



Religious Education

Ashbury CE Primary School

United in a love for learning,
We will grow and succeed together.





Our School Vision

United in a love for learning,
We will grow and succeed together

Ashbury CE Primary School is a place to be loved and where everyone loves to succeed; We will consciously create an environment of respect and inclusion, supporting our pupils and adults to “**Ask**” for help, taking **responsibility** for their own learning. Everyone will feel united in showing love and **compassion** in our school community and beyond. They will have the confidence to “**seek**” new knowledge to help them grow and “**knock**” with **perseverance** to open doors of exciting opportunities in our ever changing world.

Matthew 7:7 Ask and it shall be given unto you, Seek and you shall find, knock and the door shall be opened.

Our vision is driven through the scripture Matthew 7:7 and underpinned by the core values of Compassion, Perseverance and Responsibility; we all recognise that through love for one another we can flourish in life, based on John 10:10.





Our Mission Statement

Our happy school is supported by a nurturing, safe and challenging environment which allows our children to express their faith and creativity. Our Christian Values help our children care for one another and understand the importance of their own development and wellbeing.

Through a broad, balanced and ambitious curriculum, our children feel confident, motivated and inspired to reach their full potential.

Ashbury CE Primary School is at the heart of the community and together we will grow and succeed.





Our School Values

John 6:1-14: Jesus Feeds the Five Thousand



Ask and it shall be given unto you;

Genesis 6:8-22: Noah and the Flood



Seek and you shall find;

Matthew 7:7

Matthew 25:14-30 The Parable of the Bags of Money



Knock and the door shall be opened;

“The School Values of 'perseverance, compassion and responsibility' tie this community together and are evident throughout the school”.

Ofsted, December 2019





Religious Education

INTENT

At Ashbury CE Primary School, we promote an inclusive, spiritual environment in which each individual is valued and respected; whatever their background, ability or religious persuasion, children will find themselves able to benefit from the experiences of Religious Education.

RE must be relevant to the needs of our pupils as members of a multicultural, multi-faith society. All children will leave Ashbury CE Primary School having developed their own values and understanding of different religions. It promotes respect and open-mindedness towards others with different faiths and beliefs; encouraging pupils to develop their sense of identity and belonging through self-awareness and reflection. This is supported through our school ethos which sets high expectations for all pupils in our nurturing and reflective environment.

We believe that RE encourages our children to develop life skills, as well as, knowledge and understanding of religious beliefs and practices; this helps to develop their enquiry, interpretation and analysis skills, to challenge thoughts to develop reasoned opinions based on evidence. By the time children are ready to move on from Ashbury CE Primary School, children will be equipped with powerful knowledge:

- I can put the 6 main world religions on a timeline and talk about their history.
- I know there are links between Christianity, Judaism, Hinduism and Islam.
- I know the main beliefs of the Christian and Jewish faith.
- I can describe the main practices of Christian and Jewish believers.
- I know key facts about various worldviews
- I can make my own opinion on faith issues, based on factual knowledge and talk about it.
- RE makes a strong contribution to guide all children.

Matthew 7:7 – Ask and it shall be given unto you; seek and you shall find; knock and the door shall be opened. Using this bible quote, children will develop the skills to be successful lifelong learners. Ashbury CE Primary School aims to give children a wealth of opportunities and skills to flourish through their own development: spiritually, morally, socially and culturally.





Religious Education

IMPLEMENTATION



To achieve our aims, lessons are planned to ensure children are challenged and motivated, enhancing their love for learning. Our lessons are cross curricular and links across subjects are made when this is possible. Children are provided with the best resources possible; enabling staff to make lessons practical, engaging and active. We provide constant support for our children and through this engagement all children are able to achieve and reach for their goals with confidence.

Teachers model and instruct on the key skills and share key knowledge for each lesson, then allowing children time to practise, investigate and develop independently, while offering support where needed.

Religious Education supports and strengthens our Christian vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the religious education curriculum.

