The Manor C of E Primary School

The teaching and learning of RE & Spirituality Handbook

The Manor CE Primary School

Aspire, Believe, Achieve

Shine like stars in the sky

Philippians 2:15

Our vision for the teaching of RE

In RE at The Manor, we aspire to understand the teachings of the Christian Faith and develop an understanding and tolerance for other World Faiths. We believe that all religious and non-religious beliefs have value and should be given respect. We encourage the children to ask challenging questions about their own ideas and beliefs and embark on a journey to find answers. We achieve this through our RE & Spirituality curriculum and our Vision and Values which thread through our entire Shine Like Stars Curriculum.

How we achieve this vision

As a church school, we use 'Understanding Christianity' alongside the South Gloucestershire Agreed Syllabus to help achieve our vision. We use these, our Christian Values, Collective Worship and our Faith & Spirituality Days to facilitate this intent.

At The Manor, we have six Christian Values (Thankfulness, compassion, Honesty, Forgiveness, Friendship & Courage) which underpin our entire curriculum. These Christian Values form the basis for our daily Collective Worship and reflection on our attitudes and behaviours in our weekly 'Pause For Thought'.

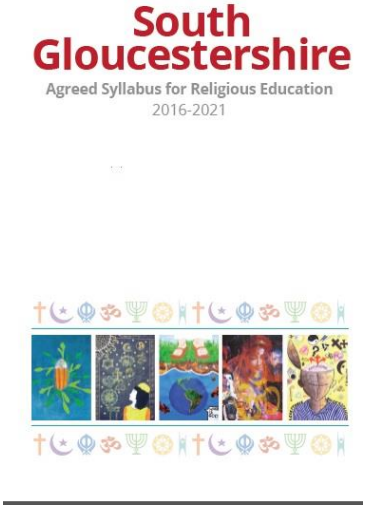
How this fits together is shown in our RE overview below:

	Who made the World? (Deeper) 1.2 KT: Genesis - Creation What do Christians believe God is like? (Deeper) 1.1 KT: Jonah	Why does Christmas matter to Christians? (Deeper) 1.3 KT: Christmas story	1.3 Synagogue Visit	Why does Easter matter to Christians? (Deeper) 1.5 KT: Cleansing of temple, Washing feet of disciples, Last supper & Jesus' trials What is the good news Jesus brings? (Deeper) 1.4	special and sacred times? 1.6	the world and why does it matter? 1.8
3	Creation/Fall What do Christians learn from the Creation story? (Core) 2a.1 KT: Genesis What is it like to follow God (Core) 2a.2 KT: Noah	Incarnation What is the Trinity? (Core) 2a.3 KT: Story of Jesus' Baptism What is the Trinity? (Core) 2a.3	B – Why do people pray? L2.4	Salvation Why do Christians call the day Jesus died Good Friday? (Core) 2a.5 KT: Easter Story What kind of World did Jesus want? (Core) 2a.4 KT: Calling the 1st Disciples	L – What can we learn from religions about deciding what is right and wrong? L2.9	L – What does it mean to be a Hindu in Britain today? L2.8 Hindu Temple Visit
4	Creation/Fall What do Christians learn from the Creation story? (Deeper) 2a.1 KT: Adam & Eve What is it like to follow God (Deeper) 2a.2 KT: Abraham	Incarnation What is the Trinity? (Deeper) 2a.3 KT: The Grace John Ch1 What is the Trinity? (Deeper) 2a.3	E – Why are festivals important to religious communities L2.5	Salvation Why do Christians call the day Jesus died Good Friday? (Deeper) 2a.5 KT: Last Supper Peter's Denial What kind of World did Jesus want? (Deeper)2a.4 KT: The Good Samaritan	When Jesus left, what was the impact of Pentecost? 2a.6 KT: Pentecost Acts 2	U2 What can we learn from the life of John Wesley? (South Glos local Unit) & Inspiring Religious Leaders
5	Creation/Fall Creation and Science Conflicting or Complimentary? (Core) 2b.2 KT: Genesis What does it mean if God is holy and loving? (Core) 2b.1 KT: Psalm 103, Isiah 6 1 John 4: 7-13	Incarnation Was Jesus the Messiah? (Core) 2b.4 KT: Prophecies of Matthew What would Jesus do? (Core) 2b.5 KT: Wise & foolish builders Sermon on the Mount Jesus heals the centurion's servant	B- What does Buddhism teach about how to achieve happiness U2.9 Buddhist Temple Visit	Salvation What did Jesus do to save human beings? 2b.6 KT: The Passion (Jesus' crucifixion)	L – What does it mean to be a Muslim in Britain today? U2.6 Mosque Visit	What kind of King is Jesus? 2b.8
6	Creation/Fall Creation and Science Conflicting or Complimentary? (Deeper) 2b.2 KT: Psalm 8 What does it mean if God is holy and loving? (Deeper) 2b.1 Proverbs6 -7 things God hates & Luke 23 v33-34	Incarnation Was Jesus the Messiah? (Deeper) 2b.4 KT: Passover The transfiguration What would Jesus do? (Deeper) 2b.5 KT:Peter's Denial, Money lender's in the temple A woman in trouble	What does it mean to be a Sikh in Britain today? U2.10 Sikh Gurdwara Visit	Salvation What difference does the resurrection make for Christians? 2b.7 KT: The Prophet Isaiah & Gospel of John	E – It is better to express your beliefs in arts and architecture or in charity and generosity U2.5	How far does following God bring freedom and Justice 2b.3 KT: The story of Moses.

