

# Inspection Question 6

Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)??

## Religious Education in Church of England Schools

### A Statement of Entitlement

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Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

*Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.<sup>1</sup>*

A high-quality sequential religious education<sup>2</sup> (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews<sup>3</sup> fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed: this document will help schools interpret that legal requirement. In foundation and voluntary controlled schools with a religious character, RE

In foundation and **voluntary controlled schools with a religious character,**  
**RE must be taught according to the locally agreed syllabus** for RE unless  
parents request RE in accordance with the trust deed of the school. In  
academies and free schools RE must be taught in accordance with the  
funding agreement.

We are an Academy. In the statement on entitlement, we have to teach RE according to our funding agreement. This states that we have to teach RE as if we are a voluntary controlled school.

How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?

# Locally Agreed Syllabus

# REE

Leicestershire  
Agreed Syllabus  
2021–2026

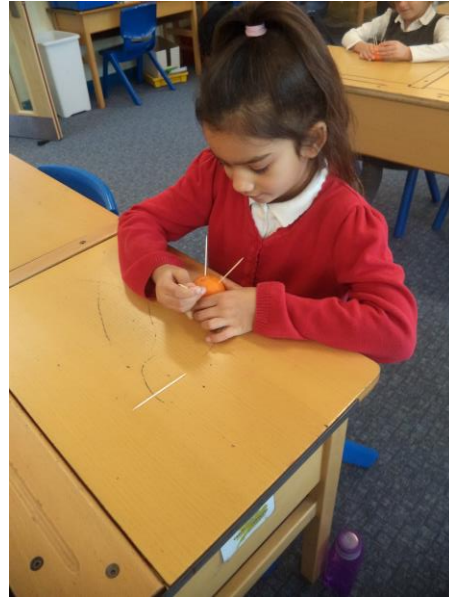


Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Stone Age to Iron Age	Weather	The U.K.	The U.K.	Ancient Worlds	Ancient Worlds
	<u>L2.1</u> What do Christians learn from the Creation Story?  Systematic unit.	L2.2 What is it like for someone to follow God?  Systematic unit.	<u>L2.9</u> How do festivals and worship show what matters to a Muslim?  Islam Faith Unit	<u>L2.10</u> How do festivals and family life show what matters to Jewish people? (Synagogue visit) Judaism Faith Unit	L2.4 What kind of world did Jesus Want?  Systematic unit.	<u>L2.12</u> How and why do people try to make the world a better place?  Thematic Unit
4	Romans					
	L2.3 What is the Trinity and why is it important for Christians?  Systematic unit	<u>L2.7</u> What do Hindus believe God is like? Diwali Focus- Indian Culture day  Hindu Faith Unit	<u>L2.8</u> What does it mean to be a Hindu in Britain today? (Mandir visit)  Hindu Faith Unit	<u>L2.5</u> Why do Christians call the day Jesus died 'Good Friday'?  Systematic Unit.	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?  Systematic Unit.	<u>L2.11</u> How and why do people mark the significant events of life?  Thematic Unit (Christian, Hindu, <u>Non religious</u> )
5	Antarctica	Sun, Moon & Earth				
	<u>U2.1</u> What does it mean if Christians believe God is holy and loving?  Systematic unit	<u>U2.3</u> Why do Christians believe Jesus was the Messiah?  Systematic unit	<u>U2.8</u> What does it mean to be a Muslim in Britain today?(Mosque visit)  Islam Faith Unit	<u>U2.9</u> Why is the Torah so important to Jewish People?  Judaism Faith Unit	<u>U2.4</u> Christians and how to live; 'What would Jesus do?'  Systematic unit.	<u>U2.10</u> What matters most to Humanists and Christians? (Christian, Muslim, Jew and <u>Non Religious</u> )  Thematic Unit
6	World War II	Darwin	Baghdad	Baghdad	New worlds	New Worlds – <u>S. America</u>
	<u>U2.12</u> How does faith help people when life gets hard?	<u>U2.2</u> Creation and science: conflicting or complementary?	<u>U2.7</u> Why do Hindus want to be good?	<u>U2.5</u> What do Christians believe	<u>U2.6</u> For Christians, what kind of king is Jesus?	<u>U2.11</u> Why do some people believe in God and some people not?

RE at Church Hill goes beyond the expected 5% and is closer to 10%.

DBE Christmas RE workshops Christmas  
Cards puppet  
shows  
Indian Culture Temple visits  
Day Imam visit  
Advent  
Nativity British Values  
Christingles Day Easter

# Additional Focus on RE





# Training

Whole school internal training – C of E Vision for Education; collective worship; Church School webinar; Spirituality Diane Brown CofEQPH and supported in Headship via the Dioceses  
Diane Brown Preventing homophobic, biphobic and transphobic bullying via diocese; training for new heads  
Governor training 2021 – 2024 SIAMS, C of E vision for Education and Diocese Vision for Education, new RE syllabus  
SLT SIAMS webinars; New governor training for Church Schools; governor training monitoring and evaluation.

Sarah Down member of NATRE (National Association for the Teaching of Religious Education), Lead RE teacher

- RE agreed syllabus training
- Teaching diversity and anti-racism
- Teaching World Views
- SIAMS SEF
- RE Co-Ordinator Meetings
- Fosse Schools SIAMs
- RE Co-Ordinator development
- Collective Worship
- SIAMS training
- Excellent outcomes for RE
- Understanding Christianity
- New Ideas in Collective Worship
- Primary Partnership RE conference
- Diversity RE conference

How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?

