

Intent

Religious Education teaching at our school supports our school vision of inspiring *life in all its fullness* through a curriculum and teaching practices which promote mutual respect towards those with different faiths whilst encouraging children to develop their own sense of identify and belonging through self-awareness and reflection. We recognise and value the vital contribution high-quality RE teaching provides in developing children's religious literacy. The importance of religious literacy is ever increasing as the world changes and impacts upon societal changes where different faiths and cultures endeavour to live in harmonious communities. Our Religious Education curriculum is shaped by an enquiry-based approach where children can develop an understanding and appreciation of differing beliefs, expressions of faith and the influences of religions on cultural practices and worldviews in the context of local, national and wider global communities. The development of children's knowledge, skills, understanding and curiosity is balanced through learning about religions and learning from religions. It is also our intent that children be able to engage critically with texts, ask deep and meaningful questions and make connections within and across religions and worldviews. Engaging children in this enquiry approach seeks to develop critical thinking (and higher order thinking) skills that improve religious literacy and prepares children for the opportunities, experiences and responsibilities in later life.

Implementation

- Class teachers plan and deliver religious education lessons across the school and help to draw out links with previous learning, other curriculum areas and children's own experiences.
- The curriculum follows the suggested units and planning provided by the LDBS (London Diocesan Board for Schools). (In 2022 – 2024 the school is following a transitional sequence for some year groups and units as we realign our curriculum with the revised order of teaching suggested by the LDBS. With this transitional plan, we are seeking to ensure that all children will learn about each major world faith by the end of their time in the school.)
- RE is taught by class teachers, with support from the class TA who records children's responses during class discussions. The TA and class teacher will also seek out thoughts and comments from children who have not volunteered to talk during whole class discussions.
- Class teachers ensure children engage with a big question and subsidiary questions which focus on theology, to support our enquiry-based approach.
- There is a balance of learning about religion (both substantive knowledge and over-arching substantive concepts (e.g. sacrifice, incarnation)) and learning from religion ('ways of knowing' and personal knowledge) which is specified in learning intentions.
- High-quality teacher questioning takes place in all lessons which leads to thoughtful discussions that seek to promote pupils' thinking about their own lives (personal knowledge) and contribute to the wider spiritual development of all pupils and to their skills in being able to 'disagree well'.
- Individual assessment of each child is carried out by recording responses to each subsidiary question, with responses kept in a class book.
- Teaching and learning activities include a range of creative and practical activities that include interpreting and analysing sacred texts, using imaginative play or drama to express feelings and ideas using challenging and controversial questions, completing extended pieces of writing and creating pieces of art to reflect key themes and discussions.



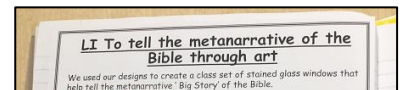
- Religious artefacts are used to bring the learning to life and are present in the classroom throughout the teaching of a unit to allow children to engage with them fully.
- In line with the LDBS scheme of work there is a balance of two thirds Christianity-based learning with the other one third attributed to exploring other major world faiths. Links between faiths are made throughout the school and are drawn out explicitly in KS2.
- In line with the RE Statement of Entitlement in Church Schools, there is a commitment to the delivery of RE for at least 10% of the weekly teaching time.

- There is ongoing CPD for subject leader (through regular LDBS network meetings and training) and all class teachers and teaching assistants.
- Enrichment of the curriculum includes handling artefacts, meeting visitors from local religious communities, taking part in whole school events and making visits to religious places of worship where possible as we are mindful of children’s different cultural capital. By the time children leave the school, they will have visited the place of worship of all major world faiths.
- The promotion of the Fundamental British Values, is woven throughout our RE teaching and learning and ensures children develop mutual respect for people and their beliefs.
- All activities, questioning and opportunities for enrichment are tailored to those with SEN and disadvantaged children to ensure that they can participate in discussions. Similarly, adaptations are made for children who are more able in RE to stretch and challenge their thinking.

