



Subject Leader File - RE

Intent

At Culgaith School we have designed a rich and diverse Religious Education curriculum which will ensure our children have a deep understanding of the Christian faith whilst they will learn about the religions of the world in a respectful and engaging way. As a church school, we believe that Religious Education and its teachings on diversity, empathy and kindness are an integral part of our ethos not just a stand-alone lesson each week. We support our children to grow up to develop a strong moral code using Jesus's teachings about having love for yourself and love for your neighbour.

The intent of our 3 year rolling programme is to ensure our children have a solid understanding of the Christian faith whilst dedicating time to other religions of the world including, Islam, Judaism, Hinduism, Buddhism and touching on Sikhism. Our curriculum has been designed so that in each unit of work teachers discuss similarities and differences between religions including their practices and beliefs solidifying the importance of respect.

We use the assessment points from the Cumbria agreed syllabus to create end of key stage assessment grids for each individual child across our school. We feel this produces a well-rounded assessment covering; Know About and Understand, Express and Communicate and Employ and Gain skills giving a good picture of how their learning is progressing.

We teach our children through a varied curriculum including readings from Holy books, use of iPad apps to research, book work, artefacts, practical drama and role play to ensure we create sessions which inspire and captivate the children's attention. We feel that a repetitive, spiral of learning approach building on previous learning supports the children to develop not only their knowledge and understanding of religion but how those of who believe feel about their faith.

As a church school, Christian principles and Jesus's teachings are at the heart of our ethos and our approach to our teaching nurturing a love of learning in our children. We believe that we too, as adults, will develop and deepen our knowledge and own understanding through conversation with our students.

Children in our school approach RE sessions differently to others, we have a clear understanding that we must be respectful and have open minds to the beliefs of others, believing that these learning opportunities will help us grow and develop into well rounded adults in a modern society. Children feel confident to ask questions with curiosity.

Implementation

We have developed a 3 year rolling programme of units that give the children a breadth and depth of knowledge and understanding of Christianity and other major world faiths divided into our 3 class structure. Children in the early years join in with KS1 lessons ensuring Religious Education teaching is inclusive of all children in our school. This approach ensures children right from the very foundation of our school start their RE learning with respect and curiosity.

We create a safe and thought provoking environment in RE sessions discussing how it is vital that we are respectful of others within our classroom and the wider world. We encourage our children to be brave to question the teachings and practices we are not familiar with to develop our own thoughts and beliefs. Sessions are designed to challenge children to reflect and think deeply.

Furthering our goal for Religious Education at Culgaith to be an ethos not just a stand-alone lesson we include RE in cross curricular lessons e.g. discussing faiths of Tudor kings in History lessons or diary writing from Jesus' perspective in English sessions.

Impact

We believe that through the teaching of Religious Education in our school we can pass on the teachings of the Christian faith, aiding the children to become supportive, empathetic, helpful and understanding adults. We regard the teaching of other religions highly important in today's modern society, teaching that our differences are what make us special and we must show each other care and love.

Our 3 Year Rolling Program

RE LONG TERM PLANNING Class 1 Class 2 Class 3 CULGATH CE SCHOOL

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	<p>Creation</p> <p>How do we appreciate and look after God's world?</p>	<p>Special Places</p> <p>What can we learn from visiting a church?</p>	<p>Special days in religions other than Christianity</p> <p>Why are special days in religions celebrated?</p>	<p>Easter</p> <p>What is Easter?</p> <p>What are the symbols of the Easter story?</p>	<p>God</p> <p>Who and where is God?</p>	<p>Special days for Christians.</p> <p>Why do we celebrate special times in Christianity?</p>
	Creation	Places of worship	Religious festivals	Easter – despair and hope	Hinduism	Rites of passage
	Buddhism	5.7 Change the world 6.2 Advent	5.8 Daniel	5.4 Easter	5.10 Proverbs	5.3 <u>Old testament</u> 6.6 God
Year B	<p>Special People</p> <p>What makes people special?</p>	<p>Diwali</p> <p>Why do Hindus celebrate Diwali?</p>	<p>Jesus</p> <p>Who is Jesus and why did he tell stories?</p>	<p>Easter</p> <p>Why do Christians celebrate Easter?</p> <p>How was love shown?</p>	<p>Judaism</p> <p>How do Jews express their faith?</p>	<p>Journeys</p> <p>Why do some people think life is a journey?</p>
	Saints and heroes - faith in action	Festivals of light - Christmas story through art	Jesus' life	Easter - trust and loyalty	Judaism	Pilgrimages
	5.1 The Bible	5.3 Jesus 5.7 Christmas around the world	Humanism	6.5 Ascension/Pentecost	St Paul	5.12 Peace
Year C	<p>Belonging</p> <p>Why am I special?</p>	<p>Special books</p> <p>Why are some books and stories special?</p>	<p>Prayer</p> <p>What does prayer mean for believers?</p>	<p>Easter</p> <p>How was forgiveness shown?</p>	<p>Islam</p> <p>How do Muslims express their faith?</p>	<p>Baptism</p> <p>Why is baptism important to Christians?</p>
	Jesus's parables	Stories of faith Christmas	Why and how do different faiths use prayer	Easter – through art	Islam	Christian signs and symbols

Progression of skills

ELG	Personal, Social and Emotional Development	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Show sensitivity to their own and to others' needs.
	Communication and Language	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
	Understanding the World	<ul style="list-style-type: none"> 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.

Know about and understand	<u>By the end of KS1</u>	<u>By the end of KS2</u>
A1. Describe, explain, and analyse beliefs, and practices, recognising the diversity which exists within and between communities.	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.
A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	Recognise some different symbols and actions which express a community's way of life appreciating some similarities between communities.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Express and Communicate	By the end of KS1	By the end of KS2
B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives
B3. Appreciate and appraise varied dimensions of religion.	Notice and respond sensitively to some similarities between different religions and worldviews	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.

Gain and deploy skills	By the end of KS1	By the end of KS2
C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.
C2. Enquire into what enables different communities to live together respectfully for the well-being of all	Find out about and respond with ideas to examples of co-operation between people who are different.	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.