# Curriculum Map



## CHJS Curriculum Map for Religion and World Views



*Let your light shine (Matthew 5:16)*

In Religion and World Views, children are encouraged to let their light shine by taking delight in learning about God within various religions and none. They learn to appreciate the relevance of different people's faith, express their wonder of God, creation and the world within which we live as well as how people's thoughts and way of life can be very diverse within this. They are also encouraged to let their personal faith perspectives shine, express ideas and thoughts within the classroom openly and work co-operatively with talk partners, groups and classes to support each other with their learning. Through all this, God's light shines through discussions, comments, work and ideas that are generated.

Substantive Knowledge	Year 3	Year 4	Year 5	Year 6
	<p>To know God the Creator cares for the creation, including human beings.</p> <p>To know human beings are part of God's good creation, they do best when they listen to God.</p> <p>To know the Bible shows that God wants to help people to be close to him – he</p>	<p>To know Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>To know Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</p> <p>To know Christians find that</p>	<p>To know Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</p> <p>To know Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving,</p>	<p>To know at least three examples of how religions use symbolism to show that life has ups and downs.</p> <p>To know at least three examples of how religious believers find comfort and support from believing in God or being part of a believing community.</p>

# Book Scrutiny

To What Extent is the Child Letting Their Light Shine? (RAG)	Comments	Cross-curricular links	Child editing and improving their work	Evidence of previously taught skills applied to new learning	Basic skills improving over time	Child's reflections about their own learning shows evidence of metacognition & thinking hats	Examples of when feedback has helped a child to move on (eg. modelling, blue intervention)	Feedback is responded to	Resilience is evident in their learning (evidence of not giving up; finishing tasks; writing at length)	Work is pitched appropriately (child able to access work but also challenged by it)	Pride & Presentation, including Handwriting	Marking up to date & regular use of different types of marking (self, peer, quick mark, detailed mark)
Y	Both books weaker to start with but develop and grow in strength of content and quality of work especially shown in the diary entry of the Easter Story. Some corrections found in one books. Both have a couple of extending questions but not one per unit as requested. Think where you could include this and link to personal viewpoint if possible.	S	SOME	Y	Y	Y	Some	SOME	Y	N/Y	Y	Y
Y	Both books quite sparse at the start of the year showing the level to be too challenging however show a growing resilience and skill development going forward. Found a couple of questions to extend thinking but one not answered correctly. Ensure this is there for each unit. More reflections too as the year has progressed.	Y	N	Y	Y	Y	Some	Y	Y	N/Y	Some	/
Y	It was clear just from opening the two books who was Y3 and Y4 as the Y4 showed greater resilience though this grows in strength with a lovely diary entry for both about the Easter story. Lots of questioning to extend thinking from lessons seen and great reflections with some personal	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	/
Y	Super diary entry and Christmas journey for extended writes in R.E. Lovely questions to extend and personalise each child's learning showing their opinions and experiences. Good understanding progression shown in one book where child was struggling at the start of the year and now more	Y	N	Y	Y	Y	Some	Y	Y	Y	Y	/

# Learning Walks

<p>Links to previous observation (e.g. Follow up to previous focus, such as assessment for learning, or any areas for development identified. It may be a follow up to whole school training recently delivered)</p>		
<p>Knowledge Organisers. New locally agreed syllabus introduced previously.</p>		
<p><b>The Three I 's</b></p>		
<p><b>Intention:</b> <i>What is trying to be achieved through the curriculum? Is it <u>ambitious</u>?</i></p> <p>Children are being encouraged to know the symbolism and meaning behind the Trinity. <u>Yes it is</u> ambitious as some of the sorting cards required a deep level of thought. The concepts of symbolism/metaphor were challenging.</p>	<p><b>Implementation:</b> <i>How is the curriculum being delivered? Is it catering to the <u>needs and interests of all pupils</u>?</i></p> <p>There was a lot of focus on previous learning at the start of the lesson. Evidence from previous lessons shows a range of different activities being used from outdoor learning, sorting cards, <u>art work</u>, video clips, written work.</p> <p>Y3 - The children were sorting cards describing how Christians live their lives and matching it to their beliefs. They were a lesson behind the year 4s.</p> <p>Year 4 – creating some <u>art work</u> based on the symbolism of the Trinity and <u>looking</u> at the metaphor of water, steam and ice to represent the Trinity.</p>	<p><b>Impact:</b> <i>What difference is the curriculum making? Attainment? Progress?</i></p> <p>Children in Year 4 were able to articulate the symbolism of the Trinity well. They could explain some of the language choices for the Trinity and were using their knowledge organisers.</p> <p>Year 3 were slower to record their work and were a lesson behind – however, this was only the second week of their new <u>school</u> and they were settling into new routines, expectations and ways of working. They had some in depth discussions sparked from the sorting cards about Christian beliefs and were keen to explore their ideas verbally.</p> <p>In all classes, children were taking pride in <u>their</u> RE work and making sure it was their best work.</p>