Specifically, religious education aims to enable pupils of all abilities and stages of development to:

- Develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
- Develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain.
- Understand how belief may impact on culture, relationships, values and lifestyle.
- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
- Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
- Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith.
- Be supported in their own search for meaning and purpose in life.
- Develop a sense of awe, wonder and mystery.
- Explore concepts of love, forgiveness and sacrifice.
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation and evaluation.
- Develop attitudes of respect, sensitivity, open-mindedness and self-esteem





Religious Education

IMPLEMENTATION

Please visit our school website for further examples of Long Term Plans and Progression Maps.

<https://www.ashburyprimary.org.uk/RE/>

Religious Education Programme Of Study at Ashbury CE Primary School 2023-2024

Bemcroft		Wayland		Ridgeway		Ashdown	
Year A/B	Year A	Year B	Year A	Year B	Year A	Year B	Year B
Christianity Who are Christians and what do they believe? <i>Christian Worldviews Beliefs and Questions</i>	Christianity Who made the world? Understanding Christianity 1.2 Creation <i>Christian Worldviews Beliefs and Questions</i>	Christianity What do Christians believe God is like? Understanding Christianity Creation <i>Christian Worldviews Beliefs and Questions</i>	Christianity What kind of world did Jesus want? Understanding Christianity 2a.4 Creation <i>Christian Worldviews Beliefs and Questions</i>	Christianity What is the Trinity? Understanding Christianity 2a.3 Incarnation/God Core: the baptism of Jesus, the Grace, baptism, the Holy Spirit. <i>Christian Worldviews Beliefs and Questions</i>	Islam Why is it important to Muslims that Muhammad is known as the seal of the Prophets? <i>Religious & Non-Religious Worldviews Beliefs and Questions</i>	Christianity Creation and Science: conflicting or complementary? Understanding Christianity 2b.2 Creation <i>Christian Worldviews Reality & Truth</i>	Christianity Was Jesus the Messiah? Understanding Christianity 2b.4 Incarnation <i>Christian Worldviews Beliefs and Questions</i>
Christianity Why do Christians perform nativity plays at Christmas? UF 2 Incarnation Core: The birthday of Jesus and how it is celebrated in society and church. <i>Christian Worldviews Community & Identity</i>	Christianity Why does Christmas matter to Christians? Understanding Christianity 1.3 Incarnation Core: The Christmas Story Core: people prepare for Advent, linking it to preparing for the birth of a child; being thankful at Christmas. <i>Christian Worldviews Community & Identity</i>	Christianity What do most Christians celebrate together? <i>Christian Worldviews Community & Identity</i>	Christianity How does the worldwide Christian family celebrate, worship and mark key events? <i>Christian Worldviews Community & Identity</i>	Christianity How and why has Christian practice changed over time? <i>Christian Worldviews Community & Identity</i>	Islam How far does the Mosque contribute to the Muslim Concept of Ummah? <i>Religious & Non-Religious Worldviews Community & Identity</i>		
Christianity Does everyone believe in God? <i>Religious & Non-Religious Worldviews Beliefs and Questions</i>	Judaism What do Jewish people believe about God? <i>Religious & Non-Religious Worldviews Beliefs and Questions</i>	Judaism What does the Torah mean for Jewish people? <i>Religious & Non-Religious Worldviews Beliefs and Questions</i>	Hinduism How do Hindus understand God? <i>Religious & Non-Religious Worldviews Beliefs and Questions</i>	Islam What do Muslims believe about God and where did Islam start? <i>Religious & Non-Religious Worldviews Beliefs and Questions</i>	Islam What does it mean to live a good life? <i>Religious & Non-Religious Worldviews Reality & Truth</i>	Hinduism What is the significance of Karma and Moksha for a Hindu? <i>Religious & Non-Religious Worldviews Beliefs and Questions</i>	

We use the scheme of work for Church School RE produced by Oxford Diocese, to plan exciting, creative and engaging lessons. We also use Understanding Christianity resources to develop a deep understanding of Christianity. More than 50% of our lessons in RE are related to Christianity.

Lessons build on a sequence over several lessons, as well as year on year.

The sequence of lessons are planned carefully, using building blocks, to reach a specific outcome.



Religious Education

IMPLEMENTATION

Due to the mixed year groups, RE is taught over a two-year rolling cycle.

