



# Curriculum Policy

## RE



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# RE Policy

## What is our vision?

We believe that it is important that children are introduced to different world religions so that they can begin to understand the world around them. Through our Religious Education curriculum, children will develop their knowledge of different beliefs, values and traditions and enhance their spiritual, moral, cultural and social development.

## Curriculum Aims and Impact:

- Teach children to have religious and cultural respect for different faiths.
- Provide children with the opportunity to develop their personal spirituality through exploring other faiths.
- Help pupils develop an understanding of how faith informs and influences the way people live their lives.

## How do we achieve this?

- Year group outcomes are specified within the our curriculum document and seen below in the table in 'scheme of work'.
- RE vocabulary is taught discretely within each year group.
- The Lancashire Scheme of Work is progressive throughout the year groups.
- All children receive an RE lesson each week.

## Scheme of Work:

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>EYFS</b>	<b>Special times:</b> How and why do we celebrate? What times are special to different people and why?	<b>Special stories:</b> Why are some stories special? What special messages can we learn from stories?	<b>Special places:</b> What buildings and places are special to different people? OR What is special about our world?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1. What do people say about God?	<b>Christianity (God)</b> God The Father Prayer	<b>Christianity (Jesus)</b> The Nativity Story Beliefs about Jesus as God incarnate Christmas	<b>Islam</b> God as Creator Care for the Planet	<b>Judaism</b> God's Promise Noah Abraham Trusting in God	<b>Hindu Dharma</b> One God in Many Forms God in All Things Expressing Ideas about God	<b>Christianity (Church)</b> Baptism Belonging
Y2. How do we respond to the things that really matter?	<b>Christianity (God)</b> Creation Care for the Planet Harvest	<b>Christianity (Jesus)</b> Jesus as the Light of the World Symbolism of Light Advent and Christmas Celebrations	<b>Hindu Dharma</b> Devotion Worship and the Temple	<b>Islam</b> Submission and Gratitude Prayer	<b>Christianity (Church)</b> Worship The Church Use of Symbols	<b>Judaism</b> Moses Ten Commandments The Sabbath
Y3. Who should we follow?	<b>Christianity (God)</b> Prophets Service To God Inspirational People	<b>Islam</b> The Prophet Muhammed (PBUH) Zakah	<b>Christianity (Jesus)</b> Discipleship Following of the example of Jesus Helping others	<b>Christianity (Church)</b> The Holy Spirit Gifts of the Spirit Pentecost	<b>Sikhism</b> Guru Nanak The 10 Gurus Baisakhi	<b>Hindu Dharma</b> Religious Duty Hindu Scriptures (The Ramayana) Raksha Bandham

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4. How should we live our lives?	<b>Hindu Dharma</b> Vishnu Rama and Sita Diwali	<b>Christianity (God)</b> The Bible Christian Life – Guided by wisdom, teachings and authority	<b>Sikhism</b> The 5 Ks Equality The Gurdwara	<b>Christianity (Jesus)</b> Jesus in the Wilderness Lent Sacrifice	<b>Islam</b> The Five Pillars of Islam Ramadan	<b>Christianity (Church)</b> Parables Love for All
Y5. Where can we find guidance about how to live our lives?	<b>Christianity (God)</b> Sin Adam and Eve's disobedience Temptation and Morality	<b>Islam</b> The Qur'an The Night of Power	<b>Hindu Dharma</b> Krishna Holi	<b>Christianity (Jesus)</b> Miracles of Jesus Pilgrimage	<b>Christianity (Church)</b> The Trinity Use of symbols and metaphors The Worldwide Church	<b>Judaism</b> The Torah The Synagogue
Y6. Is life like a journey?	<b>Christianity (God)</b> Christian Rites of Passage Denominational Differences	<b>Hindu Dharma</b> Reincarnation Karma The 4 Ashramas	<b>Islam</b> The Ummah Hajj	<b>Christianity (Jesus)</b> Holy Week The Eucharist Denominational Differences	<b>Buddhism</b> The Buddha The Four Noble Truths The Eightfold Path	<b>Christianity (Church)</b> Salvation Forgiveness

The scheme of work followed is the Lancashire Agreed Syllabus. It covers all of the requirements of RE for primary education. RE is taught with one religion each term following the same 'Big Question' throughout the year. This question is different for each year group as can be seen in the table above.

### Resources:

The following resources are available to teaching staff to ensure that delivery fully meets our aims and vision for this subject area:

- The Lancashire Agreed Syllabus resources can be found at [www.lancsngfl.ac.uk](http://www.lancsngfl.ac.uk) by accessing Curriculum -> Religious Education and entering the password. This can be obtained from the coordinator.
- Boxes of resources are organised into each religion and can be found in the cupboard at the back of Year 6.

### Assessment – How do we assess skills and understanding?

Children are assessed progressively through three religions; Christianity, Hindu Dharma and Islam. Teachers will use assessment tasks as directed by the subject coordinator to assess children's knowledge throughout the year. One assessment task is to be completed in each religion following it being taught. Staff have documents to inform them of the specific expectations for their year group. Children will also be assessed during knowledge review weeks which will take place twice a year. This allows staff to recap any learning that has taken place so far and assess what the children have retained with reference to the Religious Education expectations for their year group.

This information is then recorded on our foundation subject data sheet. Children's assessment will be shared with parents within their End of Year Report.

### Inclusion and Safeguarding Considerations

The class teacher is responsible for considering IEPs of individual children before delivering an RE lesson. All work is appropriately differentiated to meet the needs of individual pupils. There may be some exceptions on religious grounds to children being withdrawn from certain lessons at the request of their parents.

### Other Points/Considerations:

Any members of staff who have requests for resources or assistance should discuss this with the RE coordinator.

### Monitoring and Review:

The music coordinator will complete an audit during each academic year. This will assess children's understanding of music within their year group and explore how music is being delivered. This will then inform and help develop the action plan for the following academic year. Any targets created will be shared with all staff members and then assessed during future audits. Guidance and support will be provided to staff members if they require it. This could be done by; discussing methods, teaching a lesson together, observing the music coordinator and providing feedback from any lesson observations.