# Pupil Book Studies

## Pupil Book Study Summary

	What was more effective?	Why was that?	What will the difference be for others if they include this?	By when?
<p>Strengths</p> <p>Year 5</p> <p>UT (5SD) very strong and vocal. Although stated this is not my faith went on to describe in depth the beliefs of Christians and held some new facts about Muslims clearly.</p> <p>Picked out a piece of work from year 3 about the Holy Spirit as their favourite piece of work – had a Head Teacher sticker. Talked about caramel being orange like a flame.</p> <p>JC (5SD) good at ideas once others started also picked out a piece of work with a Head Teacher sticker and said, “<u>It</u> made my teacher laugh!”</p> <p>Levi (5CG) Ideas contributed</p>	<p>Excellent immediate recollection of points from Islam e.g. Prophet Muhammed (pbuh), Angel Gabriel, Pray 5 x (Salah) and wash prior. <u>Qu’ran</u> in Arabic. Walk around <u>Ka’bah</u> 7 x in barefoot. Used to pray to Jerusalem now to <u>Ka’bah</u>.</p> <p>Unit before Christmas remembered was Christianity and based on the Messiah. They remembered drawing a <u>picture</u>, sequencing the bible story and making a wanted poster and then linked this to names for Jesus e.g. God’s Son, Immanuel, Prince of Peace. Knew the Messiah would be born of a virgin and lead the people – also mentioned Herod wanting to get rid of the Messiah. Knew Christmas was</p>	<p>5SD Mrs Hanif is Muslim so children had a <u>person of the faith teaching about the faith</u>. All children had a Muslim visitor explaining about Islam. 1 child in the group was Muslim so expressed information not covered.</p> <p>Try to include creative ideas which link to the topic as the children remember these. They particularly linked names to the <u>bible frieze picture</u>.</p>	<p>Use the children of the faith you are teaching to explain how they practise their religion.</p> <p>Link ideas to smaller parts of the frieze pictures.</p>	<p>Ongoing.</p>

# Knowledge Organisers

## What do many Christians learn from the Creation Story?

Year Three  
Knowledge  
Organiser

UNIT  
23

Year Three – Knowledge Organiser

### Wonderful words

**Creation:** The beginning of the world and everything in it

**Catholic:** a Christian demonization whose leader is called the Pope

**Big Story:** the story of the Bible from Creation through to Salvation

**Responsibility:** a moral need to take care of something

**Sin:** to do something that goes against God's law or an act which is against God's law

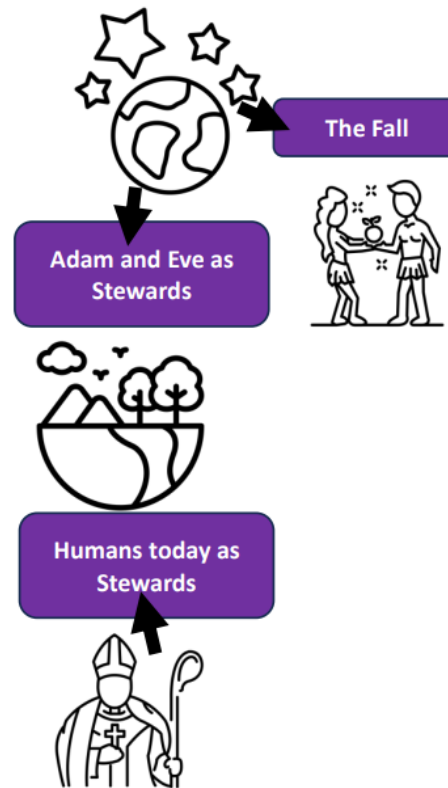
**Steward:** a person who looks after something, in Christianity looking after God's good earth

**Interpret:** to explain or understand the meaning of something

**Genesis:** the first book in the Old Testament which contains the story of Creation and The Fall

**Fall:** when Adam and Eve sinned against God and fell from being close to God

### So how does it all work?



### Important information

The Bible has many stories in it about humanity's relationship with God. These stories together are called the **Big Story** which starts with the story of **Creation** in the book of **Genesis** in the Old Testament.

The Bible talks about God existing before the Creation story and being in all parts of the Big Story. The story of creation tells people about God creating the universe and everything in it.

