



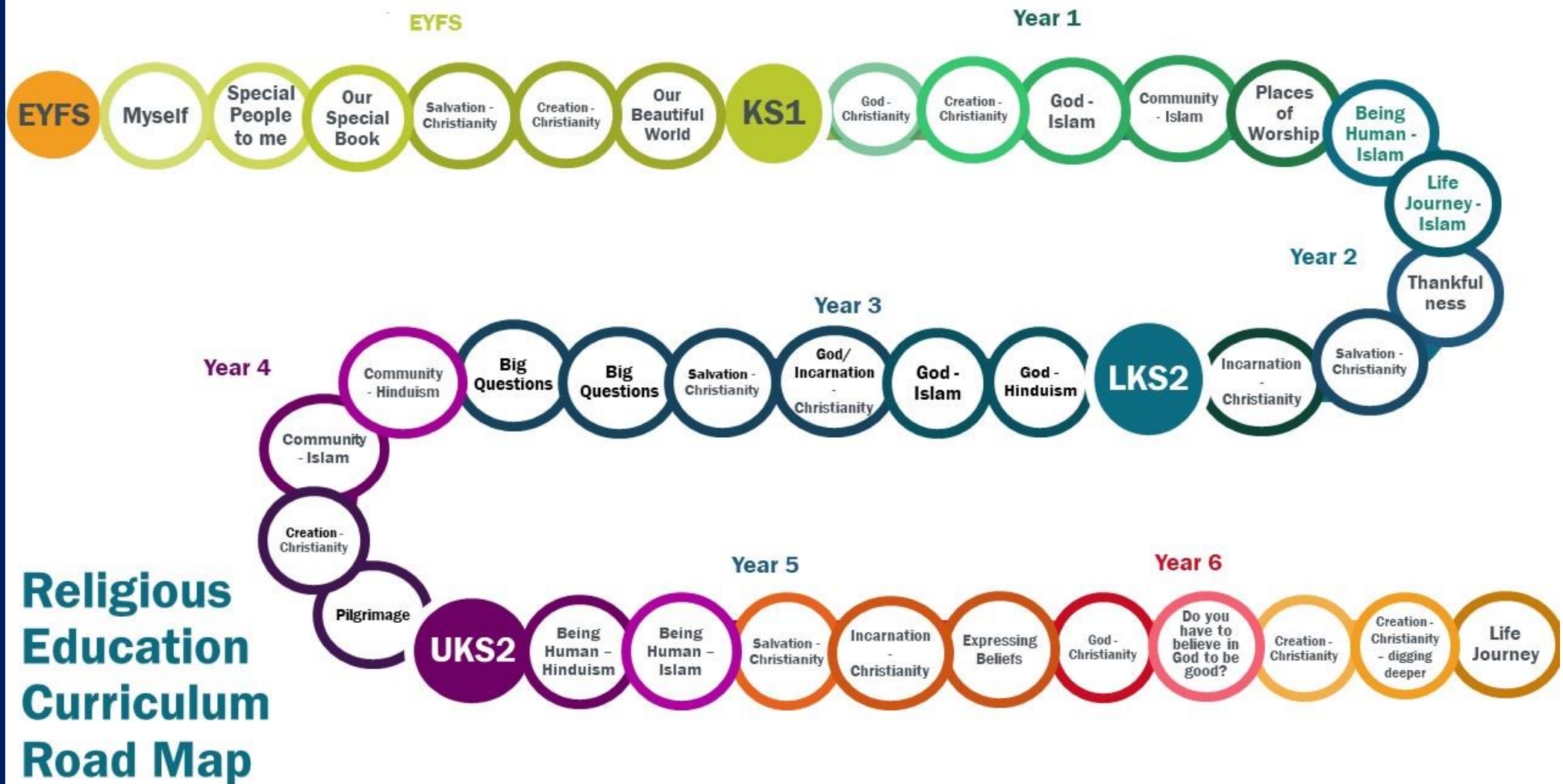
## Intent

Our R.E. curriculum is underpinned by our **locally Agreed R.E. Syllabus**. Through R.E. our pupils will develop religious literacy and **knowledge** of significant religions including Christianity, Islam, Judaism and Hinduism. Pupils will develop their abilities to articulate the beliefs and practices of the major religions and **diversity** within a religious community. They will be taught to value the religions and religious beliefs and practices of their peers as well as **question thoughtfully**, and to compare compassionately, in order to celebrate the **diversity** of thinking across the globe. We aim to teach our pupils about equality and to instil in them a tolerance, understanding and respect of all cultures, faiths, disabilities, and ways of life and living. They will be taught to **respect** the rights of others to hold **diverse opinions** and participate in **culturally** different practices. Pupils will be able to defend ideas and/or practices with which they do not necessarily agree. They will develop their ability to make morally based decisions, and to behave with **respect** and compassion to fellow citizens.

