

# Abbey Academies Trust



Every Child Matters

## POLICY

For

## RELIGIOUS EDUCATION

Amended

September 2016	September 2022	
February 2020		
April 2021		

Every Child Matters within a loving and caring Christian environment

*'All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work.'*  
2 Timothy 3:16-17

## **Our Academy Vision**

We have a vision of a community in which each person is offered the opportunity to fulfil their potential and to understand themselves to be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all members of the school community. As inclusive and caring church schools, our commitment is to help pupils become thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world.

“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can.”

**John Wesley**

Our mission statement:

**‘Striving for excellence whilst caring for all within a loving and caring Christian environment.’**

Our vision and curriculum are based on five core values of:

Integrity  
Equality  
Respect  
Care  
Inclusion

We affirm our belief that children are created in the image of God but also value their individuality as they explore their own God given talents and are treated with respect and dignity at all times.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs (Cultural Capital). We believe that our broad and balanced curriculum, underpinned by the Christian narrative and Christian, British and life values, plays a major part in delivering excellence which permeates through every element of school life. The achievements, the development of character, attitudes and well-being of all our children matter and we have high expectations for every single member of our school community.

As a UNICEF RRS (Rights Respecting School) this policy upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 2: Everyone has equal rights whatever their race, religion, ability, whatever they think or say or whatever their family.

Article 14: Every child has the right to follow their own religion.

Article 29: Every child has the right to be the best they can.

## **INTENT** - What are the aims and principles of Religious Education?

Our overarching aims in RE are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts

**“I know the plans I have for you, declares the Lord, plans to prosper you and not harm you, plans to give you hope and a future.” Jeremiah 29:11.**

We actively seek to overcome the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity and inclusivity must be a reality for our children. We recognise the importance of equality of opportunity as a reality for our children. We make this a reality through the attentions we pay to the individuals and groups of children within our schools.

In a world of confusion and shifting values, children need accurate information and a helpful environment in which they can explore and form their own values and develop skills to deal with life's joys, sorrows and questions.

Religious Education provides opportunities for our pupils:

- To develop their religious literacy. We understand religious literacy to be the ability to hold balanced and well-informed conversations about religion and belief
- To develop children's knowledge and understanding of, and their ability to respond to, Christianity and other principal religions represented in Great Britain
- To explore issues within and between faiths to help children understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individual, societies, communities and cultures
- To consider questions of meaning and purpose in life
- To learn about religious and ethical teaching, enabling children to make reasoned and informed judgements on religious and moral issues
- To develop children's sense of identity and belonging, preparing them for life as citizens in a multicultural society
- To develop enquiry and response skills through the use of distinctive language, listening and empathy
- To reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses

## **THE CONTEXT OF OUR ACADEMY TRUST**

As Church of England schools, we recognize the core place that RE occupies in relation to our Church vision, Christian narrative and Church school distinctiveness.

Within our Academies Trust we believe in a Christian ethos whilst welcoming all. We understand that as Church Schools we are in a unique position to develop a clearer understanding of the ways in which our vision and values can be reflected within the whole curriculum of the school. We not only encourage our pupils to strive for excellence in the core subjects, but to broaden their education, to embrace and develop the concepts of faith and spirituality, of hope and charity and to enable them to make more informed decisions later in life as broad-minded and knowledgeable world citizens.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British Values, including respect for all and respect and tolerance of different faiths and beliefs. We challenge all forms of prejudice and we seek RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of the SMSC to this subject alone.

We have close links with our Parish Church and the other Churches in our localities. Our school is inclusive and accepts children regardless of background or special need and our intake of pupils is representative of all sections of the Bourne community. We recognize that we are in a unique position to enable our pupils to develop a clearer understanding and identification of ways in which Christian, British, moral and other faith values can motivate and build relationships between all members of our community.

We believe that the enduring and renewing values that underpin the Big Story of Christianity may be considered to be even more relevant within our fast changing and ever-growing society. The concepts of respect and care are central to the way we live our lives.

We recognize the variety of religious and non-religious backgrounds from which our pupils come. We welcome diversity and aim to be sensitive to the home background of each child. We understand that RE does not seek to urge religious beliefs on children nor to compromise the integrity of their own beliefs by promoting one religion over another.

The communal life of our school, and the role of every educator within them, continues to be highly significant. Unless the Trust models examples of personal maturity, good human relationships, successful communications and interest in one's surroundings, achievement of the broader aims of RE become impossible. Similarly, an atmosphere in which it is accepted that religions and religious beliefs can be a genuine and important dimension of human life will foster the achievement of the more specific aim of a tolerant understanding of religious believers and institutions.

