



Peter 4:10 God has given you gifts. Use them well to serve one another.

Intent

The principal aim of religious education is to 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 handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Our Religious Education curriculum is designed to provide all children with the knowledge of worldwide religions so that they can appreciate the diversity of the world in which we live.

We aim:

- For children to develop confident religious literacy through text and artefacts.
- To provide a rich, deep knowledge and understanding of Christian beliefs and practice.
- Recognise Christianity as a unique and diverse worldwide faith.
- To provide knowledge and understanding of a range of religions and worldviews.
- To provide knowledge and understanding of non-religious views.
- To provide opportunities to develop and explore own religious, spiritual and philosophical thoughts.
- To engage in the meaning of texts, beliefs, rituals and practices.
- For children to demonstrate respect when finding out about a range of religions, beliefs and worldwide views.
- For children to make sense of and understand different beliefs and views.
- To equip children to make connections between different beliefs and views enabling them to compare and contrast.

At the heart of everything we do is our goal to extend children's understanding of language as we recognise this improves the life chances of every child as they grow into adulthood. This is embedded through our RE Curriculum as all children are given the opportunity to enquire, analyse, interpret, evaluate and reflect.

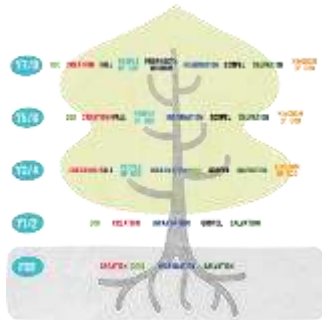
Having the ability to be respectful and personally reflect provides them with the lifelong values and skills needed in the wider community, ensuring that everyone is accepted and understands what it means to belong and in doing this, children developing an understanding of living how actions can help make the diverse world in which we live a better place.

Implementation

The Worcestershire agreed syllabus for Religious Education is being taught which provides our children with the opportunity to explore the different beliefs people hold and how this influences the life they live, as well as equip them with the skills to reflect on their own ideas in a multicultural world in which we all live. The scheme explores the elements of making sense, understanding the impact and making connections. We recognise that, by following this scheme, in the Early Years children are discovering, in Key Stage 1 they are exploring and the Key Stage 1 they are making connections. A safe learning environment

ensures children are encouraged to discuss and share their own views as well as listen to the views of others. The use of text, theology and artefacts are central to the teaching of RE. Experiences and visits are planned to enhance learning experiences. In line with our whole school curriculum we have adapted a know and remember approach, where key vocabulary and facts are identified for each unit in order to develop children's religious literacy.

When teaching Christianity, The Understanding Christianity project is used to give children a knowledge of Christianity as a worldwide faith. The coverage of units has been carefully planned to ensure that all core concepts of Christianity are covered at different levels throughout the child's time at The Littletons and in line with the church calendar.



Teaching about Christians is a minimum of 50 %. The units have been planned to match important events in the Christian calendar and comparisons across world faiths are encouraged where possible.

RE is taught for 5% of the curriculum time, either 1 hour per week or 2 hours fortnightly.

FS – 50 minutes per week plus RE Days and opportunities in continuous provision.

KS1 – 1 hour per week or 2 hours a fortnight plus RE days. (36 hours annually)

KS2 – 1 hour per week or 2 hours a fortnight plus RE days. (45 hours annually)

Up to July 2020 - A 2-year cycle was in place for EYFS and Key Stage 1. The plan is reviewed each year to consider the prior knowledge and learning needs of the class. September 2020 - New Agreed Syllabus and unit coverage reviewed after Covid 19 missed learning and new long-term plan developed in line with revised mixed classes. The plan was reviewed and amended 22/2/2021 to take account of missed Lockdown Learning. The plan was revised again in July 2021.

From September 2023 the plan was reviewed in line with the mixed classes across the school.

Assessment grids are completed at the end of a unit to show attainment. Work is marked in line with school's Marking and assessment policy.

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R.E. work is presented in a book and marked in line with the school's Marking and Assessment policy.

- RE reflection questions are not marked as a judgement should not be made on personal thoughts, ideas or reflections about religion. There is an expectation that key vocabulary is spelt correctly.

Children are given opportunities to reflect and develop their own ideas and ways of living. Across school, children's own beliefs are encouraged through discussion and children in Key Stage 2 children are encouraged to write down their own thoughts on beliefs.

There is a right for parents to withdraw children from Religious Education lessons and Collective Worship.