Creation, Incarnation and Salvation= Faith Days (unless only one unit in term, in which case treat as termly unit)
God, People of God, Gospel, Kingdom of God South Glos Agreed Syllabus: B=Believing, E=Expressing, L=Living

All units can be found on the j: drive under All subjects>RE. Original folders are kept in the hall cupboard.

Annotated planning is kept in orange RE folders in individual classrooms. Each unit in children's exercise books must be preceded by an objectives 'cover sheet' which outlines the intended learning for each unit. The following insert (on the front inside cover of the RE folder) describes procedures.



Syllabus:	Understanding Christianity
Unit:	Creation 1.2
Key Question:	Who made the world?
Key Text:	The Creation story (Genesis Chapter 1)

Outcomes:

- Retell the story of creation from Genesis 1 simply.
- Recognise that 'Creation' is the beginning of the Big Story of the Bible.
- Say what the story tells Christians about God, Creation and the world.
- Give at least one example of what Christians do to say thank you to God for the Creation.
- Think, talk and ask questions about living in an amazing world.

RE Planning Folder

Our RE curriculum is made up of 2 syllabuses:

- Understanding Christianity
- The New South Glos Agreed Syllabus

When planning a unit;

- refer to your Yearly overview for the unit title.
- Print the plans from the J drive.
- Highlight intended planning for the term in Orange (Y1, Y3, Y5) and Yellow (Y2, Y4, Y6)
- As the unit is taught, date the activities covered.
- A Unit cover sheet, outlining the objectives to be covered, should be stuck into children's books to mark the beginning of a unit of work.
- Make sure you are teaching at least an hour of RE per week (it's statutory)
- If someone else teaches your class, make sure they are clear of what the expectations are for RE.
- If verbal discussions are the main part of the lesson, write a summary of the discussion/ key ideas and copy for each child's book.
- If a class book is used for recording, date discussion notes and write the Key Question.
- Refer to The Big Frieze when teaching Understanding Christianity to help children understand the Big Story.

Faith Days;

- Planning should follow the same guidelines as a termly unit.
- Unless the unit for The Faith Day is the same as the termly unit, Faith Day work should be stuck in the back of RE books.

At the end of the year;

Pass on all highlighted & dated planning to the next year group in order to inform the teacher what will need to be taught the following year, initials of children who are above or below expected standard and what gaps need to be filled before moving on.

