



# Religious Education

at Malin Bridge

'Religious Education is the study of the world's religions, faiths and world views. Religious Education is about understanding a group of people's beliefs and traditions.'

"RE is about being respectful and having knowledge of different religions and how people celebrate." Lottie Y6

"We learn to respect other people's religions."  
Joseph Y6



## Vision

Our vision for Religious Education is to inspire pupils to be resilient, tolerant, mindful and inquisitive learners. Our curriculum fosters an understanding and appreciation of diverse religious and non-religious beliefs, practices and values, promoting tolerance, respect and empathy towards different faiths.

*Good is not enough if it can be better and better is not enough if it can be best.*

AT MALIN BRIDGE PRIMARY OUR PUPILS...



## Intent

A curriculum that provides pupils with the opportunity to develop tolerance, understanding, empathy and acceptance, helping them to become responsible and inquisitive members of society.

To equip pupils with the skill of critical thinking, enabling them to make informed decisions concerning religion and belief.

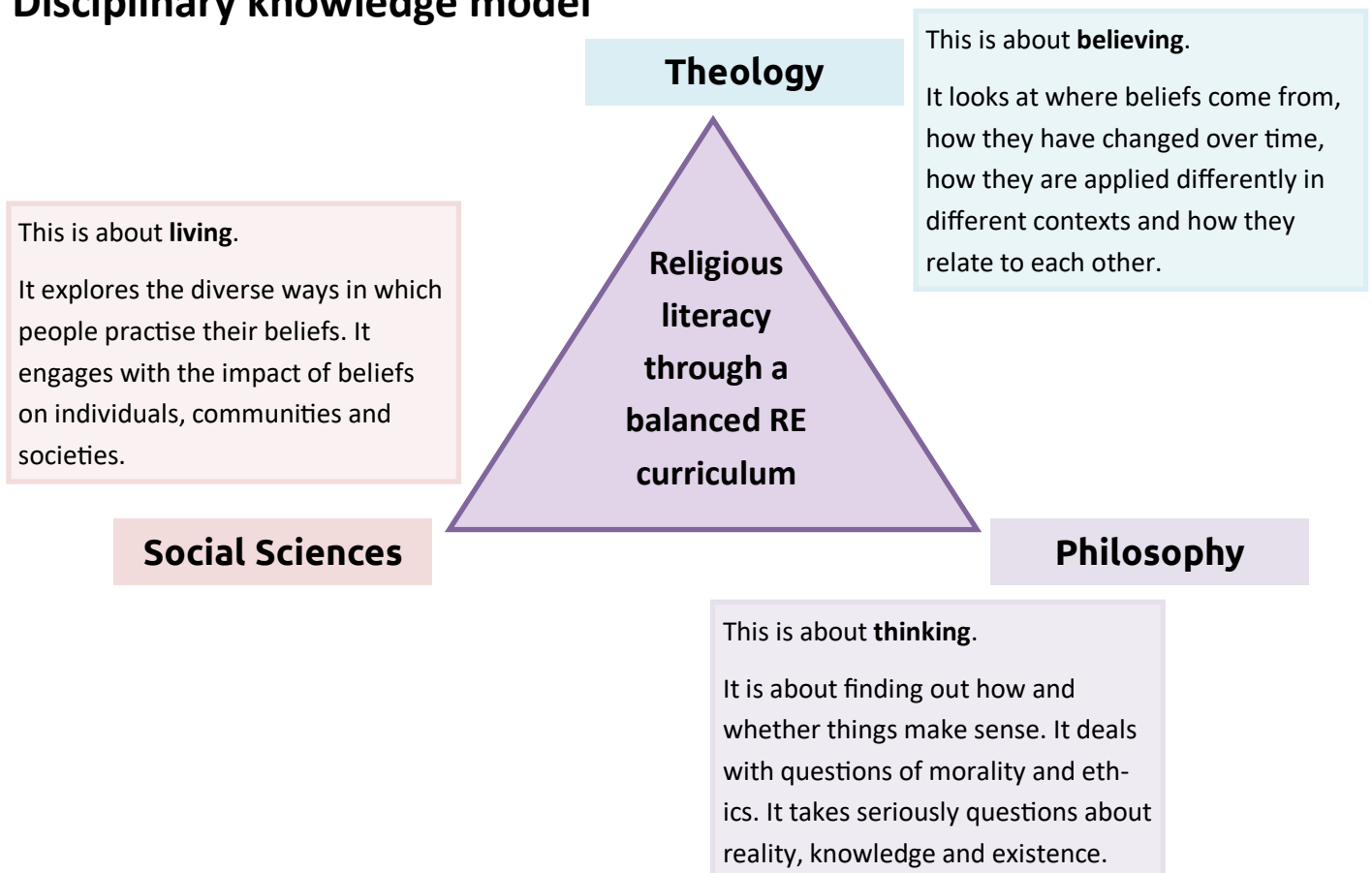
To provide pupils with the opportunity for personal self-reflection and exploration.