The Trust recognises that Religious Education is not the same as Collective Worship, which has its own place within our Trust. (see Collective Worship policy)

Abbey Academies Trust (AAT) recognises the individual contexts of the academies/schools within the Trust. The RE curriculum is tailored to the needs of the children at individual school.

RE within the AAT is provided within legal requirements:

- We deliver RE in accordance with the Church of England Education Office's Statement of Entitlement.
- The Basic Curriculum includes provision for RE for all pupils registered on the school roll, including those in Reception classes who are less than five years old
- The content of RE reflects that the religious traditions of the United Kingdom of Great Britain and Northern Ireland are, in the main, Christian. It also reflects the teaching and practices of the other principal religious traditions represented in the United Kingdom.

## **TIME ALLOCATION**

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report 1994. We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2. This time is arranged as discrete 75 minute long (for KS2) or hour-long (for KS1) lessons per week/in a range of ways, including discrete weekly/fortnightly lessons and RE days. RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals. RE curriculum time does not include values lessons, collective worship or assembly.

## **IMPLEMENTATION** - How do we do this?

### **TEACHING AND LEARNING STYLES**

Wherever possible, pupils are actively engaged in exploratory and experimental learning including opportunities to:

- observe religious artefacts, paintings, books, photos, pictures etc
- gain first-hand knowledge through direct questioning
- studying sacred texts and stories
- visit places of worship in a planned and structured way
- meet and talk to believers of various faiths in a planned and controlled situation

Learning is geared to more than the accumulation of factual knowledge and personal experiences. Opportunities for analysis are especially important and must be given to enable the child to develop those insights and deeper perceptions that lead to understanding.

RE is equally concerned with understanding the feelings and attitudes of others. This requires both openness and sensitivity, and a degree of imagination in order to empathise with and see the world through the eyes of another person.

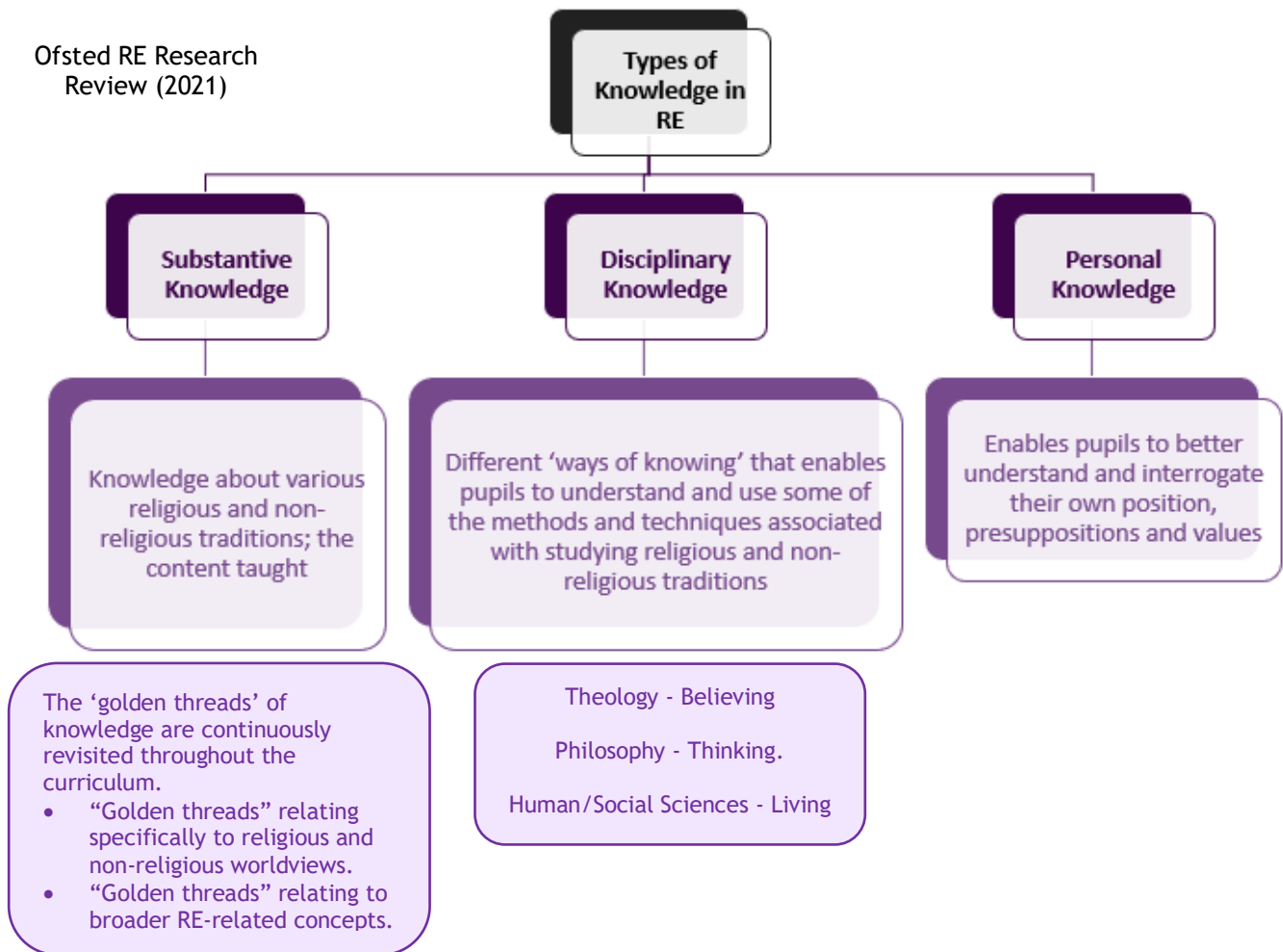
Our RE curriculum follows the Lincolnshire Agreed Syllabus supplemented by the Understanding Christianity resource. During RE in the Foundation Stage, Key Stage 1 and 2, pupils have the opportunity to know about and understand a range of religions and worldviews, express ideas and insights about the nature, significance and impact of religions and worldviews and gain and deploy the skills needed to engage seriously with religions and worldviews.