Lesson Structure & Planning.

RE is statutory. At The Manor, we recommend that discreet RE lessons should be approximately one hour per week (or the equivalent in blocked sessions over the course of each term). Collective Worship does not count in this time. Lessons are stimulating and engaging and encourage children to ask and respond to BIG questions in the form of discussion and activities which are recorded in books. To maintain objectivity, different faiths' traditions and beliefs are referred to with the prefix….. "Christians/Muslims/etc believe that……" As in any lesson at The Manor, Quality First Teaching is paramount with teachers knowing the learners in their class and so delivering the curriculum content in an engaging and exciting manner, bearing in mind the beliefs and practices of all learners.

CORE LEARNING

INCARNATION

WHY DOES CHRISTMAS MATTER TO CHRISTIANS?

OUTCOMES

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

- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for at Christmas time.

NOTE: You can use this unit for Year 1 or Year 2. If you teach Christmas to every year group, the Core Learning section is suitable for Year 1 and Digging Deeper is suitable for Year 2.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).
- Christians celebrate Jesus' birth: Advent for Christians is a time of getting ready for Jesus' coming.

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

YOU MIGHT LIKE TO START WITH...

Most pupils have some experience of Christmas and can talk about signs that show Christmas is coming. Take the pupils on a 'looking for Christmas' walk in the local area. Which signs can they spot that show Christmas is coming? A photo record will enable them to remember and talk about what they have observed. It will be important to refer back to this later in the work. Alternatively, find some early Christmas adverts on TV or in magazines. Ask pupils why they think Christmas matters to Christians. Record their answers.

MAKING SENSE OF THE TEXT

- Tell some familiar stories containing a character appearing to be someone she/he is not (for example, The Frog Prince, Beauty and the Beast). Pupils can spot the relevant characters, discussing what they look like and who they really are.
- Look at a picture of baby Jesus. What can we tell about him just by looking at his picture? Although Jesus might not have looked particularly special, Christians believe he was actually very special indeed – they believe he was God on Earth!
- Explain that Christians believe that God came to Earth to be with people and show them how to live. When God first came, he was not a big man, just a baby with a mummy called Mary. Discuss who in the class has younger siblings, cousins, and so on, how we feel when new babies are on the way and born, and what we do to prepare.
- Think about getting a bedroom ready for a new baby, and discuss what we would put into it. Although all babies are special, imagine the new baby is even more special than most, because this one is also God. How could we make the bedroom extra special? Hundreds of toys, the most beautiful crib, special pictures on the walls? Ask pupils to sketch the rooms. Ask pupils to imagine who would come to visit such a baby.
- Tell the story from the Gospel of Luke in an interesting way. A Christmas story trail is recommended, in the hall, or even around the local church, with stations being a) Nazareth – Gabriel visiting Mary. b) Journey from Nazareth to Bethlehem. c) Bethlehem – Jesus being born and placed in a manger. d) Fields – Angels appearing to shepherds. e) Bethlehem – Shepherds visiting the baby. At each stop on the trail, pupils should hear the relevant part of the story and collect an applicable picture to take back to class. Pupils should use pictures to retell and consolidate knowledge of the story; for example, make short books with one picture per page (pictures should be in the correct order) and write a sentence for each; stick the five pictures to five sides of a cube with the word 'God' on the sixth side – whenever the cube is rolled pupils should talk about the relevant parts and ideas in the story.
- Look back at ideas for Jesus' bedroom. Compare with the living conditions Jesus actually got. Remind pupils who it was that came to visit Jesus – not rich people, but poor shepherds. Explain this shows that God came to earth to bring good news to everyone, even poor people. The good news was about God and how to be close to him. Ask pupils to act out what the shepherds might say to Mary and Joseph, and the questions they might ask.
- Talk about why Christmas matters to Christians today – what are their ideas now?