# Knowledge in Religious Education

The Religious Education curriculum is built around three key strands: **substantive content and concepts**, **disciplinary knowledge of methods** and **personal disciplinary knowledge**.

Key Strand	Description	Implementation at Malin Bridge Primary School
<b>Substantive content and concepts</b>	Knowledge about various religious and non-religious traditions, beliefs, and practises; the content taught.	Curriculum documents detail the precise knowledge which each unit includes. Whilst pupils are not expected to retain all this knowledge, they should be able to answer enquiry and concept questions confidently demonstrating secure understanding of core knowledge.
<b>Disciplinary knowledge</b>	Different 'ways of knowing' that enables pupils to understand and use some of the methods and techniques associated with studying religious and non-religious traditions.	Disciplinary knowledge is framed around <b>beliefs</b> (theology), <b>thinking</b> (philosophy) and <b>living</b> (social sciences).  <i>Please see Disciplinary Knowledge in RE for details of how each element is approached.</i>
<b>Personal disciplinary knowledge</b>	Building awareness of our own position, presuppositions and values about religious and non-religious traditions studied.	Pupils are taught about their personal 'lens' through which they see the world. The RE curriculum builds towards the threshold concept of individuals not having a fully objective experience of the world. Children begin to unpack their influences and attitudes to religious and non-religious ideas through each enquiry, preparing them for KS3 and beyond.

## Disciplinary knowledge model



*Please see **Disciplinary Knowledge in RE** for more details.*



# Key Concepts

The RE curriculum is structured around four **key concepts: diversity, belief and practises, festivals and celebrations, and philosophy and ethics**. These concepts have been thoughtfully selected to ensure that pupils not only **retain essential information** but also develop a well-rounded understanding of religious and ethical issues. Through the RE curriculum, pupils gain invaluable insights into the universal themes of **human existence, morality and spirituality**.



## Religious Education Subject Story

There are **Subject Stories** for all foundation subjects, which detail the journey pupils go on through each curriculum area during their time at Malin Bridge. They contain the **key concepts**, which are built over time, as well as how each unit fits into the 'bigger picture' of the curriculum. Finally, the subject stories also contain an agreed glossary of definitions to ensure **consistent language** is used throughout school.

### RELIGIOUS EDUCATION AT MALIN BRIDGE

By the end of studying Religious Education at Malin Bridge, children will be able to answer questions such as:

- Using a diverse range of religious people, how has their faith impacted on their lives?
- Using examples, how has someone's beliefs and practises affected their lives and the wider world?
- How do people mark festivals and celebrations, and why are they important?
- How does a person's religious or non-religious beliefs affect how they answer philosophical or ethical questions?



Key Concepts	Associated vocabulary
Belief and practises	places, symbols, prayer, pilgrimage, sacred, precious, commitment, God, faith, action, creation, incarnation, salvation, prophet, reincarnation, afterlife, eternity, worship, prayer, teachings, covenant
Festivals and celebrations	rites of passage, birth, death, christening, baptism, funeral, marriage, belonging, respect, remembrance
Philosophy and ethics	morals, rules, right, wrong, sin, debate, consider, reflect, values, perspective, point of view

Religious Education at Malin Bridge seeks to promote the school values of *celebrate diversity and enquire about the world*. Through RE, pupils will develop a deep understanding of other people, different faiths and world views, as well as different ways of life. RE lessons are built around an enquiry approach which develops children's critical thinking skills, enabling them to make informed decisions concerning religion and belief. Each religion covered is given equal treatment, and will not be promoted in any way. RE does not try to persuade, but rather to inform and develop skills with which evaluation can take place. Each unit covered will reinforce the notion of variation within the faith studied, emphasising that the common beliefs shared are not the beliefs of all members of that particular religion.