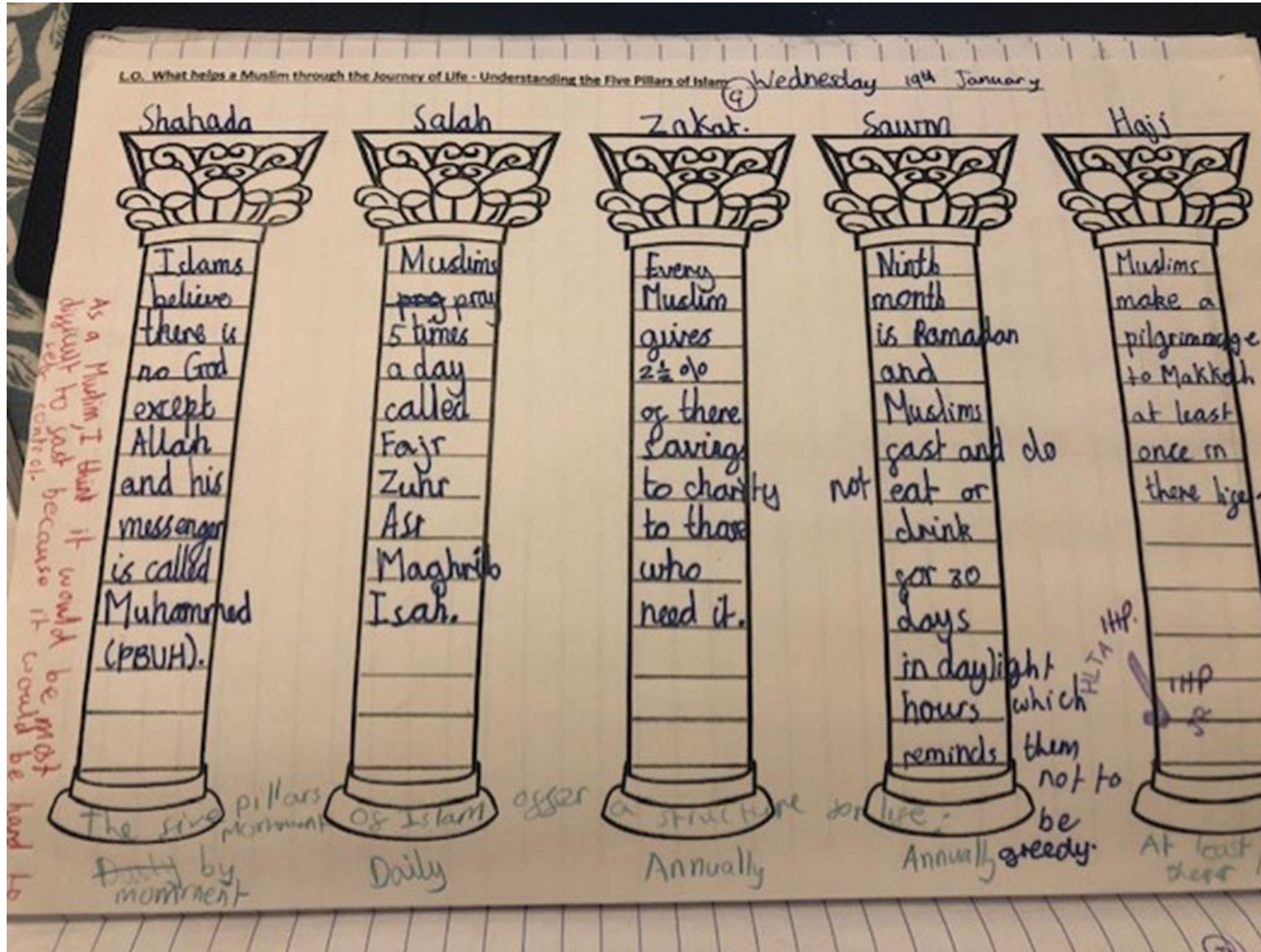
At the end of each of the days of Creation God saw that everything was good. In the Creation story God asks humans to be **stewards** and to take **responsibility** and to look after Creation for him. Christians have read the Creation and **interpret** that this is what God wants them to do.

The book of **Genesis** in the Bible also talks about an event called the **Fall**. In this story Adam and Eve went against what God had told them. God had commanded that they should not eat the fruit of the tree of knowledge, but they gave into **temptation** and committed a **sin** against God.

The leader of the **Catholic** denomination, the **Pope**, wrote a letter telling people to follow the teaching of stewardship from the Bible and to

How do festivals and worship show what matters to a Muslim?

What does it mean to be a Muslim in Britain today?





Wednesday 26<sup>th</sup> January

L.O. Why is Zakah (Charity) important to Muslims?

Today we read a lot of information about Zakah to better understand why Zara gave money away at Ramadan.



Firstly, Zara gives money at Ramadan because giving Zakah is an act of worship. She also believes giving Zakah helps the person who gives as much as the person who receives. When giving money, she is thinking, 'I am glad I gave this money.' Overall, Zara feels proud of herself for giving money. She believes the more money you've got the more you can give in Zakah.

The opportunities that are created by Zakah are better than those that are created by Zakah are better because

Wednesday 26<sup>th</sup> January

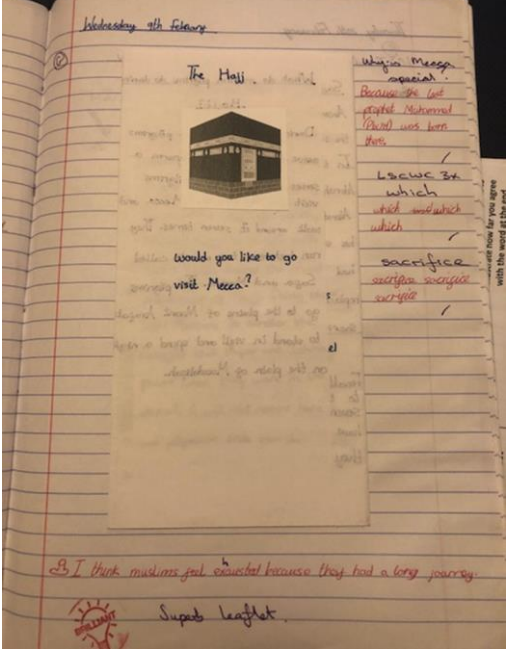
Q Why is Zaka (charity) important to Muslims.