UNDERSTANDING THE IMPACT

- Revisit pictures taken on 'looking for Christmas' walk (or show some taken by staff of the area, or look at the Christmas adverts). Can pupils see any signs of the Jesus story?
- Look at some Christmas cards and work out which have signs of the story, and which do not (NB: do not use cards with pictures of wise men because these feature only in Matthew, which pupils will not study until the Digging Deeper section, or in Year 2). Ensure that cards not explicitly linked to the story are not dismissed as 'wrong'. They are part of secular traditions surrounding Christmas, but pupils should understand that the activity is focusing on Christian reasons for the festival.
- If possible, walk to a local church – which signs of the Jesus story can be seen here in the run-up to Christmas? Which colour vestments will the vicar wear at this time of year, and why? If a trip cannot be arranged, a local vicar or member of the church could visit the class with photos of the signs. Explain that Christmas Day is the day when Christians celebrate Jesus' birth. This is why there are lots of clues about Jesus being born, in the church and elsewhere. It is celebrating Jesus' birthday!
- Introduce the word 'advent' as the arrival of something or someone. Explain that the four weeks leading up to Christmas are Advent, when some Christians wait and prepare for celebrating the birth of Jesus. Introduce some Advent traditions and make sure pupils know their meanings (this may be done as part of the church trip). For example, make an Advent wreath – a circle to show that God lasts forever; light four candles on Sundays leading up to Christmas, with the fifth candle symbolising the birth of Jesus on Christmas Day; make a crib scene as a reminder of the birth story; make an Advent calendar to count down to the day Jesus was born.
- If appropriate, help the local church with their Advent preparations. Can crib scenes or religious decorations for the Christmas tree (based on the Gospel of Luke) be produced for the church to use?
- Revisit the key question: What answers can pupils give to it now – 'Why does Christmas matter to Christians?'

MAKING CONNECTIONS

- Explain that Christmas is a time when many Christians thank God that Jesus came to earth to show and tell people how to live. It's also a time when people put up decorations. Discuss who puts up decorations for family birthdays and explain that at Christmas, many people put up decorations to celebrate Jesus' birthday. What decorations do pupils use?
- Get pupils to think about thankfulness in relation to the Christmas story. What 'thank you' prayers and sentences might people in the story (Mary, Joseph, shepherds, angels) have said at different moments? Make a paper chain of these 'thank you' words as part of class Christmas decorations (use big links, and supported writing and talk to enable deeper thinking; some pupils may choose/need to show their ideas with pictures). Use red and green paper to make this chain.
- How do people show gratitude at Christmas? Discuss whether pupils have anything to be thankful for at Christmas this year. Make another paper chain (use two different colours, maybe blue and purple this time) of all the 'thank yous' the pupils can think of that they need to say this Christmas: to family, friends, teachers, dinner supervisors and so on, for all that makes Christmas a special time of year.

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Assessment for Learning

Assessment for learning and differentiated activities are important to gauge which children need support in understanding the RE curriculum and which children could develop their understanding further. All work recorded in books is valued and marked with a light touch, highlighting and challenging misconceptions whilst encouraging reflection on areas of discussion within the lesson.

Tuesday 28th January 2020.

Today in RE we thought about 'special places'. We discussed that special places can be anything from buildings to places (eg: our homes, holiday destinations, religious buildings, other buildings/places of interest). We thought about the reasons that make them special and discussed our ideas. We discussed that Muslims special religious place is called A Mosque. We then designed our own Mosque.

What makes your design special?

muslim pray at Mosque

Thursday 14th November 2019

Today in RE we compared the living conditions of our designs from last week, with that of, what Jesus actually got! We discussed that this shows God came to earth to bring good news to everyone (rich or poor). We then acted out what the Shepherds and Kings might of said/asked Mary and Joseph.

"How was your Journey?" "Is He really the son of God?"

"Where are you going next?" "Where are you going to live?"

"Can we get you some food or water?"

"What can we do to help you?" "Is He really the new King?"

"Can we see the baby?" "Is this where he was born?"

