

R.E. at Fishergate



Liz Spain
R.E. Co-ordinator.

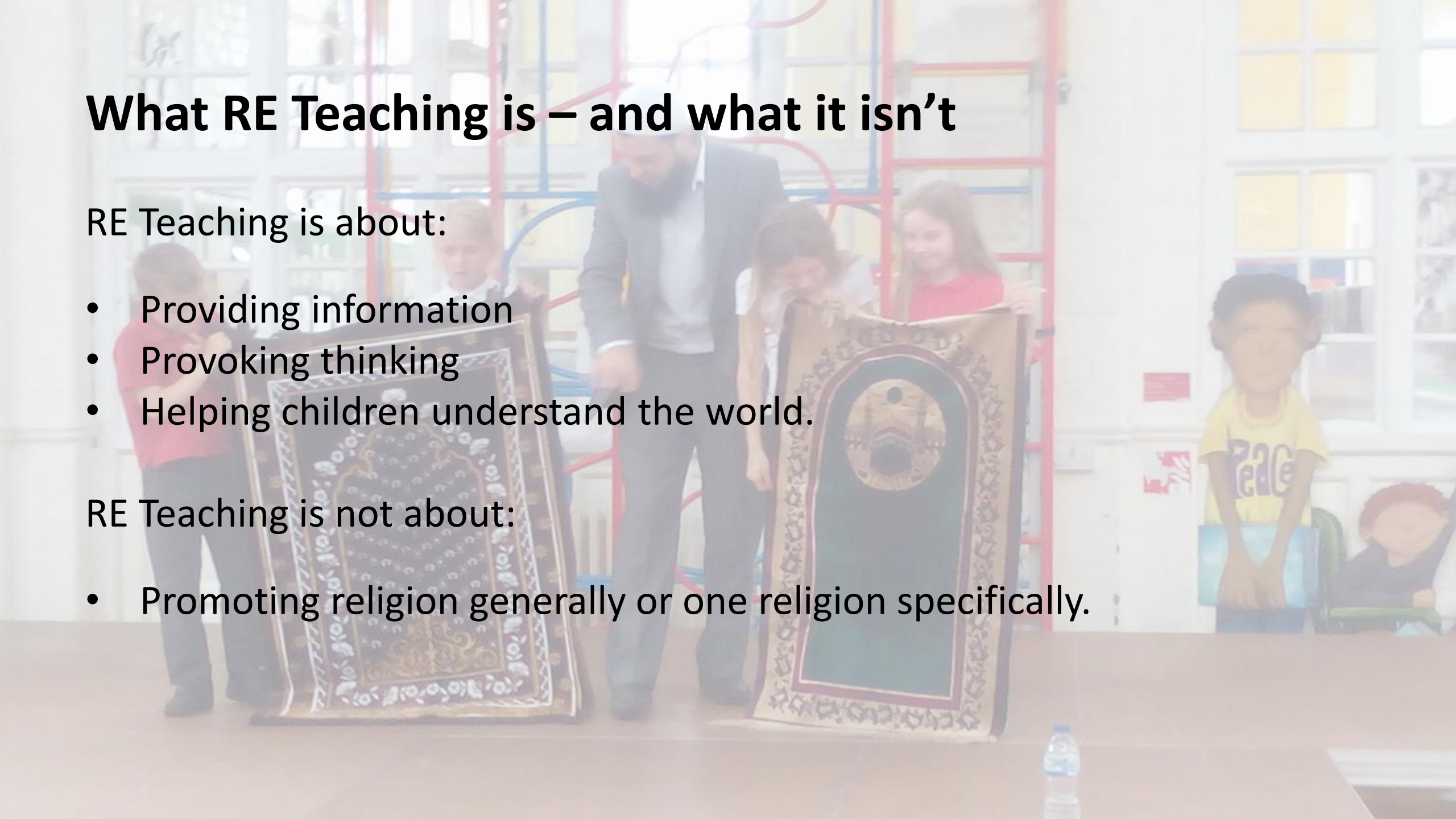
What RE Teaching is – and what it isn't

RE Teaching is about:

- Providing information
- Provoking thinking
- Helping children understand the world.

RE Teaching is not about:

- Promoting religion generally or one religion specifically.



A man with a beard and a white cap, wearing a dark suit, stands in the center of a classroom. He is holding up two large, ornate prayer mats. To his left, a young boy in a red shirt is also holding a mat. To his right, a young girl in a white shirt is holding a mat. In the background, other children are visible, including a boy in a yellow shirt and a girl in a blue shirt. The room has large windows and colorful playground equipment. The text "City of York Agreed Syllabus for Religious Education 2016 -2021" is overlaid in the center of the image.