RE is planned using Big Questions and building blocks. This is to enable the achievement of a greater depth of knowledge.

RE is taught for at least an hour & a quarter hours, per week in KS2 and at least 45 minutes in KS1/EYFS.

Understanding Christianity focus on the Outcomes which related to the 3 elements approach: Making Sense, Understanding Impact & Making Connections. Each unit sets out the core knowledge “building blocks” that pupils are expected to understand. Digging Deeper allows individuals to further develop their learning and encounter further ideas within core concepts.

CORE LEARNING

OUTCOMES

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- 1 Identify what a parable is.
- 2 Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- 3 Give clear, simple accounts of what the story means to Christians.
- 4 Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- 5 Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
- 6 Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians believe in God, and that they find out about God in the Bible.
- Christians believe God is loving, kind, fair and forgiving, and also Lord and King.
- Some stories show these Christian beliefs.
- Christians worship God and try to live in ways that please him.

NOTE: Teachers should read the Essential Information pages before teaching this unit.

GOD

WHAT DO CHRISTIANS BELIEVE GOD IS LIKE?

YOU MIGHT LIKE TO START WITH...

Give pupils part of a piece of art of the Lost Son (see Resources section) to work out what they think is happening. Use a photo frame to isolate parts of the picture and allow pupils to focus upon them. Encourage pupils to say what they can see in each part of the picture, colours used and mood conveyed. Ask pupils to imagine what the rest of the story might be, then complete the picture to show the rest of the story.

MAKING SENSE OF THE TEXT

- Using a child-friendly version, tell the story of the Lost Son (Luke 15:1-2, 11-32) in an interesting way. For example, use xGodly Play or story sacks with I wonder questions. Pupils can answer the I wonder questions or write their own. Record these questions, perhaps in a display, and refer back to them through the unit.
- Use drama (for example, hot-seating or thought-tapping theatre) to explore the differing perspectives and feelings of the father and both sons. Ask pupils to talk about their responses to the story: favourite character, most important moment, surprises, anything that made them laugh/smile or cry/sad. Draw out the forgiveness and love shown by the father. Wonder: What might this teach Christians about God? Is God like a father? How?
- Explain that the Lost Son is a parable, which is a special sort of story that was told by Jesus to help people learn or understand ideas. Parables might be harder to understand than some other stories because they have hidden meanings. They can seem to be saying one thing, but are really teaching something else. Help pupils to understand the concept of a story meaning something else. This can be illustrated in a way that is most suitable for the class: for example, metaphors, or contemporary stories, such as Paper Dolls by Julia Donaldson.
- Have a discussion using dialogic talk (see 'Glossary of Activities', Teacher's Handbook, page 56) to help the class work out the meanings behind the Lost Son. It is important that dialogic talk is employed so that pupils are involved in the process of working out the parable's meaning rather than merely being told it.
- Ask the pupils to make 'hidden meaning boxes'. Pupils should show the literal story of the Lost Son on the outside of a box, but put the hidden meaning inside the box ready to be found by anyone who opens it. Both artwork and text can be used to complete this activity. Pupils can work individually using nets of cubes (see Resource Sheet 1) or in groups using shoe boxes, for example.
- Refer back to the key question: What do Christians believe God is like? Do pupils have any ideas yet, about what the story says about God?

MAKING CONNECTIONS

Show some of the hidden meanings of the parable that the pupils...