The children acquire and apply knowledge and understanding of: Christianity, Islam, Hinduism, Buddhism, Judaism, Sikhism, Atheism and Humanist and how these religions, faiths and beliefs influence individuals, communities, society and the world around them.

<b>Believing (Theology)</b> <i>Key focus on the sources of authority (including, but not limited to, texts) from which people draw their beliefs</i>	<b>Living (Human/Social Sciences)</b> <i>Key focus on the ways in which context affects ways of living</i>	<b>Thinking (Philosophy)</b> <i>Key focus on different way of seeking knowledge and wisdom</i>
<b>Teaching Approaches</b>	<b>Teaching Approaches</b>	<b>Teaching Approaches</b>
Talking with a range of people (including those within the <i>same</i> religious/non-religious worldviews) to explore where their beliefs come from (e.g. sacred texts, family, key figures of authority, etc.)	Engaging with a range of data that might tell pupils something about the lived reality of religious and non-religious worldviews, e.g. images, videos, music, artefacts, buildings, census data, maps	Learning about different ways of seeking knowledge/wisdom, e.g. using the senses, engaging with sources of authority, individual conscience, etc.
Interpreting texts using similar skills to those used in English/History (e.g. VIPERS, Talk 4 Writing, vocabulary, etymology, etc.)	Analysing this data to explore how different people (including those within the <i>same</i> religious/non-religious worldview) live it differently	Developing skills of reasoning by learning how to construct a coherent argument, and thinking about different forms of evidence and their relative strengths and weaknesses

## TYPES OF KNOWLEDGE IN RE

Ofsted RE Research  
Review (2021)



We understand that Disciplinary Knowledge needs to provide a balance between three disciplines. These are:

- Theology
- Philosophy
- Human/Social Sciences

**Theology:** This is about **believing**. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

**Philosophy:** This is about **thinking**. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.

**Human/Social Sciences:** This is about **living**. It explores the diverse ways in which people practice their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

## VALUES AND ATTITUDES

We embed Christian Values to ensure they permeate through our policies and every aspect of the children's learning and lives. Made in the image of God, we all deserve to be the best we can be regardless of background, faith and ability.