**City of York Agreed Syllabus for
Religious Education 2016 -2021**

Foreword to the RE Syllabus

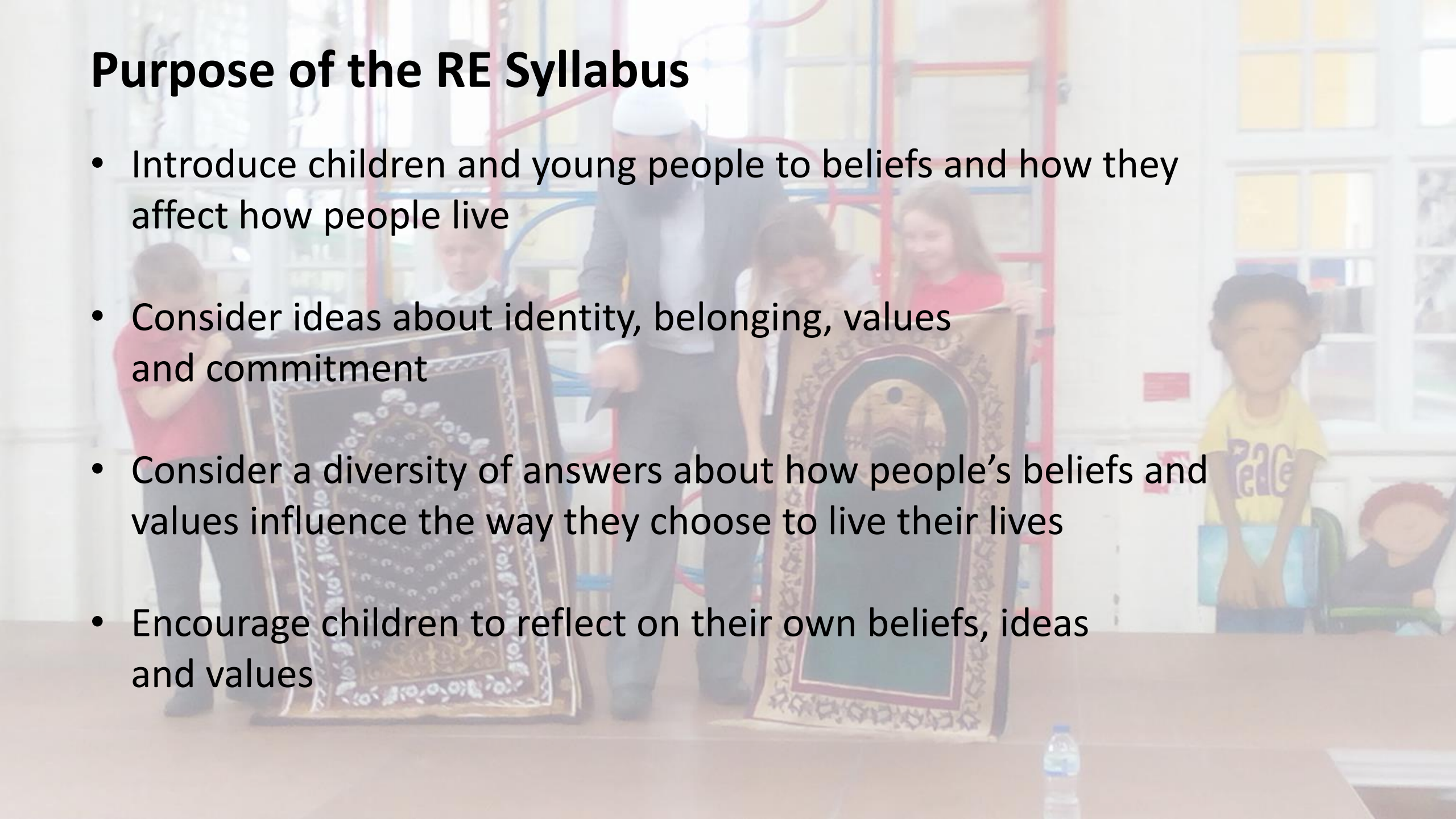
“In the changing landscape of York, this syllabus encourages a thoughtful, mindful and questioning approach to life and seeks to lay and build upon foundations for schools and pupils to grow in their understanding of themselves and others, helping to prepare for life in the global village that is Britain today.”

Shabana Jabbar, Chair of York SACRE

Jon Stonehouse, Director of Children’s Services.