### Religious Education Glossary

biased	a view that is one-sided
Catholic	A Christian group that believes that the Pope represents God on earth.
Christianity	A religion based on the teachings and practises of Jesus Christ.
Church of England	A branch of the Christian faith which was formed by Henry VIII.
clergy	The people who work in the Church: Popes, Bishops, Priests, Monks and Nuns.
commitment	a promise or firm decision to do something
empathy	to share or understand the emotions and feelings of another person.
faith	a strong belief in God or a particular religion
idolatry	The worship of idols
martyr	Someone who dies for their religious beliefs.
migration	the process of people travelling to a new place to live, usually in large numbers.
morals	standards for good or bad behaviour
persecution	unfair or cruel treatment over a long period of time because of race, religion or political beliefs
pilgrim	a person who makes a journey to a special place for religious reasons.



# Skills Sheets

There are skills sheets for each foundation subject, for each phase, detailing the practical and **disciplinary** knowledge. These include what a child who is attaining typically, should **be able to do by the end of their phase**. They also include the key vocabulary which children should be able to use.

## KS1 THEOLOGISTS

Over KS1, children's learning in Religious Education should include the following:

- Exploring Christian and Jewish festivals and celebrations
- Learning about different places of worship, religious symbols and items
- Discussing stories with morals including those of Jesus
- Understanding different ways people may pray or practice mindfulness

BY THE END OF KS1, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

Recall and name different beliefs and practices, including festivals, places of worship and symbols (Christian, Hindu and Jewish)

Ask and respond to questions about what communities do, and why

Notice and respond sensitively to some similarities between different religions and world views

Find out about questions of right and wrong and begin to express their ideas and opinions in response

BY THE END OF KS1, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO UNDERSTAND AND USE THE FOLLOWING VOCABULARY:

CHRISTIAN	CHRISTIANITY	WORSHIP	JEW	JUDAISM	JEWISH
PRAYER	MORALS	FAITH	FESTIVAL	BALANCE	ATTACK

## LKS2 THEOLOGIST

Over LKS2, children's learning in religious education should include the following:

- Comparing different features of religions and world views
- Exploring a range of beliefs, symbols and actions so that they can understand different ways of life
- Considering how diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect
- Being exposed to stories that show commitment and faith can be challenged

BY THE END OF LKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

Describe how Christian people's beliefs about God, the world and others have an impact on their lives

Describe how Muslim and Hindu people's beliefs about God, the world and others have an impact on their lives

Explain how Muslim families and communities live out their faith

Explain what a pilgrimage is and give examples of pilgrimages in different faiths

Explain why Moses, Jesus and Muhammad are important religious leaders

Simply explain what sacred texts, and other sources from Christianity and Islam, say about God

BY THE END OF LKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO UNDERSTAND AND USE THE FOLLOWING VOCABULARY:

CHRISTIAN	CHRISTIANITY	FAITH	BELIEF	PRACTISE	COMMUNITY
SACRED	VALUES	JEWISH	MUSLIM	ISLAM	PILGRIMAGE

## UKS2 THEOLOGIST

Over UKS2, children's learning in religious education should include the following:

- Recognising different and common features of religions and world views
- Further exploring a range of beliefs, symbols and actions so that they can understand different ways of life, particularly Buddhism
- Making links between how diverse communities and religions are interconnected
- Being exposed to stories that raise ethical questions

BY THE END OF UKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

Compare how Buddhist people's beliefs about the world impact on their lives comparing Buddhists who live in predominantly Buddhist communities (China) and those who live in predominantly Christian communities (Britain)

Discuss common misconceptions people hold about how Muslim people's beliefs about God, the world and others have an impact on their lives

Describe what happens at a Bar Mitzvah and what a rite of passage is, making links to other rites of passage in other religions and communities

Compare views held in different religions and communities on what happens after death

Name key leaders in different religion and articulate their views on what makes an inspirational leader

BY THE END OF UKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO UNDERSTAND AND USE THE FOLLOWING VOCABULARY:

RITE OF PASSAGE	MISCONCEPTION	BIAS	XENOPHOBIA	COMMITMENT	PERSECUTION
PREDOMINANT	DEVOTE	PRACTISING	BIGOTRY		

Children will also know some Tier Three vocabulary linked to the specific religions studied e.g. Mecca, Qur'an, Imam

*The subject story and skills sheets are available upon request.*

## Knowledge Sheets

Each unit taught has a corresponding knowledge sheet which details the precise **substantive knowledge** that pupils will be taught. This provides consistency across all classes, so all children are exposed to the same knowledge. The knowledge listed is not all for memorisation; rather, it provides a context to support children in developing skills and disciplinary knowledge.