Children are given opportunities to:

- work with others, listening to each other's ideas, and treat others with respect
- consider their own experiences, attitudes and values, and those of other people
- develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available
- identify puzzling questions and suggest answers

- develop their understanding of why certain things are held to be right or wrong
- relate to moral and religious issues
- explore and express personal values, feelings and choices
- experience stillness and periods of quietness, silence or being alone
- evaluate their experiences and discoveries
- express themselves through movement, dance, poetry, music or in other creative media
- develop appropriate behaviour and responses when dealing with what is special, important, precious or sacred to themselves and others

## **SKILLS**

Pupils will develop key skills in RE in order to enhance learning and this is evident across key stages:

- Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts
- Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences
- Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others
- Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols
- Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions
- Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue

**IMPACT of RE** - We aim for our pupils to:

- Know more and remember more (Substantive Knowledge)
- Make the best possible outcomes and progress
- Have a positive attitude to all aspects of the RE curriculum and their learning in all areas.
- Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews (Disciplinary Knowledge)
- Develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own (Personal Knowledge)
- Develop an understanding of the way in which beliefs impact on the individual (Disciplinary Knowledge)
- Enhance their spiritual, moral, social and cultural development by considering the 'big questions' raised in RE lessons (Personal Knowledge)
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts (Disciplinary Knowledge)
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK (Personal Knowledge)
- Respond to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience (Personal Knowledge)
- Articulate how and whether things make sense (Disciplinary Knowledge)
- Develop their sense of identity and belonging in the world, preparing them for life as citizens in a multi-cultural global society (Personal Knowledge)

## **RESOURCES**

We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of high-quality RE. Our wide range of resources are stored in an appropriate and sensitive manner.

## **ASSESSMENT**

We appreciate that assessment should focus on pupils and the ways in which the curriculum and its implementation is enabling our pupils to make progress.

The Ofsted RE research Review (May 2021) outlined three core types of knowledge that children develop through the teaching of RE:

Substantive Knowledge – knowledge about various religious and non-religious traditions; the content taught  
**Do pupils know what we think they should know?**

Disciplinary Knowledge – different ‘ways of knowing’ that enables pupils to understand and use some of the methods and techniques associated with studying religions and non-religious traditions

**Are pupils building confidence in the specialised knowledge in RE?  
Are pupils developing the specialised skills in RE?**

Personal Knowledge – Enables pupils to better understand and interrogate their own position, presuppositions and values. Due to the nature of personal knowledge, this sits outside of the realms of assessment.

Pupils need time to make progress in RE and we appreciate assessment processes must reflect this.

Summative assessment: There will be one summative judgement on pupil progress in RE per year.

Formative assessment: There will be regular formative ‘knowledge checks’ throughout the year to ensure pupils are acquiring or developing the knowledge we think they should be getting from their RE lessons.

Evidence of pupil progress and attainment in RE can come from a wide variety of sources and will not be limited to retrieval activities like the ‘knowledge checks’ but will include them.

## **MONITORING**

Religious Education is monitored through:

- Work and planning monitoring (including monitoring of Statutory Requirements for RE) by the RE and CW leaders, Senior Leadership Team, Governors/Trustees and the Diocesan RE Adviser
- Drop-ins by the RE and CW leaders
- Pupil Interviews
- Summative and formative assessment
- Moderation across the Trust

Other Relevant Documents

Policies:

Teaching, learning and curriculum policy

SMSC Policy

Collective Worship Policy

Curriculum Maps:

Whole school RE overview

Whole school Lincolnshire Agreed Syllabus and Understanding Christianity Syllabus Spiral Curriculum



## **WITHDRAWAL FROM RE**

We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. Parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, it is required that written notice be sent to the Executive Headteacher.

Should a parent/guardian request that their child be withdrawn from RE, endeavours will be made to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, there will be no attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, but should not incur any additional cost in doing and is not obliged to provide alternative work.

Any enquiries regarding the withdrawal from RE should be directed to the RE and Collective Worship leaders in the first instance and thereafter to the Head of School.

