



Holy Trinity Religious Education Portfolio

Pauline Thomas



Holy Trinity Church of England Primary School

Excellence in how we worship, learn and work together

Holy Trinity - Religious Education

Intent

As a Church of England school, the teaching of Religious Education at Holy Trinity is central to our curriculum. The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

- Through our Religious Education curriculum, we aim:
- to engage pupils in enquiring into and exploring questions arising from the study of religion, faith and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- to provide our pupils with the knowledge and understanding of Christianity and other principal religious faiths, traditions and beliefs represented in Great Britain and the wider world.
- to develop our pupils' understanding of the ways in which beliefs influence people's behaviour, practices and outlook.
- to enable our pupils to develop a positive attitude towards people who hold religious beliefs different from their own.
- to enable our pupils to apply the insights of the principal religious faiths and traditions to their own search for identity and significance.
- to enable our pupils to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.

The distinctiveness and effectiveness of Holy Trinity as a Church of England school are outstanding

- Christian values lie at the heart of the school. They are visible in every aspect of its work and define its character.
- Collective worship becomes a natural consequence of the underpinning values and regardless of belief, develops a real worshipping community where spirituality grows and faith is nurtured.
- Prayer is deep, purposeful and the heartbeat of the school.
- The warm, trusting and respectful relationships between adults and learners make this a place where all feel safe, valued and affirmed.
- Their strong partnership ensures that the school and parish church serve the community in an expression of the faith that binds them.



Holy Trinity - Religious Education

Intent

Our intent is underpinned by ensuring all pupils are able to

- To develop a strong foundation of the Christian faith through knowledge and understanding
- To develop some knowledge and understanding of other faiths in line with the SDBE Suggested Syllabus.
- To apply an understanding of religion to develop sensitivity and respect towards all people.
- To develop the ability to reflect on and communicate with others issues of truth, belief and faith
- To develop a knowledge and understanding of the Christian Faith and the Anglican tradition through a study of: Creation, Prayer and Worship, the Life and Teachings of Jesus, Old Testament Characters, Living out our Faith and Christian Festivals

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Holy Trinity - Curriculum



Implementation

Our learners develop a thorough knowledge and understanding of the Christian faith through a wide range of learning opportunities through weekly Religious Education lessons, daily acts of collective worship, termly church services and educational visits to all different places of worship. We include a local area Faith Walks to support our learners' understanding of the multi faith nature of our local community. Learners are able to make comparisons and real links between the beliefs, practices and value systems of the Christian, Jewish, Muslim, Sikh Buddhist and Hindu faith.

Holy Trinity CE Primary School
RELIGIOUS EDUCATION UNITS OF WORK - SDBE 2021 -2022

Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Term 1	Who made the Wonderful World?	What responsibility has God given people about taking care of Creation?	What was the story of Noah really about?	What does it mean to be a Jew? What is the Bible's big story and what does it reveal about having faith in God?	What is the importance of symbols, beliefs and teachings in Hinduism? What do the miracles of Jesus teach?	What do Muslims Believe? Who is Jesus?	Who Decides? Rules and Responsibilities Bridging Unit
Autumn 2 Term 2	Why is Christmas special for Christians?	Why are saints important to Christians? Christmas Nativity Characters? Which Character are you? Why are you important?	Why are they having a Jewish Party? Christmas: Where is the light of Christmas?	How do Christians follow Jesus' new commandment and the two great commandments? Christmas How do Advent and Epiphany show us what Christmas is really about?	Why is remembrance important? Christmas: Is peace the most important message at Christmas?	What are the beautitudes and what do they mean to Christians? Christmas: How do art and music convey Christmas	What do the monastic traditions within the Christianity show us about living in the community? Christmas How would Christians advertise Christmas? What does Christmas mean today?
Spring 1 Term 3	Why do Christians believe Jesus is special?	What is it like to live as a Jew?	What does it mean to be a Hindu?	What can we learn from wisdom? Easter: Easter People: Who is the most important person in the Easter story?	Do fame and Christian faith go together? Easter: How does Holy Communion build a Christian Community	How do Bishops inaction help lead the Anglican Church in the Christian faith today? Easter: What happens in churches during lent and Easter?	Should every Christian go on a pilgrimage? Easter: How does the Christian festival of Easter offer hope?
Spring 2 Term 4	What's So Special About Easter?	What is the story about Noah? Easter: Why is Easter the most important festival for Christians?	What are God's rules for living - the ten commandments Easter: How do Easter symbols help us to understand the true meaning of Easter?	Why did Jesus teach the Lord's prayer as the way to pray?	How does worship and liturgy enable a Christian to grow and express their faith?	The journey of life and death (all faiths)	How and Why Do Muslims Uphold Their Faith By Giving Commitment To Allah?
Summer 1 Term 5	Special People	What is the importance of symbol, beliefs and teachings in Hinduism?	Why do Christians make and keep promises before	Why is it good to listen to and remember the stories Jesus told?	How did belief in God affect the actions of people in the Old Testament?	How has the Christian message survived for over 2,000 years?	Who Decides? Rules and Responsibilities Bridging Unit Understanding faith in Streatham (all faiths)
Summer 2 Term 6	Who cares for this special world?						



