



South Hykeham Community Primary School R.E. (Religious Education) Curriculum

Expectations

Level Expected at the End of EYFS

In our Foundation Stage, this involves following the 'Statutory framework for the Early Years Foundation Stage', and the following is expected:

Understanding the World

ELG: People, Culture and Communities

Children at the expected level of development will:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

At South Hykeham Community Primary School, we follow the Lincolnshire locally agreed syllabus for Religious Education (2018-2022), which expects the following of the children:

Children in EYFS encounter religions and worldviews through books, special people, places and objects and by visiting places of worship. They listen to and talk about stories. Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. EYFS thematic planning identifies opportunities for connections and links to religious understanding.

At the end of the EYFS, the Children should be able to recognise and explore their feelings, understand why some things and places are special to them, establish good relationships with other children and adults, recognise key figures in their lives, recognise special times and feel good about themselves, recognise key religious stories and events, explore and respond to nature, appreciate the wonder of life, care for and respect living things, know books are important sources of information and be able to respond to key elements in religion using their 5 senses.

Key Stage 1 Lincolnshire Locally Agreed Syllabus Expectations

Children should be able to retell a story/parable, recognise links between stories and beliefs, understand that people have different beliefs about the world, talk about how a religious

festival is celebrated, understand how religion can impact on a person's life, describe how people may practise their beliefs as a community, ask questions about the world around them and give reasons to support their opinions.

Key Stage 2 Lincolnshire Locally Agreed Syllabus Expectations

Children should be able to explain what it means to 'have authority' for a group of believers and name sources of authority. They should be able to identify connections and similar concepts between belief traditions with reference to authoritative texts. They will be able to describe differences in religious language, religious practices and explain how geography, society and culture can impact this. They will make connections between beliefs and the decisions made about how to live, both religious and non-religious and be able to explain the importance of a community and how this can impact beliefs. They will identify ways in which people think about the world differently, explain the distinctions between belief, faith, opinion, truth and knowledge.

We use 'Understanding Christianity' resources to teach the Christianity element of the RE Curriculum. Our RE lead has received training to deliver this.

Intent

At South Hykeham Community Primary School, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. Religious Education is taught throughout the school in such a way as to reflect the overall aims, values and philosophy of the school. It plays an important role, along with all other curriculum areas, particularly PSHE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.

Implementation

South Hykeham Community Primary School is required to follow the Lincolnshire locally agreed syllabus for Religious Education (2018-2022). This syllabus aims to help children and young people develop their religious literacy so that they are able to hold balanced and well-informed conversations about religions and beliefs. It requires schools to teach about Christianity, Hinduism and Islam, alongside a range of other religions and worldviews. In our school, we have decided to teach Judaism, Buddhism and Humanism alongside the three core religions. The Lincolnshire locally agreed syllabus for Religious Education ensures that

all children and young people have the opportunity to develop skills of critical analysis, interpretation, evaluation and reflection, as well as supporting schools to help them improve their knowledge and understanding of religion and belief.

From the syllabus it is required that:-

In the Early Years Foundation Stage the learning outcomes are referenced to Christianity and as appropriate to a range of other beliefs and cultures.

KS1 – Christianity and Islam is studied and one other principal religion. We have chosen Judaism.

KS2 – Christianity, Islam and Hinduism is studied and two other principal religions, We have chosen Buddhism and Humanism.

The syllabus is taught through four Key areas of enquiry

1. God: What do people believe about God?
2. Being human: How does faith and belief affect the way people live their lives?
3. Community, worship and celebration: How do people express their religion and beliefs?
4. Life journey: rites of passage: How do people mark important events in life?

Our end of Key Stage expectations primarily focus on the skills associated with the three key disciplinary fields of theology (believing), the human/social sciences (living) and philosophy (thinking) contextualized for the classroom.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We are extremely lucky that members of the local church, St Michael's and All Angels, regularly visit our school to carry out assemblies. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children. We encourage children to be independent in thought and confident in sharing their opinions and ideas. We encourage attitudes that are fundamental to RE: Curiosity and wonder, commitment, fairness, respect, self-understanding, open-mindedness and enquiry.

Impact

The children at South Hykeham Community Primary School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E.

learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life.

RE is monitored throughout all year groups using a variety of strategies such as subject leader learning walks, pupil interviews and questionnaires, lesson observations and RE book monitoring.