MAKE SENSE OF THE TEXT

UNDERSTAND THE IMPACT

MAKE CONNECTIONS

OUTCOMES



Religious Education

IMPLEMENTATION

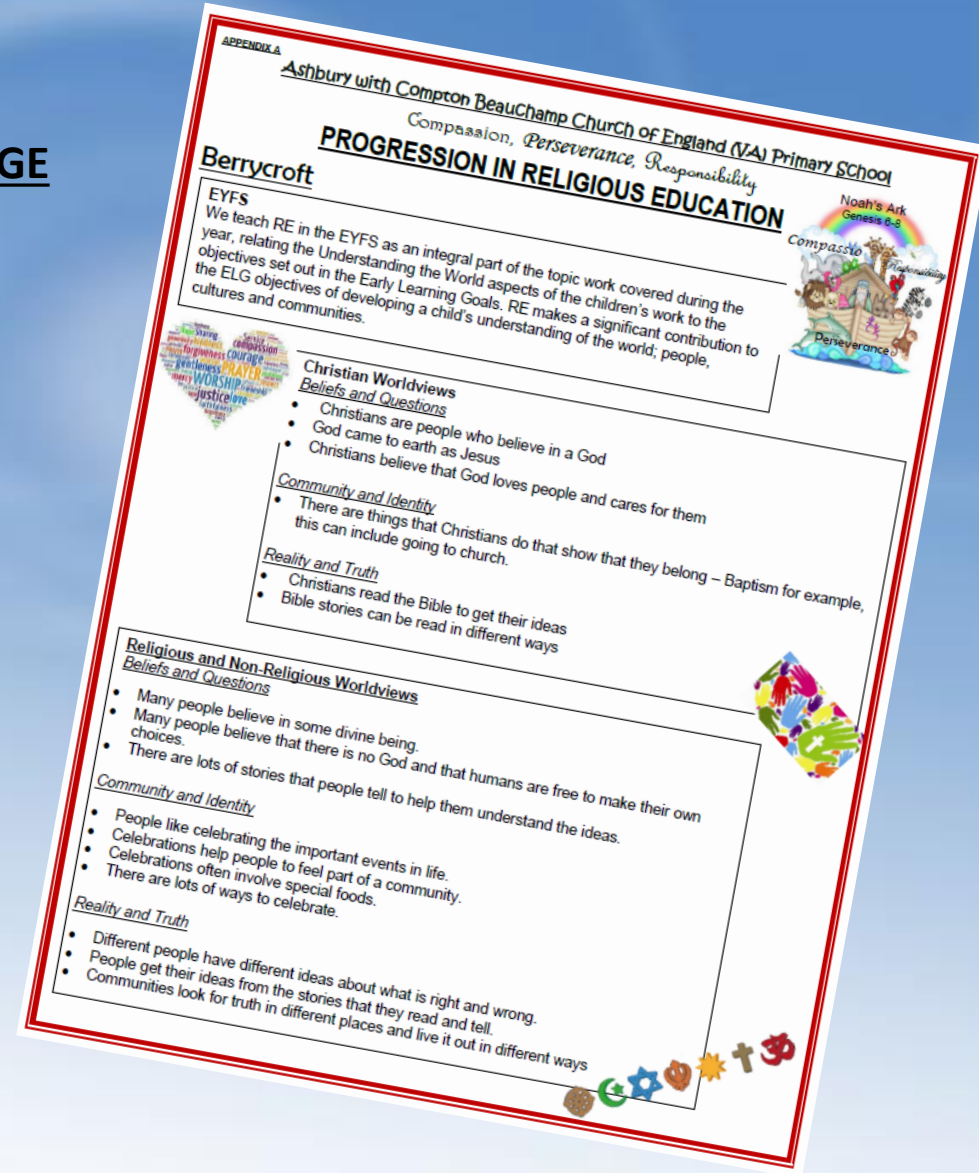
PROGRESSION OF KNOWLEDGE

We have developed our own progression maps for each year group. However, these are to be updated to ensure the progression is clear from year to year and to ensure EYFS is included.

We use these alongside the Understanding Christianity building blocks working through the core learning into digging deeper.

The core concepts in Understanding Christianity that we focus on are:

God, Creation, Incarnation & Salvation





Religious Education

IMPLEMENTATION

Existing knowledge is checked at the beginning of each topic, using KWL (What I know, What I would like to Know and What I have Learned).

This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests.

We use knowledge organisers to share learning and expectations for each Unit of work

Example of a Knowledge Organiser

Ashbury with Compton Beauchamp Church of England (VA) Primary School
Compassion, Perseverance, Responsibility
Y3 RE- **Can made up stories tell the truth?**
Topic: Christianity L.O. To explore how Jesus taught truths through story and why he chose to do this.

What should I already know?

- Recall and recognise the important stories of Christianity: Creation, Christmas & Easter
- Recall key Christian beliefs about Jesus and some of the stories he told

What will I be able to do by the end of the unit?

