



RELIGIOUS EDUCATION



Agenda

- Long term overview for RE – review contents and coverage
- Planning
- Expectations – RE lessons and Assessment tasks
- Assessment data
- Other RE elements – Other faiths, Time for Me, Class liturgy books, Floor books, Worship Ambassadors, Prayers, Being and Belonging
- SIAMS judgement – areas for development



Long Term Map

Brierley C. E (VC) Primary School
KS1 & KS2 RE - Long Term Map (2019-20): LEARNING THROUGH FAITH

TERM	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1	GOD 1.1 What do Christians believe that God is like? CORE LEARNING	CREATION 1.2 Who made the world? DIGGING DEEPER	PEOPLE OF GOD 2a.2 What is it like to follow God? CORE LEARNING	CREATION/FALL 2a.1 What do Christians learn from the Creation story? DIGGING DEEPER	GOD 2b.1 What does it mean if God is loving and holy?	CREATION/FALL 2b.2 Creation and science: conflicting or complementary? in the wider context of 'Big Questions'
Autumn 2	INCARNATION 1.3 Why does Christmas matter to Christians? CORE LEARNING	INCARNATION 1.3 Why does Christmas matter to Christians? DIGGING DEEPER	INCARNATION/GOD 2a.3 What is the Trinity? CORE LEARNING	INCARNATION/GOD 2a.3 What is the Trinity? DIGGING DEEPER	INCARNATION 2b.4 Was Jesus the Messiah?	GOSPEL 2b.5 What would Jesus do?
Spring 1	GOSPEL 1.4 What is the good news that Jesus brings? CORE LEARNING	GOSPEL 1.4 What is the good news that Jesus brings? DIGGING DEEPER	GOSPEL 2a.4 What kind of a world did Jesus want? CORE LEARNING	GOSPEL 2a.4 What kind of a world did Jesus want? DIGGING DEEPER	PEOPLE OF GOD 2b.3 How can following God bring freedom and justice?	PEOPLE OF GOD 2b.3 What is it like to follow God?
Spring 2	SALVATION 1.5 Why does Easter matter to Christians? CORE LEARNING	SALVATION 1.5 Why does Easter matter to Christians? DIGGING DEEPER	SALVATION 2a.5 Why do Christians call the day Jesus died 'Good Friday'? CORE LEARNING	SALVATION 2a.5 Why do Christians call the day Jesus died 'Good Friday'? DIGGING DEEPER	SALVATION 2b.6 What did Jesus do to save human beings?	SALVATION 2b.7 What difference does the resurrection make for Christians?
Summer 1	SPECIAL TIMES (BAS)	SPECIAL WORDS (BAS)	KINGDOM OF GOD 2a.6 When Jesus left, what was the impact of Pentecost? CORE LEARNING	KINGDOM OF GOD 2a.6 When Jesus left, what was the impact of Pentecost? DIGGING DEEPER	KINGDOM OF GOD 2b.8 What kind of king is Jesus?	KINGDOM OF GOD 2b.8 What kind of king is Jesus?
Summer 2	SPECIAL WORDS (BAS)	SPECIAL PLACES (BAS)	SPECIAL TIMES (BAS)	COMMUNITY COHESION (BAS)	GOSPEL 2b.5 What would Jesus do? LIVES OF SIGNIFICANT PEOPLE OF FAITH (BAS)	INCARNATION 2b.4 LIFE AND UNIVERSE (BAS)
Key Questions Asked as Part of Barnsley Agreed Syllabus (BAS)	Why are these words special? Why are some places special?		How can faith contribute to community cohesion? Why are some times special?		What can be learnt from the lives of significant people of faith? How do I and others feel about life and the universe around us?	