These documents also detail the prior knowledge children need to have in order to assimilate new knowledge into existing schema.

## EASTER UKS2 Knowledge

AS PART OF THE RELIGIOUS EDUCATION ASPECTS, CHILDREN WILL KNOW:

### Beliefs and Practices / Festivals and Celebrations

- Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins
- Jesus' death and resurrection opened up the way back to God and restored humanity's relationship with him. This is the Christian concept of salvation
- The Bible cites many examples where Jesus says he knows he will be going to his death
- Jesus warned his disciples that "he will be handed over to the Gentiles. They will mock him, assault him, spit on him, flag him and kill him" (Luke 18:32). Later he told the Roman governor, Pilate, "For this reason I was born, and for this I came into the world" (John 18:37)
- Even from a human perspective, Jesus could have foreseen his likely fate
- Jesus faced constant opposition from the Pharisees and scribes, (Mark 3:22-27) who said he was a blasphemer (Mark 2:7), a false prophet (Mark 14:63), and a Sabbath breaker (Mark 2:23-26, 3:1-4, Luke 13:10-17, 14:1-4, John 5:1-18, 7:19-24). These crimes were punishable by death at the time
- Christians believe that Jesus knew he had come into the world to die to bring about the salvation of humans. They can inspire them to believe Jesus was a very brave and special person, and also carry out sacrifices themselves (e.g. many Christians will abstain from things they enjoy during the 40 days before Holy Week known as Lent)
- Incarnation: God becoming man or literally being "made flesh" so Jesus was God incarnate
- Pilate: The Roman governor of the region
- Incarnation: God as man
- Disciples: Jesus' special friends
- Resurrection: Coming back to life after being put to death
- Crucifixion: being put to death by being nailed to a cross
- Pharisee: a strictly orthodox Jew who adhered closely to the rules and

SIN / RESURRECTION / INCARNATION  
PHARISEE / SACRIFICE / GENTILE

### PRE-ASSESSMENT IDEAS

- ☒ Palm Sunday is the first Sunday before Easter and celebrates Jesus' return to Jerusalem
- ☒ Jesus was to be crucified
- ☒ Crucifixion is the when a person is nailed and bound to a cross to die
- ☒ Easter celebrates the resurrection of Jesus
- ☒ Trinity is the relationship between God, Jesus and the Holy Spirit
- ☒ Christians believe God created a beautiful world but he sent Jesus to rescue them and the world when people didn't look after it or each other
- ☒ Salvation is the belief that Jesus death and resurrection saved humans and opened the way back to God for eternity

### FURTHER READING

Discovery RE  
<https://discoveryre.org.uk/community/>

RE Association  
<https://www.rea.org.uk/>

BBC Bitesize  
[https://www.bbc.co.uk/religion/faiths/otherfaiths/other\\_faiths.shtml](https://www.bbc.co.uk/religion/faiths/otherfaiths/other_faiths.shtml)

RE Online  
[www.reonline.org.uk/](http://www.reonline.org.uk/)



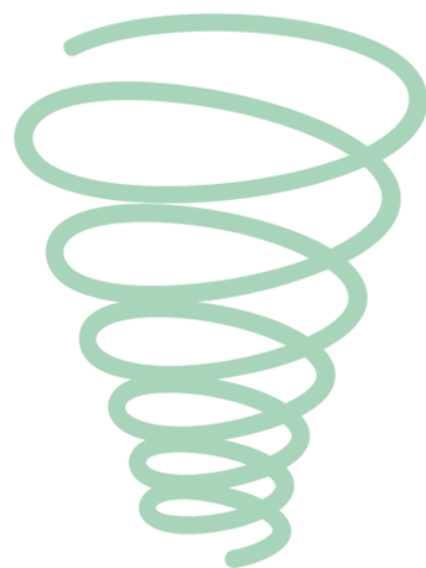
## Religions and Worldviews

Religious Education at Malin Bridge follows a 2-year cycle (Y1-6) with units being delivered every half term. Units studied ensure a balance of religions within the school community, the community within which school is located, the UK community and the global community. They have also been selected based on those taught as KS3. The principal religions studied are **Christianity, Hinduism, Sikhism, Judaism, Buddhism and Islam**. Humanist and non-religious beliefs are woven into units as appropriate, as well as diversity within each specific tradition, in order to provide children with a balanced overview of perspectives.