As a class, we discussed some questions about God. We thought about everything we have learnt this unit and how some of the things we have learnt can help us answer the questions. We found some of the questions harder to answer than others. 23.10.19

Is God just one thing or lots of different things?

I think God is lots of things because he is like a person and a moods person has lot of things.

Some ideas of God are scary because sometimes he tell people off.

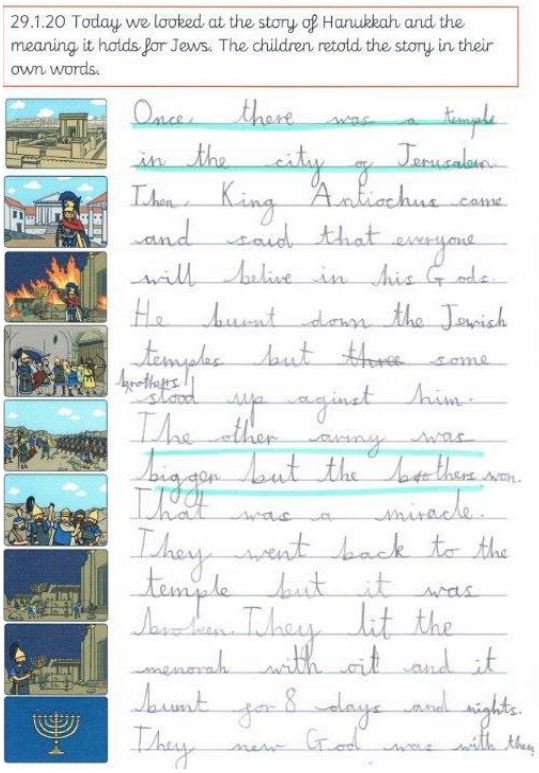
Why are some ideas of God scary?

It is comforting that God is all knowing because he makes us safe from bad things.

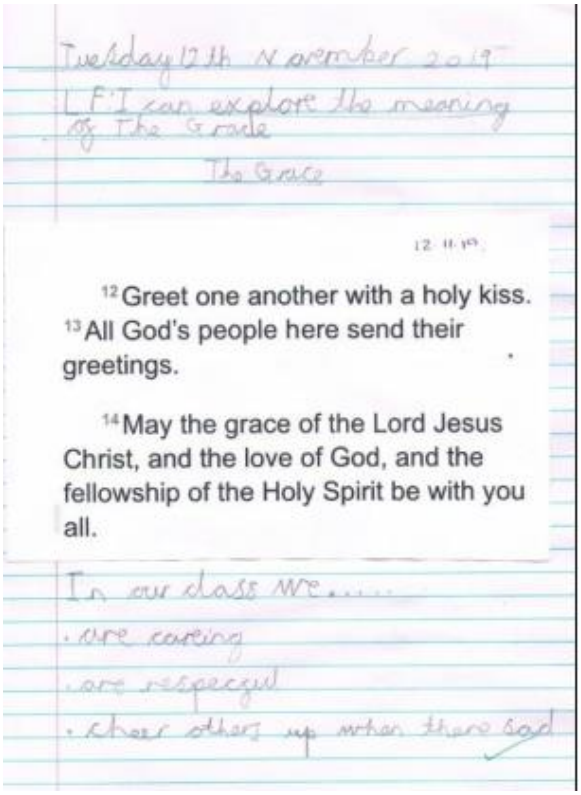
Which ideas of God are comforting?

God is similar to me because he knows what I think.

Who is God most similar to and why?


29.1.20 Today we looked at the story of Hanukkah and the meaning it holds for Jews. The children retold the story in their own words.

