



# What does 'Beliefs and Values' look like at Adswood Primary?



## 1. Progression of learning-Sticky Knowledge



### Sticky Knowledge: Religious Education

Year 1	Year 2
<input type="checkbox"/> I know who is a Christian and what do they believe.	<input type="checkbox"/> I know who is a Muslim and what they believe.
<input type="checkbox"/> I know what makes some places sacred for Christians, Muslims and Jewish people.	<input type="checkbox"/> I know who is Jewish and what they believe.
<input type="checkbox"/> I know how and why we celebrate special and sacred times.	<input type="checkbox"/> I know how and why Christians, Muslims and Jewish people celebrate special and sacred times.
<input type="checkbox"/> I know what it means to belong to a faith community.	<input type="checkbox"/> I know what we can learn from sacred books.
<input type="checkbox"/> I know how to care for others and why it matters to do so.	<input type="checkbox"/> I know how to care for the world and why it matters.

Sticky Knowledge is used throughout KS1 and KS2 to ensure progression of learning and National Curriculum coverage. Learning follows a clear sequence in each year group and throughout school. Learning is chronological and to ensure objectives are revisited often via start of the day(SODA), theme weeks, visits and visitors, bridging back and bridging forward each lesson. Learning is consolidated.

Quality First Teaching in all year groups, a range of questioning strategies, adaptive teaching and the use of questioning, enhance opportunities to develop and embed the skills and knowledge required in the NC and the Sticky Knowledge for this subject.

## 2. Whole School Overview

Strand	Foundation Stage-Discovering	Key Stage 1-Exploring	Lower Key Stage 2-Connecting	Upper Key Stage 2
Believing Religious beliefs, teachings, sources, questions about meaning, purpose, and truth	F1 Which stories are special and why? (Soc 2)	1.1 Who is a Christian and what do they believe?	L2.1 What do different people believe about God? (Soc 1 and 2)	U2.1 Why do some people believe God exists?
	F2 Which people are special and why? (Soc 3)	1.2 Who is a Muslim and what do they believe?	L2.2 Why is the Bible so important for Christians today? (Aut 2)	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? (A1 and 2)
Expressing Religious and spiritual forms of expression, questions about identity and diversity	F3 What places are special and why? (Sum 1)	1.3 Who is Jewish and what do they believe?	L2.3 Why is Jesus inspiring to some people? (Sum 1)	U2.3 What do religions say to us when life gets hard?
	F4 What times are special and why? (Aut 2)	1.4 What can we learn from sacred books? (Sum 1 and 2)	L2.4 Why do people pray? (Soc 1 and 2)	U2.4 If God is everywhere, why go to a place of worship? (Soc 1 and 2)
Living Religious practices and ways of living, questions about values and commitments	F5 Being special: where do we belong? (Aut 1)	1.5 What makes some places sacred?	L2.5 Why are festivals important to religious communities?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
	F6 What is special about our world? (Sum 2)	1.6 How and why do we celebrate special and sacred times? (Aut 2)	L2.6 Why do some people think that life is a journey and what significant experiences mark this?	U2.6 What does it mean to be a Muslim in Britain today? (Sum 1 and 2)
		1.7 What does it mean to belong to a faith community? (Soc 1 and 2)	L2.7 What does it mean to be a Christian in Britain today?	U2.7 What matters most to Christians and Humanists?
		1.8 How should we care for others and the world, and why does it matter? (Aut 1)	L2.8 What does it mean to be a Hindu in Britain today?	U2.8 What difference does it make to believe in ahimsa (harmlessness), gna, and/or Ummah (community)?
			L2.9 What can we learn from religions about deciding what is right and wrong? (Sum 1 and 2)	U2.9 What can be done to reduce racism? Can religion help?
			L2.10 How do family life and festivals show what happens to Jewish people?	U2.10 Green religion? How and why should religious communities do more to care for the Earth?

We follow the Trafford Syllabus (2022) It provides EYFS, KS1 and KS2 with teaching and learning ideas and uses thought provoking questions to engage learners' learning.

Our lessons are planned from the yearly overviews. Weekly lessons, discussions and VVE opportunities allow pupils to bridge back and revisit learning but also to bridge forward and explore learning that will be covered next year.

### 3. Learner Voice

Pupil voice  
Autumn

What have you been learning about since September?

Scarlett - "A cross, it is when a symbol to tell you when baby jesus had died"

Grayson - "You wear a cross if you are a christian"

Ellie-Jay - "the fish is the secret symbol for christians"

Ayden - "The star of david is jewish"

Clayton - " the star and the moon is muslim"

Learner voice informs staff that pupils are enjoying their R.E lessons and are engaged. It also provides pupils suggestions for future lesson planning.

Pupil voice  
Autumn

Which new words/vocabulary have you learned since September? Remember One World Week

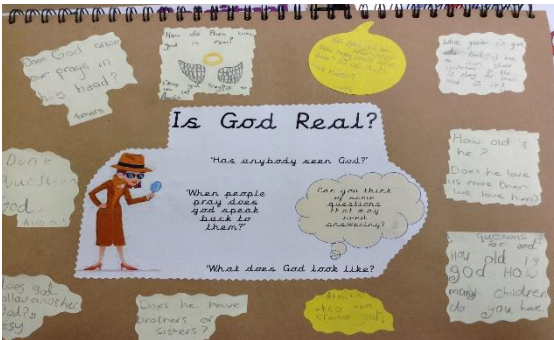
Ollie - "refugee, they have to go away from their home forever"

Kai - "refugee's have to leave their home and pack a bag, like food and drinks"

Harlow - "When they leave they might have to sleep on the floor, they might get a little bit bored but if they have friends they can play tig or hide and seek with no ipad because of no plugs"

