

HOLY TRINITY C of E SCHOOL, East Finchley



High Standards Together

*'At Holy Trinity School we promise to provide opportunities for every child
to be the best that they can be.'*

*We aim to create a happy and secure Christian environment in which children can
grow in confidence and independence.*

*We strive for excellence in teaching and learning to achieve high
standards together.'*

Policy Name: Religious Education Policy

Date Ratified by Full Governing Body: July 2016

To be reviewed by: June 2017

Introduction

At Holy Trinity CE Primary School, we believe that children need to learn about, and from religion. As a Church of England School, our Religious Education is predominately Christian but includes the study of other religions, traditions and beliefs.

As a voluntary aided school the religious education at Holy Trinity C of E Primary School is required by law to be determined by the foundation governors' school's trust deed. The trust deed states that the religious instruction is in accordance with the doctrines, rites and practices of the Church of England.

Many of the children at Holy Trinity C of E School will come from a background of no particular faith, and Religious Education should help these children have an understanding of traditions both in this country, and other countries.

As a church school we see our R.E. policy as an important and integral part of our school life.

Aims and Objectives

- To learn about (explicit) and from (implicit) religion.
- To promote spiritual, moral, social, cultural and mental development.
- To teach children about Christianity and provide them with a working knowledge of the Bible and the life and teachings of Jesus.
- To develop the ability to think about the questions of belief and value, to foster spiritual awareness and a sense of wonder.
- To provide opportunities for or experiences of a living faith.
- To provide a clear understanding of Christian festivals, rites of passage and symbols.
- To investigate the variety of denominations with the Christian faith.
- To promote tolerance and a sensitivity towards those with beliefs different from Christianity.
- To develop skills and attitudes such as investigation, interpretation, reflection and empathy.
- To enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today
- To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents
- To develop understanding of religious faith as the search for the expression of truth
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.
- To encourage all pupils to take part in Religious Education, noting that parents have the right to withdraw their children from this part of the curriculum. (Parents with a concern in this area should discuss the matter with the Headteacher.)

Outcomes

The outcomes for pupils at the end of their education in church schools are that they are able to:

- Think theologically and explore ultimate questions
- Reflect critically on the truth claims of Christian belief
- Develop the skills to analyse, interpret and apply the Bible text

- Recognise that faith is a particular way of understanding and responding to God and the world
- Analyse and explain the varied nature and traditions of the Christian community
- Make a well informed response to Christianity
- Respect those of all faiths in their search for God
- Reflect critically on areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth
- Reflect critically and express their views on the human quest and destiny

Equal Opportunities

R.E. will be taught in Holy Trinity C of E Primary School in a way that promotes the schools equal opportunities policy and as such will:

- Allow all children to see their cultures and traditions represented in a sensitive way.
- Ensure the representation of Christianity as a world-wide faith embracing all races.
- Ensure that when presenting faiths other than our own to the children we will work from a basis of knowledge.
- Children should have opportunities to meet with members of other faith communities and hear them speak about their faith and traditions.

Planning and Organisation

In line with our Teaching and Learning Policy, the staff at Holy Trinity C of E will address the following when teaching RE.

- Each lesson is to be planned thoroughly and taught confidently with defined aims.
- Present activities and information in an imaginative way relating this to the children's own lives and experiences.
- Develop the content of the scheme of work through developing links with other curriculum areas.
- Develop the understanding of religious language, concepts and symbolism.
- Use appropriate artefacts and other resources, which will be used to enhance good teaching and learning.
- Religious Education will be taught as part of the curriculum each week. In the Foundation Stage, RE will be taught through bible stories and religious festivals. They also cover the strands identified in the Solihull Scheme of Work.
- The LDBS and LA advisors will be invited to contribute to school based Inset and classroom support.
- The coordinator will develop and maintain resource boxes for different religious topics.
- Teachers will maintain the strong links between the school and the Church through class visits and experience of worship.

Teaching and learning about other faiths and world views

In line with the Statement of Entitlement from the Board of Education/National Society, we understand that;

‘Church schools have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices.’

Curriculum Balance

As a Church of England School at least 2/3rds of our syllabus focuses on Christianity. Other world faiths are also specifically taught and may also be referenced even when Christianity is the main focus of a lesson.