- Retell at least one parable and suggest a meaning for the parable
- Know some differences between stories about Jesus and stories Jesus told
- Understand what Christians might learn from the parables and stories Jesus told
- Make connections between the stories Jesus told and other stories they have read
- Understand the differences between truth, untruths, and other that is hidden behind a story
- Understand the value of using a story to tell truths, including stories from other faiths.

The Good Samaritan	The Lost Sheep	The Lost Son	Workers in the Vineyard	The two Sons
Helping others who are different to us	God's love	Love, forgiveness	The kingdom of God	God is pleased when we do what he wants us to do.

What words should I be able to understand and use?

Jesus	God in human form: the son of God: a man who lived in Israel about 2000 years ago.
disciple	A person who follows a leader or teacher or a pupil
parable	A very short story told to teach a moral or religious lesson.
truth	Agreement with the facts or what is real.
fable	A short tale that teaches a lesson
myth	A story, person, or thing that has been made up or imagined and is not real.
Bible	The holy book for Christians
New Testament	The books of the Bible that tell of the life and works of Jesus and his disciples.
untruth	Something that is not true: a lie
story	An account of something that happened, either true or made up
miracle	An event that cannot be explained by the known laws of nature and is thought to be caused by a power not of the earth.



Religious Education

IMPLEMENTATION

We build upon the subject knowledge and disciplinary knowledge development of the previous years.

As the children's knowledge and understanding increases, they will become more proficient in debating, collating and interpreting information, they become increasingly confident in their growing ability ask questions to deepen their own understanding.



We enhance our curriculum to give children as many experiences and opportunities as possible; our children enjoy taking part in extra-curricular events. Some of the ways we do this includes:
Prayer Space, Inviting in visitors, RE days.





Religious Education

INCLUSION

Ashbury CE Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the curriculum. In particular, we aim:

- To ensure access and progress within an inclusive, broad and balanced curriculum for all pupils so that they can achieve their full potential.
- To enable every pupil to experience success.
- To promote individual confidence and a positive attitude.
- To ensure that all pupils, whatever their needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- To give pupils with SEND equal opportunities to take part in all aspects of the school's provision.
- To identify, assess, record, and regularly review pupils' progress and needs.
- To involve pupils/parents/carers in planning and supporting at all stages.

Withdrawal

Parents may withdraw their children from all or any part of religious education and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at Ashbury CE Primary School. Parents who wish to withdraw their children are asked provide written notification to this effect.

We value the influence of each religion and worldview explored and their contribution to the education of all our pupils. We promote teaching in Religious Education that supports open enquiry and first-hand experiences where possible.



