



Our School Values – RESPONSIBILITY, PATIENCE, QUALITY, CO-OPERATION, TOLERANCE, ASPIRATION are threaded through our curriculum.

Links are made explicitly in short-term plans and our Values Progression grid.

<p>Aims</p>	<p>To inspire religious literacy in pupils; developing an understanding of how people of faith live, think and express their beliefs.</p> <p>According to the Lincolnshire Agreed Syllabus for 2018, good RE should:</p> <ul style="list-style-type: none"> • develop pupils’ knowledge and understanding of Christianity as well as other principal religions and world views • focus on concepts as well as content, within the context of enquiry based learning • explore authentic religious material, e.g. sacred texts • reflect diversity in terms of the changing religious landscape of the UK so that they are prepared for life in modern Britain • engage and challenge pupils • reflect pupils’ own experiences and provide a safe space for discussion • present religious belief as a real, lived phenomenon, not something exotic or belonging to the past • take into account the increase in the number of people with non-religious beliefs and identities • provide opportunities for personal reflection and spiritual development • help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others <p>Through RE, pupils should develop the skills of investigation and enquiry, critical thinking and reflection, empathy, interpretation, analysis and evaluation.</p>
	<p>EYFS</p> <p>Communication and language</p> <ul style="list-style-type: none"> • respond creatively, imaginatively and meaningfully to memorable experiences; • use a religious celebration as a stimulus and talk about the special events associated with it; • learn about important religious celebrations through artefacts, stories, music, etc. <p>Personal, social and emotional development (PSED)</p> <ul style="list-style-type: none"> • use some stories from religious traditions as a stimulus to reflect on their own experiences and explore them; • use role play as a stimulus and talk about some of the ways that people show love and concern for others and why this is important; • think about issues of right and wrong and how humans help one another; • demonstrate a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others; • show a developing respect for their own cultures and beliefs and those of other people; • show an understanding of what is right, wrong and why. <p>Literacy¹_{SEP}</p> <ul style="list-style-type: none"> • listen with enjoyment and respond to stories, songs, music, rhymes and poems and make up some of their own; • extend their vocabulary, exploring the meaning and sounds of new words. <p>Understanding the world</p> <ul style="list-style-type: none"> • begin to learn and become aware of their own cultures, beliefs and those of other people; • ask questions about religion and culture as they encounter them in everyday experiences; • visit places of worship, learn new words associated with these places and show respect towards them; • talk about similarities and differences between themselves and others, among families, communities and traditions. <p>Expressive arts and design</p> <ul style="list-style-type: none"> • explore and play with a wide range of media and materials and have opportunities and encouragement to share their thoughts, ideas and feelings through a variety of activities; • use religious artefacts as a stimulus to enable them to think about and express meanings associated with the artefact.

Concept	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Christianity	<ul style="list-style-type: none"> • what Christians learn about God and Jesus from Old and new Testament stories • the importance of key people and events • texts from the Bible which teach Christians how they should treat others and live their lives • the ways in which faith has inspired Christians to make a difference in the world • the role played by community in the Christian faith • the difference between worshipping with others and worshipping alone • the different ways in which Christians show devotion and commitment to God • what happens at key Christian festivals and why • ways in which churches are different • the meaning of actions and symbols associated with birth ceremonies • what belonging means to Christians • how the church has a role in bringing people together, e.g. during key festivals 	<ul style="list-style-type: none"> • how symbols in the Bible can be interpreted and how they help Christians to relate to God • that certain symbols and actions have spiritual significance and are an expression of belonging to the Christian faith • how symbolism in the story of the baptism of Jesus reveals something about the nature of God • that people can express their beliefs and feelings without using words • how the concept of the Trinity can be explained and why it is important to Christians • what Christians believe are the key attributes of God and how these are the same/different in other religions • that Christianity is a diverse world religion which expresses God's nature in many ways • the different ways in which Christians demonstrate their beliefs about God • how Christians reason about the existence of God and what sources of authority they use • common threads in Old and New Testament texts about how people should treat each other • why communal celebration during worship and festivals is important • why Christians value activities such as singing, praying and sharing key life events 	<ul style="list-style-type: none"> • how Bible teachings have influenced people to take individual and collective action, and the impact this has had • the role of religious leaders in the wider community • some of the outward signs of belonging which are meaningful to Christians • the names of some Christian denominations and their associated, beliefs and practices • the meaning of 'atheist' and 'agnostic'