The RE curriculum provided is in accordance with the Lincolnshire Locally Agreed Syllabus supplemented by the Understanding Christianity resource.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>LAS EYFS Unit Myself [<i>Introduce people who belong to a religious group</i>]</p> <p><b>Key Vocab</b> Christian Muslim Jew Hindu God</p>	<p>LAS EYFS Unit Special people to me [<i>Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.</i>]</p> <p><b>Incarnation</b> UC F2 (core) Why do Christians perform Nativity plays at Christmas?</p> <p><b>Key Vocab</b> Vicar Imam Rabbi Jesus Muhammad God</p>	<p>LAS EYFS Unit Our special books [<i>Introduce stories from religions and important books for members of a religious group; think about ways in which religious people treat their special books</i>]</p> <p><b>Key Vocab</b> Bible Qur'an Torah</p>	<p><b>Salvation</b> UC F3 (core) Why do Christians put a cross in an Easter garden?</p> <p><b>Key Vocab</b> Christian Jesus God Easter Cross</p>	<p><b>Creation</b> UC F1 (core) Why is the word 'God' so important to Christians?</p> <p><b>Key Vocab</b> Christian God Creation Care Responsibility</p>	<p>LAS EYFS Unit Our beautiful world [<i>Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment</i>]</p> <p><b>Key Vocab</b> Muslim Jew Hindu God Creation Care Responsibility Beautiful</p>
<p><b>Why this?</b> <b>Why now?</b></p>	<p>At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.</p>	<p>Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians.</p>	<p>At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.</p>	<p>Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.</p>	<p>This builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail.</p>	<p>Having learned about the Christian story of creation, this unit broadens the pupils' understanding of different ways in which religious and non-religious people understand and engage with the natural world.</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><b>God</b> UC 1.1 (core) What do Christians believe God is like?</p>	<p><b>Creation</b> UC 1.2 (core) Who do Christians believe made the world?</p>	<p>LAS KS1 Compulsory God – Islam Believing [How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]</p>	<p>LAS KS1 Compulsory Community – Islam Living [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]</p>	<p>LAS KS1 Additional Places of worship (including Christianity) Believing, Living, Thinking [Choose three key objects, features or symbols and look at: what they tell us about beliefs about God/humans/the world around them how they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam]</p>	
<p><b>Why this?</b> <b>Why now?</b></p>	<p><i>Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.</i></p>	<p><i>Building on learning in the previous term, pupils explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God.</i></p>	<p><i>Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God).</i></p>	<p><i>Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).</i></p>	<p><i>Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years.</i></p>	

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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 2</b>	<p><b>LAS KS1 Compulsory</b>            Being Human – Islam  <i>Believing</i>  <i>[What does the Qur’an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]</i></p>	<p><b>LAS KS1 Compulsory</b>            Life Journey – Islam  <i>Living</i>  <i>[What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]</i></p>	<p><b>LAS KS1 Additional</b>  <i>Thankfulness (including Christianity)</i>  <i>Believing, Living, Thinking</i>  <i>[Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</i></p>		<p><b>Salvation</b>            UC 1.5 (core)            Why does Easter matter to Christians?</p>	<p><b>Incarnation</b>            UC 1.3 (core)            Why does Christmas matter to Christians?</p>
<b>Why this? Why now?</b>	<p><i>Building on the learning from Year 1, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).</i></p>	<p><i>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.</i></p>	<p><i>Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.</i></p>	<p><i>In this term, pupils have the opportunity to explore in depth the story of Jesus’ crucifixion and resurrection as something for which Christians express gratitude.</i></p>	<p><i>Pupils have the opportunity to explore in more depth the key figure of Jesus, making connections between Jesus’ early years and his adult life (explored in the previous term).</i></p>	

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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	<p><b>LAS KS2 Compulsory</b>            God – Hinduism  <i>Believing</i>            [How are deities and key figures described in Hindu sacred texts and stories?            What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]</p>	<p><b>LAS KS2 Compulsory</b> God – Islam  <i>Believing</i>            [What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</p>	<p><b>God/Incarnation</b>            UC 2a.3 (core and digging deeper) What is the Trinity?</p>		<p><b>Salvation</b>            UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'?</p>	<p><b>LAS KS2 Additional Big Questions</b> (including Christianity):            What does it mean to live a good life? <i>Believing, Living, Thinking</i>            [Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody]</p>
<b>Why this? Why now?</b>	<p><i>In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam at KS1.</i></p>	<p><i>In this unit, pupils build on their learning about Muslim beliefs about Allah (God) in KS1. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to compare and contrast with Hindu beliefs about God.</i></p>	<p><i>In this unit, pupils build on their learning about Christian beliefs about God in KS1 with a key focus on the Christian understanding of God as Trinity. There are also opportunities to compare and contrast with learning in autumn term on Hindu and Muslim beliefs about God.</i></p>		<p><i>In this unit, pupils build on their learning in spring term by exploring the second person of the Trinity (God the Son, Jesus) in more depth. In particular, they explore reasons why Christians understand the crucifixion to be a 'good' think.</i></p>	<p><i>Having explored why Christians believe the crucifixion of Jesus is a 'good' thing, pupils develop their learning by investigating different ways in which religious and non-religious people articulate what they mean by a 'good' life.</i></p>