Curriculum Time

The time allocation for R.E. is:

- KS1 - 50 minutes minimum per week or 36 hours per year
- KS2 - 60 minutes minimum per week or 45 hours per year

It should be a priority in church schools to build up staff expertise in RE

- RE is to have equal status with other core subjects in staffing, responsibility and resourcing
- At least one member of staff should have specialist RE qualifications
- All teachers teaching RE to receive appropriate professional development

Schemes of work

In line with the SIAMS Evaluation Schedule Guidelines we acknowledge that;

‘Church schools have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, pupils will gain greater insight into the world in which they are growing up. They will also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice’. We are committed to ensuring these insights and outcomes.

The year group planning overview for RE is published on our website. Each unit has a key question to form the basis of the enquiry (see appendix 2). This approach encourages engagement and deeper learning.

Our scheme of work is based on the Solihull Metropolitan Borough Council Religious Education scheme, the Hertfordshire Locally Agreed Syllabus and the Chelmsford Diocesan Board of Education Religious Education Syllabus to support planning for KS1 and KS2 for the following reasons:

- It provides a good balance between the teaching of Christianity and other faiths. (However as a church school the major emphasise of our RE is Christian based.)
- It provides a good basis of information allowing staff to teach all areas with sensitivity and knowledge.
- The format provides for continuity and progression and allows staff to focus in on aims and objectives.

- We believe it gives children the skills, knowledge and experience to make informed choices in their own exploration of life and faith.
- It gives children an understanding of the debates surrounding religion.

See appendix 1 for an overview of our scheme.

In the Early Years Foundation Stage we have adopted the London Diocesan Board for School Religious Education Scheme of work 'Every Child Matters to God'. This also uses many resources from the 'Solihull Handbook for Religious Education in the Foundation Stage'

We will be reviewing the London Diocesan Board for School Religious Education Scheme of work to support the use of our scheme.

We use the Christian Values website www.christianvalues4schools.co.uk to support the values and teachings in RE and Worship.

Ways of Working

A variety of teaching methods should be used such as:

- Whole class teaching
- Small and larger group work
- Visits to places of worship
- Visitors to the school
- Examining artefacts and pictures
- Role play and drama
- Using music and prose to inspire the imagination and contemplation.

Resources

Resources should cover two aspects:

- Support for the teachers
- Resources for the children to use

A variety of resources should be used including;

- Scriptures
- Books of prayers
- Written texts including, plays, poems, stories, biographies of significant religious leaders and reformers
- Pictures, photographs, slides and videos
- Music
- Artefacts from the Christian religion and other world faiths
- Computer programs

Cross Curricular Links

Religious Education may be integrated into other subjects of the National Curriculum but not at the expense of its distinctive contribution to the spiritual and moral development of the child. Whenever possible, use ICT links which would enhance the RE topic that is being studied.

Withdrawal

- We firmly believe that RE is an important subject in children's learning.
- We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience.
- We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

Entitlement, Equal Opportunities and Inclusion

Every child is entitled to:

- A curriculum that reflects and values the life and history of all the children at the school.
- Not feel excluded from taking part in lessons because of gender, culture or class.
- To be able to take part in all aspects of the lessons and in as wide a range of activities as possible.
- To have equal access to the Religious Education curriculum.

Teachers should:

- Be aware that children come to Holy Trinity C of E School with many different experiences which stems from their home backgrounds and cultures.
- Always value the child's experiences which stem from their home background and culture.
- Consider cultural and religious issues when planning topics.
- Always provide positive images of different cultures in the resources that are used.

Assessment

We assess children's work in Religious Education by making informal judgements as we observe them during lessons (teacher assessment). We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the expectations of the unit.

Holy Trinity CE Primary School aims to assist each pupil on his or her own faith journey, while helping them to understand and tolerate different religions and a spectrum of moral views. The school closely looks at AT1 and AT2 for our assessment .

Assessment is demonstrated through a variety of ways including

- a levelled piece of writing in the children's RE Books
- photographs
- discussion and questioning
- Teacher Assessment

The following assessment grid is used to determine a level for RE. Levels are recorded termly to determine progress within Religious Education (Also see appendix 3).

