

Intent

The principal aim of religious education is linked to the **Global Child** driver and is that children explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to, with a **Growth Mindset**, handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities including our Grangefield community and their own beliefs- **Good To Be Me**
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

With a **Solid Foundation** children can make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

RE comes into different areas of EYFS

By the end of KS1, pupils should be able to:

- identify core beliefs and concepts studied and give a simple description of what they mean
- give examples of how stories show what people believe (e.g. the meaning behind a festival)
- give clear, simple accounts of what stories and other texts mean to believers
- give examples of how people use stories, texts and teachings to guide their beliefs and actions

- give examples of ways in which believers put their beliefs into practice

By the end of LKS2, pupils should be taught to:

- identify and describe the core beliefs and concepts studied
- make clear links between texts/ sources of authority and the core concepts studied
- offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers
- make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- describe how people show their beliefs in how they worship and in the way they live
- identify some differences in how people put their beliefs into practice

By the end of UKS2, pupils should be taught to:

- identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
- make clear connections between what people believe and how they live, individually and in communities
- using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures

Implementation

The teaching of this subject is done as a spiral curriculum following Gloucestershire’s Agreed Syllabus supported by ‘Values for Life’ scheme of work. RE will be adapted as required to enable children with SEND to access this area of the curriculum, in line with their individual needs and through liaison with the school SENDCo.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christian Jew Hindu Muslim	Christian and Jew	Christian and Muslim	Christian, Jew and Muslim	Christian and Hindu	Christian, Jew, Muslim and Humanist and Sikhism	Christian, Hindu, and Buddhism and a person of no faith.
Christmas Easter	Christmas Easter Sukkot	Christmas Easter Introduce Ramadan	Ramadan, Eid- ul-Fitr. Rosh Hashanah, Yom Kippur, Passover	Easter Pentecost Diwali Holi	Eid-ul-Adha	Easter

Taught as weekly 1 hour lessons as well as RE days, assemblies including those from the local vicar, OTB, and other guests, as well opportunities to celebrate Christian festivals Christmas, Harvest and Easter with church services attended by family.

Visits to places of worship are encouraged as are talks from people representing different faiths.

Impact

The impact of RE and the progress made by the children will be measured through:

- Work scrutiny across all year groups and a range of different abilities/ assessment at the end of every unit
- Monitoring teachers' planning: Are all the units being taught and the three strands of RE planned for?
- Pupil Conferencing: Do they enjoy their lessons? Can they answer the unit question once each topic has been taught? Are they able to recall learning from previous year groups?
- Discussion with staff: Are there any units/parts of RE they are finding difficult to teach? Support can then be given and ideas/resources shared.
- Internal data taken from assessment sheets done at the start and end of each topic
- Displays around the school
- Is the curriculum being enhanced with visits and visitors for the different religions?
- Are the children being encouraged to think for themselves and apply their knowledge with an enriched curriculum where they are learning RE through different mediums such as writing, drama, art and PE?