Throughout each academic year of the 2-year cycle, children engage in a structured curriculum that delves into Christianity and one additional religion. This structured approach is designed to facilitate a deepening comprehension of the Christian faith whilst simultaneously exploring the parallels and distinctions between the studied religions. This approach prevents overwhelming exposure to multiple religions at once and enables children to establish a solid foundation in one faith before moving on. Regular recapping of previous learning ensures knowledge is committed to pupils' long-term memories.

Pupils develop their understanding of these concepts through meaningful examples and repeated exposure in a range of contexts from EYFS to Y6, including the integrated resource. The 3D approach of the curriculum design ensures these concepts are revisited and built upon across other subjects areas and all key stages. Over time, pupils schemata will grow to develop a complex and rich understanding of these concepts.

Each Religious Education unit acts as a building block to ensure the knowledge and concepts learned directly build on previous units and lay foundations for what pupils will go on to learn both within Malin Bridge and in KS3.



*Please refer to the Curriculum booklet for more information about the 3D curriculum.*

# Religious Education in the Early Years

Pupils in FS2 (Reception) engage with Religious Education through integrating key learning into the wider Foundation Stage curriculum as well as through a dedicated weekly Religious Education lesson. Teachers plan for children to recognise that there are different people and different perspectives in the world. Children are encouraged to talk about the similarities and differences they notice, and begin to develop the British value *mutual respect* when talking about others. Pupils are introduced to key vocabulary and concepts which they will build upon in further Religious Education lessons in KS1 and 2. *Please see the Religious Education subject story for details.* The use of first-hand experiences, such as handling artefacts, meeting people of faith and visiting religious places, helps children to develop their understanding of religion (and other worldviews) and the links that exist between content taught.

In FS1 (Nursery), pupils follow the same faiths, themes and concepts as FS2 in order to lay the foundations for future learning. Again, much of this learning takes place through the wider Foundation Stage curriculum, with enrichment opportunities being used to help pupils build a solid schema upon which they can build.

## RELIGIOUS EDUCATION CURRICULUM CYCLE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS 1	<a href="#">Christianity: Special People</a> What makes people special?	<a href="#">Christianity: Christmas</a> <a href="#">Hinduism: Hanukkah and Diwali</a> What is Christmas?	<a href="#">Hinduism: Celebrations</a> How do people celebrate?	<a href="#">Christianity: Easter</a> <a href="#">Islam: Eid and Ramadan</a> What is Easter?	<a href="#">Story Time</a> What can we learn from stories?	<a href="#">Christianity/Hinduism/Judaism</a> <a href="#">Special Places</a> What makes places special?
EYFS 2	<a href="#">Christianity: Special People</a> What makes people special?	<a href="#">Christianity: Christmas</a> <a href="#">Hinduism: Hanukkah and Diwali</a> What is Christmas?	<a href="#">Hinduism: Celebrations</a> How do people celebrate?	<a href="#">Christianity: Easter</a> <a href="#">Islam: Eid and Ramadan</a> What is Easter?	<a href="#">Story Time</a> What can we learn from stories?	<a href="#">Christianity/Hinduism/Judaism</a> <a href="#">Special Places</a> What makes places special?

### EASTER, EID & RAMADAN FS2 Knowledge

AS PART OF THE RELIGIOUS EDUCATION ASPECTS, CHILDREN WILL KNOW:

