



RE DNA

Intent

At Wick, we believe that the key aim of religious education is to explore the big questions about life, find out why people hold the beliefs they do and how this makes a difference to how they choose to live. Our aim is for our children to make sense of religion and other world views, reflect on their own ideas and draw conclusions from research, experiences and discussion.

We use the Understanding Christianity resource as the basis for our RE teaching about Christianity. It uses scripture as a starting point for discussions about God, the Bible, Jesus and how Christians live. It encourages children to consider life from a Christian point of view, yet also allows for children with other opinions to air their views. It is a creative approach that includes art, music and poetry. We use discussion and debate as a vehicle for critical thinking, and our values are the basis of our learning. Additionally, we make use of the South Glos SACRE to support our teaching of other religions and world views.

Our teaching is underpinned by our vision **“Wherever the river flows, life will flourish” – Ezekiel 47:9**. We believe this represents how we nurture our children spiritually, academically, emotionally and socially to be the best they can be. To help them navigate life’s journey just as the river has its own journey so do our children.

We believe in creating a community where every child can thrive - Aspiring and achieving together.

The Big Frieze

The big frieze was created by the Church of England to create a visual view of the ‘big story’ of the Bible. It provides an opportunity to make pupils aware of the wider context of each concept, unit and text studied in the Understanding Christianity materials. Reminding pupils regularly of where a particular text occurs within the ‘big story’, by pointing it out on the Frieze, helps to build up a coherent understanding of the core concepts and the relationship between them.

The artwork illustrates these concepts, from Creation to Kingdom of God, presenting a Christian view of the Bible as more than a collection of different texts – one which has an overarching coherence and story.



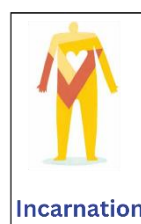
Creation



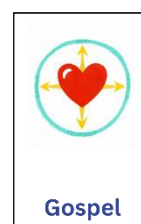
Fall



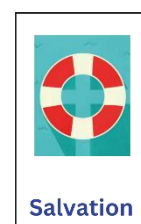
People of God



Incarnation



Gospel



Salvation



Kingdom of God



God

Implementation

Planning

In Wick, our discussions around religious education and collective worship will focus around the concepts of **looking up (Theology)**, **looking out (Sociology)** and **Looking in (Philosophy)**. This will be reflective in our planning structure for religious education and word view teaching.

Planning structure for units	
Three weeks of looking up	(Theology)
Two weeks of looking out	(Sociology)
One week of looking in	(Philosophy)
Final week assessment piece	<i>PSHE reduced to allow for completion</i>

Planning from Understanding Christianity

All Understanding Christianity Units are saved in your individualised folders; this includes resources to support your planning.

Step One	Read essential information section
Step Two	Plan your 6 lessons using structure below
Lessons 1 – 3 – Looking up (Theology) (Lesson 1 to include a short 20 minute engage)	Use ‘Making sense of the text’ section to inform planning.
Lessons 4 & 5 – Looking out (Sociology)	Use ‘Understanding the impact’ section to inform planning.
Lesson 6 – Looking in (Philosophy)	Use ‘Making connections’ section to inform planning.
Assessment Lesson (in place of PSHE)	Use resource in planning folder (Hexagon Assessment)

Planning from the SACRE

All SACRE Units are saved in your individualised folders.

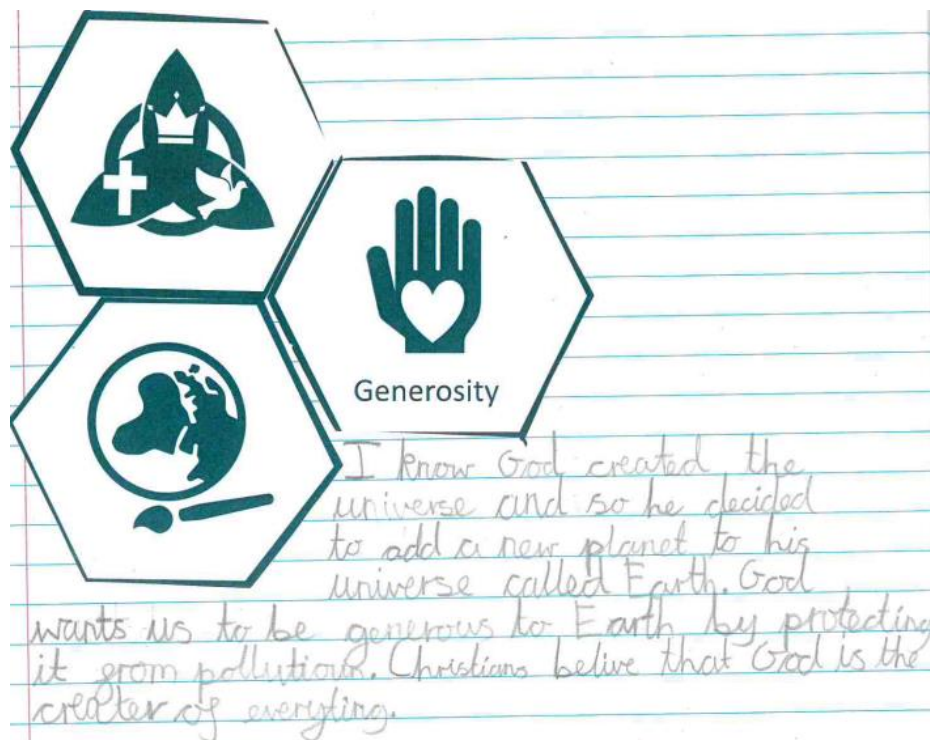
Step One	Refine your big question to a smaller focus. Step 1 – select a key question
Step Two	Plan your 6 lessons using structure below
For comparing 2 religions Lesson 1 – Looking up (Theology) Lesson 2 – Looking out (Sociology) Lesson 3 – Looking up (Theology) Lesson 4 – Looking up (Theology) Lesson 5 – Looking out (Sociology) Lesson 6 – Looking in (Philosophy) For one religion follow the structure for understanding Christianity.	Step 5 – develop your teaching activates
Assessment Lesson (in place of PSHE)	Use resource in planning folder. Question heads!

