



What does 'Religious Education' look like at Adswood Primary?



1. Progression of learning- Sticky Knowledge

Sticky Knowledge is used throughout to ensure progression of learning and national curriculum coverage. Learning, from EYFS through to Year 6, follows a clear sequence in each year group and throughout school. Learning is sequential to ensure content and vocabulary are revisited often via SODA, theme weeks, visits and visitors and learning is consolidated.



Sticky Knowledge: Religious Education

Year 1	Year 2
<input type="checkbox"/> I know who is a Christian and what do they believe.	<input type="checkbox"/> I know who is a Muslim and what they believe.
<input type="checkbox"/> I know what makes some places sacred for Christians, Muslims and Jewish people.	<input type="checkbox"/> I know who is Jewish and what they believe.
<input type="checkbox"/> I know how and why we celebrate special and sacred times.	<input type="checkbox"/> I know how and why Christians, Muslims and Jewish people celebrate special and sacred times.
<input type="checkbox"/> I know what it means to belong to a faith community.	<input type="checkbox"/> I know what we can learn from sacred books.
<input type="checkbox"/> I know how to care for others and why it matters to do so.	<input type="checkbox"/> I know how to care for the world and why it matters.

Quality First Teaching in all year groups, a range of questioning strategies, 5 non-negotiables and the use of weekly questioning, enhance opportunities to develop and embed the skills and knowledge required in the NC and Sticky Knowledge

2. Whole School Overview

Religious Education-Whole School Overview-Key Questions				
Strand	Foundation Stage (EYFSP)	Key Stage 1 (KS1)	Lower Key Stage 2 (LKS2)	Upper Key Stage 2 (UKS2)
Believing Religious beliefs, teachings, sources, questions about meaning, purpose and truth.	F1. Which stories are special and why? (A1)	1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe?	L2.1 What do different people believe about God? L2.2 Why is the Bible so important for Christians today?	U2.1 Why do some people believe God exists? (A1) U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (A2)
	F2. Which people are special and why? (Sp2)	1.3 Who is Jewish and what do they believe? 1.4 What can we learn from sacred books?	L2.3 Who is Jesus inspiring to some people? L2.4 Why do people pray?	U2.3 What do religions say to us when life gets hard? U2.4 If God is everywhere, why go to a place of worship? (Sp.Land 2)
Expressing Religious and spiritual forms of expression, questions about identity and diversity.	F3. What times are special and why? (Sp1)	1.5 What makes some places sacred?	L2.5 Why are festivals important to religious communities? L2.6 How and why do we celebrate special and sacred times?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
	F4. What times are special and why? (Sum1)	1.6 How and why do we celebrate special and sacred times? 1.7 What does it mean to be a Christian in Britain today?	L2.7 What does it mean to be a Muslim in Britain today? L2.8 How should we care for others and the world, and why does it matter?	U2.6 What does it mean to be a Hindu in Britain today? (Sum 1 and 2) U2.7 What matters most to Christians and Humanists?
Living Religious practices and ways of living, questions about values and commitments.	F5. Being special: where do we belong? (A2)	1.8 How should we care for others and the world, and why does it matter? 1.9 What can we learn from religions about deciding what is right and wrong?	L2.9 What does it mean to be a Hindu in Britain today? L2.10 What does it mean to be a Muslim in Britain today?	U2.8 What matters most to Christians and Humanists? U2.9 What difference does it make to believe in ahimsa (harmlessness), grace, and/or strength (community)?

We have followed the agreed Trafford Syllabus since 2022. It provides EYFS, KS1 and KS2 with planning and learning ideas and uses thought provoking questions to engage pupil's in their half-termly/termly learning.

Our Beliefs and Values lessons are planned from our yearly overviews/units of learning. Weekly lessons, discussions, VVE opportunities allow pupils to bridge back and revisit learning but also to bridge forward and explore learning that will be covered next year.

3. Learner Voice

Pupil voice
Autumn



What have you been learning about since September?

