

SUBJECT GUIDANCE

RELIGIOUS EDUCATION

SUBJECT LEADER: Rebecca Starr

PLANNING GUIDELINES

Religious Education at Nether Kellet Community Primary School is in accordance with the Lancashire Agreed Syllabus.

The school currently teaches RE through a programme of themes which run on a two-year cycle, with the exception of EYFS who follow an annual cycle. Christianity is taught in each Year group for half a term, every term, and progressive studies of Islam and Hindu Dharma are taught throughout the school as well as a minimum of one half term spent on the study of Judaism every other year, and an option for Buddhism or Sikh Dharma on the alternate year.

Whole School Curriculum Plan

Nether Kellet CP School. RE Curriculum Plan 2020 - Taken from Lancashire Agreed Syllabus.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS YR – Where do we belong?	Hinduism When are important times for our community?	Christianity God When are important times for our community?	Islam How do we show that we belong?	Christianity Jesus What builds or helps our community?	Judaism How do we show that we belong? Sikhism Who are our neighbours? Buddhism Where do we belong?	Christianity The Church What are the special places in our community?
KS1 Y1/2 A What do people say about God?	Hinduism What do Hindus believe about God?	Christianity Jesus Why is Jesus special to Christians?	Islam How might belief about creation affect the way people treat the world?	Christianity God Why do Christians say that God is a 'Father'?	Judaism Why might some people put their trust in God? (Y1) Does worship help people? (Y2)	Christianity Church How might some people show that they 'belong' to God?
KS1 Y1/2 B How do we respond to the things that really matter?	Hinduism How might people show their devotion?	Christianity Jesus Why do Christians say that Jesus is the 'light of the word'?	Islam Why do Muslims believe it is important to obey God?	Christianity God Does how we treat the world matter?	Sikhism How do people find out about God? (Y1) Does worship help people? (Y2) Buddhism How do some people behave because they believe in God? (Y1) How and why do symbols show us what is important in religion? (Y2)	Christianity Church What unites the Christian Community?

KS2 Y3/4 A Who should we follow?	Hinduism Why is family an important part of Hindu life?	Christianity God How and why have some people served God?	Islam Why is the prophet Muhammad an example for Muslims?	Christianity - Jesus What does it mean to be a disciple of Jesus?	Judaism Who inspires you? (Y3) How do religious families and communities practice their faith and what contributions does this make to society? (Y4)	Christianity - Church What do Christians mean by the Holy Spirit?
KS2 Y3/4 B How should we live our lives?	Hinduism What might a Hindu learn from celebrating Diwali?	Christianity God How and why might Christians use the Bible?	Islam Why do Muslims fast during Ramadhan?	Christianity Jesus Is sacrifice an important part of religious life?	Sikhism Why are the Gurus important to Sikhs? (Y3) How do Sikhs express their beliefs and values? (Y4) Buddhism What can we learn from the life of people who started a religion? (Y3) What are our rules? (Y4)	Christianity - Church What does 'love your neighbour' really mean?
KS2 Y5/6 A Where can we find guidance about how to live our lives?	Hinduism What might Hindus learn from stories about Krishna	Christianity God Why is it sometimes difficult to do the right thing?	Islam Why is the Qu'ran so important to Muslims?	Christianity Jesus What do we mean by a miracle?	Judaism Do people need laws to guide them? (Y5) How do religions make the signposts and the turning points on the journey through life? (Y6)	Christianity - Church How do people decide what to believe?
KS2 Y5/6 B Is life like a journey?	Hinduism Do we have to live our lives in a certain way?	Christianity God How do Christians mark turning points on the journey of life?	Islam What is Hajj and why is it important to Muslims?	Christianity -Jesus Why do Christians believe Good Friday is good?	Sikhism Where can people find guidance on how to live their lives (Y5) What is a 'good life well lived'? (Y6) Buddhism What can stories teach us? (Y5) What do we mean by a 'good life'? (Y6)	Christianity - Church If life is like a journey, what's the destination?

Progression

Progression in learning from YR-Y6 is ensured through the use of the Lancashire Agreed Syllabus for RE: Expected Standards for each year group which highlights skills and knowledge expected by the end of each year group across progressed religions.

Resources

Each class has been provided with a folder with medium term planning for each unit of work, subjects guidance and suggested starting points, assessment criteria and for Y2 and Y6, End of KS Expectations. Further resources are kept in

resource boxes in the subject box cupboards. . The LGFL also provides on-line support materials and resources.

Assessment

Hinduism, Islam and Christianity are taught progressively across the school and assessment grids are used by staff to ensure understanding of the knowledge, concepts and understanding that should be taught across school and to enable staff to make judgements against age-related expectations. The skills relating to **expressing and communicating** ideas are the **same** for each of the assessments grids and relate to ***Shared Human Experience*** and the ***Search for Personal Meaning*** within the Lancashire **Field of Enquiry**. Please note that Buddhism, Judaism and Sikhism are taught within each Key Stage and not progressively.

Please note that the assessment guidelines for the **EYFS** are currently being re-written and will be uploaded shortly.

In Years 2 and 6, children are assessed near the end of the year against age-related expectations which are reported to parents and to SACRE (Standing Advisory Council on R.E.)

Timetable

RE can be taught in a variety of ways as appropriate, this may be weekly for one hour or for blocked afternoon sessions every few weeks. In light of the introduction of the creative/themed curriculum, RE may be integrated into themed modules whilst retaining its distinctive character.

Withdrawal from RE

We note the Human Right of parents to withdraw their child from Religious Education, following consultation with the Headteacher, and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Requests for full or partial withdrawal from RE should be made in writing to the Headteacher and a record kept of these.

Visitors and visits to places of worship.

We enrich the curriculum by organising visits to places of worship in the immediate vicinity of the school. Faith leaders and other members of the community are also

invited when appropriate to contribute to learning in the classroom as an additional valued resource.

The RE subject leader supports class teachers to organise these educational visits.