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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 4</b>	<p><b>LAS KS2 Additional Big Questions (including Christianity):</b>  <i>Why do we celebrate? Believing, Living, Thinking</i>  <i>[What different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?]</i></p>	<p><b>LAS KS2 Compulsory</b>            Community – Hinduism <i>Living</i>  <i>[How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community?]</i></p> <p><i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p>	<p><b>LAS KS2 Compulsory</b>            Community – Islam <i>Living</i>  <i>[How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?]</i></p> <p><i>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</i></p>	<p><b>Creation</b>  <b>UC 2a.1 (core)</b> <i>What do Christians learn from the creation story?</i></p>	<p><b>LAS KS2 Additional</b>  <i>Pilgrimage (including Christianity) Believing, Living, Thinking</i>  <i>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</i></p>	
<b>Why this? Why now?</b>	<p><i>This unit asks pupils to think of different reasons why humans celebrate. It explores how people celebrate good things and difficult things. It builds on learning in EYFS and KS1 around festivals and rites of passage.</i></p>	<p><i>This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i></p>	<p><i>This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</i></p>	<p><i>This unit explores different Christian views about the natural world and explores what Christians believe about the relationship between the natural world and human beings. It considers the impact of human action on the natural world, building on the work carried out in the previous two terms</i></p>	<p><i>This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).</i></p>	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>LAS KS2 Compulsory Being Human – Hinduism <i>Believing</i>  <i>[How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?</i></p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p>	<p>LAS KS2 Compulsory Being Human – Islam <i>Believing</i>  <i>[What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?</i></p> <p><i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p>	<p><b>Salvation</b>            UC 2b.7 (core) <b>What difference does the resurrection make for Christians?</b> <i>[How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</i></p>	<p><b>Incarnation</b> UC 2b.4 (core) <b>Was Jesus the Messiah?</b>  <i>[Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?]</i></p>	<p>LAS KS2 <b>Additional</b>  <b>Expressing Beliefs through the Arts</b> <i>(including Christianity)</i>  <i>Believing, Living, Thinking</i>  <i>[How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE]</i></p>	
<p><b>Why this?</b>  <b>Why now?</b></p>	<p><i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i></p>	<p><i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from the previous term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i></p>	<p><i>This unit builds on learning about Christian beliefs about God, Jesus and human beings from KS1. It focuses on the impact that belief in the resurrection of Jesus has on a Christian's decisions and actions.</i></p>	<p><i>This unit interrogates the evidence for Jesus' resurrection and asks how Christians seek to reason about their belief in the resurrection and its significance in their lives. This builds on learning about the significance of Jesus to Christians from KS1.</i></p>	<p><i>The previous units have focused on ways in which religious people express their beliefs through their decision-making and actions. This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning about celebrations, places of worship and symbols.</i></p>	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p><b>God</b> UC 2b.1 (core) What does it mean if God is loving and holy?</p>	<p><b>LAS KS2 Additional</b> Unit Designed by the School (including Christianity): Do you have to believe in God to be good? <i>Believing, Living, Thinking</i> [Opportunity to study Buddhism/Humanism/atheist and explore e.g. issues of social justice]</p>	<p><b>Creation</b> UC 2b.2 (core) Creation and Science: Conflicting or Complementary?</p>	<p><b>Creation</b> UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?</p>	<p><b>LAS KS2 Compulsory</b> Life Journey – Hinduism/Islam <i>Living</i> <i>[Hinduism: How do Hindus show they belong?</i> <i>Islam: How do Muslims show they belong?</i>  <i>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</i></p>	
Why this? Why now?	<p>This unit interrogates the evidence for the Christian belief that God is holy and loving. It also explores some of the real-life implications for Christians if God is holy and loving. This builds on prior learning about God as Trinity and Jesus as God incarnate (God ‘in the flesh’).</p>	<p>This unit builds on the prior term by exploring some of the arguments for and against the existence of God. It builds on prior learning in Year 3 (‘What is a Good Life?’) by deepening pupils’ understanding of how different religious and non-religious worldviews articulate what it means to be ‘good’.</p>	<p>The previous two terms have explored some of the ways in which religious and non-religious people present evidence to support their beliefs and claims. This unit deepens this learning by interrogating the relationship between science and religion, asking whether a scientific worldview is compatible with a religious worldview.</p>	<p>This unit provides pupils with a further opportunity to deepen their understanding of different ways of reasoning about the world.</p>	<p>This unit looks back at the previous terms, which have all focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims.</p> <p>In this unit, pupils ask the fundamental question of whether having ‘proof’ of a truth claim actually matters to religious believers. It explores a range of rites of passage, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.</p>	