Holy Trinity - Curriculum

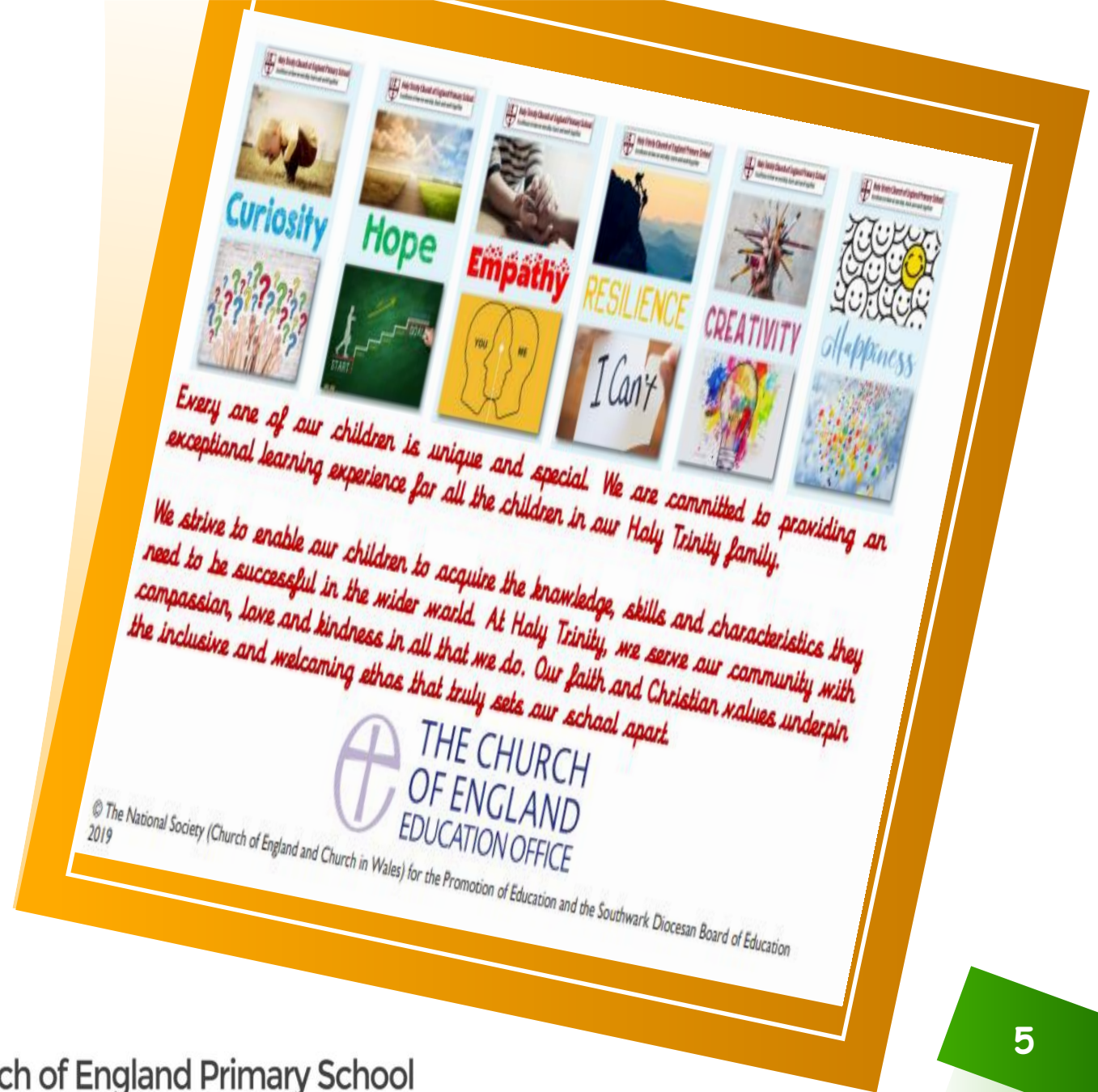
Impact

- Pupils develop
- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- an understanding and respect for different religions, beliefs, values and traditions (including ethical life choices), through exploring issues within and between faiths;
- an understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.
- opportunities for all pupils for personal reflection and spiritual development;



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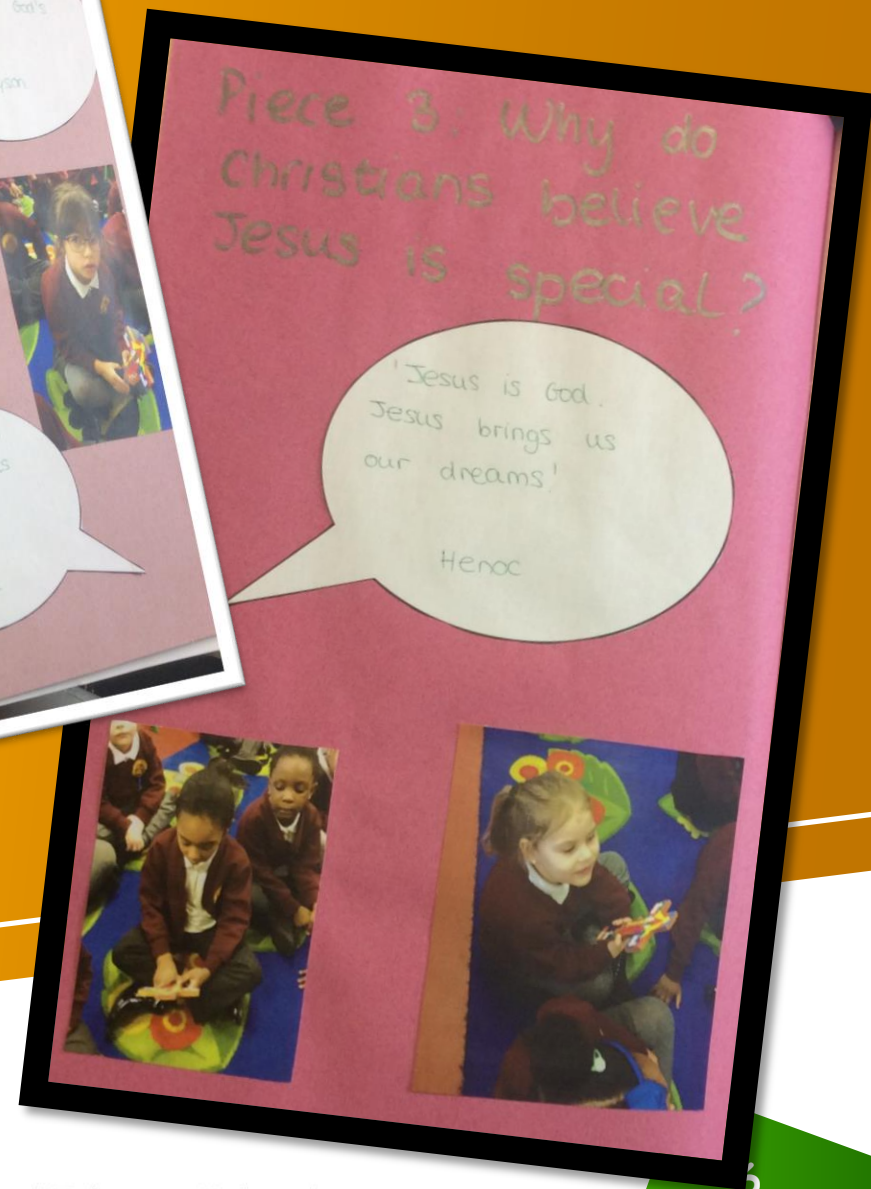
Excellence in how we worship, learn and work together