Firstly, Zara gives money at Ramadan because she says 'I fast to remember people in poverty in this country and in poorer countries; it helps me think about how I can help by giving money. I am really thankful to Allah and God that I can give Zakah.'

She also believes Zakah is compulsory for those who have surplus wealth.

When giving money, she is thinking she gets the feel of how it is to be poor and she is grateful for what she has.

Overall Zara is feeling good because she gives away money to charity.



Wednesday 9th February

What do muslim pilgrims do during Hajj?

During Hajj, millions of pilgrims arrive in Mecca and perform a series of rituals. The pilgrims visit the Ka'bah in Mecca and walk around it seven times. They run between two mountains called Saga and Marwa. The pilgrims go to the plains of Mount Arafat to stand in vigil and spend a night on the plain of Muzdalifah.

Wednesday 9th February

Mount Arafat and the Plain of Muzdalifah

Pilgrims spend the night praying and sleeping outside and gather pebbles for the next day's ritual of the stoning of the devil. Mount Arafat was the scene of the prophet Muhammad's final sermon. Pilgrims spend the day here in prayer.

Mina



Pilgrims camp in Mina and throw small stones at three stone walls, which symbolise the devil.

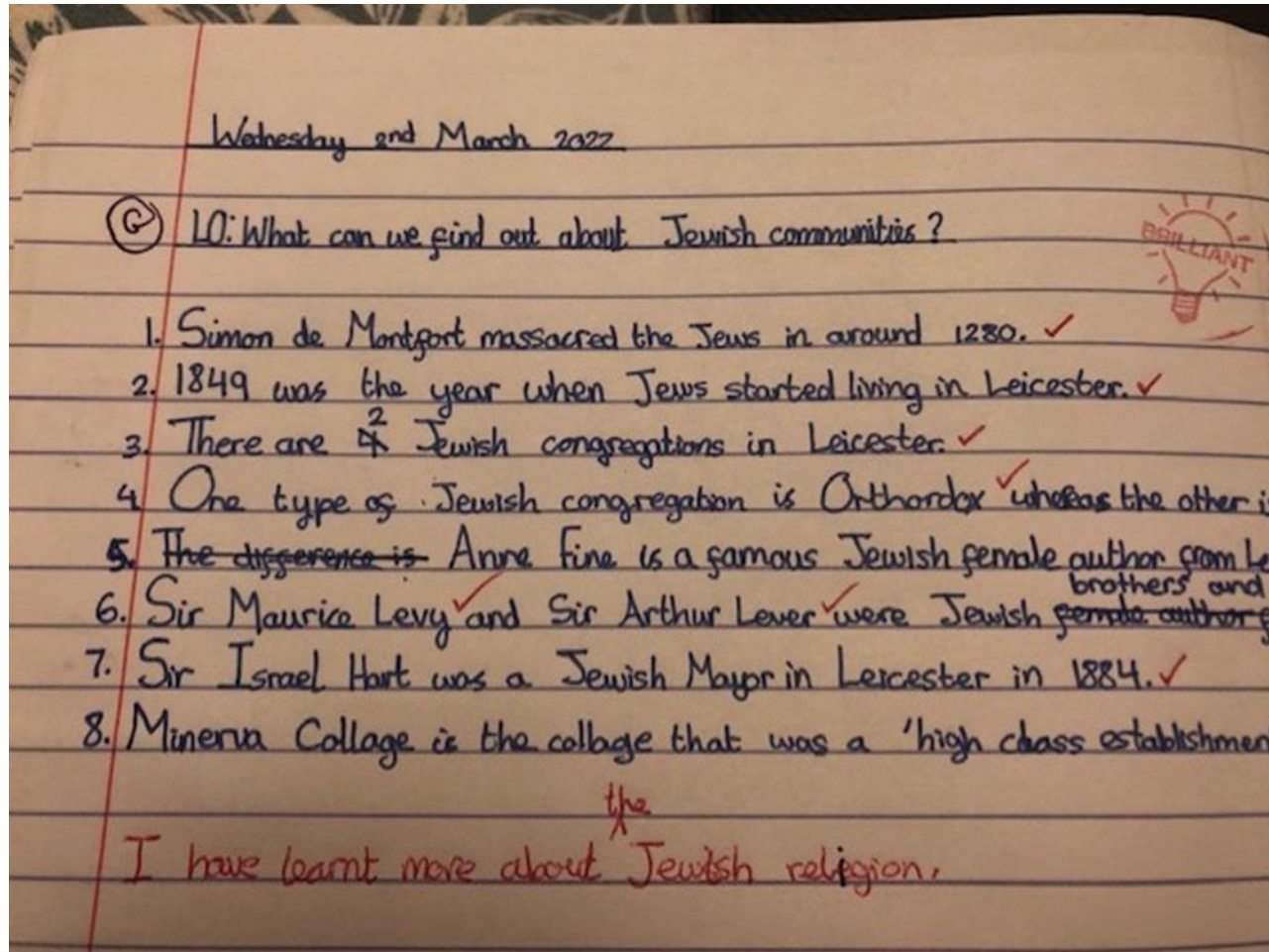
Sacrifice and Hagg

Animals are sacrificed to remember the story of Abraham and his son. In the story, God commanded Abraham to sacrifice his son. As Abraham was about to sacrifice his son, God told Abraham that he had fulfilled his command and replaced his son with a 'great sacrifice' instead.