Religions covered as Part of Barnsley Agreed Syllabus	Christianity, Islam, Hinduism	Christianity, Islam, Hinduism	Christianity, Judaism, Sikhism	Christianity, Judaism, Sikhism	Christianity, Islam, Buddhism	Christianity, Islam, Buddhism
Bible Stories Covered	Autumn: Jonah and the big fish/whale Spring: The Wise Man and the Foolish Man Summer: Zacchaeus the Tax Collector	Autumn: The Flowers of the Field Spring: Lost Sheep Summer: David and Goliath	Autumn: Loaves and Fishes Spring: Daniel and the Lion's Den Summer: Story of Moses	Autumn: The Miracles of Jesus Spring: Prodigal Son Summer: Sower and the Seeds	Autumn: Abraham and Sarah Spring: The Rich Fool Summer: Lost Coin	Autumn: Conversion of Paul Spring: Story of Joseph Summer: The Wedding Feast



Brierley C.E. (VC) Primary School
Christian Themes & Visits (2019-20): LEARNING THROUGH FAITH

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
CHRISTIAN VALUES	TRUST	PEACE	HUMILITY	FORGIVENESS	SERVICE	JUSTICE
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Visits	St Paul's Church, Brierley Methodist Church	St. Luke's Church, Gleethorpe	Wakefield Cathedral	Sheffield/Leeds Cathedral	Sheffield Mosque	Mosque
Interfaith Workshops						

F52 RE - Long Term Map (2019-20): LEARNING THROUGH FAITH

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Barnsley Agreed Syllabus	MY WORLD - ME, MY FAMILY		SPECIAL TIMES		SPECIAL PLACES	MY WORLD - OTHER PEOPLE
EYFS Curriculum	CREATION (GOD) Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?		SALVATION Why do Christians put a cross in an Easter garden?		CREATION (GOD) Why is the word 'God' so important to Christians?
Bible Stories Covered	The Creation Story Adam and Eve		The Good Samaritan		Noah's Ark	
Christmas Theme		Jesus' Birthday				
Easter Theme				Remembering Jesus		
Visits		St Paul's Church			Brierley Methodist Church	



Planning & Expectations

Structure of planning/organisation:

- Reference to 'Knowledge Building Blocks'
- Balance between: Making sense of the text, Understanding the impact and Making connections
- Save medium term planning in 'RE SIAMS shared folder 'UC: Autumn 1 – God, Creation, people of God'

Content of teaching and learning:

- Clarity, Focus, Expectations – 'Digger deeper'
- Year group differentiation (Core learning & Digging deeper)
- Refer to 'The Big Story' (Frieze)



Understanding Christianity



Organisation of planning

- Essential information - Background for teachers, commentary and resources
- Core learning and Outcomes
- The Wheel (Teacher's handbook P13)
- Knowledge building blocks
- Core learning: Y1, Y3, Y5
- Digging deeper: Y2, Y4, Y6
- Resources
- UC Website: <http://www.understandingchristianity.org.uk/>



Assessment of RE

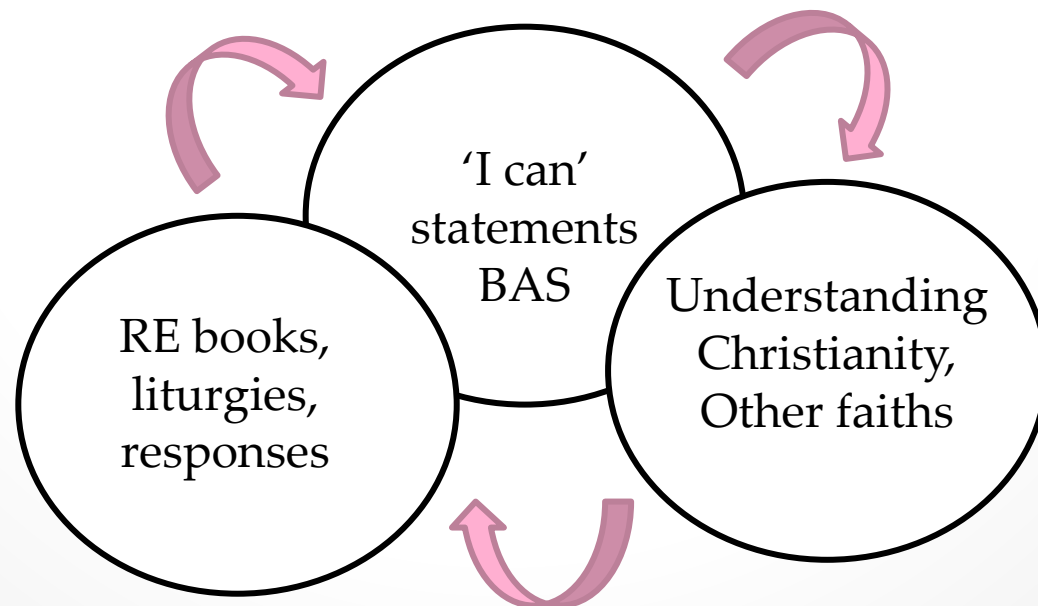
- Each half term complete the RE assessment task for your Key Stage.
- Use the 'I can' statements, policy and practice to support judgements made.
- Note the statement achieved on the assessed piece of work – 1, 2, 3 or 4.