Religious Education

IMPACT - ASSESSMENT

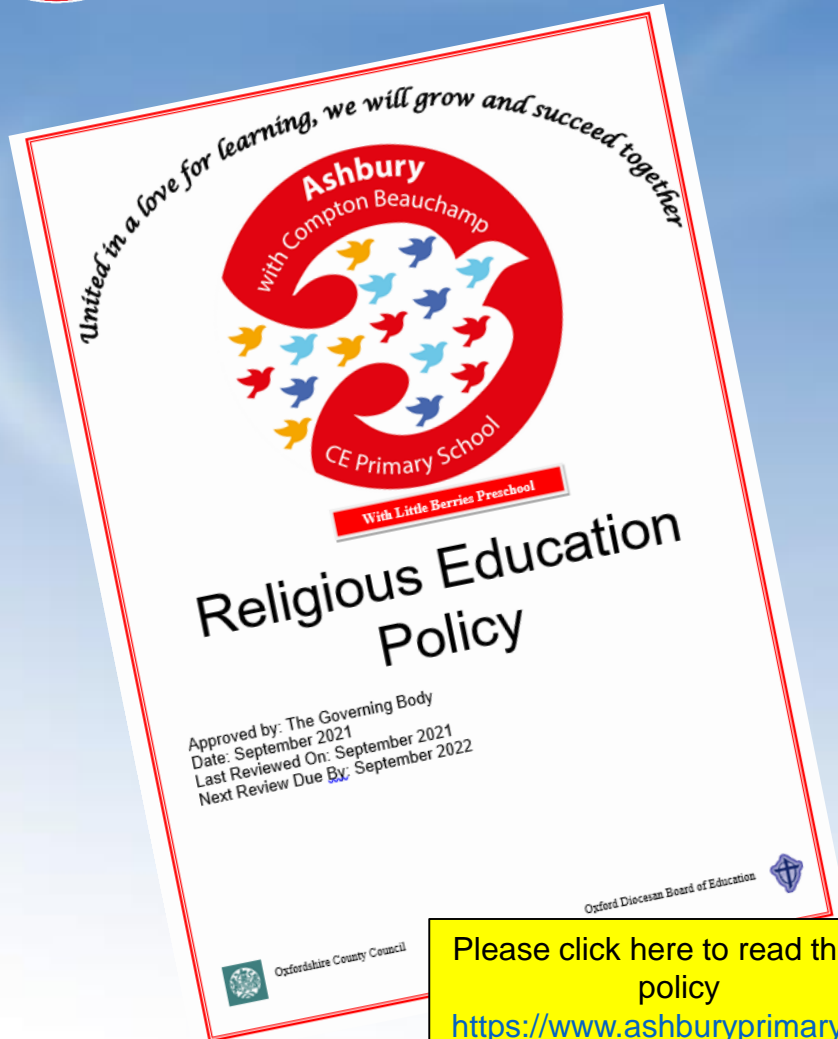
Monitoring the impact of Religious Education & the Impact this has on our children and the school community:

- Children have developed a secure understanding that we are all different which is amazing and it's important to accept others around us regardless of their background, religion etc.
- Ability to debate sensitively and appreciate the views and opinions of others may not be the same as our own.
- Discussions during RE lessons/ Picture News shows an awareness of what is happening around the world, how this affects themselves and others.
- Pupil Voice – this is hugely important in our school – children know they will be listened to and their opinions count.
- Learning Walks – children are engaged in lessons and curious to find out more.
- Floor books – children are experiencing wonderful opportunities to flourish and strive for their dreams in life.
- End of unit writing – children are developing their knowledge and skills to be reflective learners.
- Assessment Data on FFT – children are making good progress to know more and remember more.
- Assessment is analysed on Excel grid to spot and trends in data between groups of children.



Religious Education

MONITORING



Please click here to read the full policy

https://www.ashburyprimary.org.uk/docs/Policies/RE_Policy.pdf

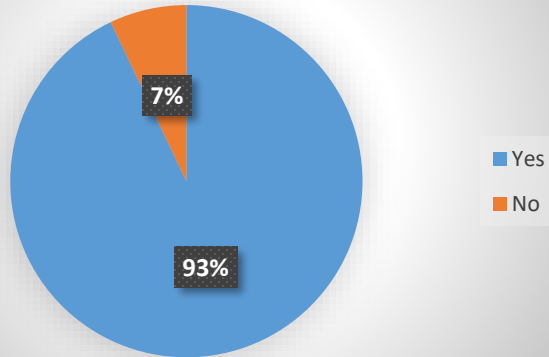
- Corridor conversations/ staff meetings and updates
- Book looks
- Planning scrutiny
- Pupil voice
- Pupil questionnaires
- Floor books monitored
- Assessment data analysis
- Discussions and visits with the RE link Governor



