



Amberley CE Primary School



St. James' CE Primary School,
Coldwaltham



Enabling every child to thrive and succeed

At Arun Villages Federation, we care for EVERYONE. We embrace challenges and all opportunities to learn, recognising the value of education and persevering even when it feels difficult.

We are uncompromising in our aspirations, proud of our – and each other's - achievements and look forward to embracing the experiences the wider world offers.

Respect, Kindness, Honesty, Positivity and Teamwork

SUBJECT: RELIGIOUS EDUCATION

Intent

The Arun Villages Federation believes that RE is an essential area of the curriculum which enables our children to be well prepared for life in a world where there are a multitude of faiths and viewpoints. It gives our children the opportunity to reflect on and learn from the faiths and beliefs around them so that they are able to make their own informed decisions and to have the confidence to voice their views. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.

We aim to develop our children's understanding of world faiths and other beliefs from Reception to the end of Year Six by exploring their commonality and diversity and equipping them with the correct language to express and explain these. We aim to nurture their awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. We all share a common humanity and we share our view of the world with an understanding of others' views. This gives our children the knowledge and skills to flourish, both within their own community and as members of a diverse and global society.

Implementation

We want our children to get to the heart of what matters to millions of people of faith around the world today and to understand what drives people of faith to live the way they do. We want to develop their religious literacy to help them understand the nature of religion and belief in the world they live in so that they can reflect on their own beliefs in their own lives.

To do this we follow an enquiry based approach two-year cycle in our RE learning. The children will engage, enquire, explore, evaluate and express within each unit of learning. We follow the Emmanuel Project alongside Understanding Christianity for our RE curriculum. The units begin with a key question and then expand 'Explore' into three sections: scriptural text or narrative; community practice; daily living. This ensures that we have a balanced approach to religious material rather than an approach that focuses solely on religious festivals or sacred stories.

We have a statutory duty to reflect "that the religious traditions in Great Britain are in the main Christian..." (Education Act 1996). Therefore, integral to our RE curriculum is Christianity. As a Church of England school, we aim to provide our children with religious literacy where they will develop their knowledge and understanding of Christianity. This is embedded within all areas of the curriculum and school life through our school values of: Teamwork, Honesty, Positivity, Kindness and Respect and is reflected in what we say and how we behave.

We focus on the key beliefs and concepts of six major world religions (Christianity, Hinduism, Islam, Judaism, Sikhism, Buddhism and a non-religious worldview) so that our children can get to the heart of faith and link together stories, practices, festivals and ways of life. For younger children, these units use imaginary children of different faiths to introduce religious material at an appropriate level and encourage 'owning and grounding' language such as, 'most Christians believe...' or 'some Jewish families do...'

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

To aid our implementation of Understanding Christianity and embed a Christian ethos within our school, we are supported by our local churches, St Michael's and St Giles and join together regularly in our respective schools for collective worship, a worship led by our Reverend or a class-based assembly. We also have visits from SPLASH, a local charity who deliver assemblies linked with Christianity. We also have termly services at our local churches which involve our local community. Where possible, we organise visits to local places of worship for the children to experience first-hand world faiths in practice.

Impact

Our children will leave our school equipped to live in our diverse, multicultural world. They will be open-minded individuals with respectful attitudes in which to investigate the world of religion and belief around them and be able to make their own decisions about what this means to them, whilst empathising with what it means to those who hold those beliefs.

Our rigorous processes ensure our RE curriculum remains relevant, rigorous, progressive and achievable for all pupils, including those with SEND. There are regular discussions with class teachers and children and RE recorded activities are monitored to have an understanding of the implementation, teaching, learning and the impact of the RE curriculum in place. Professional development and cross-curricular opportunities led by different individuals, supports class teachers in delivering an outstanding learning experience for our children and also facilitates staff CPD.