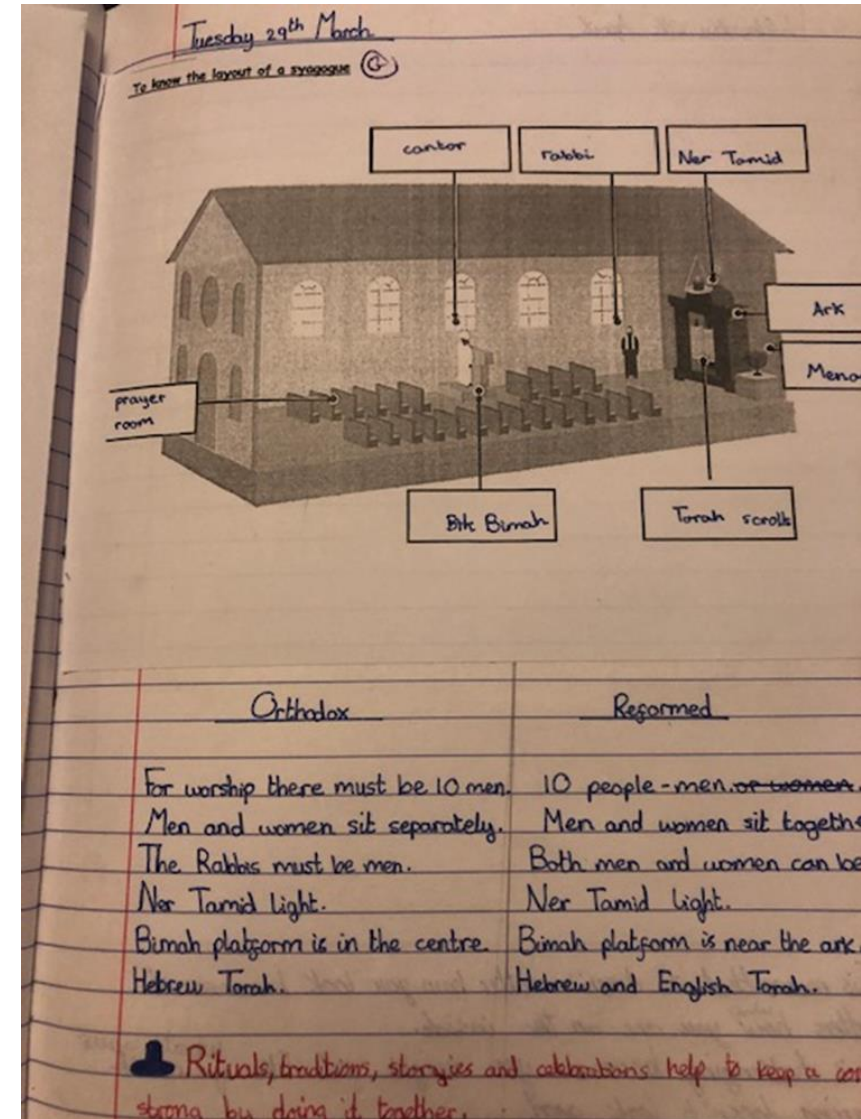
Returning to Mecca

Finally, the pilgrims return to Mecca to the Ka'bah and circle it seven times again. Once the pilgrims have completed all the rituals, they are given a new title.

How do festivals and family life show what matters to Jewish people? Judaism Faith Unit



Why is the Torah so important to Jewish People?



LO: To be able to plan a kosher meal

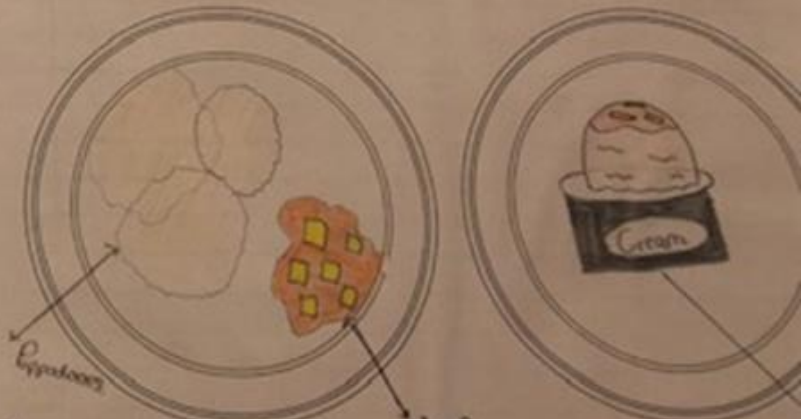
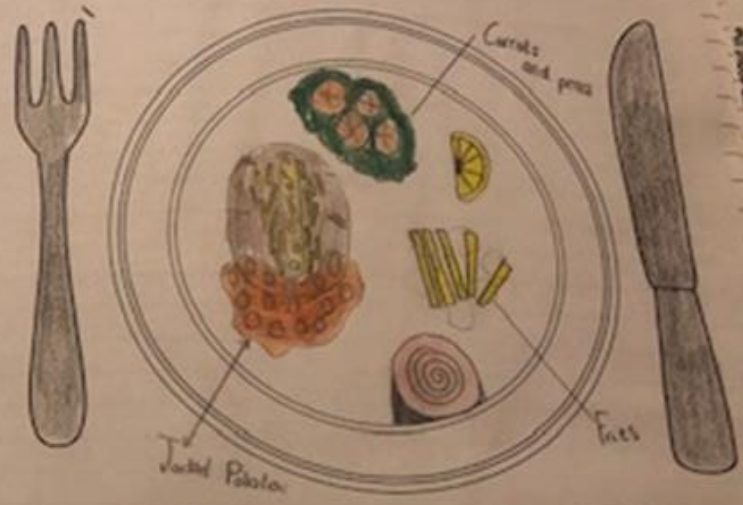
Q: What is the Sefer Torah?  
From the group analysis of the texts complete the table:

Section	Genre	Summary
Genesis	Recount Creation Story	Creation - the start of the universe and how the world was made.
Genesis 6+7	Recount Flood Story	Noah is saved from the flood, a rainbow is created to remember God's promise.
Genesis 37+42	Biography Joseph's Life	Retells the ups and downs of Joseph's life.
Exodus 1+2	Biography Moses' Life	Retells the birth of Moses and how he was saved so God could use him.
Exodus 7	Biography Moses Talking with Pharaoh	Moses asking to leave Egypt but Pharaoh refusing so God sends plagues.
Exodus 20	Instruction Rules Given	The 10 commandments - God's rules for living life.
Psalms	Songs For Singing	Song reminding that God guides you protects and comforts throughout life.

LO: To be able to plan a kosher meal

### My Kosher Meal

Q: To be able to plan a kosher meal



A fantastic kosher meal  
Sivira N. Yunnisgarter ☺ (2 HP)

Dessert

L.O: To explain how Jesus, the Messiah, makes sense in the wider story of the bible. 16.12.21

### Creation

God knew the humans will fall (sin). The cross at the beginning of the frieze is a clue that a messiah would be needed.

### The fall

Adam and Eve were banished from The Garden Of Eden, by God. God knew they would sin against him and that a messiah would need to be sent to rescue them.

### People of God

The followers of God were known as 'prophets' and they foretold the coming of a new messiah.



### Kingdom of God

Jesus was crucified on the cross as God intended, to forgive the people for their sins and restore his kingdom. He died to be our Saviour.

### Incarnation

Jesus (the messiah) was the incarnation of God sent to Earth to lead the Israelites and to restore God's relationship with mankind.

### Gospel - Good news

The messiah was born to the virgin Mary in Bethlehem. The baby boy would be known as "Immanuel" which means God is with us. The boy would become known as Jesus and begin to spread God's word.

### Salvation

Jesus told Parables to help people understand the power of God's love and to reassure them that God will take care of them.

Thursday 9th December

L.O. To explain incarnation within the big Bible Story

Why do Christians believe Jesus was the Messiah?

Old Testament - Before Jesus was born - 39 different books



Creation Fall People of God



New Testament - Jesus's life afterwards - 27 books

Incarnation Gospel Salvation Kingdom Of God

I think the messiah would have to have the quality of parents and braveness because some people wouldn't believe him and he needs to have the confidence to spread the word.



The benefits of having a messiah would be so everyone can behave and live in calm peaceful world. He needs to deliver respect.

Friday 10th December

L.O. To identify prophecy statement referring to the Messiah

L.O. To identify prophecy statements referring to the Messiah.

# WANTED

## A MESSIAH

Will you step up? Will you take the role of responsibility for us? Israel. Can you be our leader. We people of Israel have dreamed of a new saviour for this kingdom. If you accept these terms, you will have a chance of being our new leader. Israel have demanded a powerful, fair king, a Prince of Peace. He shall not judge by how things look. Our messiah must not be an average leader but a strong mighty one. We have suffered so much in the past but we expect our new savior to rule with power and strength on King David's throne. Reward: King David's palace and throne.

Tuesday 14<sup>th</sup> December

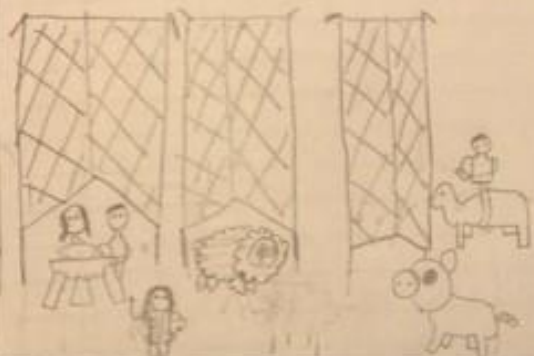
# CHURCH HILL OBSERVER

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THE PEOPLE'S FAVOURITE NEWSPAPER

61

## Our Lord Immanuel Is Born!



Our Saviour is born in a Cattle Shed!

By Sana Nabshree  
Last night rumors have been told that our new born king was given birth in a stable. Prophets have been fulfilled for he was born by the virgin Mary. The first visitors to worship our new

lord were three wise men. Not only did they worship but they brought wonderful gifts of gold, frankincense and myrror. The reason why they worshipped our savior is because they knew

he would bring peace to the world. The next people to arrive were a few shepherds with their sheep. Instead of following a star. (like the three wise men did) the shepherds saw a beautiful angel in the sky leading them to Bethlehem. He now have a new baby king to one day rule on David's throne. Our lord was born inside Mary from God's holy spirit! Our new savior is born! Our messiah Jesus the lord is here!

