

Our school is a Church of England Voluntary Aided school

Our Curriculum:

- is rich and varied
- is designed to inspire a curiosity and fascination about different religions, beliefs and worldviews
- develops knowledge and understanding about Christianity and other major world religions
- celebrates the diverse culture of our school community
- promotes children's religious literacy
- has a yearly focus on Christianity
- provides opportunities to hold balanced and well-informed conversations about other religions and beliefs.
- allows children to develop their own views and beliefs.

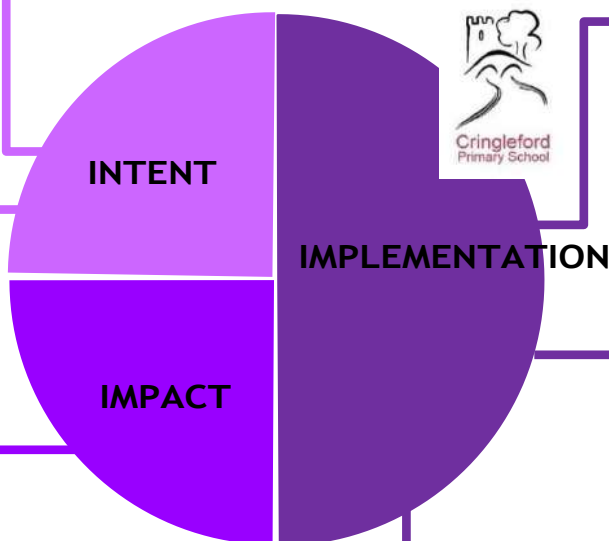
Assessment evidence is gathered in a class **RE Floor Book**. This includes post-it notes capturing the children's voice, photographs, and samples of their work. This assessment is further supported by each child's personal response to the **Key Enquiry Question**, shown through a final **"Express"** piece of work. Assessment is recorded on whole-class assessment sheets.

This enables teachers to support children's progress on their journey of developing religious literacy required for the next stage of learning and informs future planning.

The RE subject lead monitors the impact of our curriculum through monitoring children's work and assessments, discussion with class teachers and by talking to children about their learning.

Spiritual Development - we develop children's awareness and understanding of religious beliefs, teachings, practices, forms of expression and the influence of religion on individuals, families and communities. Children can develop an understanding of their beliefs and find their place in an ever-changing world.

RELIGIOUS EDUCATION



Inclusive for all

We provide opportunities for children to learn in different ways.

- Promote different learning styles using drama, thinking skills, stories, handling artefacts, speaking to visitors and going on visits
- Creative activities
- Group work and collaboration
- Independent work
- Asking questions and developing curiosity
- Create a 'safe' and inclusive culture where ideas are encouraged and shared

- Our curriculum is developed around the **Norfolk Agreed Syllabus**
- Three key disciplines: **Theology**, **Human/Social Sciences** and **Philosophy**.



- Each discipline is revisited and built upon throughout the school
- High quality and engaging units delivered through an enquiry-based approach using a key enquiry question which explores the key disciplines within religion and belief
- Each enquiry unit is taught through a cycle of learning with 5 stages called **Engage, Enquire, Explore, Evaluate and Express**:

- Engage: Children are engaged through stimulus and a key question.
- Enquire: Children create their own enquiry questions, based on the stimulus.
- Explore: Children explore the key question and look for answers to their questions.
- Evaluate: Children respond to, analyse and evaluate their understanding of the key question. Have they answered their questions?
- Express: Pupils express the knowledge and understanding they have gained to answer the key question.
- Visitors come into school to provide engaging learning opportunities (e.g. Christmas/Easter from a box from Raise and talks by our local vicar)

Accessible for all

Strategies we use to support SEND and EAL children

- Adapt materials and resources, ensuring they are accessible using dual coding
- Provide key vocabulary lists
- Provide opportunities for working alongside others to enable modelling and collaboration
- Peer and adult support

RE AT CRINGLEFORD CE VA PRIMARY SCHOOL

	Autumn	Spring	Summer
EYFS *Human and Social Sciences is covered through an ongoing, wider topic 'family' where festivals and celebrations are covered.	Why is the word God so important to Christians? Why do Christians perform Nativity plays at Christmas? (Christianity)	Why do Christians put a cross in an Easter Garden? (Christianity)	Should Noah trust in God? Trusting in God, good and bad, right and wrong. (Christianity)
Year 1	What do my senses tell me about religion and belief? (Christianity, Hinduism) <u>What does the nativity story teach Christians about Jesus?</u>	What difference does being a Muslim make to daily life? (Islam) Who is Jesus and what does the cross mean to Christians? (Christianity)	How does a celebration bring a community together? (What are the special times in a Christian's life?) (Christianity) How did the Universe come to be?
Year 2	<u>What do the stories of Siddhartha Guatama reveal about Buddhism?</u> (Buddhism) Why is light an important symbol for Christians, Jews and Hindus? (Christianity, Hinduism, Judaism)	How do Christians belong to their faith family? (Christianity)	How do Jews celebrate Passover (Pesach)? (Judaism) Why do people have different views about the idea of God? (Multi)
Year 3	<u>Who made the world and why should humans care for it?</u> (Multi) <u>Who is Jesus and why did he come to Earth?</u> (Christianity, Judaism)	<u>What did Jesus teach?</u> (Christianity) <i>To be removed in 25/26 academic year</i> What do Muslims believe about God? (Islam)	What is Philosophy? How do people make moral decisions? (Humanist) How do people express commitment to a religion/ worldview in different ways? (Sikhism)
Year 4	What do we mean by truth? Is seeing believing? (Multi) Why is there so much diversity of belief in Christianity? (Christianity)	<u>What does sacrifice mean to believers?</u> (Christianity and Islam)	How do/have religious beliefs contributed to society and culture? (Hinduism/ Christianity/Islam) Where do religious beliefs come from? Christianity
Year 5	What do Hindus believe? How do they express their faith? (Hinduism)	How has belief in Jesus affected music and art in History? (Christianity)	What difference does the resurrection make to Christians? (Christianity) Is it reasonable to believe in God? (Multi/ Humanist)
Year 6	How have individuals been inspired by their beliefs? (Christianity/Islam/ Hinduism) What does it mean to live a happy life? (Christianity/Humanism)	How do Muslims live by their beliefs? (Islam)	<u>Should Christians be greener than everyone else?</u> (Christianity)