Once, there was a temple in the city of Jerusalem. Then, King Antiochus came and said that everyone will belive in his Gods. He burnt down the Jewish temples but ~~three~~ some brothers stood up aginst him. The other army was bigger but the brothers won. That was a miracle. They went back to the temple but it was broken. They lit the menorah with oil and it burnt for 8 days and nights. They new God was with them



Tuesday 12th November 2019

L.F: I can explore the meaning of The Grace

The Grace

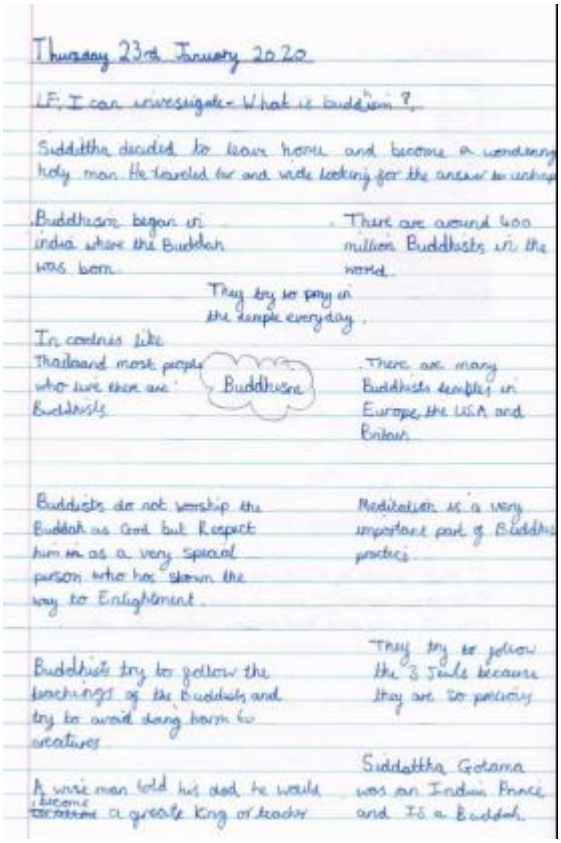
12.11.19

12 Greet one another with a holy kiss.
13 All God's people here send their greetings.

14 May the grace of the Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit be with you all.

In our class we.....

- are caring
- are respectful
- cheer others up when they are sad



Thursday 23rd January 2020

LF: I can investigate- What is buddhism?

Siddattha decided to leave home and become a wandering holy man. He traveled far and wide looking for the answer to suffering

Buddhism began in India where the Buddha was born.

There are around 400 million Buddhists in the world.

They try to pray in the temple everyday.

In countries like Thailand most people who live there are Buddhists

Buddhism

There are many Buddhists temples in Europe, the USA and Britain.

Buddhists do not worship the Buddah as God but Respect him as a very special person who has shown the way to Enlightment.

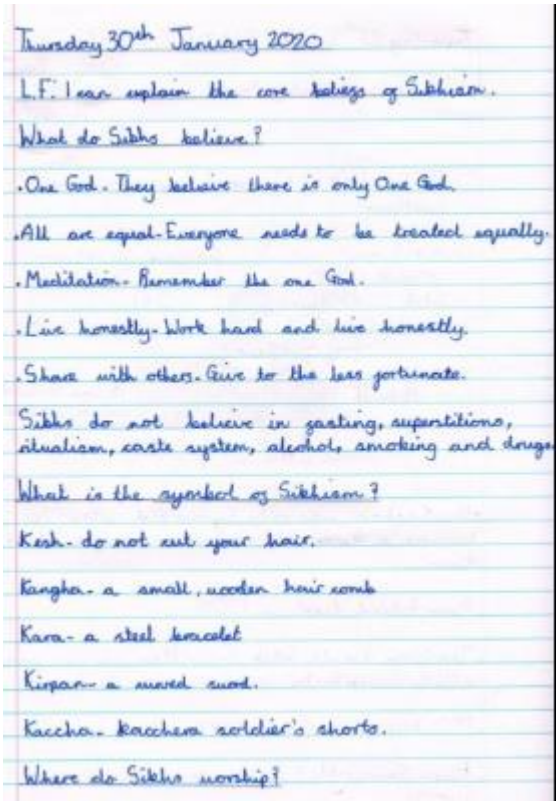
Meditation is a very important part of Buddhist practice.

