



RICHARD TAYLOR
CHURCH OF ENGLAND PRIMARY SCHOOL

We achieve academic excellence by delivering a curriculum, rich in experiences, which stimulates and challenges all learners.

Religious Education at Richard Taylor School

We encourage every child to be the best version of themselves, academically, emotionally, and socially. Supporting them to thrive and grow as unique individuals.

RE Vision Statement

We deliver an RE curriculum, rich in experiences, which stimulates and challenges all learners to make sense of beliefs, make connections and understand the impact of beliefs of the lives of believers. In doing so we grow confident, resilient, happy, caring, and successful learners prepared for the next stage of their journey in life.

The three pillars of our strategic goals are:

Achievement for All

Proverbs 18 vs 15: An intelligent heart acquires the knowledge and the ear of the wise seeks it out.

A Culture of Respect and Service

Matthew 22 vs 37: Love the Lord your God and love your neighbour as yourself.

A Curriculum of Excellence and Innovation

John 10 vs 10: I have come that they may have life and have it to the full.

Intent

That the delivery of our RE curriculum enables every child to flourish as a child of God, making sense of beliefs, making connections and understanding the impact of beliefs and the way in which humans put their beliefs into action in diverse ways.

RE is given the profile of a core subject within our curriculum.

Implementation

Our Curriculum is built upon the Diocese of Leeds Syllabus and Understanding Christianity. Using these tools, we have created a curriculum which meets our two identified priorities:

- To know and understand Christianity as a diverse global living faith by exploring key concepts of creation, incarnation, the message of the Bible, the kingdom of Heaven and our place in the world as people of God. This includes making connections with the school's Christian values and goals for every child.
- To gain a knowledge, understanding and respect of a range of religions and world views, appreciating diversity as they grow in a community which does not reflect the diversity of faiths and cultures across the nation as a whole.

To ensure coverage we have create a curriculum framework which allows coverage whilst enabling children to deepen their understanding as they journey through school following different class pathways.

Impact

At the end of their time at RTS our children will be able to give a thoughtful account of Christianity as a living faith. Show a respectful attitude to religious and non-religious world views and reflect responsibly on how their own spiritual, philosophical ad ethical convictions will enable them to be active citizens ready for the next stage of their educational journey.

Curriculum Content

Highlighted unit titles are core concepts	Autumn 1 Creation and Fall	Autumn 2a Judaism	Autumn 2b Incarnation	Spring 1 People of God	Spring 2 Salvation	Summer 1 Islam and Hinduism	Summer 2 God and Kingdom of Heaven
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				The Message of the Gospel			
Bishopdale	Why is the word God so important to Christians? F1	Being Special Where do we belong? F4	Why do Christians perform a nativity play at Christmas? UC F2 (see learning outcomes for content)	Which places are special and why? F5	Why do Christians Put a cross in their garden at Easter? UC F3 (see learning outcomes for content)	Which stories are special and why? F6 <i>Focus on a key story from each faith.</i>	Which stories are special and why? F6 <i>Focus on a key story from each faith.</i>
Airedale	F1 Why is the word of God so important to Christians? Digging deeper (see learning outcomes for content) Digging Deeper	F1 Who am I and what does it mean to belong to Judaism. Hannukah 1.10 RE Today	Why do Christians perform a nativity play at Christmas F2 UC F2 (see learning outcomes for content)	What makes some places sacred to believers? 1.9	Why do Christians Put a cross in their garden at Easter? UC F3 (see learning outcomes for content)	Which stories are special and why? F6 <i>Focus on a key story from Christianity, Judaism and Islam</i> <i>Jesus calms the storm Christianity</i> <i>Zaccheus Christianity</i> <i>David and Goliath Judaism</i> <i>Night of Power Islam</i>	Which places are special and why? F5 <i>Bish & Aire Church visit</i>
Ribblesdale	Who made the world? UC 1.2	Who is Jewish and how do they live? 1.6 Core Learning	Why does Christmas matter to Christians? UC 1.3	What is the Good News that Jesus brings? UC 1.4 Core Learning	Why does Easter matter to Christians? UC 1.5 Core Learning	Who is a Muslim and What do they believe? 1.7 (see learning outcomes for content)	What do Christians believe God is like? UC 1.1 <i>Ribb & Dent Church visit</i>



