

Lydney C of E Primary School

'A caring Christian community where every child achieves a love of life and of learning.'

R.E

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Intent

At Lydney C of E Primary School, our R.E lessons are intended to offer children a chance to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Britain and the wider world. We aim to help our children understand the way that religious beliefs shape our lives and our behaviour and we want to help them to develop the ability to make reasoned and informed judgements about religious and moral issues. We intend to provide all our children with the knowledge, understanding and skills needed to handle questions raised by religion and belief. This will enable them to reflect on their own ideas and ways of living. We want our children to make sense of a range of religious and non-religious beliefs in order to appreciate and appraise the significance of different ways of life, both locally and in the wider world. It is also our intention for children to make connections between religious and non-religious beliefs and to challenge ideas and evaluate thoughtfully, with increasing clarity and understanding. Being equipped with a secure level of knowledge will give all children the opportunity to develop culturally, emotionally, intellectually, socially and spiritually particularly as they go to secondary school and in their lives beyond.

Underpinning our R.E curriculum are our Christian values: trust, friendship, respect, forgiveness, courage and truthfulness and curriculum drivers. Our school values are promoted during our RE sessions and wherever possible the current value for the term will be made explicit and drawn on to help enhance the children understanding and learning.

World Aware: In RE teachers have the opportunity to plan and deliver lessons which are informative, engaging and challenging which allow children to gain a developing understanding of the range of religious and non-religious world views studied. The syllabus helps children to develop their own understanding of the world and it recognises and accounts for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world.

Spirituality: The Gloucestershire Agreed Syllabus for RE offers a coherent account of the value of spirituality in the lives of religious and non-religious people, including themselves. In RE children will explore a range of definitions of spiritual and spirituality, including their own ideas. They investigate what some people mean by 'living a spiritual life' or being a spiritual person.

Belonging: Children will reflect on their own ideas about the importance of love, commitment, community, belonging and belief today.

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Possibilities: In RE children will have the possibility to acquire and develop their knowledge and understanding of Christianity and the other principal religions represented in Britain and the wider world. Children will be encouraged to reflect upon other people's views, beliefs and opinions in a non-judgemental way. They will be encouraged to talk about their own beliefs and values and look at how these fit into their future aspirations.

Well-being: They will be encouraged to consider questions about identity, belonging and diversity, and learn what it means to live a life free from constraints. They will study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

Spirituality:

The lessons we teach have an intention of providing a high-quality, coherent and progressive experience of the subject, with scope for cross-curricular learning.

Implementation

We plan our religious education curriculum in accordance with the Gloucestershire Agreed Syllabus. The principal aim of Religious Education in Gloucestershire is to engage children with questions arising from the study of religion and beliefs, so as to promote their spiritual, moral, social and cultural development (Gloucestershire RE Agreed Syllabus). The Agreed Syllabus sets out three core elements which are woven together to provide breadth and balance within the teaching and learning about religions and beliefs. These three core elements are:

- Making sense of a range of religious and non-religious beliefs.
- Understand the impact and significance of religious and non-religious beliefs.
- Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

These elements set the context for open exploration of religion and belief. They offer a structure through which children can encounter diverse religious traditions alongside non-religious world views. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

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How is R.E taught?

R.E is a compulsory part of the basic curriculum for all Primary aged children. We plan our religious education curriculum in accordance with the Gloucestershire Agreed Syllabus. Alongside this we use the Understanding Christianity resource pack to help us plan and teach the units on Christianity that are set out in the Gloucestershire Agreed Syllabus. The class teacher uses plans for each lesson which contain the specific learning objectives for that lesson. RE is planned as a discreet subject and where appropriate is included in the teaching of the creative curriculum. The table below shows which units from the Gloucestershire Agreed Syllabus are taught when.

Year group/Term	1	2	3	4	5	6
EYFS	F4 Being Special: where do we belong?	F2 Why is Christmas special for Christians? (Incarnation) UC F2 Why do Christians perform nativity plays at Christmas? (Incarnation)	F6 What times/stories are special and why?	F3 Why is Easter special to Christians? (Salvation) UC F3 Why do Christians put a cross in an Easter garden? (Salvation)	F1 Why is the word 'God' so important to Christians? (God)	F5 What places are special and why?
1	1.2 Who do Christians say made the world? (Creation) Harvest UC 1.2 Who made the world? (Creation)	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like? (God) UC 1.1 What do Christians believe God is like? (God)	1.7 Who is Jewish and how do they live? (God/Torah/People)		1.9 How should we care for the world and for others, and why does it matter?
2	1.6 Who is Muslim and how do they live? (PART 1)	1.3 Why does Christmas matter to Christians? (Incarnation)	1.6 Who is Muslim and how do they live? (PART 2)	1.5 Why does Easter matter to Christians? (Salvation)	1.4 What is the 'good news' Christians believe Jesus brings? (Gospel)	1.8 What makes some places sacred to believers?