Ellie-Jay - "I might pack toys and a quilt if i was a refugee and a pillow"

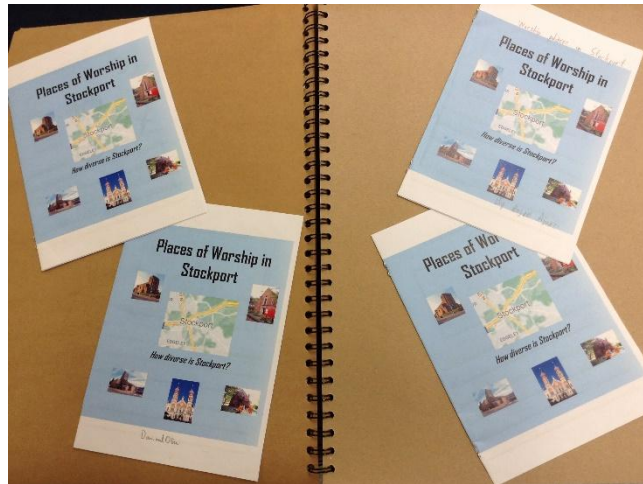
### 4. Beliefs and Values floorbooks



Every year group has a Beliefs and Values floorbook which showcases the pupils' learning. It evidences National Curriculum coverage, sticky knowledge, lots of pupil voice, QR codes and written work used as AFL.

## 4. Theme Weeks.

Every year in school there is a theme week which takes a different focus. For example, 'Refugee Week,' 'We are the World'. These weeks are wonderful for learners to develop an empathy and insight into the lives of others around the world with an understanding of different Beliefs and Values.



## 5. Learning beyond the classroom.

We have had exciting VVE opportunities where learning beyond the classroom is brought to life. Examples include: visitors from Davenport Methodist Church and Cheadle Mosque, visits to places of worship and theme weeks e.g. One World Week.

We welcome visitors into school to share their beliefs and values and deliver workshops and assemblies. E.g. Christians in school, Bible Encounters and pupils family members.



Beliefs and Values offers great opportunities for cross curricular links, especially P.S.H.E and speaking and listening which can link to LCC topics or to VVE activities. Floorbooks also shown examples of cross curricular learning.



## 6. Assessment



AFL is at the heart of everything we do. The majority of assessment in RE is delivered through pupil's ongoing contributions. At the end of each half term pupils will demonstrate their learning through activities such as quizzes, producing a written outcome/presentation, piece of artwork, recalling the 5 finger facts. Learners' termly attainment is recorded on Insight and end of year reports.

I	Independent learning
TS	Teacher supported learning
V	Verbal feedback
SA	Self-assessment
PA	Peer-assessment
Ø	Zero Tolerance targets need to be checked
Green	Learning objective met/correct
Orange	Working towards meeting learning objective
Pink	Learning objective not met/incorrect

## 7. Staff CPD

Since 2022, we have followed the Trafford Syllabus. The subject lead attends regular cluster meetings and keep up-to-date with LA guidelines and new initiatives/resources. Following these meetings, a staff meeting will be arranged where updates/changes will be shared and each year produce a new updated whole school overview.

As part of subject leader development, time is allocated to observe and share inclusive practice across school and in other schools.



## 8. Adaptive Teaching

As a school, we use the NASEN SENCO guidance. Beliefs and Values lessons are inclusive to all. Adaptive teaching allows all pupils to access learning and achieve age related expectations.

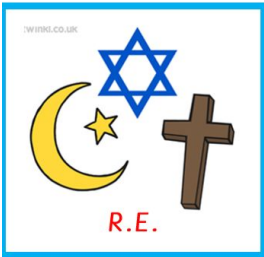
Discussion and debate, Q and A, DEAL, odd one out, quizzes, religious artefacts and opportunities to share real life experiences ensures all pupils can be fully involved in their learning.



# 9. Foundation 5



Foundation 5 is unique to Adswood Primary School. It is aimed at Year 5 and 6 learners in order to aid their transition between year groups and primary to secondary school. Beliefs and Values, P.E, Computing, Music and M.F.L are taught three afternoons a week by subject leads. This allows learners to move from class to class, develop relationships with numerous members of staff and enhance their knowledge and understanding of that subject. It is an excellent way to accelerate progress within these subjects.



	Monday		Wednesday		Thursday	
Mrs Lennon - R.E	YR 5 Yellow	YR 5 Green	YR 6 Blue	YR 5 Blue	YR 6 Green	YR 6 Yellow
Mr Smith - P.E	YR 6 Blue (Netball)	YR 5 Yellow (Netball)	YR 6 Yellow (Dodgeball)	YR 6 Green (Dodgeball)	YR 6 Blue (Dodgeball)	YR 5 Yellow (Dodgeball)
Miss Richardson - Computing	YR 5 Blue	YR 6 Blue	YR 6 Green	YR 6 Yellow	YR 5 Yellow	YR 5 Green
Miss Tracey - Music	YR 6 Green	YR 6 Yellow	YR 5 Yellow	YR 6 Blue	YR 5 Green	YR 5 Blue
Madame Holland - M.F.L	YR 6 Yellow	YR 6 Green	YR 5 Green	YR 5 Yellow	Year 5 Blue	Year 6 Blue
Adam/Ben P.E	YR 5 Green	YR 5 Blue	YR 5 Blue	YR 5 Green	YR 6 Yellow	YR 6 Green

# 10. Collective Reflection

In addition to Whole School/ Key Stage Assemblies, all classes at the end of each day participate in collective reflection. This can be through a mindfulness activity, story, video, Q and A session.



