

Confidence. Persistence. Getting Along. Organisation. Resilience.

RE Intent

At Edisford Primary School, we believe that RE is important in promoting spiritual, moral, social, cultural understanding. More than this, it cultivates understanding of cultural diversity and the intellectual development of pupils. Pupils learn that human life is not just about the material and become open to the possibility of transcendent or spiritual life. Through a study of different religions and Christianity, they explore experiences in not only their own life, but in others' lives, too. They learn the Edisford ethos, which is to be tolerant of others, approaching other people's beliefs, actions and feelings with sensitivity and respect. This enables them to contribute to a more cohesive community, where people of different religions and of no religion, can live well together. This in turn enables them to cope with the responsibilities and experiences of adult life.

Aims

The principal aim of Religious Education in school is to support pupils' personal search for meaning by engaging enquiry into the question, 'What is it to be human?' – exploring answers offered by religion and belief. We use the Lancashire Agreed Syllabus for RE to plan our RE Weeks. Children cover Christianity and a range of other religions.

Building upon this we aim to:

1. Provide opportunities for all pupils to learn and achieve through an ambitious, coherently planned, broad and balanced curriculum.

- The school RE curriculum should develop an enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all.
- Provide rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills.
- Enable pupils to think creatively and critically, to solve problems and to make a difference for the better.

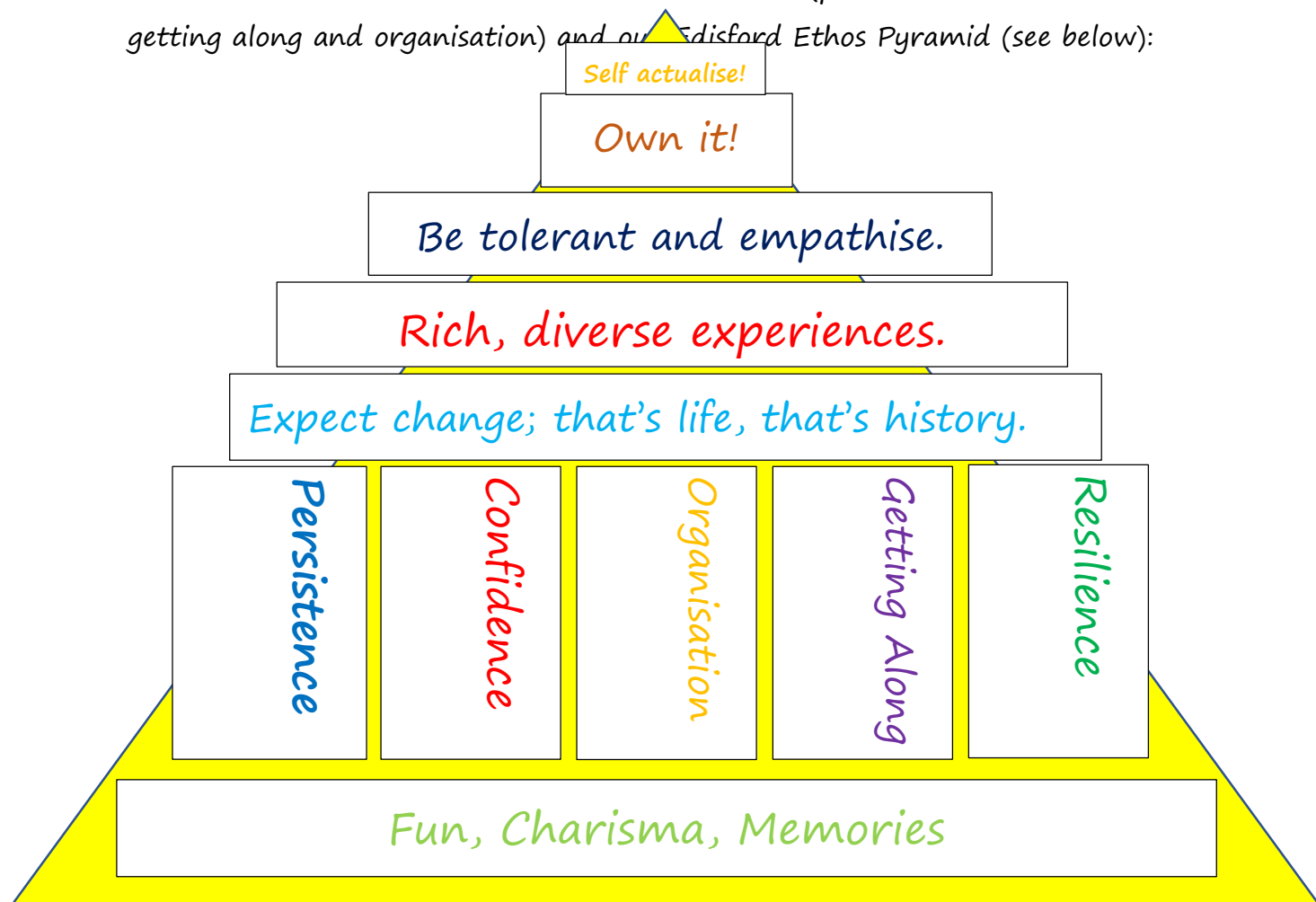
2. Through the RE curriculum, promote pupils' spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life

- Help pupils develop principles for distinguishing between right and wrong.
- Develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.
- Promote equality of opportunity and enable pupils to challenge discrimination and stereotyping.
- Develop pupils' ability to relate to others and work for the common good.
- Use RE to prepare for the opportunities of adult life and for lifelong learning
- Enable pupils to respond positively to opportunities and responsibilities, manage risk and cope with change.