	Attainment target 1: Learning about religions Knowledge and understanding of:			Attainment target 2: Learning from religion Response, evaluation and application of questions of:		
	beliefs and teachings (what people believe)	practices and lifestyles (what people do)	expression and language (how people express themselves)	identity and experience (making sense of who we are)	meaning and purpose (making sense of life)	values and commitments (making sense of right and wrong)
Level 1 Children:	recount outlines of some religious stories	recognise features of religious life and practice	recognise some religious symbols and words	identify aspects of own experience and feelings, in religious material studied	identify things they find interesting or puzzling, in religious materials studied	identify what is of value and concern to themselves, in religious material studied
Level 2 Children:	retell religious stories and identify some religious beliefs and teachings	identify some religious practices, and know that some are characteristic of more than one religion	suggest meanings in religious symbols, language and stories	respond sensitively to the experiences and feelings of others, including those with a faith	realise that some questions that cause people to wonder are difficult to answer	respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong
Level 3 Children:	describe some religious beliefs and teachings of religions studied, and their importance	describe how some features of religions studied are used or exemplified in festivals and practices	make links between religious symbols, language and stories and the beliefs or ideas that underlie them	compare aspects of their own experiences and those of others, identifying what influences their lives	compare their own and other people's ideas about questions that are difficult to answer	make links between values and commitments, including religious ones, and their own attitudes or behaviour
Level 4 Children:	describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions	show understanding of the ways of belonging to religions and what these involve	show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied	ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues
Level 5 Children:	explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	explain how selected features of religious life and practice make a difference to the lives of individuals and communities	explain how some forms of religious expression are used differently by individuals and communities	make informed responses to questions of identity and experience in the light of their learning	make informed responses to questions of meaning and purpose in the light of their learning	make informed responses to people's values and commitments (including religious ones) in the light of their learning

Church Involvement

1. Members of the church to visit.
2. Members of the church take assemblies as appropriate.
3. Attend Christian festivals.
4. All classes to attend church for praise assemblies.

Every class to visit Holy Trinity C of E Church on a pre-arranged visit at least once a year.

Governors

The Governors', through the RE & Worship sub-committee, take a special interest in the provision of RE within the school and aim to ensure that this is of the highest possible quality. The governors acknowledge their responsibilities under The School Standards and Framework Act 1998.

The School maintains links with the LDBS, and specifically with the LDBS Primary Adviser for Barnet & Enfield.

Appendix 1: Our Scheme Overview

Year	Autumn				Spring				Summer			
1	Harvest: Giving thanks (sukkot) J	Belonging C I	*	Christmas: gifts and giving	Who is Jesus?	!	What is God like? C I	Easter: the changing moods of Easter	The Lord's prayer (LP)	Pentecost: the symbol of wind	Special books C J	\$ Special places C I
2	Harvest: God's creation (St Francis)	Special Symbols C H	*	Christmas: Christmas lights	Jesus the storyteller	!	Talking to God C I	Easter: symbols of Easter	LP: our father	Pentecost: the holy spirit	Special People C I	\$ Ultimate questions
3	Harvest: taking responsibility C J I	Belonging & baptism C I	*	Christmas: Christmas is coming	Jesus the healer	!	Celebrations key figures C J	Easter: changing roles	LP: thy will be done	Pentecost: celebration	Holy Texts C S	\$ Showing Love to God (Worship) C H
4	Harvest: belonging to each other	Rules and influence us C I	*	Christmas: the Christmas message	Parables of Jesus	!	Sharing Food C S	Easter: changing relationships	LP: give us this day our daily bread	Pentecost: God's transforming power	Authority figures C J	\$ Expressing faith through music & art C B
5	Harvest: God's promise and covenant C J I	Saints C	*	Christmas: journeying	Miracles of Jesus	!	Places of worship J S	Easter: changing moods & situations	LP: thy kingdom come	Pentecost: rushing wind, still small voice	Pilgrimage C I H	\$ Making moral choices C J B
6	Harvest: our place in creation C H	Religion and the Media C A I J	*	Christmas: mystery of Christmas	Ideas about God C I	!	Life After Death C H	Easter: change from death to life	LP: deliver us from evil	Pentecost: The holy spirit at work	Suffering and Happiness B	\$ The Eucharist & remembering

