitor pupil progress each term by analysing pupil data
- visit classrooms regularly to ensure that RE holds high importance in the classroom
- speak with pupils about their experiences of RE teaching and learning
- hold conversations with the children about their learning through pupil voice

Discussions in RE lessons

Discussions in RE enables pupils to explore beliefs, values and worldviews through respectful dialogue. It encourages children to think critically, develop empathy, articulate their own ideas and learn from the perspectives of others in a safe and inclusive environment. At Riddlesden St Mary's, discussion supports the vision of educating the whole child by nurturing spiritual, moral, social and cultural development while affirming the dignity and worth of every person.

The purpose of discussion includes:

Deepening understanding – Children explore religious beliefs, teachings, stories and practices by asking questions and sharing ideas.

Developing critical thinking – Pupils learn to consider different viewpoints, weigh evidence and explain the reasons for their opinions.

Encouraging respectful dialogue – Children practise listening carefully, disagreeing respectfully and valuing the beliefs and experiences of others.

Making personal connections – Discussion allows pupils to reflect on how religious and non-religious beliefs relate to their own lives, values and experiences.

Building empathy – Talking about different faiths and worldviews helps children understand and appreciate diversity and recognise common human values.

Developing oracy skills – Pupils gain confidence in expressing ideas, using appropriate vocabulary, asking questions and responding thoughtfully to others.

Supporting spiritual development – Discussion creates opportunities for awe, wonder, reflection, and consideration of life's "big questions," which are key aspects of spiritual development in Church of England schools.

Discussion Rules

1. We listen to understand.
2. We give reasons.
3. We use evidence.
4. We can change our minds.
5. Different worldviews deserve respect.
6. There isn't always one right answer.

Lesson ideas:

Thinking Together (Year 1 and 2)

- Giving reasons ("I think... because...")
- Listening to others
- Recognising that people believe different things
- Agreeing and disagreeing respectfully

1. Which is more important?

Show two pictures.

Examples:

- Prayer or helping people?



- Giving presents or spending time together?
- A church or the people inside it?
- Saying sorry or making things right?
- Sharing or keeping something special?

Children move to the side they agree with and explain why.

4 Corners Discussion

Provide the children with a statement linked to the current unit of work.

Examples:

Everyone needs a special place.

It is always easy to forgive.

God listens to everyone.

Celebrations should always be happy.

You have to believe in God to be kind.

Children to have a post it note with their name on.

Each corner says:

Agree, Strongly Agree, Disagree, Strongly Disagree

Children to place their post it note with their name on to the corner they feel best suits their decision. Children then discuss their reasoning, listen to others and agree/disagree respectfully

Mystery Object

Show object:

- cross
- prayer mat

- diya
- Bible
- Qur'an

Question:

Which object helps someone feel closest to God?

There is no correct answer.

Children justify their thinking using evidence from learning.

Hot Seat

One child becomes:

- Mary
- Moses
- Noah
- The Good Samaritan
- A child celebrating Eid
- Someone celebrating Diwali

Class asks respectful questions.

Example:

How were you feeling?

What was the hardest part of your journey?

Finish the Sentence

Show children a picture or a part of a text or story.

Children complete:

"I think..."

"I wonder..."

"Someone else might think..."

Silent Debate

- Large sheets around the room.
- Children write responses instead of speaking.
- Others reply underneath.

Diamond Ranking

Groups rank nine statements from most to least important. Children to discuss their reasonings.