- Beliefs and Practices**
  - The four seasons in the UK are Winter, Spring, Summer and Autumn.
  - Spring is a season that is all about new life and growth.
  - The life cycle of a butterfly is: egg, caterpillar, chrysalis then butterfly.
  - Easter is a celebration that Christians celebrate.
- The Easter Story**
  - Jesus arrived in Jerusalem on Palm Sunday. The people were happy to see Jesus and waved palm branches.
  - Some important people were jealous of how much the people loved Jesus.
  - Judas was one of Jesus' special friends. The important people gave Judas money to tell them where Jesus was so they could arrest him.
  - Jesus had a special dinner called a Passover with friends. This is known as the Last Supper.
  - Jesus gave his friends bread and wine.
  - Jesus prayed in the garden of Gethsemane to ask God to help him.
  - Judas told the important people where Jesus was. Jesus was arrested.
  - Jesus had to carry a heavy cross through the streets of Jerusalem.
  - Jesus died on the cross.
  - Jesus' body was put in a tomb. A large, heavy stone was put in front of the entrance.
  - On the third day, Mary went to the tomb. His body was not there and the stone had been rolled away. An angel told them that he had risen from the dead.
  - Jesus visited his friends before going to Heaven.
- Most Christians believe there is life after death.**
- Ramadan** is a period of fasting in the Islamic religion leading up to Eid.
- Muslims fast from sunset to sundown for 1 month.
- Ramadan reminds Muslims to think about people less fortunate than them.
- Muslims break their fast by eating dates.
- Eid is celebrated by Muslims at the end of Ramadan.
- Eid is celebrated by families visiting each other, the giving of gifts and money, saying special prayers in a Mosque, eating special food and wearing special clothes.
- Feasts traditionally eaten during Eid include baklava, lamb samosas and pakoras.
- Some people in the world have a celebration called Nowruz to mark the start of Spring and this is when their new year begins.

### EASTER, EID & RAMADAN FS2 Knowledge

- The story of Nowruz is:
  - A young girl called Nakhdi had everything she wanted except she felt lonely and sad and waited to see if Spring had arrived yet!
  - A gypsy woman told Nakhdi that a monster has used magic to turn away the Spring from her to make her life miserable and dark.
  - Nakhdi grabbed her sword and rode her horse to the monster's house. She hit the monster and he turned into a black cloud. Nakhdi trapped the cloud in a glass bottle.
  - When she returned home, hundreds of riders passing were playing their drums, tambourines and flutes.
  - The desert had changed from bleak and dry to a blue sky and full of flowers. Spring had arrived.
- People celebrate Nowruz by being with their families, reading poetry, eating sweets, having picnics outdoors, drinking, playing games and singing songs.
- People celebrate Nowruz by being with their families, reading poetry, eating sweets, having picnics outdoors, drinking, playing games and singing songs.

EASTER / BELIEF / PALM SUNDAY / TOMB / LIFE AFTER DEATH /  
PASSOVER / CHRISTIANS / EID / RAMADAN / MUSLIM /  
NOWRUZ / IRANIAN / FAST / FASTING

#### PRE-ASSESSMENT IDEAS

- ☒ Jesus is the same person as the baby in the Christmas story (he's just grown up).
- ☒ Many people give and receive Easter eggs.

*Additional knowledge sheets are available on request.*





# Pedagogy in Religious Education

Teachers use a range of pedagogical approaches to teaching Religious Education, which are selected based on the content being delivered. These include:

- ◇ Interviewing people of faith about their beliefs and the impacts these beliefs have on their lives and communities,
- ◇ Using religious stories from holy books and about religious people to help pupils connect to their own feelings and experiences,
- ◇ Debating enquiry questions and other 'big questions' which either arise throughout the unit or are ones planned in in order to facilitate development of children's personal knowledge,
- ◇ Discussing world events, including current world events using resources such as Newsround, in order to build pupil's understanding of the constant relevance of religion and RE to our modern world,
- ◇ Using other curriculum areas to reinforce RE content, for example learning about the reformation in LKS2 History (Tudor England) which recaps learning about Christianity and the notion that there is diversity within specific traditions.
- ◇ Philosophy for Children (P4C) helps to facilitate personal reflection, empathy and conversation about their own religious and non-religious worldviews,
- ◇ Providing common experiences such as visits to places of worship.





# Knowledge Organisers

Knowledge organisers are produced centrally to ensure consistency in terminology across school; this helps pupils to commit learning to their long-term memories. They also act as a prompt for previously studied units which support the current topic, as well as vocabulary support. Pupils use knowledge organisers in lessons and as part of their retrieval practise at other times.

*Additional knowledge organisers are available upon request.*

Enquiry Question: Does God want Christians to look after the world?