Religious Education Assessment Task		
Statement Achieved	Commentary	
Pupil has <u>recognised</u> that people, because of their religion, act in a particular way (share and show their love for Jesus)	1	
Pupil has described some of the ways in which religious belief is lived out (share and show their love for Jesus)	2	
Pupil has given reasons for the ways in which Christians behave as they do	3	
Pupil has shown understanding of how belief in being a child of God shapes their lives	4	



Triangulation of data

- Use all the data available and triangulate the data to summarise judgements.





Assessment Data

- Use Excel grids for assessment data (from last year): *Autumn 1 Assessments Excel Grids*
- Insert new names for class
- Use letters “e”, “d”, “m” or “g” to denote the level of attainment
- Use SEND & PP categories for data
- **Check the statistics tally** before submitting at the end of each half term
- Y1, Y2 & Y6 HT 6 data required

ANALYSIS OF RELIGIOUS EDUCATION ATTAINMENT & PROGRESS OCTOBER 2018 - MAY 2019

Year 1	AT 1.1		AT 1.2		AT 1.3		AT 1.4		AT 1.5		AT 2.1		AT 2.2		AT 2.3	
	Oct	May % in Class	Oct	May % in Class	Oct	May % in Class	Oct	May % in Class	Oct	May % in Class	Oct	May % in Class	Oct	May % in Class	Oct	May % in Class
Emerging	3	1	3	1	3	1	3	1	3	1	3	1	3	1	3	1
Developing	1	2	6	18	1	3	2	6	2	2	2	1	3	4	5	16
Mastered	18	18	58	32	8	10	19	18	68	20	19	16	58	15	15	48
Greater Depth	8	10	32	26	0	7	7	10	23	7	10	11	39	9	10	32
On Track	26	28	90	87	0	28	26	28	27	28	27	29	97	24	25	81
On Track Progress	6		3		90		6		3		6		10		3	
Year 2	AT 1.1		AT 1.2		AT 1.3		AT 1.4		AT 1.5		AT 2.1		AT 2.2		AT 2.3	
	Oct	May % in Class	Oct	May % in Class	Oct	May % in Class	Oct	May % in Class	Oct	May % in Class	Oct	May % in Class	Oct	May % in Class	Oct	May % in Class
Emerging	3	2	3	1	3	1	4	2	4	2	4	2	4	2	4	2
Developing	4	5	10	4	4	5	10	4	8	3	7	5	7	5	11	3
Mastered	14	15	48	32	14	17	16	19	16	19	17	17	52	11	15	55
Greater Depth	9	10	32	26	2	8	2	7	2	5	2	5	16	10	10	32
On Track	26	28	90	87	16	25	18	26	19	22	19	22	81	21	25	81
On Track Progress	6		3		81		26		8		10		13		0	



ations in RE – embed core
move onto ‘digging
cts.



Remember...



Being and Belonging

- Ofsted: Opportunities for **reflection**?
Opportunities for **respect**?
Opportunities for **creativity**?
Opportunities for **imagination**?
Opportunities for **enjoyment**?