Religious Education in EYFS

In EYFS the pupils explore and respond to a Big Question within each unit

- Who made the Wonderful World?
- Why is Christmas special for Christians?
- Why do Christians believe Jesus is special?
- What's so special about Easter?
- Special people, who are they?
- Who cares for this special world?



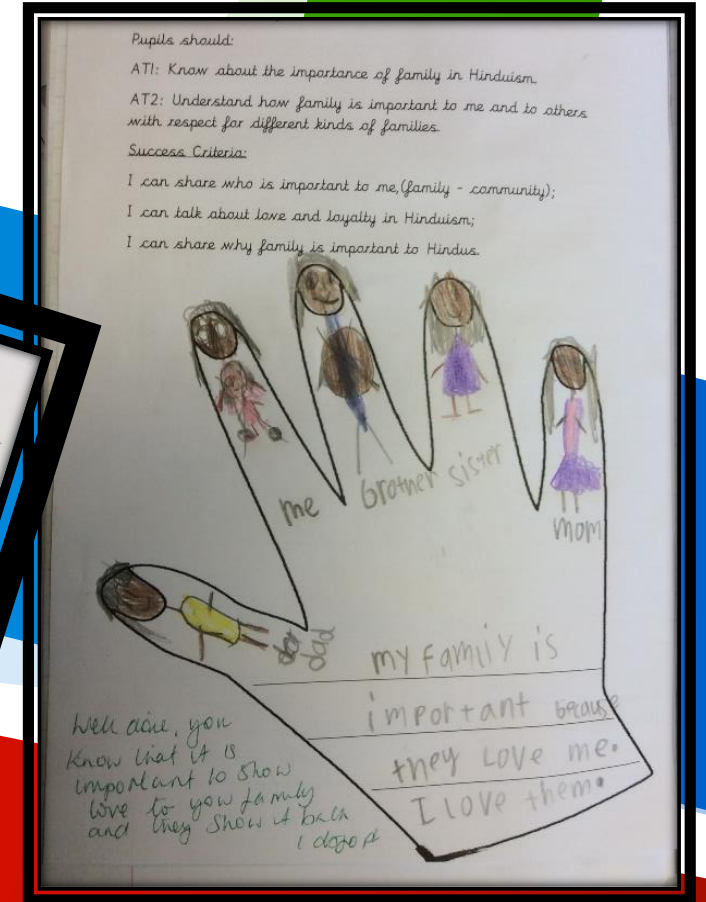
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Religious Education in Year 1

In Year 1 the pupils explore and respond to a Big Question within each unit

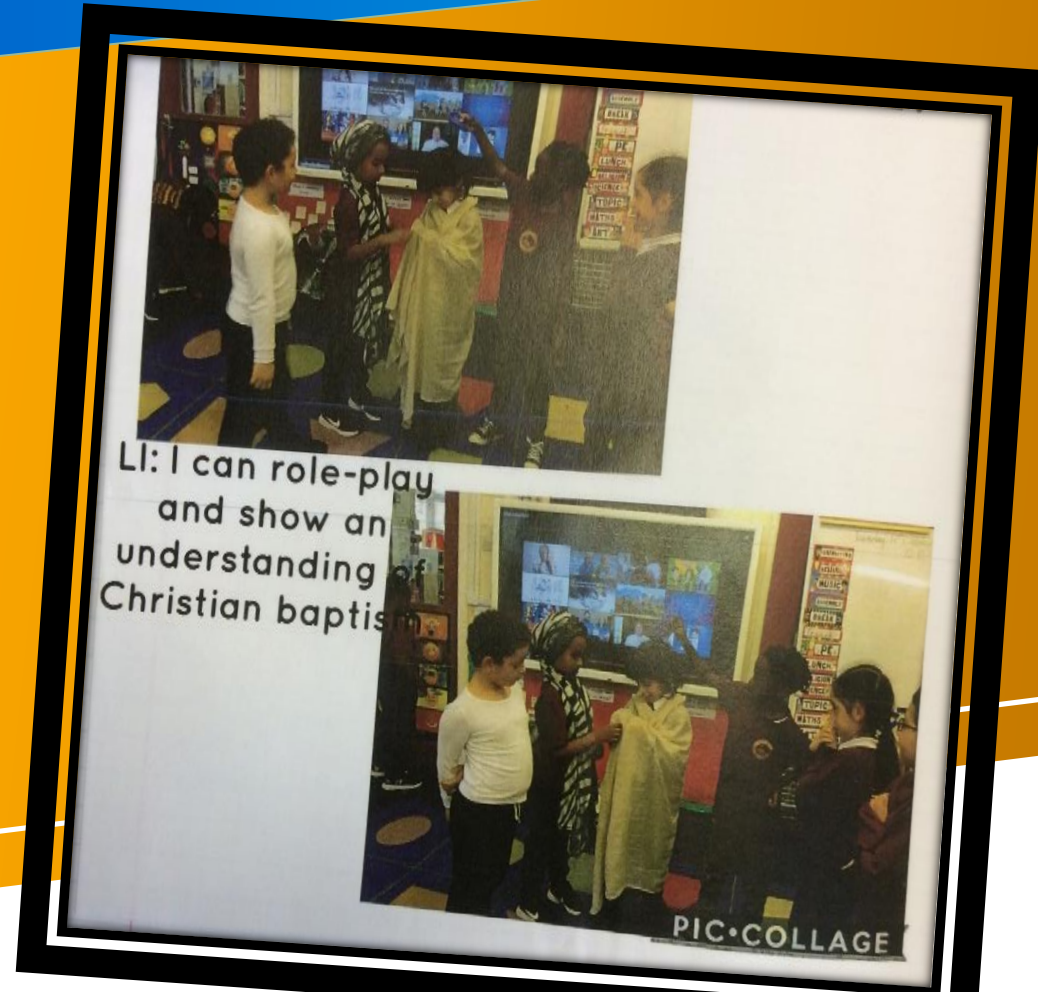
- What responsibility has God given people about taking care of creation.
- Why are saints important to Christians?
- What is it like to live as a Jew?
- What is the story of Noah about?
- Why is Easter the most important festival for Christians?
- What is the importance of symbols, beliefs and teachings in Hinduism?
- Why do Christians make and keep promises?