Impact

- Children are able to hold a balanced and well-informed conversation about religion and world views. Children are religiously literate
- All children are able to access the curriculum due to the variety of different activities completed in lessons and the collaborative learning typical of RE lessons.
- Children make good or better academic progress from their starting points.
- Children are be able to reflect on, respond to and express their own religious, spiritual and/or philosophical beliefs.
- Children are be able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.
- Children have a developed a deeper understanding of what it means to live *life in all its fullness*.
- Children show respect for beliefs and practices which are different from their own, as well as interest in finding out more.

Whole school standards



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Approach to assessment in Religious Education

Assessment in RE (both formative and summative) is based to a large extent on children's oral responses in discussion, as well as, to a lesser extent, their written work or pictures. All children are encouraged to participate in class discussion and adults work directly with children where this is more difficult to gauge their individual responses.

Ongoing assessment: Formative assessment is used as part of adaptive teaching, for example, responding to children's misconceptions in RE. The use of questioning in RE is used to provide feedback to the child and can reveal misconceptions about particular aspects of the unit content. Immediate adaptations are made as a result of formative assessment, within the lesson or in subsequent planning of lessons to ensure that misconceptions are addressed quickly and learning is moved on appropriately.

Summative assessment:

Assessment is also used for summative purposes. Teachers may provide end of topic assessment activities, of various types, to sample children's knowledge of the unit material. Often in RE, summative assessment uses combined tasks to assess learning. Summative assessment is also provided by way of reporting to parents against the LDBS framework detailing what children should know by the end of each unit.

Last year's key developments and successes in 2021/22:

1. Ensure classes have a range of topic specific books available in their classroom

Intended outcome: All children to have exposure to a wide range of literature about different religions.

21/22 target achieved All classrooms now have topic specific books available in the classroom reading areas or accessible to children so that they can access information about their current topic at any time and to support spaced retrieval of key learning. Books are at an appropriate and accessible reading level. Many classes, along with their designated RE display, also have RE subject areas which have books and artefacts linked to their current topic.



2. Plan opportunities for children to visit places of worship to enrich their learning. (Part of wider school post-COVID return to full enrichment programme)

Intended outcome: All children are able to experience a place of worship to place their learning in context.

21/22 target achieved All classes visited a place of worship as part of their enrichment of the subject. Reception visited our local church and cleaned it in preparation for an event, Year 1 visited the local synagogue in Belsize Park, Year 2 visited the Buddhist Centre in Bethnal Green, Year 3 visited the Central Mosque at Regent's Park, Year 4 visited St Alban's Cathedral, Year 5 visited a Gurdwara and Year 6 visited the Jewish Museum. Children had the opportunity to be guided through the place of worship by an individual who was knowledgeable about the space. The time spent in each space enabled children to learn the appropriate behaviours when being in a place of worship. Teachers were given a comprehensive list of enrichment activities that were able to be used from school too.

Key targets and actions moving forward (development priorities for 2022/23)

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
1. To support teachers in the implementation of the new and revised LDBS units <i>All children are able to receive teaching that is tailored to their level and matches with the appropriate LDBS unit. Our transition plan moving to full alignment with LDBS teaching sequence ensures that no year group misses out on teaching about any major world faith.</i>	Follow curriculum overview for 22/23 Ensure that teachers are sharing planning for overlapping units across year groups (for the transition sequence) Consider sharing of any relevant resources to the appropriate year group
2. Further develop opportunities for CPD in RE for subject leader and other teaching staff <i>Subject leader/teachers have experience of other schools' good practice and of expert teaching to support refinements to curriculum and provision.</i>	RE leader to attend all RE leaders network meetings throughout the year To share relevant resources and training taken from RE leaders network meetings with other staff. Teacher who is new to the school to attend RE ECT course.