			Core Learning			<i>Ribb/Dent shared Eid day</i> <i>Ribb/Dent Mosque visit</i>	
Dentdale	How should we care for the world and others, and why does it matter? 1.10	Who is Jewish and how do they live? 1.6 Digging Deeper	Why does Christmas matter to Christians? UC 1.3 Digging Deeper	What is the Good News that Jesus brings? UC 1.4 Digging Deeper	Why does Easter matter to Christians? UC 1.5 Digging Deeper	Who is a Muslim and What do they believe? 1.7 (see learning outcomes for content) <i>Ribb/Dent shared Eid day</i> <i>Ribb/Dent Mosque visit</i>	What do Christians believe God is like? (see learning outcomes for content) UC 1.1 <i>Ribb & Dent Church visit</i>
	Autumn 1 Creation and fall	Autumn 2a Judaism	Autumn 2b Incarnation	Spring 1 People of God The Message of the Gospel	Spring 2 Salvation	Summer 1 Islam and Hinduism	Summer 2 God and Kingdom of Heaven
Swaledale	What do Christians learn from the Creation Story? UC L2.1 Core Learning	What are the deeper meanings of Jewish Festivals? L2.9 <i>Pesach & Rosh Hashanah</i>	What are the deeper meanings of Christian Festivals? L2.9 <i>Advent</i>	What is it like to follow God? UC L2a.2	Why do Christians call the day Jesus died Good Friday? UC L2a.5	Hinduism: What are the deeper meanings of festivals? - Divali and Holi L2.9 <i>Swale/Nidd share Divali/Holi celebration</i>	What is the Trinity? (Incarnation and God) L2.3 (see learning outcomes for content)
Nidderdale	What do Christians learn from the Creation Story? UC L2.1 Digging Deeper	What are the deeper meanings of Jewish Festivals? L2.9 <i>Yom Kippur & Mitzvah Day (link to RTS Values)</i>	What are the deeper meanings of Christian Festivals? L2.9 <i>Christmas and Epiphany</i>	What kind of world did Jesus want? UC L2a.4 <i>How does this link to the RTS vision for everyone?</i>	When Jesus left, what next? UC L.6	Hinduism: What does it mean to be a Hindu in Britain today? L2.7 <i>Swale/Nidd share Divali/Holi celebration</i>	What is the Trinity? (Incarnation and God) L2.3 (see learning outcomes for content)



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Coverdale	How and why do Christians show their commitments during the journey of life? L2.10	What does it mean to be a Jew in Britain today L2.7 <i>The community of the Synagogue (Synagogue visit)</i>	What is the Trinity? (Incarnation at Christmas) L2.3 (see learning outcomes for content)	What would Jesus do? UC U2.5 <i>How does this link to the RTS value of Service?</i>	What did Jesus do to save human beings? UC U2a.6	How and why do Muslims show their commitments during the journey of life. L2.10 <i>Islam: Keeping 5 Pillars: What difference does it make?</i>	What Kind of King is Jesus? U2.8
	Autumn 1 Creation and Fall	Autumn 2a Judaism	Autumn 2b Incarnation	Spring 1 People of God The Message of the Gospel	Spring 2 Salvation	Summer 1 Islam and Hinduism	Summer 2 God and Kingdom of Heaven
Wharfedale	Creation and science: conflicting or complimentary? UC 2.2	What does it mean for a Jewish person to follow God? U2.10 (see learning outcomes for content)	Was Jesus the Messiah? UC 2b.4	How can following God bring freedom and justice? UC U2.3	What difference does the resurrection make for Christians? UC U2.7	What does it mean for Muslims to follow God? U2.9 <i>Would a Muslim agree with our school values?</i>	How do religions help people live through good times and bad times? U2.13
Wensleydale	Why do some people believe in God and some people not? U2.11	What does it mean for a Jewish person to follow God? U2.10 (see learning outcomes for content)	In what ways do the stories in sacred texts differ from other stories for Christians, Muslims and Hindus? U2.14	What does it mean if God is Holy and Loving? <i>Which Richard Taylor school values are evident in the Christian relationships with God</i> UC U2.1	Was Jesus the Messiah? UC U2.4	Why is pilgrimage important to Muslims and Hindus U2.13	What will make our community and more respectful place? U2.12 <i>Does belief in God help you to follow the school's values?</i>