Religious Education in Year 2

In Year 2 the pupils explore and respond to a Big Question within each unit

- What are they having a Jewish party?
- Who is Christ the King?
- Where is the Light of Christmas?
- What does it mean to be a Hindu?
- What are God's rules for living?
- How do the Easter symbols help us to understand the true meaning of Easter?
- Why did Jesus teach the Lord's prayer as the way to pray?
- Why is it good to listen and remember the stories of Jesus?



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Religious Education in Year 3

In Year 3 the pupils explore and respond to a Big Question within each unit


- What does it mean to be a Jew?
- What is the Bible's big story and what does it reveal about having faith in God?
- How do Christians follow Jesus' new commandments and the two great commandments?
- How do Advent and Epiphany show us what Christmas is really about?
- What do Sikhs believe?
- What can we learn from wisdom?
- Who is the most important person in the Easter story?
- What does it mean to be a Sikh?
- How did belief in God affect the actions of in the old testament?

L.I.: I can sequence the events of the story of Moses (Part 1)


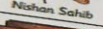

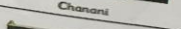
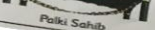
		
Pharaoh's soldiers killing all the baby boys	Pharaoh's daughter finds baby Moses.	Moses kills an egyptian and has to run away.
		
God asked Moses to lead his people out of slavery.	Pharaoh's did not want to free the slaves, so God sent a plague.	

L.I: I can explain what makes the Gurdwara a special place for Sikhs.

- I can identify where Sikhs worship.
- I can name some features of a Gurdwara.













Visiting a Gurdwara

	Found at the Gurdwara	Facts/meaning
	Langar	This is a free communal kitchen. Everyone is expected to sit together and eat. This is a flag that shows the Gurdwara is a place of worship.
	Nishan Sahib	This is a raised platform. This is where the Guru Granth Sahib is placed during the day.
	Manji Sahib	The canopy is made of decorated cloth. It covers the Guru Granth Sahib from above.
	Chanani	It has four posters. It contains the Manji Sahib.
	Palki Sahib	

L.I: To make notes on the main beliefs of Sikhism

SC: I discussed the Sikh concept of God

- I made notes on the main beliefs that Sikhs share

	Guru Nanak He taught that there was only one God.		Guru Angad He promoted education and the teaching of reading and writing.
	Guru Amar Das Food was served all day and all night.		Guru Ram Das He created the standard Sikh marriage ceremony known as Anand Karaj.
	Guru Arjan He built the Golden Temple Harmandir Sahib.		Guru Hargobind He introduced the use of Sikh martial arts so that Sikhs could defend themselves.
	Guru Har Rai He taught and gave lectures on Sikhism and the number of Sikhs grew during his time.		Guru Harkrishan He was youngest Guru age 15 when he took over from Guru Har Rai.
	Guru Tegh Bahadur He emphasised the importance of honest work and charity.		Guru Gobind Singh

L.I. I Understand Jesus' New Commandments and the 2 Greatest Commandments

I reflected on what this means in my own life

I showed how following the New Commandments can help to stop bullying

Read the three scenarios and write how you can be a good Samaritan and stop the bullying.

MIRACLE SCENARIO

1. A group of children steal a boy's PE shorts and throw them to each other in the changing room, not letting him have them back.

2. It's lunchtime and a boy comes into the cafeteria and chooses a table of people to sit with. When their table is called to go up to collect their lunch, all the other children deliberately sit back down at a different table, leaving the boy on his own.

3. A group of friends come back to school after the summer holidays. It turns out that all of the friends have met up over the summer except for one girl. They are being very distant with her at school and they don't seem to want her in their friendship group any more.

Scenario 1

I would be a good Samaritan by telling the bully to give it back to the boy if they don't I will tell the teacher take the short and give it back to the boy and say he can be my friend.

Scenario 2

I would be a good Samaritan by I would say to my friends and say that let's go sit with and talk an play with him untill play time is finish and come to my house an play with me.

