

Lancashire Agreed Syllabus for Religious Education
Searching for Meaning
What is it to be human?

EYFS	KS 1	KS 2
<p>Christianity Comparisons with other religions and worldviews which represent the school/ local community. RE in EYFS contributes to the Early Learning Goal – People and Communities. It also supports progression across other areas of learning. Children begin to explore religion and worldviews in terms of special times, stories and places.</p>	<p>Progressive study of Christianity, Islam and Hinduism. Encountering Judaism, Sikhism, Buddhism and non - religious worldviews. Pupils begin to gain an understanding of the connections between the Abrahamic faiths through a progressive study of Christianity and Islam encountering Judaism. They will be introduced to Dharmic traditions.</p>	<p>Progressive study of Christianity, Islam and Hinduism. Encountering Judaism, Sikhism, Buddhism and non - religious worldviews. Pupils will build on their learning in KS 1 by continuing to progress their knowledge and understanding of Christianity, Islam and Hinduism. They should also encounter the other world religions and non-religious world views. This means that the curriculum is broad and balanced but also allows for a depth of knowledge and understanding of religions that are studied progressively.</p>

Intent

Studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society. They need to acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can ‘respect religious and cultural differences and contribute to a cohesive and compassionate society’ (RE Review 2013) Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. Pupils learn to weigh up the value of wisdom from different sources to develop and express insights in response and to agree and disagree respectively. Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well-informed conversations about religions and worldviews whilst respecting the views of others. Religious Education does not seek to urge religious beliefs on pupils by promoting one religion over another, instead ‘it affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.’

The curriculum for RE and worldviews aims to ensure that all pupils:

Know about and understand a range of religions and worldviews.

Express ideas and insights about the nature, significance and impact of religions and world views.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

Implementation

The Lancashire Scheme of Work is used to teach RE throughout school from EYFS to Year 6, this ensures coverage of skills and clear progression. Each unit begins with a question relating to a particular Religion. We recognise the variety of religious and non-religious backgrounds from which our pupils come and that religious traditions in Great Britain are, in the main, Christian therefore 50% of teaching focusses on Christianity with Islam, Judaism, Sikhism and Hinduism also being taught. Learning is

adapted to meet the needs of all pupils including those with additional needs. Teaching is planned to provide children with experiences and learning opportunities which do not promote a particular religion or religious belief but give a fair, balanced and open view.

The RE curriculum supports the teaching and awareness of Prevent and British Values and makes a significant contribution to pupils’ spiritual, moral, social and cultural development.

Within the framework of the law and the Agreed Syllabus, our aims in RE are:

- to enable each child to explore our shared human experience and the questions of meaning and purpose which arise from our experiences;
- to enable pupils to know about and understand the beliefs and values and living religious traditions of some of the great religions of the world, particularly those represented in Lancashire and the UK. Among these religions, Christianity has a particular place, and is taught in three investigations in each year of the primary phase.
- to promote respect, sensitivity and cultural awareness by teaching about the religions represented in our school, the local and wider community of our region, and the country;
- to affirm each child in his / her own family tradition, religious or secular;
- to provide children with opportunities for spiritual, moral, social and cultural development;
- to develop the ability of pupils to think about, and develop for themselves, beliefs and values by which they can live through studying the lived experiences and beliefs and values of the major world faith.

Impact

Through the design of our curriculum, Anderton children will have a broad and balanced understanding and awareness of the world around them. Children will acknowledge the diversity, religions and beliefs of their local community, and know their own value in adding to this. Children will be confident in discussing philosophical questions and know how to be respectful as a listener. They will be sensitive to the views and beliefs of others, and know that religious education has an impact on the future evolution of society. They will know that they are in a community where their own thoughts, views and beliefs are valued and are safe to be shared. Our children will leave school with a strong sense of belonging, with the confidence and skills to make decisions, to self-evaluate, and to continue to ask important questions.

Key Concepts (Curriculum Overview)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs and Values	Know some similarities and differences between different religions and cultural communities, drawing on their experiences and what has been read in class.	Give an example of a key belief and/ or a religious story. Give an example of a core value or commitment.	Retell and suggest meanings for religious stories and/or beliefs. Use some religious words and phrases when talking about beliefs and values.	Show awareness of similarities in religions. Identify beliefs and values contained within a story/ teaching. Identify the impact religion has on a believer.	Describe what a believer might learn from a religious teaching/ story. Make links between ideas about morality and sources of authority.	Make links between beliefs and sacred text, including how and why religious sources are used to teach and guide believers. Explain the impact of beliefs and values – including	Analyse beliefs, teachings and values and how they might be linked. Explain how the beliefs and values of a religious tradition might guide a believer