Purpose of the RE Syllabus

- Introduce children and young people to beliefs and how they affect how people live
- Consider ideas about identity, belonging, values and commitment
- Consider a diversity of answers about how people's beliefs and values influence the way they choose to live their lives
- Encourage children to reflect on their own beliefs, ideas and values



What does the RE syllabus mean for Fishergate?

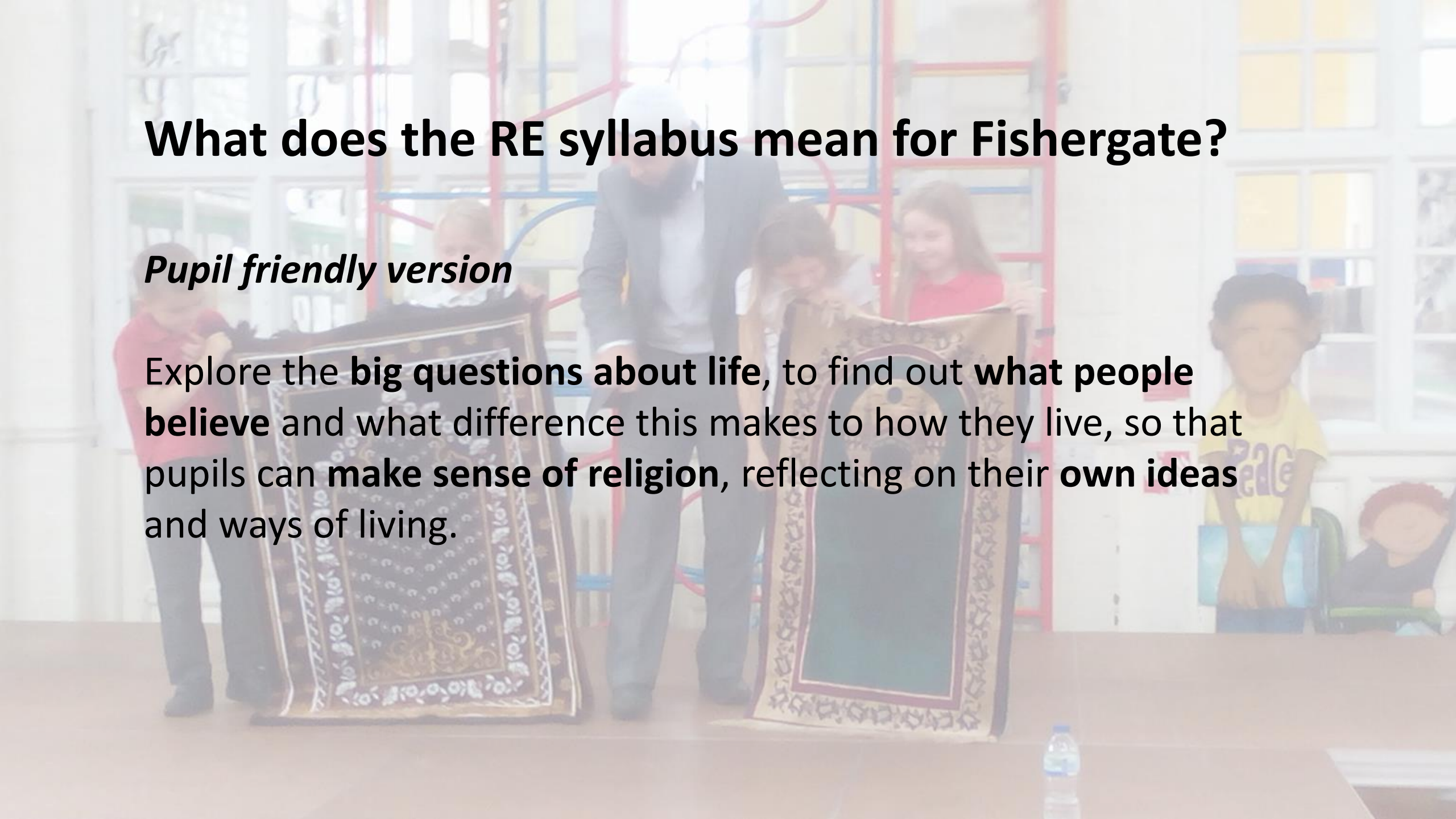
Our principal aim is to engage pupils in **systematic enquiry** into **significant human questions** which religion and worldviews address...

... so that they can **develop the understanding and skills** needed to **appreciate the varied responses** to these questions, as well as **develop responses of their own**.

What does the RE syllabus mean for Fishergate?

Pupil friendly version

Explore the **big questions about life**, to find out **what people believe** and what difference this makes to how they live, so that pupils can **make sense of religion**, reflecting on their **own ideas** and ways of living.