Scenario 3

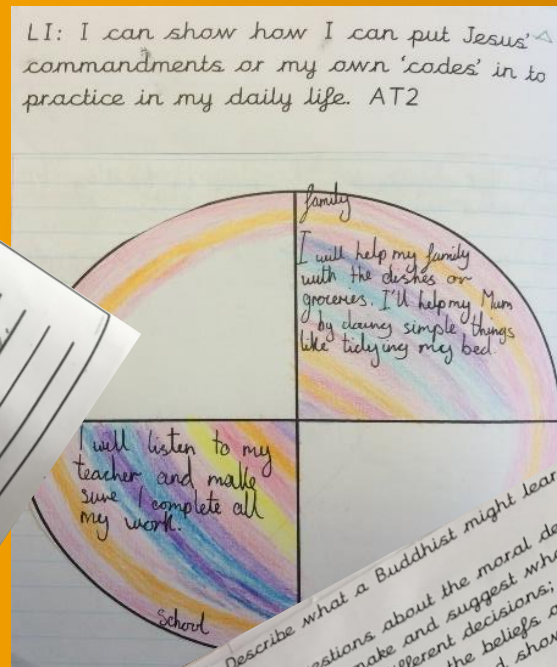
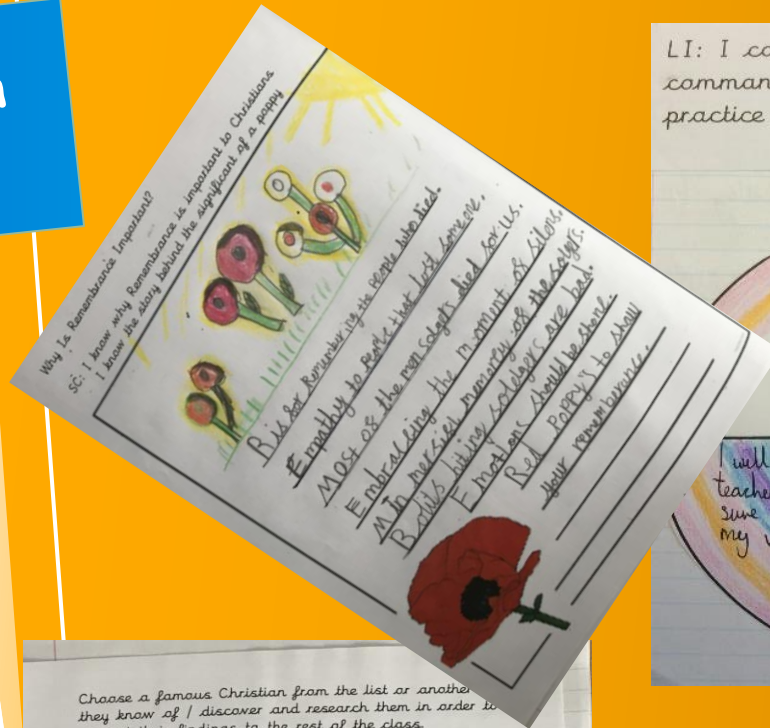
I would be a good Samaritan by I would play so she feel happy an we can go to the Park she can be in my group forever.



Religious Education in Year 4

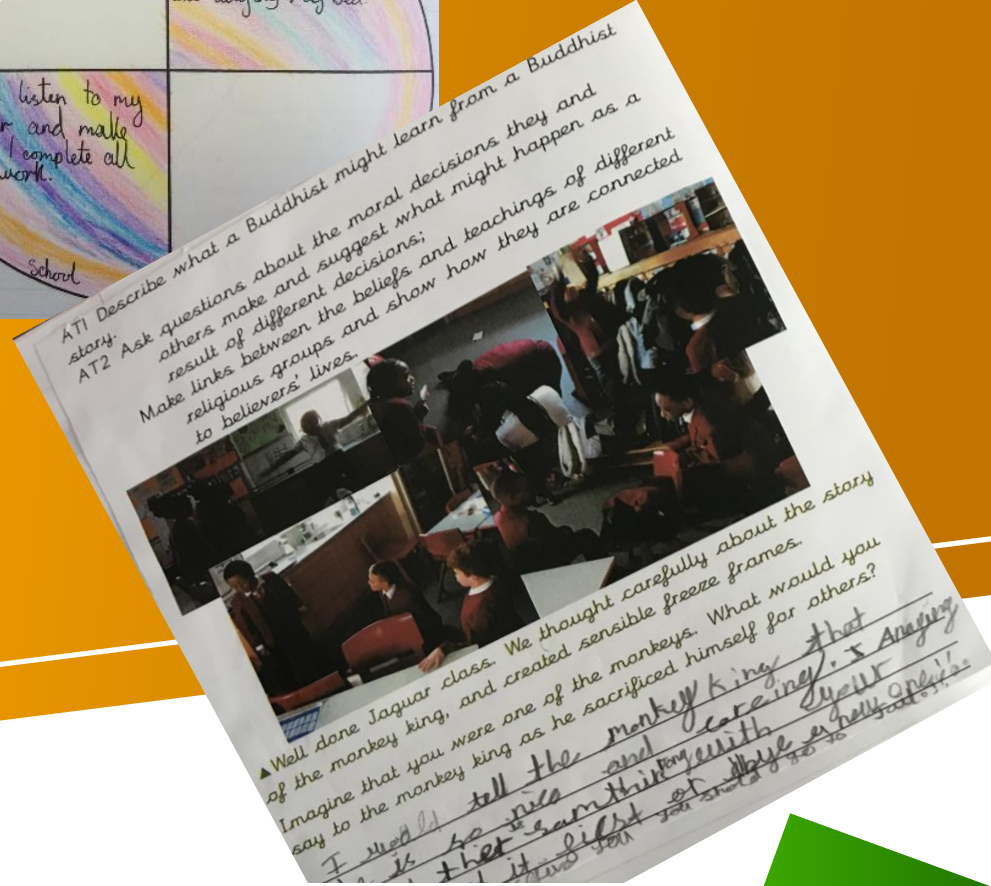
In Year 4 the pupils explore and respond to a Big Question within each unit

- What is the importance of symbol, beliefs and teachings in Hinduism?
- What do the miracles of Jesus teach?
- Why is remembrance important?
- Is peace the most important message at Christmas?
- What is Buddhism?
- Do fame and Christian faith go together?
- How does Holy Communion build a Christian Community?
- How does worship and liturgy enable a Christian to grow and express their faith?
- What does it mean to be a Buddhist?



Choose a famous Christian from the list or another they know of / discover and research them in order to present their findings to the rest of the class.