Buddhists try to follow the teachings of the Buddhas and try to avoid doing harm to creatures.

They try to follow the 3 Jools because they are so precious

A wise man told his dad he would become a great King or leader

Siddattha Gotama was an Indian Prince and is a Buddah.



Thursday 30th January 2020

L.F: I can explain the core beliefs of Sikhism.

What do Sikhs believe?

.One God. They believe there is only One God.

.All are equal- Everyone needs to be treated equally.

.Meditation- Remember the one God.

.Live honestly- Work hard and live honestly.

.Share with others- Give to the less fortunate.

Sikhs do not believe in gasting, superstitions, ritualism, caste system, alcohol, smoking and drugs

What is the symbol of Sikhism?

Kesh- do not cut your hair.

Kangha- a small, wooden hair comb

Kara- a steel bracelet

Kirpan- a sword.

Kaccha- kacchera soldier's shorts.

Where do Sikhs worship?

At the end of the year, teachers pass on their accumulated knowledge of the children in the class, informing the next teacher who is achieving/not achieving the expected standard and who is exceeding the expected standard.

Display

When learning about Christianity through the Understanding Christianity units, teachers should display The Big Frieze in the classroom. This will help the children to visualise where in the Bible their unit focus takes place, putting their learning into context. Each class has a Reflection Area which links the termly Value to their thoughts and discussions within Class Collective Worship (captured in the Pause for Thought books). The Main story for the Value of the term is displayed here.

Class Collective Worship.

Class Collective Worship happens in every classroom, usually on a Wednesday morning. Worship can be linked to the termly Value via the Pause For Thought. An example Flipchart is sent to staff from the RE Leader, which can then be adjusted to suit the age of learners within the class. The flipchart takes the children through the thought process of 'Windows, Mirrors and Doors' which helps them to reflect on the question from different perspectives. Children are encouraged to lead parts of the Collective Worship.

Welcome

Mrs S: This is the day that the Lord has made
Children: Let us rejoice and be glad in it.

We take out the Bible and open it as we think about
God the Father.

We take out the cross a
as we think about
God's son, Jesus.

We take out the candle
about
God the Holy Spirit.

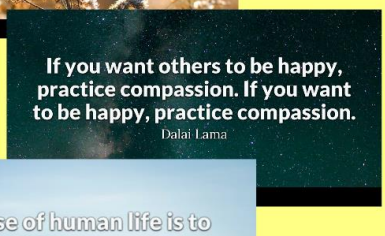
Learning

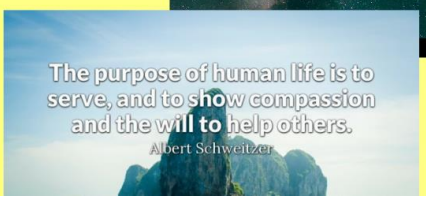
compassionate

Reflecting

6/11/19 What does

6/11/19 What does it mean to be compassionate?





Prayer

Dear God,

Help us to understand what it means to be compassionate..... help us.

Help us to think of others and to understand and consider their feelin Sending Out
Jesus has shown.
Lord, Help us.

Amen.

Response:
help us.

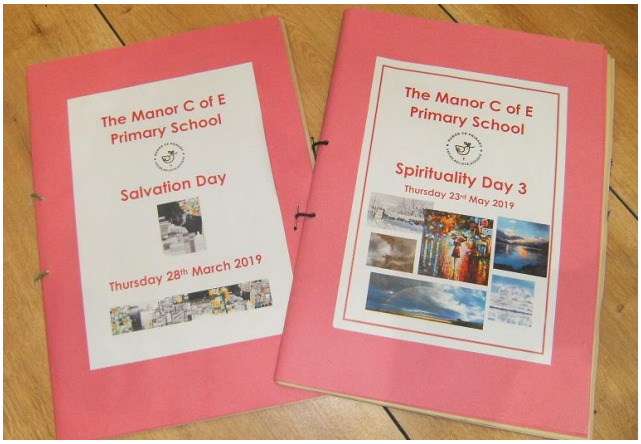
Responding

6/11/19
What does it mean to be compassionate?