Detailed Objectives of the Syllabus

Believing

- **Know about and understand a range of religions and world views**
- Religious beliefs, teachings, questions about meaning, purpose and truth

Expressing

- **Express insights about nature, significance and impact of world views**
- Explain how beliefs and practices influence individuals and communities
- Make personal reflections and critical response to questions.

Living

- **Gain the skills needed to engage with religions and worldviews**
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

How the RE Syllabus is taught

Based around a key question approach for each unit eg

Believing

Who is a Muslim and what do they believe?

Why is the Bible so important for Christians today?

Why do some people believe God exists?

KS1

KS2

UKS2

Expressing

What makes some places sacred?

Why are festivals important to religious communities?

Is it better to express your beliefs in arts and architecture or in charity and generosity?

KS1

LKS2

UKS2

Living

How should we care for others and the world, and why does it matter?

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

What matters most to Christians and Humanists?

KS1

LKS2

UKS2

What Religions are taught at Fishergate?

KS1 – Christianity, Judaism/Islam/
Non religious world views.

KS2 – Christianity, Hinduism, Judaism, Islam, Non
religious world views
e.g. humanists.



How we Teach RE

- Exploring artefacts
- Photographs
- Video clips
- Role Play/Discussions/Debates
- Stories
- Visits and Visitors



Visits

We have built up excellent links with local places of worship. Children have visited:

- St Oswald's church
- St Lawrence's church
- Melbourne Terrace Methodist Church
- York Mosque



Visitors

- Rev Jane Nattrass, vicar of St Lawrence's, has led a role play baptism, a role play wedding, explored the concept of pilgrimage.
- The Imam of York Mosque has been into school to unpack how and why muslims pray. He is visiting in a couple of weeks to explore some stories from the Qu'ran with KS1.
- Ben Rich has explored the Jewish festival of Passover with lower KS2
- Rachael Reeves has explored the Jewish festival of Hannukah with KS1.
- York Veterans have shared their experiences of WW1.
- Christian Aid volunteer teachers have worked on issues of climate change.









Handwriting practice sheet with rows of letters and numbers.

Math problems on a bulletin board:

100 - 20 = 80	100 - 30 = 70	100 - 40 = 60
95 - 10 = 85	95 - 20 = 75	95 - 30 = 65
90 - 10 = 80	90 - 20 = 70	90 - 30 = 60
85 - 10 = 75	85 - 20 = 65	85 - 30 = 55
80 - 10 = 70	80 - 20 = 60	80 - 30 = 50
75 - 10 = 65	75 - 20 = 55	75 - 30 = 45
70 - 10 = 60	70 - 20 = 50	70 - 30 = 40
65 - 10 = 55	65 - 20 = 45	65 - 30 = 35
60 - 10 = 50	60 - 20 = 40	60 - 30 = 30
55 - 10 = 45	55 - 20 = 35	55 - 30 = 25
50 - 10 = 40	50 - 20 = 30	50 - 30 = 20
45 - 10 = 35	45 - 20 = 25	45 - 30 = 15
40 - 10 = 30	40 - 20 = 20	40 - 30 = 10
35 - 10 = 25	35 - 20 = 15	35 - 30 = 5
30 - 10 = 20	30 - 20 = 10	30 - 30 = 0

Additional Math problems on a bulletin board:

100 - 50 = 50	100 - 60 = 40	100 - 70 = 30
90 - 50 = 40	90 - 60 = 30	90 - 70 = 20
80 - 50 = 30	80 - 60 = 20	80 - 70 = 10
70 - 50 = 20	70 - 60 = 10	70 - 70 = 0
60 - 50 = 10	60 - 60 = 0	60 - 70 = -10
50 - 50 = 0	50 - 60 = -10	50 - 70 = -20
40 - 50 = -10	40 - 60 = -20	40 - 70 = -30
30 - 50 = -20	30 - 60 = -30	30 - 70 = -40
20 - 50 = -30	20 - 60 = -40	20 - 70 = -50
10 - 50 = -40	10 - 60 = -50	10 - 70 = -60
0 - 50 = -50	0 - 60 = -60	0 - 70 = -70

My role as co-ordinator. (See handout)

- Introduce the City of York agreed syllabus for R.E. (develop a long term plan to map coverage of R.E. across the curriculum.)
- Audit and purchase resources to support the new syllabus
- Continue to develop links with faith communities
- Develop an assessment system in line with the new syllabus to track the progress of all children.
- Raise the profile of R.E. by having a permanent display board of RE activities in the upper hall.
- Develop transition between Fulford and Fishergate.