Your person's name	Kirk Franklin
What does the person do?	One person sings Christian songs.
What are they famous for?	Kirk Franklin is famous for Christian songs.
How do we know they are Christian?	because he talks about us Christians.
What is their background to being a Christian?	The background is that his mother abandoned him.
Are they a good role model?	Yes they are because he is kind.
Why / why not?	because I like his songs.
What Christian values do they display?	they display prayers and show resilience.
How does their Christian faith inspire them?	because he wants to help people and be kind.
How do they trust in God and draw upon their personal faith as their guide through life?	He trust God because God has helped him in life.
Do they share their Christian faith with the public?	no because he is not sure if he wants to.
If so, how?	because he thinks people won't take him seriously. God may allow used times to his rock.
Special quotes	Yes because people shame him for being a Christian.
Do they find challenges at times between being famous and a Christian?	because he doesn't listen to them.



Religious Education in Year 5

In Year 5 the pupils explore and respond to a Big Question within each unit

- What is the importance of symbol, beliefs and teachings in Hinduism?
- How do art and music convey Christmas
- What does it mean to be a Jew?
- How do Bishops in action help lead the Anglican Church in the Christian faith today?
- What happens in churches during lent and Easter?
- The journey of life and death (all faiths)
- How has the Christian message survived for over 2,000 years?


L.I:

- To know that God chose Abraham as the founder of the Jewish faith
- To reflect on Abraham's relationship with God and our relationship with God.

S.C:

- I can identify some promises that have been important to me.
- I can understand why God tested Abraham and how this story relates to trust / faith.

Your Challenge: In groups, role play a scenario where a promise has been made and broken.



Well done for depicting a trust being broken and discussing how either party feels and how to resolve the situation.




November 2021

L.I: I can describe what a Christian might learn from the Beatitudes and how they connect to a believer's life.

S.C: To make links between Jesus' teachings and how the bible or sacred texts help us to answer important questions about life and morality

To be able to explain how the bible or sacred texts help us to answer important questions about life and morality



Blessed are the peacemakers for they shall be called the children of god. We learn that the peacemakers make this world calm and enjoyable.

Blessed are the pure in heart for they shall see God. From this Beatitude we learn that empathy and kindness can change somebody's life.

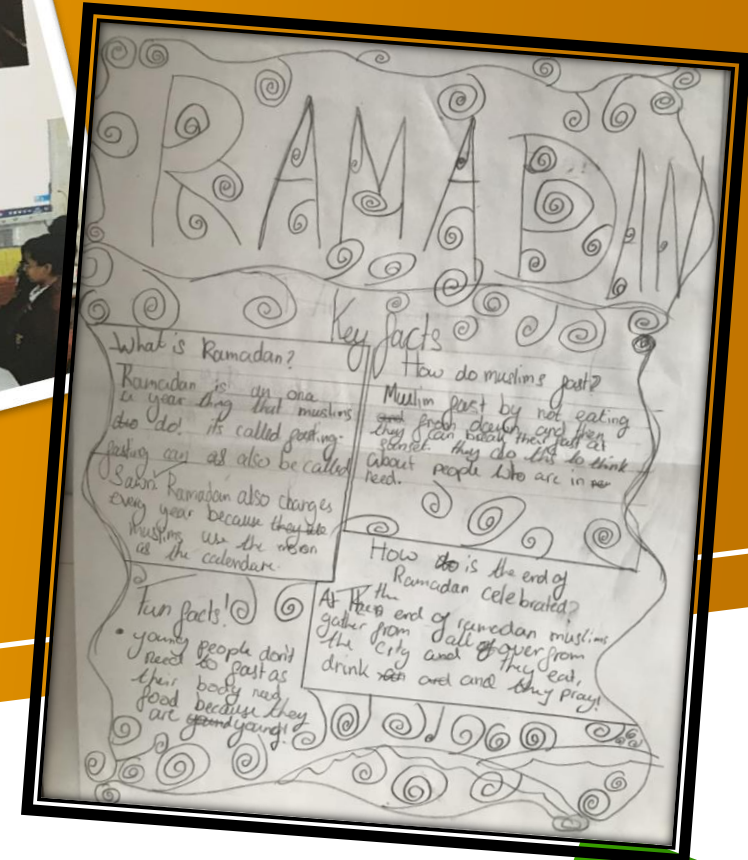
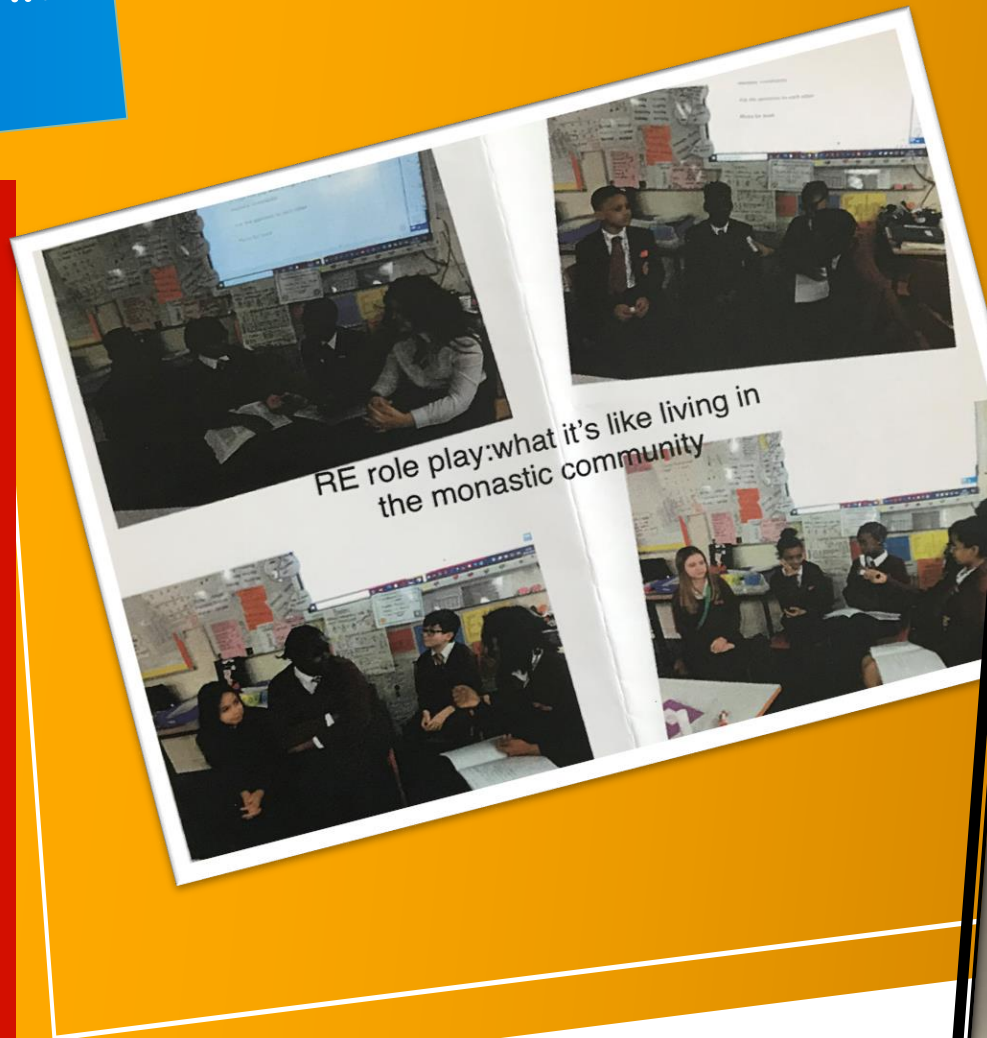
Blessed are those who mourn. For they shall be comforted. This shows us that the love we have for someone and the love they show back, and if we lose somebody we must show that love and comfort them.



