

Religious Education

RE helps to promote the spiritual, moral, social and cultural development of pupils, and prepares them for the opportunities, responsibilities and experiences of later life. At school we follow the Newcastle Agreed Syllabus. We aim to develop pupils' knowledge and understanding of religions, traditions and world views. We intend for the teaching of RE to offer pupils the opportunity for personal reflection and spiritual development and encourage pupils to explore their own beliefs in the light of what they learn, examine issues of religious beliefs and faith, and consider their own responses to questions raised. Pupils will develop critical thinking and reasoning skills, listen to others, hear and analyse conflicting viewpoints and develop empathy and respect. Through the RE curriculum we encourage respect for all, including those with differing faiths and beliefs, as pupils develop understanding and appreciation of our diverse society and world. RE helps to challenge prejudice, discrimination and racism.



Religious Education Strands

1. To know about and understand a range of religions and world views so that they can describe, explain and analyse beliefs and practices whilst recognising diversity.
2. To express ideas and insights about the nature, significance and the impact of religions.
3. To gain and deploy the skills needed to engage seriously with religions and world views.

Our RE curriculum accomplishes this through focusing around three main strands:

- **Believing** (religious beliefs, teachings, sources, questions about meaning, purpose and truth).
- **Expressing** (religious and spiritual forms of expression, questions about identify and diversity)
- **Living** (Religious practices and ways of living, questions about values and commitments).

| | RE 1 | RE 2 | RE 3 |
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| Early Years | Throughout Early Years children are encouraged to explore the World around them and they are exposed to a wide variety of cultures and religions. Books and tasks are chosen to reflect these differences and enable children to develop positive attitudes about differences between people. They develop their sense of responsibility and membership of a community, beginning to talk about some similarities and differences between religious and cultural communities in this country. | | |
| Year 1 | How is a sense of belonging shown? Why do people give gifts at Christmas? <i>Church Visit / Introduction to Hindu beliefs and Practices.</i> | What can we learn from people in the Bible? What is Easter and why is it important to Christians? | What can we learn from these stories about God? Why is Sunday Special, what happens in Christian worship? |
| Year 2 | What is Judaism and how do they create a sense of belonging? Why and how is Hanukkah celebrated? | What do Christians and Jewish people think God is like? What is the Torah and why is it special to Jewish people? <i>Synagogue Visit</i> | What is the festival of Purim about and what is its importance in Judaism? Introduction to Islam beliefs and practices |
| Year 3 | How do different religions express their identity and faith? How does Christmas compare and contrast with Hindu Diwali? <i>Temple Visit</i> | Some biblical passages are particularly important to Christians. Which are they and why? | What do Hindus believe about God? What are the key elements of Hindu worship and what do they mean? |
| Year 4 | What is Islam and how does the faith compare to Christianity, especially at Christmas? <i>Mosque Visit</i> | What sort of person was Jesus and how do we know? What is the significance of Palm Sunday and Holy Week? | What are the most important symbols in some religions and what meanings do they convey? Which religious traditions are represented in our local community? <i>Gurdwara Visit</i> |



Support and Challenge

- A range of accessible, open ended tasks with a clear outcome broken down into accessible steps.
- Children with additional needs have targeted support in line with IEPs.
- All children are supported and challenged through targeted questioning and opportunities for talk.
- Precise and accurate definitions for new vocabulary.
- High level of exploratory, active learning with hands-on experiences and visits to different places of worship enable children to gain a greater understanding of different religions.