The Understanding Christianity Core Concepts	God	Creation	Fall	People of God	Incarnation	Gospel	Salvation	Kingdom of God
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Symbols used

Christianity 	Jewish 	Muslim 	Hindu 	Sikhism 	Humanists 	Non-religious 
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2023- 2024 Units

Please see Teaching and Learning plan for know and remember facts and key vocabulary.



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<p>Early Years (Discovery)</p>		<p>F4 Being Special - Where do we belong?</p>	<p>F2 Why is Christmas Special for Christians? Link to UCP Incarnation UF2 Why do Christians perform plays at Christmas?</p>	<p>F6 What times/stories are special and why?</p>	<p>F3 Why is Easter Special to Christians? Link to UCP Salvation UF3 Why do Christians put a cross in an Easter Garden?</p>	<p>F5 What places are special and why?</p>	<p>F1 Creation UFP God Why is the word 'God' so important to Christians?</p>
<p>Year 1/2 (exploring)</p>	<p>Cycle 1 2023/2024</p>	<p>1.10 What does it mean to belong to a faith community?</p>	<p>1.3 UCP Incarnation Why does Christmas matter to Christians?</p>	<p>1.7 Who is Jewish and how do they live?</p>	<p>1.2 UCP Creation Who do Christians say made the world?</p>	<p>1.9 How should we care for others and for the world, and why does it matter?</p>	



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	Cycle 2 2024/2025	1.6 Who is Muslim and how do they live?		1.4 UCP Gospel What is the good news 'Christians believe Jesus Brings? To include church visit if possible	1.5 UCP Salvation Why does Easter matter to Christians?	1.8 What makes some places sacred to believers? Christian and Muslims.	1.1 UCP God What do Christians Believe God is like?
Year 2/3 (Exploring and connecting)	Cycle 1 2023/2024	UCP Creation/fall L2.1 What do Christians learn from the creation Story?	UCP People of God L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	UCP Gospel L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
	Cycle 2 2024/2025	1.6 Who is Muslim and how do they live?		1.4 UCP Gospel What is the good news 'Christians	1.5 UCP Salvation Why does Easter matter to Christians?	1.8 What makes some places sacred to believers?	1.1 UCP God What do Christians Believe God is like?



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				believe Jesus Brings? To include church visit if possible		Christian and Muslims	
Year 3/4 (Connecting)	Cycle 1 2023/2024	UCP People of God L2.2 What is it like for someone to follow God?	UCP Gospel L2.4 What kind of world did Jesus want?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.8 What does it mean to be Hindu in Britain today?	UCP Kingdom of God L2.6 For Christians when Jesus left what was the impact of the Pentecost?	L2.11 How and why did people mark significant events (C,H, M NR)
	Cycle 2 2024/2025	UCP Creation/fall L2.1 What do Christians learn from the creation Story?	L2.10 How do festivals and family life show what matters to Jewish people	L2.7 What do Hindus believe God is like?	UCP Salvation L2.5 Why do Christians call the day Jesus died 'Good Friday'	UCP Incarnation L2.3 What is the trinity and why is it important to Christians?	L2.12 How and why do people try to make the world a better place? (C, J/H, NR)



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Year 4/5 (connecting)	Cycle 1 2023/2024	UCP Creation/fall U2.2 Creation and science conflicting or complementary?	U2.9 Why is the Torah so important to Jewish people?	UCP incarnation U2.3 Why do Christians believe Jesus was the Messiah?	U2.7 Why do Hindus want to be good?	UCP kingdom of God U2.6 For Christians what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?
	Cycle 2 2024/2025	UCP God U2.1 What does it mean if Christians believe God is holy and loving	U2.11 Why do some people believe in God and some people not (C/NR)	U2.8 What does it mean to be a Muslim in Britain today?	UCP Salvation U2.5 What do Christians believe Jesus did to save people?	UCP Gospel U2.4 Christians and how to live. What would Jesus do?	U2.10 What matters most to humanists and Christians (C, M/J/H NR)

Cycle 1	Cycle 2
2023/2024	2024/2025
2025/2026	2026/2027



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Agreed Syllabus due to be reviewed 2025

Spare UKS2 UCP units if needed:

How can following God bring freedom and justice? (People of God)

What difference does the resurrection make for Christians? (Salvation)

Remember 2020 – 2021 – units not covered due to lock down

Aim to alternate Christmas/Easter

Reviewed each year due to changes in classes – missed units picked up, Covid learning considered and knowledge of the class.