- When Christianity is not the sole focus, use the following key for each religion:
C=Christianity, J=Judaism, I=Islam, H=Hinduism, S=Sikhism, B=Buddhism, A=Atheism
- In addition to the topics listed above, the following festivals are studied each year (with careful consideration of progression and continuity):
 - * One lesson on Hannukah/Diwali and one lesson on Christingle
 - ! One lesson on Shrove Tuesday/Ash Wednesday/Lent
 - \$ One lesson Ramadan/Eid-ul-Fitr

Note: [visit link](#)

Appendix 2: Year Group Overviews with Key Questions

Year 1 - AUTUMN TERM

Week	Topic	Key Questions	Religions Focus
1, 2, 3	Harvest	What are we thankful for in the wonderful world? How do Jewish people show they are thankful?	Judaism (Christianity)
4, 5, 6, 7	Belonging	What does it mean to belong?	Christianity, Islam (Sikhism)
8	Hanukkah	Why do Jewish people use a special candle during Hanukkah?	Judaism
9	Christingle	Why do Christians call Jesus the 'light of the world'? <i>[link with Y4]</i>	Christianity
10, 11, 12	Christmas	Why do people give gifts at Christmas?	Christianity

Year 1 - SPRING TERM

Week	Topic	Key Questions	Religions Focus
1, 2, 3	Jesus	Who is Jesus?	Christianity
4	Shrove Tuesday	Why do Christians give things up for Lent?	Christianity
5, 6, 7	God	What is God like?	Christianity (Islam)
8, 9, 10	Easter	How do Jesus' friends change through the Easter story?	Christianity

Year 1 - SUMMER TERM

Week	Topic	Key Questions	Religions Focus
1, 2	The Lord's Prayer	Why do Christians pray?	Christianity
3, 4, 5	Pentecost	How is the Holy Spirit like the wind?	Christianity
6, 7, 8	Special books	Why is the Bible important to Christians? Why is the Torah important to Jewish people?	Christianity, Judaism
9	Ramadan	Why do Muslims fast during Ramadan?	Islam
10, 11, 12	Special places	Why is the church important to Christians? Why is the mosque important to Muslims?	Christianity, Islam <i>Visit link</i>
13	Eucharist	Why do we 'break the bread'?	Christianity

Year 2 - AUTUMN TERM

Week	Topic	Key Questions	Religions Focus
1, 2, 3	Harvest	Why did St Francis look after living things? How should we treat our pets?	Christianity
4, 5, 6, 7	Special symbols	Why is the dove/rainbow important in the Noah story? What symbols are important to Hindus?	Christianity, Hinduism <i>Visit link</i>
8	Diwali	Why is light important to Hindus at Diwali?	Hinduism
9	Christingle	What does Christingle mean to different people?	Christianity
10, 11, 12	Christmas	Why is light important to Christians at Christmas?	Christianity

Year 2 - SPRING TERM

Week	Topic	Key Questions	Religions Focus
1, 2, 3	Jesus	Why did Jesus tell stories? What do Jesus' stories tell us about the kingdom of God?	Christianity
4	Shrove Tuesday	What does it mean to be forgiven?	Christianity
5, 6, 7	Talking to God	How do people talk to God? Why do Muslims pray every day?	Christianity, Islam
8, 9, 10	Easter	What symbols help us to remember the Easter story?	Christianity

Year 2 - SUMMER TERM

Week	Topic	Key Questions	Religions Focus
1, 2	The Lord's Prayer	Why do Christians say 'our Father' when they pray? What does it mean for God's name to be 'hallowed'?	Christianity
3, 4, 5	Pentecost	What is the Holy Spirit like?	Christianity
6, 7, 8	Special people	Why is Moses a good leader? Why is Muhammad important to Muslims?	Christianity, Judaism, Islam
9	Ramadan	Why do Muslims celebrate Eid-ul-Fitr with a special meal?	Islam
10, 11, 12	Ultimate questions	Who is God? Why am I here? What is good? What is bad?	All faiths
13	Eucharist	Why do Christians confess/say sorry?	Christianity

Year 3 - AUTUMN TERM

Week	Topic	Key Questions	Religions Focus
1, 2, 3	Harvest	How do we take responsibility for the environment?	Christianity
4, 5, 6, 7	Belonging & Baptism	What does it mean to belong in the Sikh faith? Why do Christians use water in baptism?	Sikhism (Christianity)
8	Hanukkah	How do Jewish people celebrate Hanukkah today?	Judaism
9	Christingle	Why do lots of people give money away at Christmas time?	Christianity
10, 11, 12	Christmas	Who waited for Jesus' birth in the Bible?	Christianity

