



What does 'Beliefs and Values' look like at Adswood Primary?



1. Progression of learning-

Adswood Primary School Beliefs and Values Progression of Skills, Knowledge and Vocabulary Map 2024-25

Understanding the World	
Foundation Stage	<p>EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and geographically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>
Reception	<p>People, Culture and Communities</p> <p>F1 (BELIEVING) Which stories are special and why? F2 (BELIEVING) Which people are special and why? F3 (EXPRESSING) What places are special and why? F4 (EXPRESSING) What times are special and why? FE (LIVING) Being special: where do we belong? FE (LIVING) What is special about our world?</p>

The whole school progression of content and vocabulary is used 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.

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	Strand 1: Believing	Strand 2: Expressing	Strand 3: Living	Strand 4: Understanding
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?	L1.1 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?	L3.3 Why is Jesus inspiring to some people? L4.4 What 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;Lamd 2)
Expressing Religious and spiritual forms of expression, questions about identity and diversity	F3. What places are special and why? (Sp1)	1.5 What makes some places sacred?	L2.5 Why are festivals important to religious communities? L2.6 Why do some people think that life is a journey and what significant experiences mark this?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
	F3. What times are special and why?(Sum1)	1.6 How and why do we celebrate special and sacred times?	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?	U2.6 What does it mean to be a Muslim 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	FE. Being special: where do we belong?(A2)	1.7 What does it mean to belong to a faith community?	L1.9 How should we care for others and the world, and why does it matter?	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?
	FE. What is special about our world?(Sum2)	1.8 How should we care for others and the world, and why does it matter?	L1.9 How should we care for others and the world, and why does it matter?	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (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 pupils 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"

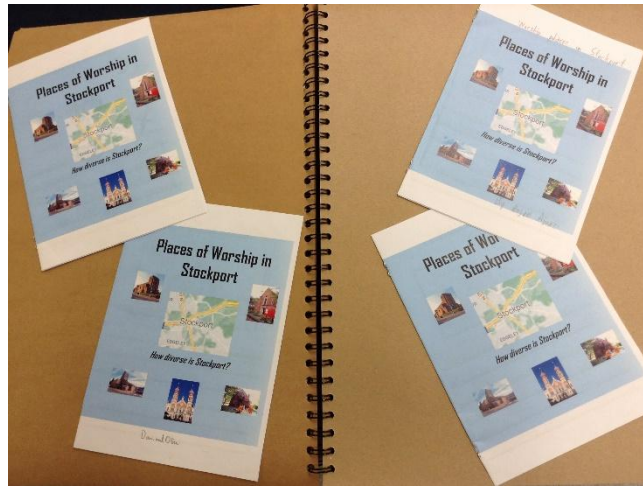
4. Beliefs and Values floorbooks



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 Adwood Super Powers.