Assessment

A central objective of the trust is to raise the standard of educational achievement of all its students

We believe that the schools within the trust should use assessments to gather information in order to make better decisions that enable us to meet this objective.

The following principles guide how we decide what data we need to collect and how to ensure that the data is as reliable as it can be.

- We are clear about the purpose of any assessments that we use, particularly whether the data is primarily being gathered for accountability or to inform teaching and learning
- The amount of data collected is proportionate to its usefulness
- We are aware of the need for assessments to be carefully planned in order to maximise validity and reliability
- We are cautious about what can be inferred, especially from one data source

Assessment in Religious Education will be used to inform teaching and learning. Teachers will use the results of assessments to

Plan and deliver future lessons, which address misconceptions and ensure that students have learnt agreed key knowledge and are using identified vocabulary accurately.

Assessments will be shared with colleagues to ensure that future learning can be built upon what the children know.

Progress in Religious Education

A strong Curriculum underpins good progress. If the children have learnt what they have been taught the teacher can say that they are on track. If pupils remain on track they can be described as making good progress.



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Structure for Curriculum Delivery

Begin with understanding the Key Question	<p>Each Unit has a Key Question: Example L2.4 What kind of world did Jesus want?</p> <p>Make sure that you know how it builds upon the children’s previous learning.</p>
Select the Learning Outcomes	<p>Each unit will have three core learning outcomes enabling the children to make sense of beliefs, understand the impact and make connections.</p> <p>Example for Unit L2.4</p> <ul style="list-style-type: none"> • The children can make links between the calling of the first disciples and how Christians today try to follow Jesus and be fishers of men. Do I know how Jesus chose his first disciples and how Christians try to follow Jesus today? • The children can give examples of how Christians try to show love to all? • The children can make links between a bible story studies and the importance of love in the world today expressing some of their own ideas clearly. Can I show how being a good Samaritan will make the world a better place?
Select the specific Content	<p>Select the content from the unit plans that will help you to deliver the learning outcomes.</p> <p>Plan no more than 4/5 lessons which will be followed by a unit assessment (see below)</p> <p>Note this means that units do not have to fit a half term block but can be started as soon as a unit have been completed.</p> <p>Note some units directly ask children to consider learning against our school values (this can be done whenever appropriate)</p>



	<p>All work should be presented to the same high standards as English and Maths using a variety of learning styles to achieve outcomes.</p> <p>Example for Unit L2.4</p> <ul style="list-style-type: none"> • Share the story of the calling of the first disciples (Matt 4 vs1-19) ask the children to consider what it would be like to give up everything. • Explore meaning of Fishers of Men: Link it to the actions that Jesus wants Christians to do in their lives. • Explore ways in which Christians are making the kind of world Jesus wanted. • Take a bible story and ask children to consider how they would act in certain real life situations if they were following Jesus. • Additional Lesson: Do the children think that the school’s values help us to live in a way that Jesus would have wanted? • Assessment: Can the children create a description of the world they want to see. Does it match the world that Jesus wanted for us as Children of God. How can we make this description come true?
<p>Plan specific outcomes which you will assess</p>	<p>Assessment is based upon a simple RAG rating.</p> <p>Make sure that each LO is specific to the content that you are teaching. This supports assessment judgements. Consider your final piece of work to focus on allowing children to demonstrate what they have learnt and to show that they have made connections.</p>
<p>Develop the teaching and learning activities</p>	<p>Each unit has lots of examples of activities to support learning.</p> <p>Don’t forget the skills that you are seeking to teach the children and make sure that the activity allows the children to achieve the LO.</p>

