RE AT SHIPLEY

# Friendship, Faith, Future

**SUBJECT: RE**

Religious Education must be taught to all registered pupils in maintained schools. The legal requirements for teaching religious education are set out in the Education Act 1996 and School Standards and Framework Act 1998. The Act states that an agreed syllabus must reflect that Christianity is the main religious tradition while taking into account teaching and practices of other principal religions.

**INTENT**

The West Sussex Agreed Syllabus for Religious Education is used to plan RE lessons. Planning is supported by the Understanding Christianity resources to reflect the focus on Christianity. Pupils need to develop a wide lens, learning about at a range of religions and beliefs. They should develop curiosity and respect as well as understanding of different faiths. Learning is question led and there is a philosophical approach to discussions in RE; Philosophy 4 Children resources are used to support. Through the teaching of RE we aim to promote the spiritual, moral and cultural development of all pupils.

**IMPLEMENTATION**

We ensure that topics build on prior learning. There is a planned progression built into the scheme of work across each year group over year A and year B. An RE topic is taught every term, often as a blocked area of study rather than as a set of individual weekly lessons.

Religious Education in the Early Years Foundation stage is an integral part of the topic work covered during the year. We relate the RE aspects of the children’s work to the objectives set out in the Early Learning Goals which underpin the curriculum.

Years 1 to 6 follow the West Sussex Agreed Syllabus framework for long term planning. Medium term plans have been developed to support staff in planning, delivering and assessing the learning and teaching of RE. There are five key themes:

1. Core beliefs, ideas and symbols.
2. Expression of faith
3. Identity – daily life
4. Social action – putting beliefs into action

5) Ask big questions and make connections

Where possible, Place of Worship Trips are organised during the year to support and complement the work in school and to promote links with the local community. We aim to invite representatives of local religious groups to come into school and talk to the children in a sensitive manner. This also meets the requirements of British Values (tolerance and respect for those with different faiths and beliefs.)

Disadvantaged and SEND pupils are at the heart of all planning sequences in the school. Teachers use a range of strategies to ensure every pupil can access the learning including talk partners, scaffolds and prompts, visual representation, alternative ways of recording.

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| **Cycle A**  |
|  | **Autumn** | **Spring** | **Summer** |
| **EYFS** | What are special books and objects? (to Christians and to people of other faiths) | Why do Christians perform nativity plays at Christmas?Incarnation **UC)** | What are moral stories?(examples from a variety of religions including Christianity) | Why do Christians put a cross in an Easter garden?(Salvation **UC)** | Why is the word ‘God’ so important to Christians?(Creation **UC)** | Who are special people? (to Christians and people of other faiths) |
| **KS1** | What do we believe God is like? (Themes 5 of agreed syllabus KS1) | Why does Christmas matter to Christians?(Incarnation **UC)** | What is daily life like for a Hindu child in Britain?(Themes 3 of agreed syllabus KS1) | Why does Easter matter to Christians?(Salvation **UC)** | What is the good news that Jesus brings?(Gospel **UC)** | How do people decide what is right and wrong? (Theme 5 of agreed syllabus KS1) |
| **Y3/4** | What is the trinity?God **(UC)** | What is the trinity?Incarnation **(UC)** | What does it mean to be a Hindu in Britain today?(Themes 1-3 of agreed syllabus KS2) | Why do Christians call the day that Jesus died ‘Good Friday’?(Salvation **UC)** | When Jesus left, what was the impact of Pentecost?(Kingdom of God **UC)** | Who are ‘inspirational’ people of faith? |
| **Y5/6** | What does it mean if God is holy and loving?(God **UC)** | Was Jesus the messiah?(Incarnation **UC)** | What did Jesus do to save human beings?(Salvation UC) | What difference does the resurrection make for Christians? (Salvation **UC)** | What kind of king is Jesus?(Kingdom of God **UC)** | Why do some people believe in God or a divine being and not others? |

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| **Cycle B**  |
|  | **Autumn** | **Spring** | **Summer** |
| **EYFS** | AS CYCLE A |
| **KS1** | What do Christians believe God is like?(God **UC)** | Who was the Buddha? (Theme 1 of agreed syllabus KS1) | How do Muslims worship? (Themes 2 of agreed syllabus KS1) | What are moral stories?(examples from a variety of religions including Christianity) | Who made the world?(Creation **UC)** | How do people do good things to help others? (Themes 4 of agreed syllabus KS1)  |
| **Y3/4** | What is it like to follow God?(People of God **UC)** | How do individuals and communities of different faiths express their beliefs? (Theme 2 of agreed syllabus KS2) | What does it mean to be a Muslim in Britain today? (Themes 1-3 of agreed syllabus KS2) | What kind of world did Jesus want?(Gospel **UC)** | What do Christians learn from the Creation story?(Creation/fall **UC)** | Can people of different faiths work together to make the world a better place?(Themes 4 of agreed syllabus KS2) |
| **Y5/6** | How can following God bring freedom and justice?(People of God **UC)** | Who was the Buddha and why is he still known about today? (Themes 1-3 of agreed syllabus KS2)  | How does being a multi-faith society impact Britain’s culture and society?(Theme 4 of agreed syllabus KS2) | What would Jesus do?(Gospel **UC)** | Creation and science: conflicting or complimentary?(Creation/fall **UC)** | How do non-religious people make ethical and moral decisions?(Theme 5 of agreed syllabus KS2) |

**EYFS**

# Understanding the World

**ELG: People, Culture and Communities**

*Children at the expected level of development will:*

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Children are encouraged to use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live. Exploring others views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community. In finding out about others, children can explore faith through observing festivals and celebrations, sharing stories, visuals, toys and puppets, handling real artefacts, role play, books and discussion .

**IMPACT**

The impact of this curriculum will lead the children to have a growing understanding of ‘Our Place in the World’. Through their learning, the children will be able to make links between their own lives and those of others in their community and in the wider world. Through RE our children are developing an understanding of other people’s cultures and ways of life, which they are then able to communicate to the wider community. RE offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way.

 We measure the impact of our curriculum through the following methods:

* Pupil discussions and interviewing the pupils about their learning (pupil voice).
* Governor monitoring with our subject link governor.
* Annual reporting and tracking of standards across the curriculum.
* Photo evidence of the pupils’ practical learning.
* Foundation Assessments at the end of a unit of work.