Tuesday 14<sup>th</sup> December

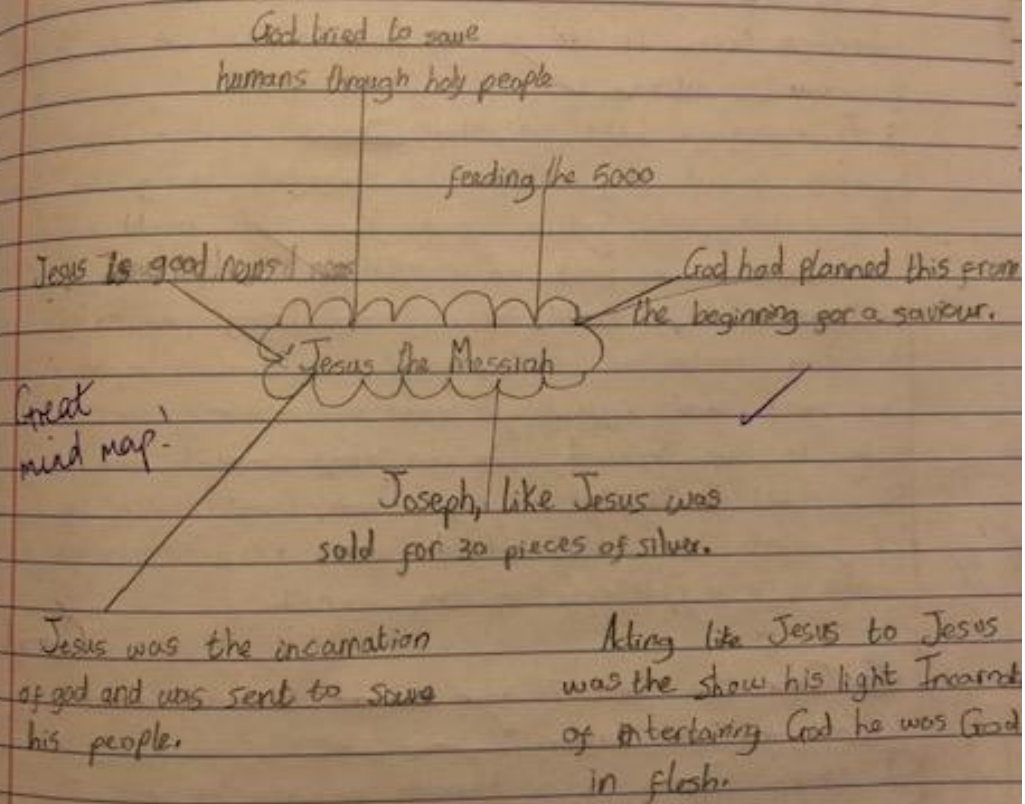
LO: To understand how Christians put their beliefs about the Messiah into practise at Christmas.

## Where's the baby?



I think Christians want to make Christmas about Jesus because they want to celebrate the day Jesus was born.

LO: To explain how Jesus, the Messiah, makes sense in the wider story of the bible



I think the Messiah theme shows through the whole bible because God wanted salvation for his people

I think the difficulties of seeing Jesus as the Messiah are he doesn't match every single prophet.

Thursday 16th December

LO: Is Jesus, the Messiah, important today?

1. Christians believe Jesus is the Messiah because he was the incarnation of God, was sent to save his people and died for us.
2. The world needs a savior to stop sinful people because there is too much bad in the world. Jesus is our salvation.
3. If everyone believed that Jesus was a savior then people would try to do the right thing, be good Christians and follow God's way. We would have the Kingdom of God on earth.
4. Humans might heal division and bring peace by treating each other with respect, kindness, loyalty, fairness and equality (treat each other how you like to be treated). We can stop conflict and wars.
5. I could be kinder to my friends, treat them how I want to be treated and respect them to make a difference in the world.

Over this unit I have learnt about Christians and Jesus.

I think Jesus is a Messiah because he was born in Bethlehem and he was sent by God.





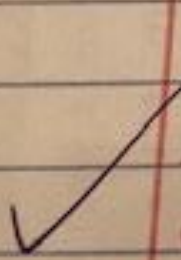
3. If everyone believed in Jesus, there would always be peace between countries and everyone would be respected.

4. Humans might heal division and bring peace by tolerating others, being loyal and just being fair to one another.

5. I could respect others opinions, not discriminate other people and share peace to make a difference in the World.



I think Jesus is our saviour because he holds all of the prophesys and he sacrificed his life for us.



Over this unit, I have learnt what incarnation is, I've learnt that prophets have predicted what Jesus would be like and the preize from the bible.

How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?

**NATRE membership**

**Cross curricular books**

**For library**

**New syllabus**

**Trip to Temple**

**Grants: Jerusalem Trust (Bibles)**

**Speaking Volumes (Christian themed)**

**workshops**

**Christingles**

**Imam visitor and  
Synagogue visitor**

**Puppet shows**

**DBE SLA and training**