Assessment

At the end of each unit of learning, all children will complete a small assessment piece using the hexagonal assessment format. Children will select two or three images to scaffold how they answer the big question.

Below are two examples from a year 2 and year 6 child.

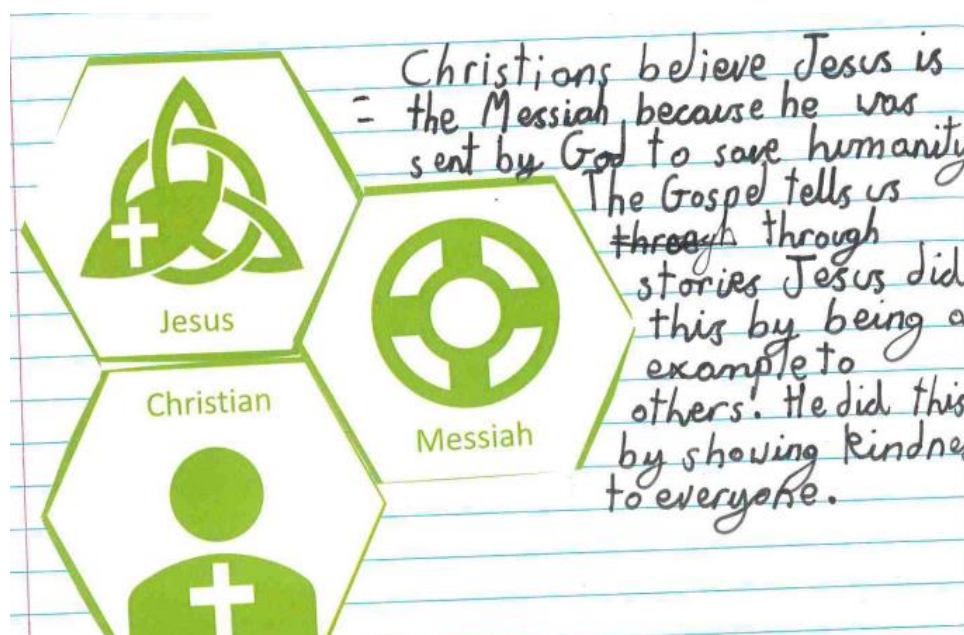
Year 2



A hand-drawn assessment on lined paper for a Year 2 child. It features three green hexagonal icons: a top-left icon with a cross, a dove, and a flame; a top-right icon of a hand holding a heart with the word 'Generosity' written below it; and a bottom-left icon of a globe with a leaf and a pencil. To the right of the icons is a handwritten paragraph in blue ink.

I know God created the universe and so he decided to add a new planet to his universe called Earth. God wants us to be generous to Earth by protecting it from pollution. Christians believe that God is the creator of everything.

Year 6



A hand-drawn assessment on lined paper for a Year 6 child. It features three green hexagonal icons: a top-left icon with a cross and a flame labeled 'Jesus'; a bottom-left icon of a person with a cross labeled 'Christian'; and a right-side icon of a wheel with a cross labeled 'Messiah'. To the right of the icons is a handwritten paragraph in blue ink.

Christians believe Jesus is the Messiah because he was sent by God to save humanity. The Gospel tells us through through stories Jesus did this by being an example to others. He did this by showing kindness to everyone.

Books

As part of our RE teaching, there is a very clear format for how our books are organised to ensure consistency and ease of use for the children. We believe this helps our children to better understand what they are learning about, why they are learning about it, where it fits in the wider context and how to access prior learning.

Format of books (every unit)

Every new unit will follow the format below:

Page 1

Big question displayed and the Frieze (if it is an understanding Christianity unit). Example below. Teachers should refer to the big question, frieze and symbol.



Page 2 ----- number of lessons

Each lesson should begin on a new page and contain the following:

- Date (underlined)
- Small question (Underlined)
- Learning **which answers the mini question**

See planning structure above which provides notes on planning from Understanding Christianity and Re Today/SACRE. The overall format should follow:

Planning structure for units	
Three weeks of looking up	(Theology)
Two weeks of looking out	(Sociology)
One weeks of looking in	(Philosophy)
Final week assessment piece	<i>PSHE reduced to allow for completion</i>

Final Page – Assessment

The final page of the unit should be the assessment piece using the Hexagon assessment structure. This can be implemented from R – Yr6.

EYFS and Year 1 will complete this in a floor book as a whole class activity or through small group work. Year 2 – 6 will complete individually in their RE books.

See examples above – all assessments are saved in your planning folder.

Boards

Every classroom will have a board for RE and Collective worship. These will have a similar look to provide consistency for the children.

- Split horizontally – upper section if for religious education and the lower section for collective worship. Please see example below.