Year 3 - SPRING TERM

Week	Topic	Key Questions	Religions Focus
1, 2, 3	Jesus	Why did Jesus heal people?	Christianity
4	Ash Wednesday	Why are ashes used in the service?	Christianity
5, 6, 7	Celebrations related to key Figures	Why are Esther and Moses important in Judaism? What happened to Jesus during Holy Week?	Judaism (Christianity)
8, 9, 10	Easter	How did Jesus' role change during Holy Week? How can we follow Jesus' example of service?	Christianity

Year 3 - SUMMER TERM

Week	Topic	Key Questions	Religions Focus
1, 2	The Lord's Prayer	What might God's will for the Earth be?	Christianity
3, 4, 5	Pentecost	How and why do Christians celebrate Pentecost today?	Christianity <i>Visit link</i>
6, 7, 8	Holy Texts	How is the Guru Granth Sahib handled and regarded by Sikhs?	Sikhism (Christianity)
9	Ramadan	Why is iftar important to Muslims?	Islam
10, 11, 12	Showing love to God	How do Christians worship God? What does Hindu worship at home look like?	Hinduism (Christianity)
13	Eucharist	How is our school community united like the Trinity?	Christianity

Year 4 - AUTUMN TERM

Week	Topic	Key Questions	Religions Focus
1, 2, 3	Harvest	How might people of faith respond to issues of unfairness?	Christianity
4, 5, 6, 7	Rules and Influences	What rules do Muslims follow? How do teachings on wealth and poverty influence believers' actions?	Islam (Judaism, Christianity)
8	Hannukkah and Diwali	What is similar and different about the stories of Hanukkah and Diwali?	Hinduism
9	Christingle	Why do Christians call Jesus the 'light of the world'? <i>[link with Y1]</i>	Christianity
10, 11, 12	Christmas	How does God send messages in the Christmas story?	Christianity

Year 4 - SPRING TERM

Week	Topic	Key Questions	Religions Focus
1, 2, 3	Jesus	Why are Jesus' parables important to believers?	Christianity
4	Shrove Tuesday	Why do Christians celebrate Shrove Tuesday?	Christianity
5, 6, 7	Sharing food	What is the langar and why is it important to Sikhs?	Sikhism (Christianity) <i>Visit link</i>
8, 9, 10	Easter	How did Judas and Peter betray Jesus?	Christianity

Year 4 - SUMMER TERM

Week	Topic	Key Questions	Religions Focus
1, 2	The Lord's Prayer	What did Jesus mean when He talked about 'daily bread'?	Christianity
3, 4, 5	Pentecost	How can God's power transform lives?	Christianity
6, 7, 8	Authority figures	What characteristics do authority figures have? Who are important leaders in Christianity and Judaism?	Christianity, Judaism
9	Ramadan	How do Muslims celebrate Eid-ul-Fitr?	Islam
10, 11, 12	Expressing faith	How can music and art help believers to express their faith?	Buddhism (Christianity)

Year 5 - AUTUMN TERM

Week	Topic	Key Questions	Religions Focus
1, 2, 3	Harvest	What does it mean to make a promise? How does Christian concern for the planet affect their hope for the future?	Christianity, Judaism
4, 5, 6, 7	Saints	Why are saints important to some Christians? How do these beliefs make a difference in their lives?	Christianity
8	Diwali and Hannukkah	What is the importance of light in both these festivals?	Hinduism, Judaism
9	Christingle	What is the importance of the Children's Society to some people?	Christianity
10, 11, 12	Christmas	Why is it important that Jesus was born in a stable? What difficult journeys are made today?	Christianity

Year 5 - SPRING TERM

Week	Topic	Key Questions	Religions Focus
1, 2, 3	Jesus	What do Jesus' miracles tell Christians about Him?	Christianity
4	Shrove Tuesday	How was Shrove Tuesday celebrated before Christianity?	Christianity, Paganism
5, 6, 7	Places of worship	What is the Ark of the Covenant? Why is it important to Jewish people?	Judaism (Christianity) <i>Visit link</i>
8, 9, 10	Easter	Why did Jesus drive out the money changers from the temple? What does it mean to be angry on someone else's behalf?	Christianity