Response to the Ofsted Curriculum Research Review for Religious Education

The Ofsted curriculum research review for Religious Education (May 2021) reviews a wide range of relevant educational research into both primary and secondary Religious Education teaching and identifies factors which may contribute to high-quality Religious Education. As a school with a religious character, our RE teaching is not inspected by Ofsted or under the Education Inspection Framework, being inspected under the SIAMS framework instead. However, we have reviewed the Ofsted curriculum research review for RE to learn from the wider research into high-quality RE teaching.

The key findings about high quality RE teaching from the Ofsted Research Review are summarised below in bold, with reflective comments made related to our RE provision at Christ Church:

1. An RE curriculum that does not induct pupils into any religious tradition

Although, as a Church of England School, our curriculum has a majority focus on teaching about Christianity, our RE teaching does not seek to induct pupils into any religion, rather that they learn about and from religion and are supported to reflect on their own beliefs or views. We teach about a wide range of different faiths and none of them is prioritised over any other in terms of belief. Similarly, lots of teaching is prefaced with the statement 'Some Christians/Hindus believe...' so that generalisations about faith holders as a whole are not made.

2. Leaders and teachers who consider, when they select classroom activities, how the activities will enable pupils to remember the RE curriculum in the long term.

Teachers plan a wide range of different and interesting activities that enable children to not only engage with the subject content but show their long term understanding of a topic. For example, 'Diamond 9' is used to assess children's understanding of a particular topic by making links between key concepts throughout the unit therefore strengthening their knowledge. Through revisiting the key concepts of a unit in this way children are not only deepening their understanding but ensuring that the curriculum is remembered long term.

3. A curriculum that builds pupils' awareness of their own assumptions and values about the content that they study.

Children are encouraged to consider their personal response to key unit questions and so build up their own 'personal knowledge' about religion.

4. A well-sequenced RE curriculum that prepares pupils with the prior knowledge (including content, concepts and vocabulary) they need for subsequent topics. The importance of this is very clear in the case of controversial and sensitive topics. Leaders and teachers might identify the necessary background knowledge that pupils need to learn for a topic and make sure that the curriculum is ordered to accommodate this.

Our school is currently in the process of implementing new and revised LDBS planning sequences to ensure that the sequence of teaching in terms of necessary background knowledge is correct and matches up with the appropriate key stage. We have also considered what children have learned in other subjects, for example in Science, how death is a natural process and part of life. Having understanding of concepts such as death helps to prepare children for sensitive topics in RE.

5. 'Collectively enough' substantive content and concepts in the RE curriculum to enable pupils to grasp the complexity of a multi-religious, multi-secular world. This substantive knowledge is a representation and reconstruction of religious and non-religious traditions and concepts.

When planning, leaders and teachers consider the history of religious traditions so that it is not only the controversial or stereotypical aspects of the religion or non-religious tradition that are taught. This enables children to gain a full understanding of the different aspects that underpin religion.

Pupil voice

Children could talk about the Bible stories they had learnt about and what they can learn from the stories:

'That Jesus is the light of the world and the bread of life. They are both different ways Jesus is called or can be referred to.' (Y4 pupil)

'That Abraham had faith but Sarah did not. First Sarah's servant got a baby and then Sarah when she was very old had a baby. They had to have faith in God for a long time.' (Y3 pupil)

Children could talk about what helps them remember what they have learnt:

'The big board in the classrooms help us to remember because they are always there to look at. Also the vocabulary sheets in our book help because we can go back and check what a word means if we forget.' (Y5 pupil)

Children could talk about what they liked about RE lessons:

'They're calm.' (Y6 pupil)

'They're always a fun project.' (Y4 pupil)

'They teach us lessons.' (Y2 pupil)

Children could talk about how their learning from previous years links with their learning now:

'We learnt some of the stories in previous years that link with the cards we created to do with each metanarrative.' (Y6 pupil)

What makes our curriculum provision for Religious education exceptional and beyond the expected?