						reasons for diversity.	through the journey of life. Explain the impact of beliefs, values and practices – including differences between and within religious traditions.
Living Religious Traditions	Encounters with other religions should be primarily promoted via stories, rhymes, songs and artefacts with special vocabulary taught alongside.	Use some religious words and phrases to recognise and name features of religious traditions. Talk about the way that religious beliefs might influence the way a person behaves.	Identify and describe how religion is expressed in different ways. Suggest the symbolic meaning of imagery and actions.	Identify how religion is expressed in different ways. Use religious terms to describe how people might express their beliefs.	Describe the impact religion has on believers' lives. Explain the deeper meaning and symbolism for specific religious practices.	Explain differing forms of expression and why these might be used. Describe diversity of religious practices and lifestyles within the religious tradition. Interpret the deeper meaning of symbolism – contained in stories, images and actions.	Use developing religious vocabulary to describe and show their understanding of religious traditions, including practices, rituals and experiences. Explain differing ideas about religious expression.
Shared Human experience	Children should be given opportunity to investigate and experience new things, play and explore, 'have a go' and develop own ideas, problem solve and follow lines of enquiry.	Notice and show curiosity about people and how they live their lives.	Identify things that influence a person's sense of identity and belonging.	Describe how some people, events and sources of wisdom have influenced and inspired others.	Consider the range of beliefs, values and lifestyles that exist in society. Discuss how people make decisions about how to live their lives.	Explain (with appropriate examples) where people might seek wisdom and guidance. Consider the role of rules and guidance in uniting communities.	Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging. Discuss how people change

							during the journey of life.
Search for Personal Meaning	Children to be encouraged to follow lines of enquiry, ask and answer questions and discuss and express their ideas. Opportunities to create a calm and reflective space to enable children to consider, discuss and express their ideas should be promoted.	Ask questions. Talk about their own experiences.	Ask relevant questions. Talk about their own identity and values.	In relation to matters of right and wrong, recognise their own and others values. Discuss own questions and responses related to the questions 'Who should we follow and why?'	Reflect on their own personal sources of wisdom and authority.	Discuss and debate the sources of guidance available to them. Consider the value of differing sources of guidance.	Raise, discuss and debate questions about identity, belonging, meaning, purpose truth, values and commitments. Develop own views and ideas in response to learning. Demonstrate increasing self-awareness in their own personal development.

Skills and Knowledge Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Christianity	Special times: How and why do we celebrate? What times are special to different people and why? Special stories: Why are some stories special?	Why do Christians say that God is a 'Father'? Why is Jesus special to Christians? How might some people show that they 'belong' to God?	Does how we treat the world matter? Why do Christians say that Jesus is the 'Light of the World'? What unites the Christian community?	How (and why) have some people served God? What does it mean to be a disciple of Jesus? What do Christians mean by the Holy Spirit?	How and why might Christians use the Bible? Is sacrifice an important part of religious life? What does 'love your neighbour' really mean?	Why is it sometimes difficult to do the right thing? What do we mean by a miracle? How do people decide what to believe?	How do Christians mark the 'turning points' on the journey of life?
Islam	What special messages can be learnt from stories?	How might beliefs about creation affect the way people treat the world?	Why do Muslims believe it is important to obey God?	Why is the Prophet Mohammed an example for Muslims?	Why do Muslims fast during Ramadan?	Why is the Qur'an so important to Muslims?	What is Hajj and why is it important to Muslims?

Judaism	Special places: What buildings and places are special to different people? What is special about our world?	Why might some people put their trust in God?	What aspects of life really matter?			Do people need laws to guide them?	
Hindu Dharma		What do Hindus believe about God?	How might people express their devotion?	Why is family an important part of Hindu life?	What might a Hindu learn through celebrating Diwali?	What might Hindus learn from stories about Krishna?	Is there one journey or many?
Sikhism	Children will study Christianity and compare this with the beliefs and practices of other religious represented in their class, school or local community.			Why are the Gurus important to Sikhs?	How do Sikh's express their beliefs and values?		

Vocabulary

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Christianity	Advent Altar Bible Christian Christmas Church Faith Festival Font God Harvest Jesus Christ Magi Nativity Pw Priest Pulpit Shepherd	As EYFS and: Baptism Ceremony Creator Godparents Gospel Incarnation Messiah Prayer Salvation Saviour Sin Son of God		As EYFS and KS 1 and: Abrahamic Faith Agape Biblical Christingle Creation Creed Cross Denominations Disciple Divine Genesis Holy Spirit Lent Mission New Testament Old Testament Parables		As EYFS, KS 1, Lower KS 1 and: Atonement Confession Reconciliation Crucifix Eucharist Grace Holy Land Holy week Lord's prayer Merciful Miracle Original sin Pilgrimage Repentance Sacrament The fall Trinity	

	Spire Vicar Worship		Pentecost Prophet Resurrection Sacrifice	
Hindu Dharma	Aum Deities Diwa lamp Diwali Hindu Mandir Murtis Namaste Prashad Puja Rama Rongoli pattern Sita	As EYFS and: Arti lamp Brahman Universal Spirit	As EYFS, KS 1 and: Avatar Dharma Karma King Ravana Raksha Bandhan Ramayana Trimurti Vedas	AS EYFS, KS 1, lower KS 2 and: Ashramas Atman Bhagavad Gita Brahmacharya Grihastha Holi Krishna Moksha Prince Prahlad Rebirth Samsara Sannyasin Vanaprastha
Islam	Allah Angel Jabril Call to prayer Eid Fast Minaret Mosque Muezzin Muslim Prayer mat Prophet Muhammad Qu'ran Ramadan Wudu	As EYFS and: Adhan PBUH (Peace be upon him) Prophet Shahada Submission Tawhid 5 pillars Divine Revelation	AS EYFS, KS 1 and: Hajj Night of Power Salah Sawm Zakat	As EYFS, KS 1, lower KS 2 and: Kabbah Makkah/ Mecca Ummah