Religious Education in Year 6

In Year 6 the pupils explore and respond to a Big Question within each unit

- What do we understand about all faiths?
- What do the monastic traditions within the Christianity show us about living in the community?
- How would Christians advertise Christmas?
- What does Christmas mean today?
- What does it mean to be a Muslim?
- Should every Christian go on a pilgrimage?
- How does the Christian festival of Easter offer hope?
- How and why do Muslims uphold their faith by giving commitment to Allah?
- Who decides? Rules and responsibilities – Bridging Unit



Holy Trinity Church of England Primary School

Excellence in how we worship, learn and work together



Our prayer corners offer pupils and staff a quiet space to spend time with God, to have moments of reflection, stillness and prayer. Every child can access the prayer corner in their classroom and in the communal area within the school

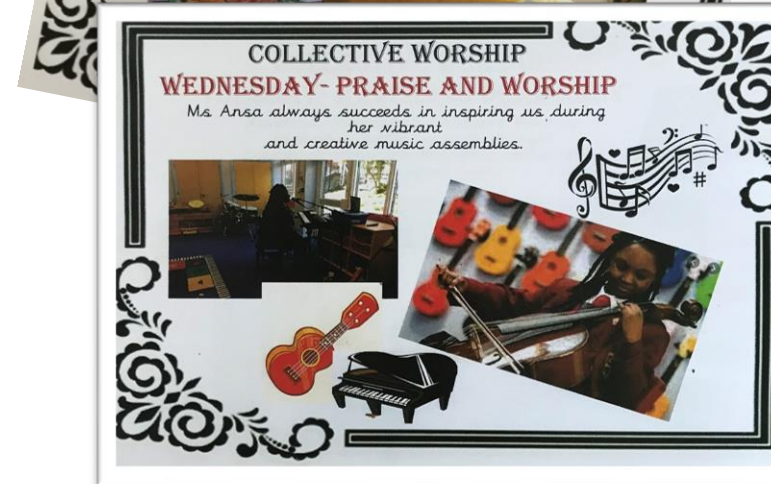
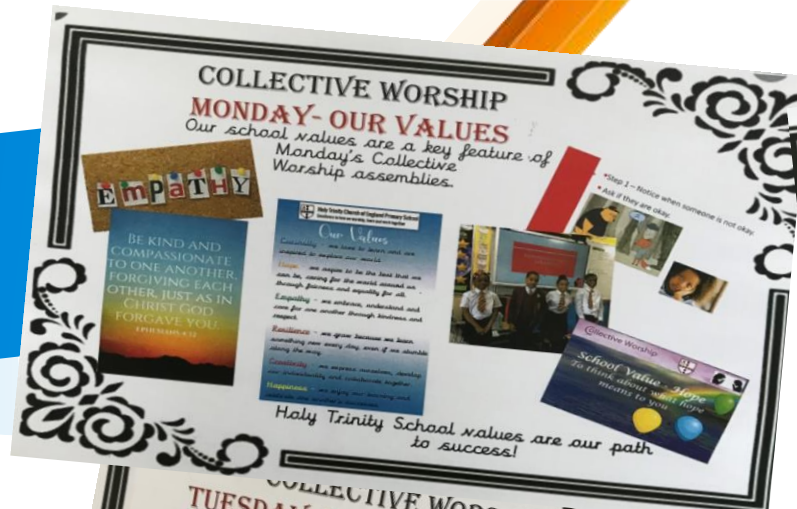


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RE Displays Collective Worship

The themes of our collective worship are taken from the traditions of the Christian values, our school values and British Values as well as some events of the Christian calendar. The themes of our collective worship also reflect and build upon topics taught within the school curriculum.



Collective Worship

Collective worship is a time when our school community can grow spiritually and experience the powers of prayer, stillness and reflection. Through the act of worship we seek to develop the children's appreciation of the society in which they live and to nurture a respect and understanding of Christianity as well as an awareness of other faiths and festivals. Worship is an integral part of developing the Children's understanding of the Gospel values and the fact that they drive all that we do.



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World Religion Displays



Each unit has a big question for the children to research, respond to and reflect upon.



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Faith Ambassadors

The Faith Ambassadors conducted a survey to find out what children think about Religious Education

Gabriel Year 4 - RE is my favourite subject, I love learning about God.