- The quality of collaborative work and written work completed in Religious Education lessons is often beyond the expected and worthy of sharing.
- The variety of enrichment activities and the wide ranging use of the places of worship in our local area is beyond the expected.
- The way in which we encourage, listen to and record children's responses to each question asked throughout the unit is beyond the expected.

Key points for discussion with governors about this report

- RE discussion menu to share – range of activities provided to teachers to stimulate and promote discussion in RE lessons.
- Share evidence of 'big books' which show responses from each individual child in relation to the question being asked each week.
- The part our RE curriculum plays in reflecting the school's vision and values and in shaping pupils' spiritual development




2021/22 out of school visit opportunities – bringing back full programme of curriculum enrichment post-COVID restrictions

Reception – Church visit

Friday 25th February
A Visit to Christ Church

L.I- What are the key features in a Christian Church

We visited Christ Church and Miss Innes showed us around. We looked at the roof, the beautiful stained glass windows and the paintings around the church. We then looked at finding the different features we had learnt about in the classroom such as the Pulpit, Font, Altar and Focal. We really enjoyed drawing and recording what we could see.



Year 1 – Synagogue visit

Belsize Square Synagogue trip

29th March 2022

Year 1 went to the Belsize Square Synagogue as part of our learning on Judaism. While there, we learnt all about different Jewish traditions and what might happen during a service.



This is a Shabbat table with candles, Kiddush wine, and challah bread.

Jewish men will wear a tallit when praying.

We were also lucky enough to see all of the Torah scrolls, kept safely in the Ark. Some of them were hundreds of years old, and one was even brought to the UK at the beginning of WW2.

Year 2 – Buddhist centre visit

Year 2's trip to the London Buddhist Centre

On Monday 28th February we were really lucky to be able to go on a school trip to the London Buddhist Centre. Amalanandi was our host.



As part of our RE learning on Buddhism, we learnt all about the Buddha's life and learnt a little bit about what it is like to live as a Buddhist today. We even had a go at a meditation!

Year 3 – Mosque visit

For our World Faith topic in RE, Year 3 learnt all about Islam. We visited the London Central Mosque in Regent's Park, where we learnt all about how Muslims pray.

London Central Mosque Trip
Year 3, May 2022

We also learnt about the Five Pillars of Islam and why they are important to Muslims.

We also learnt about some of the special features of a Mosque and why they are significant to Muslims.

Year 4 – Cathedral visit



Year 5 – Gurwarda visit

Year 5's Visit to Central Gurdwara

March 2022

As part of our world faith topic about Sikhism, we visited Central Gurdwara in Shepherd's Bush to learn more about the faith.

We then took part in a workshop to learn more about the history of Sikhism; Sikh beliefs and traditions; Sikh ceremonies; the importance of **Sewa** (service); and the Sikh population in Britain.

When we arrived we took off our shoes and covered our heads before entering the prayer room.

We learnt that Sikhs regard the **Guru Granth Sahib** as a living Guru and therefore treat it as such. We were able to see where the holy book is taken to rest each night.

We were invited to bow before the **Guru Granth Sahib** – the Sikh holy book – as all Sikhs do.

Before returning to school, we were invited to take part in the **langar**. This is a shared meal that takes place after worship which anyone can attend. We all loved the food!

We listened to the **Granthi** read some of the sacred scriptures and learnt that a **Chaur** (a type of fan) is used to fan the **Guru Granth Sahib**.

Year 6 – Jewish Museum visit

JEWISH MUSEUM LONDON

Year 6 - World Faith - Judaism - 16.3.22

Today we went to the Jewish Museum in Camden to take part in two workshops: Totally Torah and Sensory Shabbat.

We learnt that the Sabbath day for Jewish people starts at sundown on a Friday evening and ends at sundown each Saturday.

The visit was fully immersive, allowing us to try on garments, taste traditional foods and complete craft activities.

We experienced a Shabbat table setting and tasted challah bread and grape juice, which is traditionally eaten on this time.

We learnt that the Torah is written in Hebrew and written and read from right to left.