## Implementation

Teachers plan from the agreed long-term planning and our progression document which identifies key substantive knowledge and uses the disciplinary lenses of 'believing', 'living' and 'thinking' to scaffold learning. These are underpinned by the Agreed Syllabus. R.E. is taught in weekly discrete lessons. Teachers adapt the planning to best support the progression of pupils in their class, consulting with the subject leader if there is any major variation. Opportunities to positively reinforce learning through global or national events are used, usually at the discretion of the class teacher. Lessons require pupils to develop their ability to analyse, evaluate and compare between their developing understanding and prior learning about other religious and non-religious worldviews.

The following pages set out the content of the religious education curriculum at our school including our progression documents for substantive and disciplinary knowledge, including the key threads that run from EYFS to Year 6.





Our Religious Education curriculum follows the Lincolnshire Agreed Syllabus.

### **The aim of RE in Lincolnshire**

To produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief.

Good RE should:

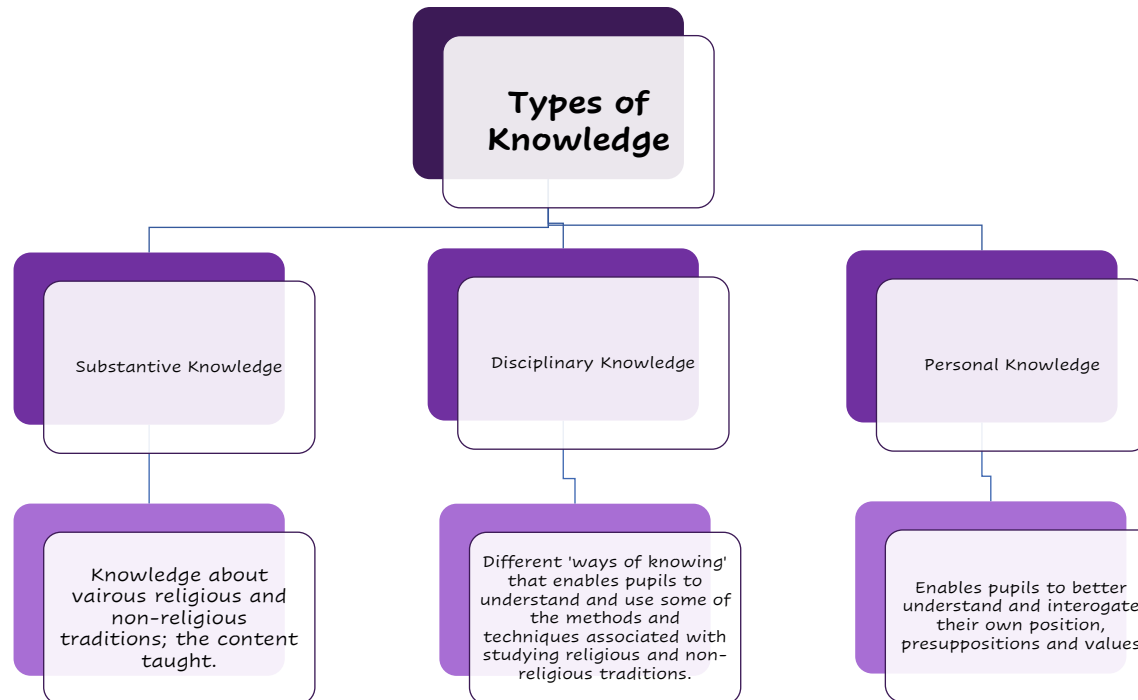
- develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views focus on concepts as well as content, within the context of enquiry based learning
- explore authentic religious material, e.g. sacred texts
- reflect diversity in terms of the changing religious landscape of the UK (see 2011 census below) so that they are prepared for life in modern Britain
- engage and challenge pupils
- reflect pupils' own experiences and provide a safe space for discussion
- present religious belief as a real, lived phenomenon, not something exotic or belonging to the past
- take into account the increase in the number of people with non-religious beliefs and identities
- provide opportunities for personal reflection and spiritual development
- help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others