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			UC 1.3 Why does Christmas matter to Christians? (Incarnation)		UC 1.5 Why does Easter matter to Christians? (Salvation)	UC 1.4 What is the 'good news' Christians believe Jesus brings? (Gospel)	
3	L2.1 What do Christians learn from the creation story? (Creation) UC 2A.1 What do Christians learn from the creation story? (Creation)	L2.2 What is it like for someone to follow God? (People of God) UC 2A.2 What is it like to follow God? (People of God)		L2.9 How do festivals and worship show what matters to a Muslim? (badah)	L2.10 How do festivals and family life show what matters to Jewish people? (God/Torah/People of the Land)	L2.4 What kind of world did Jesus want? (Gospel) UC 2A.4 What kind of world did Jesus want? (Gospel)	L2.12 How and why do people try to make the world a better place?
4	L2.7 What do Hindus believe God is like? (Brahman/atman)	L2.3 What is the Trinity and why is it important for Christians? (Incarnation) Christmas UC 2A.3 What is the Trinity?		L2.8 What does it mean to be a Hindu in Britain today? (Dharma)	L2.5 Why do Christians call the day Jesus died 'Good Friday'? Easter (Salvation) UC 2A.5 Why do Christians call the day Jesus died 'Good Friday'? Easter (Salvation)	L2.6 For Christians, when Jesus left what was the impact of Pentecost ? (Kingdom of God) UC 2A.6 When Jesus left what was the impact of Pentecost ? (Kingdom of God)	L2.11 How and why do people mark the significant events of life?
5	U2.8 What does it mean to be a Muslim in Britain today? (Tawhid/iman/ibadah)	U2.3 Why do Christians believe Jesus was the Messiah? Christmas (Incarnation)		U2.1 What does it mean if Christians believe God is Holy and Loving? (God)	U2.9 Why is the Torah so important to Jewish people? (God/Torah/People of the Land)	U2.4 How do Christians decide how to live: 'What would Jesus do?' (Gospel)	U2.10 What matters most to Humanists and Christians? U2.11 Why do some people

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			UC 2B.4 Was Jesus the Messiah? (Incarnation)	UC 2B.1 What does it mean if God is Holy and Loving? (God) UC 2B.6 What did Jesus do to save human beings? (Salvation) Easter		UC 2B.5 'What would Jesus do?' (Gospel)	believe in God and some people not?
6	U2.7 Why do Hindus want to be good? (Karma/dharma/samsara/moksha)	U2.2 Creation & Science – Conflict or Complimentary? (Creation) UC 2B.2 Creation & Science – Conflict or Complimentary? (Creation)		U2.5 What do Christians believe Jesus did to 'save' people? (Salvation) Easter UC 2B.7 What difference does the resurrection make to Christians? (Salvation)	U2.6 For Christians, what kind of king is Jesus? (Kingdom of God) UC 2B.8 What kind of King is Jesus (Kingdom of God?)	UC 2B.3 How can following God bring freedom and justice? (People of God)	U2.12 How does faith help people when life gets hard?

EYFS

R.E sits firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. The children will have the opportunity to develop their emerging moral and cultural awareness. They will encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories and

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be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. We will encourage them to ask questions and reflect on their own feelings and experiences. They will use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

KS1

Children will develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will use basic subject-specific vocabulary, raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

KS2

Children will extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will be introduced to an extended range of sources and subject-specific vocabulary and be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. The children will learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Inclusion: We recognise the fact that all classes in our schools have children of differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Parents have the right to withdraw their child/children wholly or partly from Religious Education provided that they give the school written notification of their intention to do so. We would expect that parents would discuss this matter with the head teacher to ensure that they understand the aims and value of RE before honouring this.

We have special Harvest, Easter and Christingle services at the local church and year 6 children attend the leaver's service at Gloucester Cathedral. Classes are encouraged to visit local places of worship so that the children can have real life experiences of different places of worship. We invite people in to talk about their own faiths, beliefs and practices and children often celebrate different cultural

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festivals within their own classes. Children are also encouraged to help plan and deliver worship and they take an active role in helping the Open the Book team with re-enacting Bible stories during worship.

Focus on the core skills of reading/writing/maths: Opportunities for extended writing in R.E will be provided as it allows the children time to be critical, reflect and write in much more depth about their own ideas and ways of life and those of other people. Children will be encouraged to read extracts from the Bible and translations from other holy books and scriptures, as well as other informative and thought-provoking pieces of writing during RE sessions.

Impact

The impact of our RE teaching can be seen in many ways from speaking and listening activities, drama, art, dance, talking to our children and in children's' books. In EYFS, KS1 and KS2, we would expect to see progress, sustained learning and transferrable skills. As a result, children will show ambition, resilience and responsibility as they develop their knowledge and understanding. We envision our RE curriculum impacting on the children in the following ways:

- extend their knowledge and understanding of religions and beliefs
- develop a religious vocabulary and interpret religious symbolism in a variety of forms
- reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
- explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society
- Children are able to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding

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