We learnt that multi-wick candles are used during Shabbat. We made our own candles as part of the workshop.


We wrote our names in Hebrew using quills. It showed us quite how much training is required to be a scribe (sofer).

**Work sampling - one strand of learning:
Christianity, including focus on understanding and reflecting on Bible stories**

Year 6

- To know how and why the Bible is important for Christians and some other people
- The metanarrative of the Bible

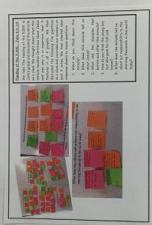
Wednesday 3rd November 2021
 L1 To know how and why the Bible is important for Christians and some other people
 The Blind Leading The Blind 18:13-14 Matthew
 This means someone is teaching someone something when they don't know what they are doing.
 Eye for eye; tooth for tooth 5:38 Matthew
 This means that if someone pokes your eye out you get to poke their eye out.
 Go the extra mile 5:41 Matthew
 This means doing more than you're supposed to.
 The Bible is sometimes regarded as a map because there is lots of stories that build up to the big story. It is like a path with checkpoints.

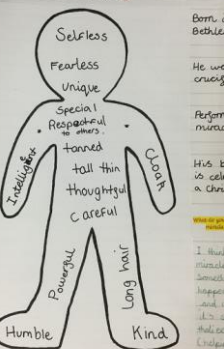
L1 To tell the metanarrative of the Bible through art
 We used our design to create a class set of stained glass windows that help tell the metanarrative 'Big Story' of the Bible.
 I helped make:  The Big Story of the Bible in my words is about God and his relationship with his creations; the stories teach Christians about belief in God, what will live and last on through the people on earth.

The art skills we were developing were the following:
 • select techniques and materials to make an effective collage (including digital techniques)
 • discuss, review and modify work, including work created as a group
 • adapt and modify work as it progresses

Year 5

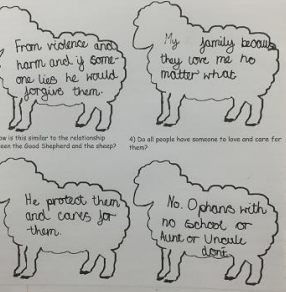
- To justify our views about what the feeling of the 5000 tells us about Jesus.
- The miracle of Cana

Friday 17th September 2021
 L1 To justify our views about what the feeding of the 5000 tells us about Jesus.

 They might learn that all people need food and it's good to share.

Friday 10th September 2021
 L1 To understand what the miracle at the wedding of Cana tells us about Jesus.

 Born in Bethlehem
 He was crucified
 Performed miracles
 His birth is celebrated as Christmas
 I think a miracle is something that happens and couldn't be something that ordinary people could do.
 I think it's amazing that Jesus was born in a stable.

Year 4

- To think about what makes Jesus a 'Good Shepherd'
- Jesus as a light

3) What do Christians believe about how Jesus, the good shepherd, protects people, his sheep, from danger?
 2) Who cares for you? How do they care for you? Feel safe and care for you?

 From violence and harm and if someone looks he would rescue them.
 My family because they love me no matter what.
 He protect them and cares for them.
 No Ophanus with no school or hunt or Unsale sheep.

Thursday 7th October 2021
 L1 To think about what makes Jesus a 'Good Shepherd'.


How to be a good shepherd of sheep:
 - look after basic needs.
 - keep an eye on them.
 - help if they're unwell.
 - look after environment.
 - keep them healthy/clean grass.
 - think of what to do if they're not needed.
 - help them in the toughest times, unwell times and the best consolation times.
 - not respect everyone's rights.
 - trust them.
 - protect them.


Thursday 23rd September 2021
 L1 To understand that Christians believe that Jesus is like a light in their lives and to reflect on times of darkness and difficult times in life and the light source that has helped as someone disbeliever.

