



INTENT

At Furness Vale Primary and Nursery School, our RE curriculum is designed to engage and enthuse learners. We believe that it is an essential area of study which ensures that children are well prepared for life in a world where there are a multitude of viewpoints. It is designed to encourage empathy and enable children to draw connections between religions thus appreciating our differences as well as our similarities. We aim to develop children’s understanding of world faiths as well as other beliefs; to appreciate the ways religious beliefs shape life and behaviour and to discuss challenging questions about meaning and purpose in life, differing beliefs, issues of right and wrong and what it means to be human. This supports our whole school vision of helping the children to develop an enquiring mind in a safe but challenging context. As a school we follow the locally agreed syllabus for RE on a spiral based 2 year cycle. It is very important that pupils are provided with subject specific knowledge regarding a variety of religions so that they have a strong foundation of key concepts, beliefs, practices and vocabulary associated with each. As they progress throughout our school, they will continue to build on their knowledge and understanding while applying subject specific skills at a deeper level.

IMPLEMENTATION

EYFS

We know how important it is for our children to start to experience learning about religion at the earliest opportunity by introducing them to this in Foundation Stage through stories and role plays which provide exposure through the environment and promotes discussion. Children in EYFS encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They enjoy listening to and talking about stories. Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Their work is mainly recorded with photographs and comments made by the children that are recorded.

KS1

During this key stage, pupils are taught the knowledge, skills and understanding through religion and belief as well as wider learning themes. RE is taught following the RE Today scheme of work which is based upon Derbyshire’s Locally Agreed Syllabus. They are introduced to other principle religions (Islam, Judaism and Christianity) and can reflect on prior learning as they progress through the units. They recognise how belonging to a religion is important to people and can impact on their lives. Children explore how religious beliefs and ideas are expressed and begin to establish a religious vocabulary and suggest meaning for religious symbols. Children explore a range of religious texts and stories and talk about their meaning. Children learn about a range of celebrations, teachings and traditions in religions, noting similarities and differences. Through the teaching of RE we hope that children will learn to reflect on what matters to them and others who hold religious views. They will think about the moral values of right and wrong and recognise there are similarities and differences between theirs and others lives. We aim to give children the confidence to communicate their ideas and ask and respond to questions. We have created a two year cycle for Key Stage One ensuring all of the topics are covered in sufficient depth. In creating this cycle, it provides us with the flexibility to teach two year groups the same content while ensuring their key knowledge, vocabulary and critical skills follow a spiral developmental process.

LOWER KS2

RE is taught weekly following the RE Today Scheme of work which is based upon Derbyshire's Locally Agreed Syllabus every other half term. During this key stage, pupils are taught the knowledge, skills and understanding through deeper enquiry into known religions (Christianity, Islam, Judaism and Hinduism). At the start of each topic and lesson teachers spend some time re-capping on knowledge acquired previously. Children are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Children reflect on what different people believe about God and identify some similarities and differences between ideas about what God is like in different religions. They are encouraged to ask questions and suggest some of their own responses to ideas about God. Children look at religious texts in greater detail – chiefly the Bible – exploring questions about what the Bible says and how it is used and valued in Christian communities today. Building on prior learning, children continue to look at festivals and celebrations in different faiths: chiefly Easter, Divali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam. Pupils begin to understand how celebration reminds believers of key beliefs and gives time to focus on beliefs and commitments and celebrating as a believing community. The focus is on the key elements of festival-shared values, story, belief and hopes and commitments. Children focus particularly on key aspects of Hindu and Christian belief and worship focusing on what they do at home, in church and in the wider community. Pupils think about what it means to be a Christian and Hindu in Britain today and are encouraged to make links between different practises. We encourage our learners to develop a positive attitude towards other people who hold religious beliefs different from their own. We think about different religious leaders such as Jesus. We have created a two year cycle for key stage two ensuring all of the topics are covered in sufficient depth. In creating this cycle, it provides us with the flexibility to teach two year groups the same content while ensuring their key knowledge, vocabulary and critical skills follow a spiral developmental process. Children's work is recorded in a shared class RE book and comments made by the children are recorded by the teacher to show progress and attainment.

UPPER KS2

RE is taught weekly following the RE Today Scheme of work which is based upon Derbyshire's Locally Agreed Syllabus every other half term. In year five and six, pupils will extend their knowledge and understanding of religions and worldviews. They will recognise their local, national and global contexts. They will be encouraged to be curious. We want them to ask increasingly challenging questions about religion, belief, values and human life. Pupils will learn to express their own ideas. This will be by identifying relevant information, selecting examples and giving reasons to support their ideas and views. Children learn in depth from different religious and non-religious groups about belief in God. Pupils will consider why people do or do not believe in God and the impact this has on their everyday lives. Pupils learn in depth from different religious and spiritual ways of life and especially about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas. Building on previous work, pupils learn in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings. Pupils learn about the various purposes of a place of worship as well as how believers see these places. Pupils think about the idea of God's presence on earth and in believers' lives. Opportunities to debate are given, including of the key question, to offer pupils a chance to reflect for themselves on the value and purpose of places of worship in religion. We have created a two year cycle for key stage two ensuring all of the topics are covered in sufficient depth. In creating this cycle, it provides us with the flexibility to teach two year groups the same content while ensuring their key knowledge, vocabulary and critical skills follow a spiral developmental process. Children's work is recorded in

their own RE book and we try to ensure opportunities for longer pieces of writing as well as links to other subjects.