Scarlett - "A cross, it is when a symbol to tell you when baby jesus had died"

Grayson - "You wear a cross if you are a christian"

Ellie-Jay - "the fish is the secret symbol for christians"

Ayden - "The star of david is jewish"

Clayton - " the star and the moon is muslim"

Learner voice informs staff that pupils are enjoying their Beliefs and Values lessons and are engaged. It also provides pupils suggestions for future lesson planning.

Pupil voice
Autumn



Which new words/vocabulary have you learned since September? Remember One World Week

Ollie - "refugee, they have to go away from their home forever"

Kai - "refugee's have to leave their home and pack a bag, like food and drinks"

Harlow - "When they leave they might have to sleep on the floor, they might get a little bit bored but if they have friends they can play tig or hide and seek with no ipad because of no plugs"

Ellie-Jay - "I might pack toys and a quilt if i was a refugee and a pillow"

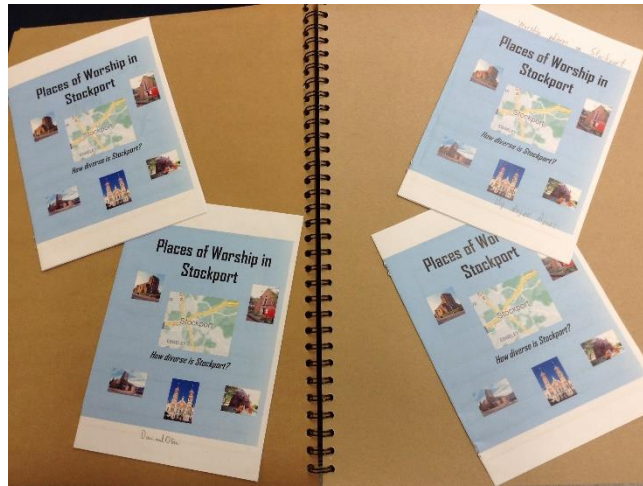
4. Beliefs and Values floorbooks



Every year group has a Beliefs and Values floorbook which showcases the pupils' learning. It evidences national curriculum coverage, yearly sticky knowledge and lots of pupil voice.

4. Theme Weeks.

Every year in school there is a theme week which takes a different focus. For example, 'Refugee Week,' 'We are the World'. These weeks are wonderful for pupils to develop an empathy and insight into the lives of others around the world.



5. Learning beyond the classroom Education.

We have had exciting VVE opportunities where learning beyond the classroom is brought to life. Examples include: visitors from Davenport Methodist Church and Cheadle Mosque, visits to places of worship and theme weeks e.g. One World Week.



Beliefs and Values offers great opportunities for cross curricular links, especially P.S.H.E and speaking and listening which can link to LCC topics or to VVE activities. Floorbook looks have also shown great examples of cross curricular learning.

6. Self and Peer Assessment



Where possible, we aim to allow pupils to self and peer assess their own work and that of their peers in order for them to see where they have made errors and self correct them and make suggestions for their peers. This is displayed in our marking and feedback policy and will be labelled in pupils books as SA/PA Staff will monitor self/peer assessment in Beliefs and Values floorbooks.

I	Independent learning
TS	Teacher supported learning
V	Verbal feedback
SA	Self-assessment
PA	Peer-assessment
∅	Zero Tolerance targets need to be checked
Green	Learning objective met/correct
Orange	Working towards meeting learning objective
Pink	Learning objective not met/incorrect

7. Staff CPD

Since 2022, we have followed the updated Trafford Syllabus.

I attend regular cluster meetings and keep up-to-date with LA guidelines and new initiatives/resources.

Following these meetings, I will arrange a staff meeting where I will share any updates/changes and each year produce a new updated whole school overview.

8. Adaptive Teaching

Beliefs and Values lessons are inclusive to all. Adaptive teaching allows all pupils to access learning and achieve age related expectations.

Discussion and debate, Q and A, DEAL, odd one out, quizzes and opportunities to share personal experiences ensures all pupils can be fully involved in their learning.

9. Collective Reflection

At the end of each day, we have Collective Reflection. This allows pupils time to reflect on their day and discuss this through making reference to our Adswood Super Powers.