## Christianity

Symbol	The cross	
Sacred book	The bible	
Place of Worship	A church	
Important Figures	Jesus	



## Star Words

belief		Feeling sure that someone or something exists or is true or trustworthy.
bible		A book made up of writings accepted by Christians as coming from God.
creation		Being the world into existence out of nothing.
Humanist		A non-religious philosophy (way of thinking about the world) based on reason, empathy and concern for other humans.
New Testament		The part of the bible that tells us about Jesus and his time on Earth.
Old Testament		The part of the bible that tells us about God's relationship with his people, before Jesus was born.

Prior units that will help me...



FS2 Special Places



FS2 Special People



KS1 Jesus as a Friend



KS1 Jesus's Teachings



**Humanism**  
Non-religious Worldview



## Bible Passages



Genesis 1:1-2:3



# Spaced Retrieval

The Religious Education retrieval flipchart provides teachers with an effective way of building pupil's long term memory. It has been meticulously designed to span content from Early Years to Y6, allowing pupils to recall key learning. This method is about fostering deep comprehension and ensuring that knowledge is retained in long-term memory. By revisiting and recalling information at spaced intervals, pupils build stronger cognitive connections, making the information more readily accessible when they need it most.

Other resources used for retrieval practise include:

- recap stickers
- knowledge organiser recaps
- mini quizzes
- partner recap tasks
- last lesson/last week/last unit/last year reviews



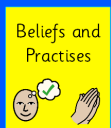
## Religious Education

### SPACED RETRIEVAL

## Religious Education Key Concepts



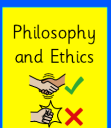
Diversity



Beliefs and Practises



Festivals and Celebrations



Philosophy and Ethics

## Belief and Practises



Key Concepts

EYFS  
Special  
People

EYFS  
Special  
Places

KS1  
Creation  
Story

KS1  
Shabbat

KS1  
Jesus as a  
Friend

LKS2  
Islamic  
Belief

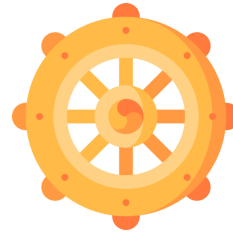
LKS2  
Prayer at  
Home

LKS2  
Christian  
Teachings

UKS2  
Buddha's  
Teachings

UKS2  
The 8-Fold  
Path





# Scaffolding and Stretching

Teachers are highly skilled in adapting lessons to ensure they cater to the diverse learning needs of pupils. For those who need additional support and scaffolding, teachers and support staff use a range of techniques. These include providing more time to grasp concepts through pre-teach session and extended practise, using bespoke visual resources to support understanding, dual coding information, use of Kagan® structures to aid children's ability to formulate responses, use of knowledge organisers to aid recall of key information, adapted tasks and the opportunity to work with an adult or peer(s). For early graspers who quickly understand new concepts, teachers and support staff provide routine opportunities to extend their thinking. These activities encourage critical thinking, creativity and independent exploration. Flexible lesson structures allow early graspers the opportunity to access tasks sooner, whilst slower graspers have more time to practise skills and consolidate their understanding before moving on to independent work. Support staff are guided by the EEF's self-scaffolding model (*taken from Making Best Use of Teaching Assistants*) which helps to identify the most appropriate level of support for a child. Our goal is to create an inclusive learning environment where every student can thrive at their own pace and level of understanding.

# Adaptations for SEND

We are deeply committed to providing an inclusive education that caters to the diverse needs of all our students, including those with Special Educational Needs and Disabilities (SEND). Our RE curriculum is thoughtfully adapted to ensure that SEND pupils receive the support and accommodations necessary to thrive academically and personally. Teachers know that concepts and language in RE lessons can create barriers for pupils. Language is therefore taught explicitly at the start of new topics and pre-teaching of new vocabulary happens where needed. Teachers use Communicate in Print to support learners, particularly when learning vocabulary related to abstract concepts such as faith, commitment and spirituality, and they also make sure children possess fluency in enough cognate words to be able to make sense of the subject-specific words being introduced. Teachers also ensure that all pupils, and especially those with SEND, have appropriate thinking time in order to respond in class discussions and debates. This approach is particularly helpful in increasing participation and building self-confidence.



See the **SEND** booklet for more information.