	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Islam	<ul style="list-style-type: none"> • why the Qur'an is special to Muslims and how this is reflected in the way it is treated • what is meant by the Muslim belief in tawhid • why there are 99 names of Allah • how some stories about Muhammed and other Prophets help Muslims understand the power of God • the meaning of Iman, Sha'adah, Akhlaq • what Muslims believe about serving others and supporting the poor • how faith and belief is reflected in stories about inspirational Muslims • how faith is expressed in worship, at home and in the mosque, through the use of significant objects • what happens during key festivals such as Eid- ul-Fitr and Eid-ul-Adha • what Muslims do to celebrate the birth of a baby and the meanings attached to the actions carried out during the ceremony 	<ul style="list-style-type: none"> • what significant features in a mosque have links to belief and practice • how the Qur'an describes the attributes and nature of Allah • why the Five Pillars are important and how they bind the global Muslim community together • how and when Muslims pray in the mosque and what the symbolic actions mean • the significance of key actions carried out by individuals and collectively, e.g. fasting Hajj/Umrah, wudu • the important role played by the mosque and community, especially during special events and festivals 	<ul style="list-style-type: none"> • the importance of family life, roles and responsibilities • the meaning of key words such as tawhid, Iman, Ibadah, akhlaq and be aware of the significance of the Shahadah • that Muslims can show they belong to their faith in many different ways • the influence of some contemporary Muslims • that leaders of religions often work together • to promote good relations within the community • what the Hadith teaches about how people should be treated and how Muslims put personal and corporate responsibility into action
Hinduism		<ul style="list-style-type: none"> • the names of the key Hindu scriptures and some of their themes • that there are different kinds of 'truth' in stories • the significance of symbols in a mandir • that Hindus believe in one God who is symbolised in diverse forms with different images and names • why and how Hindus carry out rituals in the home • what different symbols/objects in the mandir and home represent and how they aid worship how music, story and art can express feelings, beliefs and values • why festivals and ceremonies are important to Hindus in terms of what they represent as well as being shared experiences • why Hindus make pilgrimages to some places considered to be sacred 	<ul style="list-style-type: none"> • that devotion to Brahman, respect for family, ancestors, the environment and all living things is central to Hindu belief and practice • what Hindus mean by the Trimurti and Sanatana Dharma • how the concept of dharma impacts on the way Hindus live their lives • that there are different ways in which Hindus achieve moksha • the meaning behind key ceremonies such as namkarna (birth), jatakarma (welcoming the baby into the family), ear piercing (karnavedha), mundane (first haircut), upananyana (sacred thread ceremony)

Additional Units			
Concept	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Places of worship	<ul style="list-style-type: none"> identify symbols, architecture, worship, diversity, practices, connections with key beliefs within places of worship (ideally in the local area) 		
Thankfulness	<ul style="list-style-type: none"> explore religious and non-religious beliefs about thankfulness and gratitude identify examples of religious festivals and practices that focus on saying thank you, e.g. Eid and Harvest 		
Big Questions		<ul style="list-style-type: none"> enquire into the 'big questions' asked by religions/belief systems, e.g. 'Who am I?', 'what is a good life?', 'does God exist?', 'is there life after death?', etc. 	
Pilgrimage		<ul style="list-style-type: none"> enquire into journeys carried out by religious people – motivations for the journey, key destinations, practices associated with the journey, key beliefs expressed by the journey, etc. consider local places of pilgrimage. 	
Expressing beliefs through the arts			<ul style="list-style-type: none"> recognise the importance of music as an expression of faith understand the relevance of certain colours within the Christian church identify the importance of patterns within Islam participate in the NATRE 'Spirited Arts' competition
Assessment /Evidence	<ul style="list-style-type: none"> Twinkl Assessments Short Written paragraph to show knowledge embedded from the topic KWL Mind Maps completed at the start and end of topic Photographs Videos Self & Peer Evaluations Quizzes/Hands up 	<ul style="list-style-type: none"> Tasks completed linked to Knowledge Organisers Comparison activities Completing an investigation or setting up own investigation Annotated written work/or photographs Scenario Discussions / What I know conversations.... (with teacher annotations) Drama Activities Topic summary "What I have learnt" 	