



## RE Handbook



Approved by: Headteacher & SLT

Last reviewed: April 2022

Next review: July 2023

## Intent

By experiencing other Religions, it will help children with their own personal development and support an understanding of the spiritual, moral, social and cultural questions that surface again and again in their lives. In tackling difficult questions it provides pupils with insight that can work to challenge stereotypes, promote cohesion, and give them an understanding of different beliefs and faiths.

## Implementation

### **Why has the specific content knowledge been selected?**

The National Curriculum gives a broad coverage of RE. As a school we follow the Bolton agreed syllabus this gives a broad and balanced coverage for RE. We have designed the religious curriculum to ensure it is well-sequenced, has a clear progression and end point. Reading and vocabulary is at the heart of the curriculum. We have a variety of religions which run through the RE curriculum to allow children to deepen their knowledge and understanding whilst giving plenty of opportunity for long term memory links. The children will explore what people believe and what difference this makes to how they live, so that they can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

### **Why is it taught in the order that it is?**

Our RE curriculum is provided with the aim of making links between different religions. It is designed to give the children the skills and knowledge needed to having an understanding of different beliefs and faiths as well as being respectful of others opinions. Every year the skills and knowledge of each religion builds on previous years for that "sticky knowledge" throughout school.

Reception: Christians and Muslims

Key Stage 1: Christians, Muslims and Jews

Key Stage 2: Christians, Muslims, Jews and Hindus

We also acknowledge celebrations as they occur throughout the year.

### **How are RE lessons taught at Gaskell Primary School?**

The topics start with a key question. We have clear learning outcomes with specific learning content. Reading links are vital and we adapt a cross curricular approach to the topics. Assessment and learning is vital to develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. We teach using a cross curricula approach by weaving in opportunities to develop art, design and technology, science, geography, history skills as well as Literacy and Maths.

## Impact

We ensure that children at our school are equipped with the religious skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as a citizen in the wider world. We want our children to have a passion for religion, and to have an understanding of the spiritual,

moral, social and cultural questions that surface again and again in their lives. At the end of their time at Gaskell, we want our children to be able to have an understanding of different beliefs and faiths as well as being respectful of others opinions. We want our children to embrace religion and have the skills to make sense, understand and connect different religious beliefs. We want them to have mutual respect and tolerance of those with different faiths and beliefs and this is embedded in the Religious curriculum.

## Curriculum Structure

Each year group works towards the key question with clearly defined learning outcomes and content. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Each year group also learns one additional faith, as well as non-religious worldviews such as Humanism, as recommended by the DfE.

 Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F4: Being Special: Where do we belong?	F2: Why is Christmas special to Christians?	F1: Why is the word 'God' so important to Christians?	F3: Why is Easter special to Christians?	F5: What places are special and why?	F6: What times / stories are special and why?
Year 1	1:10 What does it mean to belong to a faith community?	1:1 What do Christians believe God is like? <b>Bolton Faith Trail with a focus on churches</b>	1:7 Who is Jewish and how do they live? <b>Visit to Manchester Jewish Museum (opening 2021) with a focus activity on the above</b>		1:2 Who do Christians say made the world?	1:9 How should Christians, Jews and Muslims care for the World, and for others, and why does it matter?
Year 2	1:6 Who is a Muslim and how do they live?	1:3 Why does Christmas matter to Christians?	1:6 Who is a Muslim and how do they live? (Part 2)	1:5 Why does Easter matter to Christians?	1:4 What is the 'good news' Christians believe Jesus brings?	1:8 What makes some places sacred to believers? (Christian and Muslim) <b>Bolton Faith Trail with a focus on a mosque and church</b>
Year 3	L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God?		L2.9 How do festivals and worship show what matters to a Muslim? <b>Bolton Faith Trail with a focus on mosques</b>	L2.10 How do festivals and family life show what matters? <u>to</u> Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (Christians / Muslims / Jews)
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like? <b>Celebrate Diwali</b>	L2.8 What does it mean to be Hindu in Britain today? <b>Bolton Faith Trail with a focus on Hindu mandirs</b>	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (Christian, Hindu and Muslim)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people? <b>Visit to Manchester Jewish Museum (opening 2021) with a focus activity on the above</b>	U2.4 Christians and how to live: 'What would Jesus do'?	U2.10 What matters most to Humanists and Christians/ Muslims/ Hindus?
Year 6	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not? (Christianity and Muslim)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard? <b>Bolton Faith Trail with a focus on religious buildings in our community (follow the walking trail ourselves)</b>

Consideration has been given to the breadth and balance of the coverage of the curriculum, each year group will have the experience of visiting a religious building or place. RE lessons are complimented and enhanced with memorable events taking place over the year. E.g. Eid assemblies, Christmas Nativity Performances.