Janelle Year 6 - I enjoyed learning about the different faiths. I like taking part in collective worship and praying at the end of worship.

Hosanna Year 5 - I really like finding out something I didn't know about and I like comparing the different faiths that we study

Religious Education	A lot	Agree	Not much
I enjoy RE lessons	60%	30%	10%
I learn interesting things about Christianity	68%	30%	2%
I like learning about other religions	64%	26%	10%
Teachers make RE interesting and fun	60%	26%	14%
I have learnt a lot about the Bible through RE	54%	38%	8%

What are the things you like best about RE?
 Trips to see other religions.
 To learn about other religions. Clips we watch about other religions
 I like learning about God and Jesus. I like learning about the bible.
 Learning about worship.
 I like that we can look deeper in people's lives.



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Faith Corner

Weekly website publication of collective worship, prayers and reflections



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The Worm
 This term in assemblies I'm working through one of the most well known passages from the Bible – it's the section on Love, which is often read out at weddings. "Love is patient and kind; it is never jealous, boastful, proud or rude..." and so on.

This week we thought about jealousy – and what better topic for Mental Health Awareness Week.

Most of us have had the odd pang of jealousy in our lives. When I was talking with the children, it brought back memories of when I was at school. Every year I thought I might win one of the prizes or be appointed as a monitor, but it never happened and I was always just a little bit jealous of those who gained such accolades.

Fortunately, I had enough other things going on in my life for these pangs to be nothing more. Because jealousy is one of those things that if you don't control it, it will control you. It's like a little worm or parasite inside you. If you give room to it, and especially if you feed it, it will only grow. If you let your jealous thoughts multiply they will soon threaten to rule your mind. From there it's only a short step to wishing ill of the people you're jealous of. And that's why St Paul said "Love is never jealous."

When jealousy is allowed to flourish, it's like an aggressive weed that takes over the garden. It's bad news for us and our mental health, it's bad news for those we feel bitter towards, and that means it's bad news for a whole family or community.

So what's the antidote to jealousy? What medicine can we take to tame this parasite feasting on our guts? The antidote is to practise contentment; to actively thank God for what we have got rather than dwell on what we haven't got; and (and this may be a step too far!) to try to be pleased for he blessing that others enjoy even when we don't have them. Do this, and you'll feel really liberated!

St Paul wrote, "I have learned to be content in all situations." He had to learn it. It wasn't something that came without effort. But for St Paul, as for us, this was a real battle for mental health – and it's a battle worth winning!

God bless.

Reverend Dordandy

Excellence in how we worship, learn and work together!

Faith Corner

Our pupils are encouraged to look at the world around them with a deep sense of awe and wonder of God's wonderful creation.

Our pupils enjoy using their creativity to express their thoughts. We would like to share a poem which explores the meaning of belonging.

Adventure In My City written by Alla

*Making up every day
 To a place where I belong
 London my home
 North to south on the Millennium Bridge
 Across over there is St Paul's Cathedral
 The one and only Holy Church
 Up and up to the top of the Shard
 Glistening and glistening
 Sharp and pointy
 What a sight!
 What a sight!
 Round and round we go
 The eye of London watches how the day goes
 Never slows down.....
 Never takes a rest.....
 'Til the end of my adventure
 Through a place where I belong.*

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Curiosity

ASK SEEK KNOCK

Faith Corner

This week's collective worship focused on one of our school values - CURIOSITY. The Faith Ambassadors shared their ideas about what curiosity means to them and the importance of asking questions.

The first question that was asked was:

What does the bible say about curiosity?

They looked at a few scriptures and felt that the bible see curiosity as a desire to ask and seek and that a curious mind is open to learning something new.

The faith Ambassadors retold and dramatized the story Zacchaeus to show how seeking to know Jesus by showing curiosity and asking questions helps us to learn and know more about God and ourselves.

They demonstrated the importance of learning something new by playing an interactive questions and answers game with all the children.

Well done Faith Ambassadors

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Ephesians 2:10 NLT
 'For we are God's masterpiece. He has created us anew in Christ Jesus, so we can do the good things he planned for us long ago.'

This week's Collective Worship focused on the value Creativity. We were honoured by staff who shared their creative skills and talents with the school this included some live performances! Pupils also shared hobbies and creative activities they enjoy taking part in. Our collective worship was an enriching and enjoyable time of celebrating the gifts and talents bestowed upon us.

Dear God,
 Thank you for your special gift of creativity. Thank you Lord that through you we are creative and imaginative people. Guide us Father in using our creativity to glorify you and to make the world a better place,
 In Jesus name we pray
 Amen

Excellence in how we worship, learn and work together!

Collective Worship



Collective Worship Focus

Collective Worship should be of the highest quality, engaging participants and it should aim to inspire pupils and Focus, enabling spiritual growth. It should provide opportunity for everyone in the school to participate; this includes the chance for pupils to lead worship.

Collective church school worship provides everyone with the opportunity to:

- Pray and express praise and thanksgiving to God;
- Reflect on the attributes of God;
- Reflect on the teachings of Christ;
- Affirm Christian values and attitudes;
- Foster respect and unity;
- Share each other's joys and challenges;
- Celebrate special times in the Christian Calendar;
- Deepen spiritual awareness and reflection.



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Special Church Services

We work in close partnership with Holy Trinity Church to plan and deliver acts of worship that are invitational, reflective and engaging. There is flexibility in the provision of collective worship to enable all pupils to benefit without compromising their beliefs.

Collective worship gives pupils and school staff the opportunity to:

Engage in an act of community.

Express praise and thanksgiving to God.

Be still and reflect.

Explore the big questions of life and respond to national events.

Foster respect and deepen spiritual awareness.

Reflect on the character of God and on the teachings of Christ.

Affirm Christian values and attitudes.

Share each other's joys and challenges.

Celebrate special times in the Christian calendar



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Thank You!

Ms Thomas



Holy Trinity Church of England Primary School
Excellence in how we worship, learn and work together