# Assessment: *The Impact*

To help staff make a **summative assessment** of pupils achievement at key points during the academic year, there are clear skills and knowledge outlined that a child is expected to achieve by the end of each school phase. Children will only be assessed against what they have covered and teachers use their professional judgement to give a PITA (*Point in Time Assessment*) score; these range from 1-6. Please see the Curriculum booklet for more information. Teachers use class questioning, outcomes in books, discussions and the results of tests or quizzes to make this decision.



## Y2 Religious Education Assessment Guidance

### Enquiry Questions

<b>Christianity: Creation Story</b> <i>Does God want Christians to look after the world?</i> <b>Children achieving typically will be able to:</b> Talk about how it felt to make something and how they think their creation should be cared for. Retell the Christian creation story and say some things that they believe God created on different days. Begin to talk about how they think the world was created.	<b>Christianity: Christmas</b> <i>What gifts might Christians in my town have given Jesus if he had been born here instead?</i> <b>Children achieving typically will be able to:</b> Talk about a gift that is special to them and explain how they felt when they received it. Retell the Christian Christmas story, including which gifts were given to Jesus. Share an idea of a gift Christians might choose for Jesus and start to explain why He is special to them (incarnation).
<b>Judaism: Shabbat</b> <i>Is Shabbat important to Jewish children?</i> <b>Children achieving typically will be able to:</b> Explain why a particular day is their favourite and why, and talk about when they would share a special meal. Talk about some of the things that Jewish people do to celebrate Shabbat, and start to explain how certain beliefs affect decision-making.	<b>Christianity: Easter</b> <i>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</i> <b>Children achieving typically will be able to:</b> Discuss how they might treat a special person and say why. Recall what happened on Palm Sunday and can say what some symbols in the Easter story mean. Recognise that Jesus must be special to Christians to be welcomed in their way and start to explain their beliefs about Him.
<b>Judaism: Passover</b> <i>How important is it for Jewish people to do what God asks them to do?</i> <b>Children achieving typically will be able to:</b> Talk about why they do as some people ask but not others. Talk about the Seder meal with some detail and some correct vocabulary, and start to explain why Jews do this. Suggest what they think are the most and least important things Jews do that God asks them to do and add at least one reason why.	<b>Judaism: Festivals</b> <i>Are Rosh Hashanah and Yom Kippur important to Jewish children?</i> <b>Children achieving typically will be able to:</b> Talk about how it feels to forgive someone. Talk about what they think is an important part of Rosh Hashanah or Yom Kippur. Give reasons why different items are important to Jewish children at Rosh Hashanah or Yom Kippur.
<b>Christianity: Jesus as a friend</b> <i>Was it always easy for Jesus to show friendship?</i> <b>Children achieving typically will be able to:</b> Talk about times when they were a good friend to others. Retell a story about Jesus and His friends and say how He showed friendship in that story. Talk about how Christians show friendship and how God helps them do this.	

### Key Vocabulary

Children working at ARE should be able to use the following vocabulary confidently and consistently:

AFFIRMATION, AGAPE, ATONEMENT, COVENANT, CRUCIFIED, DISCIPLE, EXODUS, FAITH, LEVITE, MEZUZAH, MORALS, NEW TESTAMENT, OLD TESTAMENT, PALM SUNDAY, PASSOVER, PESACH, PHARISEE, RESURRECTION, SABBATH, SALVATION, SEDER, SHABBAT, SHEMA, SIN, SYMBOLISM, TRANSITION, TRINITY.

### PITA Guidance

Children working at a **PITA 3** will be able to do the majority of the above statements with support.

For children working **below PITA 3**, please see the Y1 unit descriptors.

For children working **beyond PITA 4**, please see additional assessment guidance available [here](#).

## Religious Education End Goals

Foundation subject assessment guidance sheets are available for Y1-Y6. These outline the RE units that have been covered for each year group and include the enquiry question explored as part of the unit. The assessment sheet contains clear criteria relating to the enquiry questions which details what a typical attaining child should be able to achieve by the end of the year. These, along with the knowledge sheets and skills sheets, help teachers to make their judgement.

A range of **formative assessment** strategies are used to help teachers to reshape the learning to meet the needs of all pupils in their class and ensure the pitch of the lesson is appropriate.

# Appendices

*(available on request)*

Curriculum booklet

RE Knowledge sheets

SEND booklet

RE Subject story

Religious Education Assessment Guidance

Disciplinary Knowledge in RE

Religious Education Overview Cycle





# Malin Bridge Primary School

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**Chorus** Education Trust