# Gaskell Primary School– RE Discovery

GPS Drivers	
●	World Citizens
●	Avid Adventurers
●	Confident Communicators
●	Creative Minds
●	Healthy Pioneers

**AUTUMN (Year 1)**

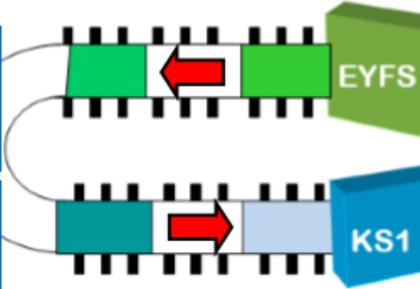
What does it mean to belong to a faith community?  
 What do Christians believe God is like? Bolton Faith Trail with a focus on churches

**SPRING (Year 1)**

Who is Jewish and how do they live?  
 Visit to Manchester Jewish Museum (opening 2021) with a focus activity on the above

**SUMMER (Year 1)**

Who do Christians say made the world?  
 How should Christians, Jews and Muslims care for the World, and for others, and why does it matter?



**AUTUMN (EYFS)**

Being special: where do we belong?  
 Why is Christmas special to Christians?

**SUMMER (EYFS)**

What places are special and why? What times / stories are special and why?

**SPRING (EYFS)**

Why is the word 'God' so important to Christians? Why is Easter special to Christians?

**AUTUMN (Year 2)**

Who is a Muslim and how do they live?  
 Why does Christmas matter to Christians?

**SPRING (Year 2)**

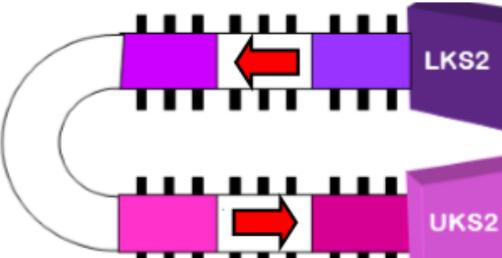
Who is a Muslim and how do they live? (Part 2)  
 Why does Easter matter to Christians?

**AUTUMN (YEAR 3)**

What do Christians learn from the Creation story?  
 What is it like for someone to follow God?

**SPRING (YEAR 3)**

How do festivals and worship show what matters to a Muslim?  
 Bolton Faith Trail with a focus on mosques  
 How do festivals and family life show what matters to Jewish people?



**SUMMER (Year 2)**

What is the 'good news' Christians believe Jesus brings?  
 What makes some places sacred to believers? (Christian and Muslim) Bolton Faith Trail with a focus on a mosque and church

**AUTUMN (YEAR 6)**

Creation and science: conflicting or complementary?  
 Why do some people believe in God and some people not? (Christianity and Muslim)

**SUMMER (YEAR 3)**

What kind of world did Jesus want?  
 How and why do people try to make the world a better place? (Christians / Muslims / Jews)

**AUTUMN (YEAR 4)**

What is the 'Trinity' and why is it important for Christians?  
 What do Hindus believe God is like?  
 Celebrate Diwali

**AUTUMN (YEAR 5)**

What does it mean if Christians believe God is holy and loving?  
 What does it mean to be a Muslim in Britain today?

**SPRING (YEAR 6)**

Why do Hindus want to be good?  
 What do Christians believe Jesus did to 'save' people?

**SUMMER (YEAR 6)**

For Christians, what kind of king is Jesus?  
 How does faith help people when life gets hard?  
 Bolton Faith Trail with a focus on religious buildings in our community (follow the walking trail ourselves)

**SPRING (YEAR 4)**

What does it mean to be Hindu in Britain today?  
 Bolton Faith Trail with a focus on Hindu mandirs  
 Why do Christians call the day Jesus died 'Good Friday'?

**SUMMER (YEAR 4)**

For Christians, when Jesus left, what was the impact of Pentecost?  
 How and why do people mark the significant events of life? (Christian, Hindu and Muslim)

**SPRING (YEAR 5)**

Why do Christians believe Jesus was the Messiah?  
 Why is the Torah so important to Jewish people?  
 Visit to Manchester Jewish Museum (opening 2021) with a focus activity on the above

**SUMMER (YEAR 5)**

Christians and how to live: 'What would Jesus do?'  
 What matters most to Humanists and Christians/ Muslims/ Hindus?

## Planning

The teaching and learning approach for RE follows the 3 core elements of -Make sense of belief, Make connections, Understand the impact.

These elements offer a route through each unit while also allowing for a range of questions reflecting different approaches.

We follow Bolton's agreed syllabus that was written by RE Today on behalf of Bolton and published by Bolton SACRE. This has Key Questions for each half term with clearly defined learning outcomes and content. All units of study (and related resources) can be found in this document.

<https://www.st-marys-deane.bolton.sch.uk/wp-content/uploads/2020/09/1-BOLTON-Agreed-Syllabus-2020-2025-FINAL.pdf>

# Assessment

Building a picture of what children know, understand and can do in each RE unit is essential for moving their learning forward. The knowledge, understanding and skills specified in key learning should form the basis of learning objectives for each RE lesson and should be used to help focus discussions with children and inform assessments. The information gathered during each unit about the performance of individual children and groups will enable you to provide carefully tailored feedback, questioning, explanation and support, according to their needs. When each unit has been completed, teacher assessments (0,1 and 2) are updated on to the termly insight tracking tool.

Activities the children have completed can be seen on GaskellRE twitter. <https://twitter.com/GaskellRE>