Spring Term	Unit One People of God & Message of the Gospel	Unit Two Salvation
Bishopdale	<p>Which places are special and why? F5</p> <ul style="list-style-type: none"> • The children can talk about somewhere which is special to them. • The children can recognise that some religious people have places that have special meaning to them. (recognising a place of worship) 	<p>Why do Christians Put a cross in their garden at Easter? UC F3.</p> <p>Core Learning</p> <ul style="list-style-type: none"> • The Children should understand why a palm cross is special for Christians. • Children should know that the cross (Hot Cross Bun) is a symbol of the death of Jesus.



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	<ul style="list-style-type: none"> The children can express a personal response to the natural world. 	<ul style="list-style-type: none"> The Children should make the connection between Chocolate eggs and Easter gardens with the celebration of Jesus' resurrection.
Airedale	<p>What makes some places sacred to believers? 1.9</p> <ul style="list-style-type: none"> Children can recognise that there are special places where people go to worship and talk about what they do there (identify objects used in worship) The children can give simple examples of how people worship in Church. The children can talk about what makes a place special and what the difference is between a religious and non-religious special place. 	<p>Why do Christians Put a cross in their garden at Easter? UC F3</p> <p>Digging Deeper</p> <ul style="list-style-type: none"> The children should understand that the story of the Good Samaritan is following the rule that Jesus gave us to love our neighbour. (link to school values) The children should make the connection between the tradition of pancakes and learning to be a better person in Lent (by helping others) The children should understand that Christians use candles when praying for God's help and remembering Jesus as a light. (New life at Easter)
Ribblesdale	<p>What is the Good News that Jesus brings? UC 1.4</p> <p>Core Learning</p> <ul style="list-style-type: none"> The children will learn that Christians believe that Jesus brings good news for all people. The children can give examples from simple Bible texts that show how they should show forgiveness and peace to the friendless. The children can give examples of how Christians put their beliefs into practise by helping others. 	<p>Why does Easter matter to Christians? UC 1.5</p> <p>Core Learning</p> <ul style="list-style-type: none"> The children will know that Easter is a very important Big Story in the Bible. They can show examples of how Christians show their beliefs at Easter (Easter Eggs & Palm Crosses) The children know that Jesus gives people instructions how to behave. The children can explain that Christians believe Jesus rose again giving them hope in new life.
Dentdale	<p>What is the Good News that Jesus brings? UC 1.4</p> <p>Digging Deeper</p>	<p>Why does Easter matter to Christians? UC 1.5</p> <p>Digging Deeper</p>