As we put everything back and close the Worship Box, we think about what it means to be compassionate.

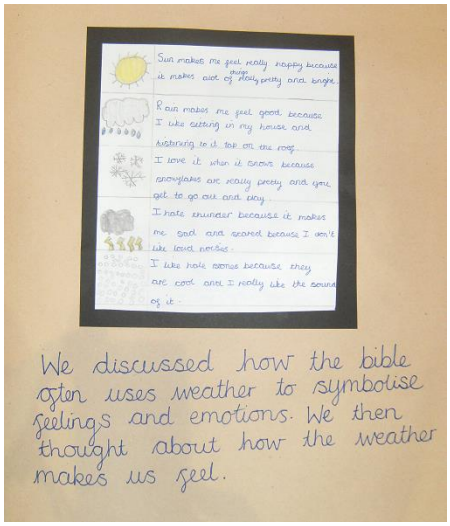
Faith Days.

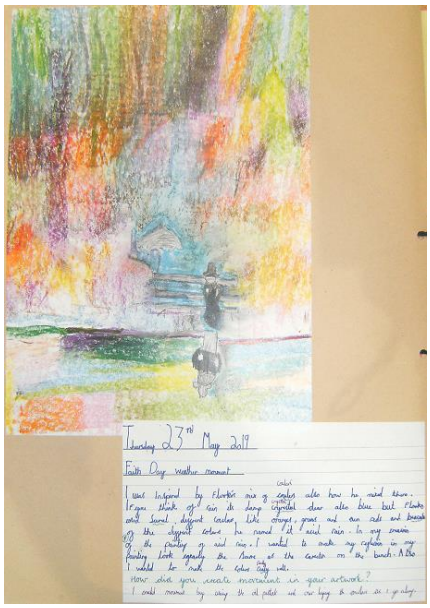
To celebrate Christian Creation, Incarnation and Salvation, the whole school focuses for one afternoon in terms 1, 2 and 4 on these areas of the Understanding Christianity syllabus. With every class revisiting the strands each year, the children's understanding is consolidated over their time at The Manor. An example of learning from each class is kept in a Faith Day Book.



Spirituality Days.

In terms 3, 5 and 6, we hold a Spirituality afternoon for the whole school. A theme is chosen and teachers are encouraged to provide stimulating activities which will develop children's ability to understand their own Spirituality. These will bear in mind our definition of spirituality which is a relationship with themselves, others, with God and with the wider world. We encourage children to think about what they feel, believe and value with respect to the theme. An example of learning from each class is kept in a Spirituality Day Book.





Other opportunities to reflect on Spirituality

- Christian Values Home Learning – The first Home Learning activity of every term is based around the new Value of the term.
- Peace Garden – An area off of the upper playground provides a peaceful place to sit and reflect during busy play times.
- Lunchtime prayers – Each class takes the time to say a lunchtime prayer before having their lunch.
- Prayer Club – Members of the congregation of St Saviour's Church hold a lunchtime prayer club (usually on a Thursday).
- Reflection Area – As well as reflection areas in the classroom, there is a reflection area in the Central Learning Zone, where children who need time to reflect can sit quietly.
- Forest School – children have regular opportunities to use the Forest School area where they learn to appreciate and respect the environment and to take responsibility for it.
- Spirited Arts Competition – The school has entered the Spirited Arts competition for many years. This takes place during the Summer term.

Faith Visits.

At the heart of our vision for RE is to develop, in our pupils, an understanding and tolerance for World Faiths. In order to support learning in the classroom, individual classes visit places of worship (or receive visits from visiting speakers) from different Faiths related to their focused units. The School has achieved The WIRE Award for Widening Inclusion in Religious Education.