Year 5 - SUMMER TERM

Week	Topic	Key Questions	Religions Focus
1, 2	The Lord's Prayer	What do Christians believe about the Kingdom of Heaven?	Christianity
3, 4, 5	Pentecost	How does the symbolism in the Old Testament help Christians understand the Holy Spirit?	Christianity
6, 7, 8	Pilgrimage	What is the significance and the impact of pilgrimage on believers?	Christianity, Islam
9	Ramadan	What happened during the 'Night of Power'? What inspires Muslims during Ramadan?	Islam
10, 11, 12	Making moral choices	How do we make moral choices?	Buddhism (Christianity)
13	Eucharist	What does 'freedom in Christ' mean?	Christianity

Year 6 - AUTUMN TERM

Week	Topic	Key Questions	Religions Focus
1, 2, 3	Harvest	What do different people believe about the creation of the world?	Christianity (Hinduism)
4, 5, 6, 7	Religion and the media	Is TV news biased against religion? What does it mean to take Genesis 1-3 literally or symbolically? Can you have Science and Religion?	Atheism, Christianity (Judaism, Islam)
8	Diwali and Hanukkah	How does good triumph over evil in your life?	Hinduism, Judaism
9	Christingle	How does Christingle help Christians to remember Jesus?	Christianity
10, 11, 12	Christmas	What does the Bible actually say about the Christmas story?	Christianity

Year 6 - SPRING TERM

Week	Topic	Key Questions	Religions Focus
1, 2, 3	Ideas about God	What different metaphors do Christians use to describe God? How might the 99 names for Allah influence Muslims today?	Christianity, Islam
4	Shrove Tuesday	What is the difference between going through the motions and believing in your heart?	Christianity
5, 6, 7	Life after death	What do Christians and Hindus believe happens when we die? How do these beliefs influence their funeral rituals?	Christianity, Hinduism
8, 9, 10	Easter	What is the symbolism of the cross for Christians?	Christianity

Year 6 - SUMMER TERM

Week	Topic	Key Questions	Religions Focus
1, 2	The Lord's Prayer	What does it mean for God to 'deliver us from evil'? How can we fight evil in the world?	Christianity
3, 4, 5	Pentecost	What is the impact of the coming of the Holy Spirit on believers today?	Christianity
6, 7, 8	Suffering and happiness	What is the Buddhist response to suffering? <i>Visit link</i>	Buddhism
9	Ramadan	What problems might a Muslim in Britain have today during Ramadan?	Islam
10, 11, 12	Remembering	What is the importance of the Eucharist for Christians today?	Christianity
13	Eucharist	What does your kingdom of justice and mercy look like?	Christianity

Appendix 3. Levels of Attainment in RE

Level	Learning about Religions	Learning from Religion
1	Uses some religious words	Can talk about his/her feelings
	Recognises, can name or draw some religious symbols, places, objects or people	Can talk about what is important to them and to their family
	Can re-tell a religious story	Asks questions about things that are puzzling
	Can write their own prayer	Able to sit and think quietly
2	Can use religious words to identify something religious	Knows what is important to him/her
	Knows that beliefs can cause people to act in certain ways	Can identify own feelings and recognise how others are feeling
	Can re-tell religious stories and understand something of their meanings	Knows that other people have beliefs different to his/her own
	Is beginning to understand what a symbol is and that it carries meaning	Can share in times of quiet and stillness
3	Uses religious words to talk about religious beliefs, symbols and actions	Recognises the need for time to be quiet and reflective
	Can talk about the similarities and differences between religious beliefs, symbols and actions	Asks questions about faith and belief and makes links with their own experience
	Can make a link between religious texts and beliefs	Can make a link between beliefs and the attitudes and behaviour of other people
	Recognises the link between faith and action in individuals and in groups of believers	Recognises the links between beliefs and action in their own life
4	Use a wider range of religious words to describe special buildings, sacred writing, places and traditions	Can describe what inspires and influences their own life
	Knows that there are similarities and differences within and between religions	Understands what impact religions have on the lives of others
	Knows that worship is important to believers	Can talk about the places, times and conditions that are conducive to prayer and reflection in their own life
	Can describe how religious practice and traditions shape the lives and worship of believers	Understands what inspires and influences other people