	<ul style="list-style-type: none"> • The children will learn that Christians believe that Jesus brings good news for all people and that this means being forgiven for bad things. • The children can describe how Christians show their beliefs for example through prayers to say thank you to God. • The children should be able to ask whether the good news of Jesus matters to anyone other than Christians. 	<ul style="list-style-type: none"> • The children will know that Easter is a very important Big Story in the Bible. Explain that Jesus showed he was willing to forgive all people even for putting him on a cross. • The children can explain how Christians believe that Jesus builds a bridge between God and humans. • The children can give examples of how Christians show their belief in Jesus as saviour through their worship in Church.
Swaledale	<p>What is it like to follow God? UC L2a.2</p> <ul style="list-style-type: none"> • The children can make links between the story of Noah and the idea of a covenant. • The children know that the Old Testament tells the story of a group of people called the children of Israel and their relationship with God. • The children can explain why people of God try to follow his rules in their lives. 	<p>Why do Christians call the day Jesus died Good Friday? UC L2a.5</p> <ul style="list-style-type: none"> • The children can recall key events of Holy week and how they were important in knowing who Jesus was. • The Children know that Christians believe that Jesus really did rise from the dead and so is still alive today. • The children can give examples of how Christians show their beliefs about Easter in worship.
Nidderdale	<p>What kind of world did Jesus want? UC L2a.4 <i>How does this link to the RTS vision for everyone?</i></p> <ul style="list-style-type: none"> • The children can make links between the calling of the first disciples and how Christians today try to follow Jesus and be fishers of men. Do I know how Jesus chose his first disciples and how Christians try to follow Jesus today? • The children can give examples of how Christians try to show love to all? • The children can make links between a bible story studies and the importance of love in the world today expressing some of their own ideas clearly. Can I show how being a good Samaritan will make the world a better place? 	<p>When Jesus left, what next? (what was the impact of Pentecost?) UC L.6</p> <ul style="list-style-type: none"> • The children can offer suggestions about what the description of Pentecost in ACTS 2 might mean. • The children can understand why Christians celebrate Pentecost as the birthday of the Church. • Children can make simple links between the day of Pentecost and the way Christians live today in their communities.
Coverdale	<p>What would Jesus do? UC U2.5 <i>How does this link to the RTS value of Service?</i></p> <ul style="list-style-type: none"> • The children will learn that the Good News is not just setting a good example, but that Christians believe Jesus heals the damage done by humans' behaviour. 	<p>What did Jesus do to save human beings? UC U2a.6</p> <ul style="list-style-type: none"> • The children will understand the Bible message that God needed to save humans because he cares for us. • The children will be able to recall the events of the death and resurrection of Jesus and make links with the service of the Holy Communion.



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	<ul style="list-style-type: none"> Children learn that Jesus taught people to live in a different way 'serving others & helping the poor.' The children will be able to explain how Christians show this good news in the way they live their lives. 	<ul style="list-style-type: none"> The children can give examples of how Christians make sacrifices in their own lives because of their beliefs.
Wharfedale	<p>How can following God bring freedom and justice? UC U2.3</p> <ul style="list-style-type: none"> The children can make connections between the story of Moses and the concept of freedom and salvation. The children should be able to make connections between Christian beliefs and the practice of bringing freedom to others. The children can explain why freedom and justice are important and make connections with the lives of famous Christians who have lived inspiring lives to fight for the freedom of others. 	<p>What difference does the resurrection make for Christians? UC U2.7</p> <ul style="list-style-type: none"> The children will be able to recognize the importance of the Gospel resurrection story for Christians. The children can make connections between Christian belief in the resurrection of Jesus and worship on Good Friday and Easter Day. The children can reflect on the belief that Jesus rose from the dead and the hope that this gives them for life with God.
Wensleydale	<p>What does it mean if God is Holy and Loving? UC U2.1 <i>Which Richard Taylor school values are evident in the Christian relationships with God</i></p> <ul style="list-style-type: none"> The Children will know that Christians believe that God is omnipotent, omniscient, and eternal and that this makes him/her worthy of worship. Children will learn that Christians believe that God is loving and holy. They balance ideas of his anger with humans by understanding his willingness to forgive. The Children will learn that Christians do not all agree what God is like but that they try to follow his path through the Bible and Church Teaching 	<p>Was Jesus the Messiah? UC U2.4</p> <ul style="list-style-type: none"> The Children will know that Christians believe the Jesus is God in the flesh. The children will learn that Christians believe the Jesus fulfilled the promise of a Messiah. Jews do not believe Jesus is the Messiah The children will know that Christians see Jesus as their Saviour.