Implementation

Teaching Methods

1. Through assemblies – children listen to a range of stories which teach different aspects of our Edisford ethos, promoting spiritual, moral, social and cultural understanding. This is linked to our five characteristics for success (persistence, confidence, resilience, getting along and organisation) and our Edisford Ethos Pyramid (see below):



2. RE Weeks – these run three times a year. Children cover 12 RE objectives during these weeks (two units) e.g. Autumn RE Week: Autumn 1 & 2 units.

Long Term Plans:

Early Years and Key Stage 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Why are some things special?	Special times: How and why do we celebrate? What times are special to different people and why?		Special stories: Why are some stories special? What special messages can we learn from stories?		Special places: What buildings and places are special to different people? OR What is special about our world?	
Y1: What do people say about God?	Christianity (God) Why do Christians say that God is a 'Father'? God the Father, prayer.	Christianity (Jesus) Why is Jesus special to Christians? The nativity story, beliefs about Jesus as God incarnate, Christmas.	Islam How might beliefs about creation affect the way people treat the world? God as creator, care for the planet.	Judaism Why might some people put their trust in God? God's promise, Noah, Abraham, trusting in God.	Hindu Dharma What do Hindus believe about God? one God in many forms, God in all things, expressing ideas about God.	Christianity (Church) How might some people show that they 'belong' to God? Baptism, belonging.
Y2: How do we respond to the things that really matter?	Christianity (God) Does how we treat the world matter? Creation, service to the planet, Harvest.	Christianity (Jesus) Why do Christians say Jesus is the 'Light of the World'? Jesus as the light of the world, symbolism of light, Advent and Christmas.	Hindu Dharma How might people express their devotion? Devotion, worship in the home and temple.	Islam Why do Muslims believe it is important to obey God? submission and gratitude, prayer.	Christianity (Church) What unites the Christian community? Worship, the church, use of symbols.	Judaism What aspects of life really matter? Moses, Ten Commandments, the Sabbath.

Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3: Who should we follow?	Christianity (God) How (and why) have some people served God? Prophets, service to God, inspirational people.	Islam Why is the Prophet Muhammad (pbuh) an example for Muslims? The Prophet, Muhammed (pbuh), Zakah.	Christianity (Jesus) What does it mean to be a disciple of Jesus? Discipleship, following the example of Jesus, helping others.	Christianity (Church) What do Christians mean by the 'Holy Spirit'? The Holy Spirit gifts of the spirit, Pentecost.	Sikhism Why are the Gurus important to Sikhs? Guru Nanak, The 10 gurus, Baisakhi.	Hindu Dharma Why is family an important part of Hindu life? religious duty, Hindu scriptures (the Ramayana), Raksha Bandhan.
Y4: How should we live our lives?	Hindu Dharma What might a Hindu learn through celebrating Diwali? Vishnu, Rama and Sita, Diwali.	Christianity (God) How and why might Christians use the Bible? The Bible, Christian life – guided by wisdom, teachings and authority.	Sikhism How do Sikhs express their beliefs and values? the 5 Ks, Equality, the Gurdwara.	Christianity (Jesus) Is sacrifice an important part of religious life? Jesus in the wilderness, Lent, Sacrifice.	Islam Why do Muslims fast during Ramadan? The Five Pillars of Islam, Ramadan.	Christianity (Church) What does 'love your neighbour' really mean? Parables, love for all.
Y5: Where do we find guidance about how to live our lives.	Christianity (God) Why is it sometimes difficult to do the right thing? Sin, Adam and Eve's disobedience, temptation and morality.	Islam Why is the Qur'an so important to Muslims? The Qur'an, The Night of Power.	Hindu Dharma What might Hindus learn from stories about Krishna? Krishna, Holi.	Christianity (Jesus) What do we mean by a miracle? miracles of Jesus, pilgrimage.	Christianity (Church) How do people decide what to believe? The Trinity, use of symbols and metaphors, The Worldwide Church.	Judaism Do people need laws to guide them? The Torah, the synagogue.
Y6: Is life like a journey?	Christianity (God) How do Christians mark the 'turning points' on the journey of life? Christian rites of passage, denominational differences.	Hindu Dharma Is there one journey or many? Reincarnation, Karma, the 4 ashramas.	Islam What is Hajj and why is it important to Muslims? The Ummah, Hajj.	Christianity (Jesus) Why do Christians believe Good Friday is 'good'? Holy Week, The Eucharist, denominational differences.	Buddhism What do we mean by a 'good life'? The Buddha, The Four Noble Truths, The Eightfold path.	Christianity (Church) If life is like a journey, what's the destination? Salvation, Forgiveness.

3. People Skills Endeavour – children learn about diversity and the lives of others e.g. retirement home visits, visits to the local community centre to entertain and help out, learning about homelessness, learning about how to look after and care for ourselves, being tolerant of each other's beliefs, mixing in different diverse groups to our class, visits with other schools with contrasting catchments.

**See People Skills Endeavour Badge Plan*

Impact

We measure the impact of our RE in a number of ways:

- i) Observations and walk-throughs during our RE Weeks
- ii) Work scrutiny
- iii) Pupil interviews
- iv) RE assessments using the assessment framework twice a year.

Continual Improvement

We follow a continuous improvement cycle, identifying successful areas and areas for improvement, tweaking where necessary to ensure all children's needs are met.