Our children will demonstrate that they are respectful and have a positive attitude towards people of any religion through the way they behave in school and within the wider community. They will show an understanding of cultural beliefs different to their own through their knowledge of different world religions,

RE Overview – Whole School St James

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A & B EYFS	Why is the word God so important to Christians? [EP EYFS] GOD	Why do Christians perform nativity plays at Christmas? [EP EYFS] INCARNATION	How can we help others when they need it? [EP EYFS] SALVATION	Why do Christians put a cross in the Easter Garden? [EP EYFS] SALVATION	What makes every single person unique and precious? [EP EYFS] INCARNATION	How can we care for our wonderful world? [EP EYFS] CREATION
Cycle B (2022-2023) Y1/2	Who made the world? [UC KS1 1.2] GOD/CREATION	What does Christmas mean to Christians? [UC KS1 1.3] INCARNATION	Why is belonging to God and the church family important to Christians? [EP KS1] BAPTISM	What are the best symbols of Jesus' resurrection at Easter? [EP KS1] SALVATION	Why is the Torah such a joy for the Jewish community? [EP KS1] TORAH	Why is learning to do good deeds so important to Jewish families? [EP KS1] MITZVOT
Cycle A (2023-2024) Y1/2	Why do Jewish families talk about repentance at new year? [EP KS1] TESHUVAH	What do Christians believe God is like? [UC KS1 1.1] GOD	How do Muslims show Allah is compassionate and merciful? [EP KS1] ALLAH	Why does Easter matter to Christians? [UC KS1 1.5] SALVATION	What is the good news that Jesus brings? [UC KS1 1.4] GOSPEL	Why do Jewish families say so many prayers and blessings? [EP KS1] TEFILLAH/PRAYER
Cycle B (2022-2023) Y3/4	What is it like to follow God? [UC LKS2 2a.2] PEOPLE OF GOD	What symbols and stories help Jewish people remember their covenant with God? [EP LKS2] COVENANT	How does a Muslim show their obedience to Allah? [EP LKS2] ISLAM/SUBMISSION	Why do Muslims call Muhammad the Seal of the Prophets? [EP LKS2] PROPHETHOOD/ RISALAH	What do Christians mean when they talk about the Kingdom of God? [EP LKS2] KINGDOM OF GOD	Why do Hindus want to collect good karma? [EP LKS2] KARMA

Cycle A (2023-2024) Y3/4	What do Christians learn from the creation story? [UC LKS2 2a.1] CREATION	What is the Trinity and why is it important for Christians? [UC LKS2 2a.3 + Digging Deeper] INCARNATION	What kind of a world does Jesus want? [UC LKS2 2a.4] GOSPEL	Why do Christians call the day Jesus died Good Friday? [UC LKS2 2a.5] SALVATION	What was the impact of Pentecost for Christians when Jesus left? [UC LKS2 ??] KINGDOM OF GOD	How does the story of Rama and Sita inspire Hindus to follow their dharma? [EP LKS2] DHARMA
Cycle B (2022-2023) Y5/6	What does it mean if God is holy and loving? [UC UKS2 ??] GOD	What is holiness for Jewish people: a place, a time, an object or something else? [EP UKS2] TESHUVAH	How can following God bring freedom and justice? [UC KS2 2b.3] PEOPLE OF GOD	What difference does the resurrection make to Christians? [UC UKS2 2b.7] SALVATION	What does the Qur'an reveal about Allah and his guidance? [EP UKS2] REVELATION	How does tawhid create a sense of belonging in the Muslim community? [EP UKS2] TAWHID/ONENESS [EP]
Cycle A (2023-2024) Y5/6	Creation and science: conflicting or complementary? [UC UKS2 2b.2] CREATION	Why do Christians believe Jesus was the Messiah? [UC UKS2 2b.4] INCARNATION	What does Jesus want for the world? (What would Jesus do?) [UC UKS2 2B.5] GOSPEL Why is the Gospel such good news for Christians? [EP UKS2]	What spiritual pathways to Moksha are written about in Hindu scriptures? [EP UKS2] MOKSHA	How do questions about Brahman and atman influence the way a Hindu lives? [EP UKS2] BRAHMAN/ATMAN	Why do humanists say happiness is the goal of life? [EP UKS2] HUMANISM