5	Has a wide religious vocabulary	Can explain what inspires and influences their own lives
	Can explain and compare the impact of faith on individuals and on the community	Can offer insights into the faith and religious commitment of others
	Can explain and offer reasons for similarities and differences with, and between, faiths	Can explain how silence and stillness may aid reflection and prayer
	Is beginning to understand how religious texts can help to answer ultimate questions	Can suggest answers to questions of meaning and purpose and relate them to their own experience and to that of others
Level	Learning about Religions	Learning from Religion
6	Can use religious and philosophical language to explain their own beliefs and those of others	Has begun to make connection and develop insights into the tensions between religious beliefs and world issues
	Is able to describe and explain how different interpretations of religious teaching impacts on people's lives	Can construct a reasoned and coherent response to different religious perspectives
	Can interpret religious texts and arguments and explain how they might be used by different traditions	Can offer a reasoned response to the challenging questions and dilemmas of modern society
	Can describe how religion can provide answers to some spiritual and moral questions in life	Can offer thoughtful insights into questions of identity and meaning

The ladder of skills in RE: A basic tool

6	Interpret...	<i>Express insights...</i>
5	Explain (why, similarities and differences)...	<i>Express their views (in the light of religious teaching)...</i>
4	Show understanding...	<i>Apply ideas...</i>
3	Describe...	<i>Make links...</i>
2	Identify, Retell...	<i>Recognise, respond sensitively...</i>
1	Recall, Name...	<i>Talk about...</i>

Learning about religion		Learning from religion
5	Explaining the impact of religions; suggesting reasons for similarities and differences within and between religions; explaining how sources are used to answer ultimate and ethical questions	Expressing their own views of religious, spiritual and ethical questions; relating to the challenges of and influences on their own ideas from religions
4	Showing understanding of religious materials; using vocabulary and key concepts to link up and describe similarities and differences between varied practice; suggesting the meanings of religious practice	Applying ideas for themselves and describing sources of inspiration and influence; Suggesting answers to various religious spiritual and ethical questions
3	Describing religious materials; making links between stories, beliefs and practices; beginning to identify the impact of religions; recognising some similarities and differences in and between religions; using a religious vocabulary	Reflecting on experiences and asking religious and spiritual questions; making links to their own experience; identifying influences; comparing responses
2	Retelling religious stories; identifying religious materials; suggesting meanings in religious stories; beginning to recognise the importance of religion; showing awareness of some similarities between religions	Asking questions about identity, diversity ,belonging, meaning, purpose, truth, values and commitments; responding sensitively to religious materials; reflecting thoughtfully on experiences
1	Recognising, naming and talking about religious materials	Talking about religion; thinking quietly about questions and experiences

A more detailed set of skills for each level

Useful Websites: Please note that some links may no longer be valid

* Andy Bird's RE Resource Centre	http://www.ajbird.co.uk
Anglican Church	http://www.anglicancommunion.org/
BBC	http://www.bbc.co.uk/education/schools
Buddhism	http://www.home.earthlink.net/~srama/index.html
* Catholic Church	http://www.tasc.ac.uk/cc/index/htm
* Channel 4	http://www.schools.channel4.com
Church Schools	http://www.churchschools.co.uk
Culham Institute	http://www.culham.ac.uk
DfES	http://www.open.gov.uk/dfes/dfeshome.htm
* Hinduism	http://www.hinduismtoday.kauai.hi.uk/ashram/htoday.html
Humanism	http://www.humanism.org.uk
Islam	http://www.ummah.org.uk
* Judaism	http://www.samash.org/trb/judaism.html
The National Society	http://www.natsoc.org.uk
* Newspapers	http://www.potter.net/mediasite/international.htm#euro
OFSTED	http://www.ofsted.gov.uk/
OFSTED	http://www.ofsted.gov.uk/classes.htm
QCA	http://www.qca.org.uk/ages5-14/model-syllabus.htm http://www.qca.org.uk/ages5-15/re.html
RE NET	http://education.cant.ac.uk/renet/
The RE Site	http://www.theresite.org.uk
RE Quest	www.request.org.uk
RE-XS	http://re-xs.ucsm.ac.uk
Schoolzone	http://www.schoolzone.co.uk
Sikhism	http://www.sikhnet.com
TTA	http://www.teach.gov.uk/
UK Parliament	http://www.parliament.uk/
United Nations	http://www.undcp.org/unlinks.html