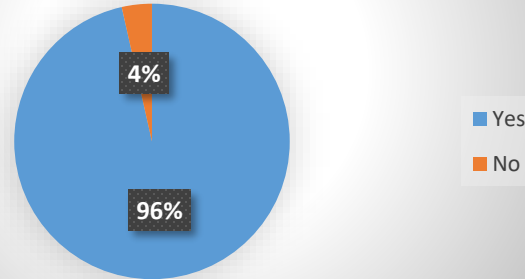
Religious Education

PUPIL QUESTIONNAIRE 2023-24

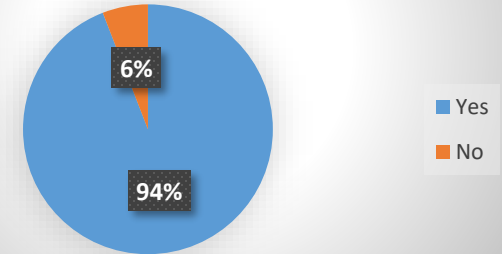
Do you enjoy RE lessons



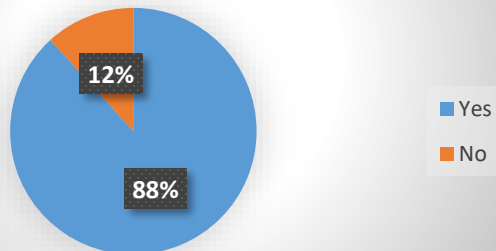
Did you learn anything new about your own beliefs?



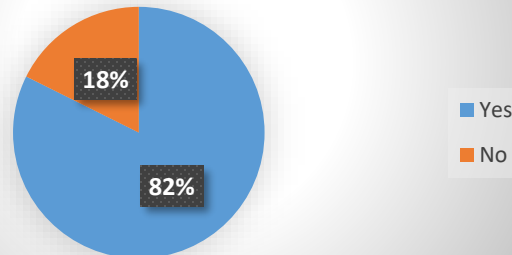
Does RE help you to understand and appreciate different religions around the world?



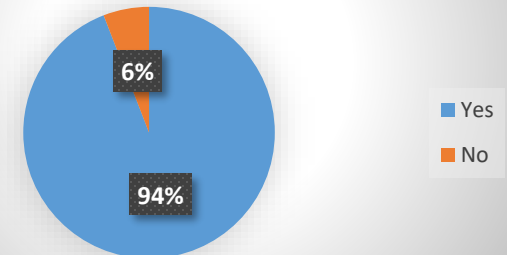
Does Religious Education challenge your thinking?



Do you know how to improve in RE?



Do you know if you are doing well in RE?





Religious Education

PUPIL QUESTIONNAIRE 2023-24

I enjoy learning
about other religions
Edward Y3

I like listening about Pilgrims, I
remember Mr Fergusson talking
about going to Bethlehem Seb
Y6

I like that we do art and
drama in RE lessons to help us
understand stories from the
Bible. Ivy Y3

I like seeing the different
artefacts that religions use
to pray. Hollie Y5

RE is fun
Nazmin Y4

I enjoy the visits to the Church
with Revd. Norma and Mr
Fergusson – we did a Baptism
with a doll. Jack Y5

It's been interesting to
compare different religions to
find out similarities and
differences. Alessia Y6

I like learning
about Christianity
so I know more
about my religion
Isabel Y4

I like looking at the RE floor
books in our classroom, full of
the work we do. Jacob Y6



Religious Education

STAFF CPD

- Subject lead attending twilight meetings with academy schools
 - RE Network meetings
 - RE Training in the Trust
 - RE Diocese Advisor Support
 - Staff meetings
- As training arises, it is offered to teachers.
 - Peer observations and discussions
- Governors Training from Diocese Advisor
 - Director of Education RE review



Religious Education

RE BEYOND THE SCHOOL DAY

- Rights Respecting School Award
 - Prayer Space
 - Responsibility Rangers
 - Space Makers
 - Spiritual Garden
- Sharing information with Christian Charity in South Africa as well as fund raising



Religious Education

WHERE ARE WE CURRENTLY.....

What is working well

- Children enjoy learning in RE
- Lesson tasks vary creating exciting lessons for all children
- Use the locality and local contacts to develop lessons and engagement.
- Engagement with local clergy to support learning
- The implementation of floor books
- Knowledge organisers are clear.

Development areas

- Develop children's understanding of artefacts
- Support children to talk clearly about RE lessons and their learning
- Teachers to consistently refer back to prior learning (within the topic and previous year groups).
- Showcase work on the website and in newsletters

Current next steps

- Ensure children know what they need to do to improve in RE.
- Increase use of artefacts in lessons.
- Clarify the skills of being a theologian, philosopher & human/social scientist so that pupils know what they are learning to do.

See Anne Andrews recent note of visit for further details.



Religious Education



Our school curriculum timeline that links in with our RE curriculum and significant religious events in history.