 We made our own lanterns, like the one Jesus is holding. We labelled the lanterns with words which describe what Jesus' light brings into the world. Some of our ideas included: LOVE, SALVATION, JOY, FORGIVENESS, PEACE, GUIDANCE and LOVE.

Year 3

- To explore how faith in God affected Abraham and Sarah's actions.

Friday 17th September 2021
 L1 To explore how faith in God affected Abraham and Sarah's actions.
 I think Abraham felt worried but had faith in God.
 I think Sarah felt sad because she did not have faith in God.
 I think God told me to go into the desert. I would do it.


Friday 12th September 2021
 L1 To explore how faith in God affected Abraham and Sarah's actions.
 I think Abraham felt worried but he had faith in God.
 I think Sarah felt sad and worried.
 I think God told me to go into the desert. I would do it.


Friday 28th September 2021
 I think Abraham felt worried but he had faith in God.
 I think Sarah felt sad and worried.
 I think God told me to go into the desert. I would do it.

Year 2

- To retell and suggest a meaning behind the religious story.
- The parable of the foolish and wise builders
- My favourite parable

The Parable of the Foolish and Wise Builders Tuesday 21st September 2021

This week in RE we learnt about the parable of the wise and foolish builders. We built two houses, one on a solid ground (rock) and one on sand. We played water over both our buildings to mimic the storm in the story and observed what happened to them.

Why is it important for Christians to listen to God?

Monday 19th October 2021

Let's know the meaning behind a parable.

This week we created paintings of our favourite parable.

parable because of Jesus who saved the world

Why is it good to listen to and remember the stories that Jesus told?

I like and enjoy because they have a positive message.

Year 1

- To remember the story of Jesus lost in the temple as a child.
- Who is special to me?
- The lost sheep

Name: William Date: 21.09.2021

Jesus Lost in the Temple

What do you think the teachers would have asked Jesus?

are you the son of god.

How do you think Jesus would have replied?

yes I am the son of god.

1.1 to remember the story of Jesus lost as a child in the temple
1.2 to talk about what they find interesting or funny

Name: Aida Date: 18th September 2021

Who is special to me?

Draw a picture of your special person and write about why they are special to you.

My special person is my mum

They are special to me because she is my mum

They make me feel love

1.1 to be able to express who is special to me
1.2 to be able to say who is particularly special to Christians

Name: Aida Date: 18th September 2021

The Lost Sheep

Why do Christians believe they are special to Jesus?

because Jesus is special and kind.

1.1 to remember the story of The Lost Sheep
1.2 to talk about what is important to Christians

Reception

- To understand what it means to have something precious.
- 'Who made the wonderful world?' Big question
- Creation story pinwheel

Who Made The Wonderful World? Friday 17th September 2021

Christians believe that each one of us is precious and treasured by God. What is precious to you in your life?

Our Precious boxes

The children all brought in a box full of photos, toys and objects that are special to them to share with their friends.

1.1 to understand what it means to have something precious
1.2 to talk about what is important to Christians

September 2021

1.1 to understand the value of celebration across cultures/religions

Today we learnt all about the Jewish festivals of Sukkoth and Simchat Torah. We watched a video about a young boy's experience about the festivals and it was really nice to see people celebrating and giving 'to be good'. We also found out why Jewish people eat round 'breads' found on Sukkoth. We really enjoyed eating our apples with honey!

Draw a picture of how you celebrate now with your family.

My Creation Story pinwheel Friday 1st November

1.1 who made the wonderful world?

First, we thought about how the world might have begun. We had some fantastic ideas full of dinosaurs, big bangs, God and even some suggestions that the world was started by the ice age! We then looked at how Christians believe the world began. We read the Creation story (Genesis 1-11) which is the first story from the Christian bible. We made a fantastic story wheel to help us re-tell the story to our friends.

Day []

Who made the wonderful world?

Sept 2021

1.1 to understand what it means to have something precious
1.2 to talk about what is important to Christians

Nov 2021

1.1 to understand the value of celebration across cultures/religions