### **Skills in RE**

Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

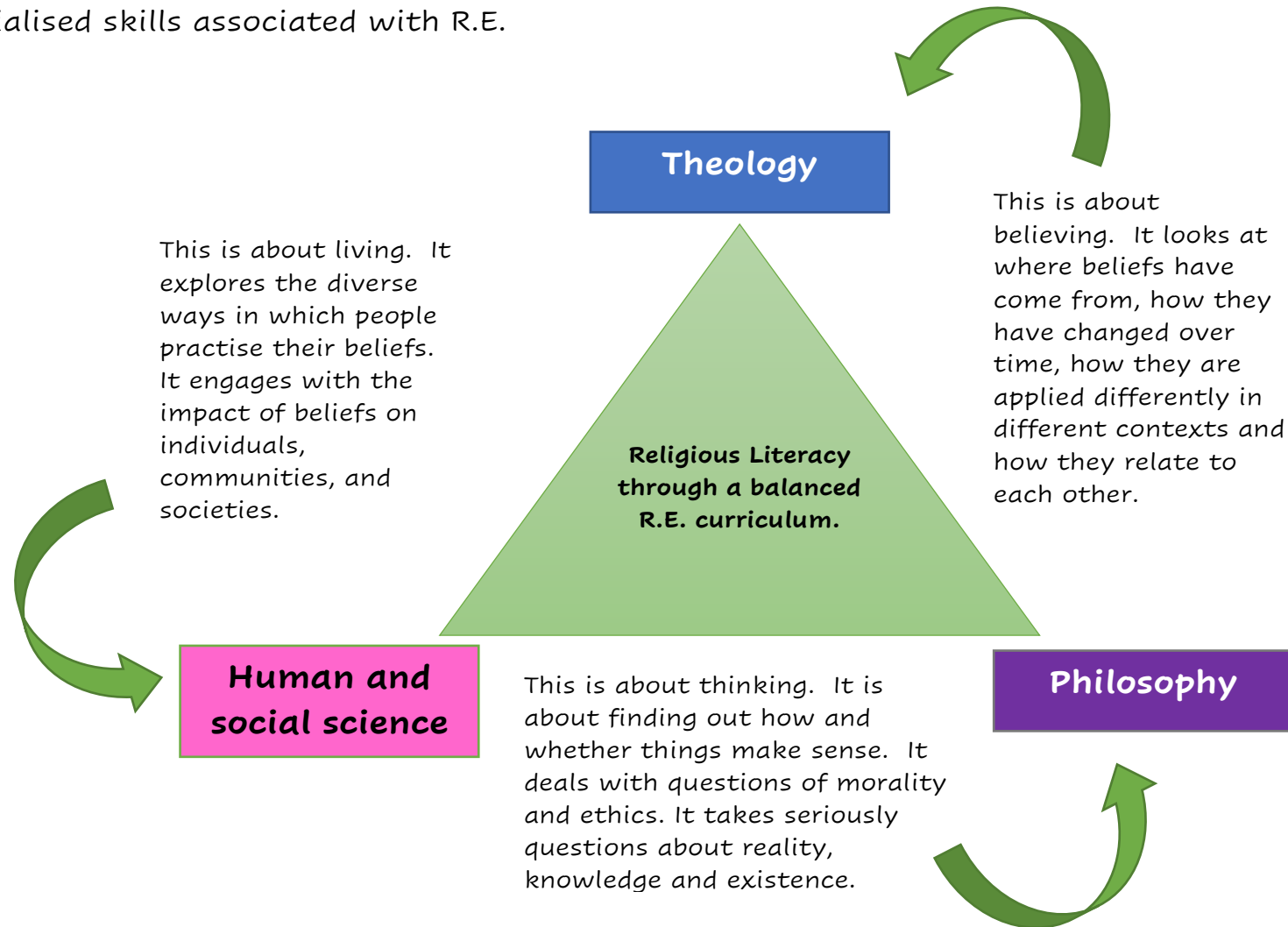
1. Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.
2. Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
3. Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
4. Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
5. Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.

6. Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence, and dialogue.



## Disciplinary RE

These are the “lenses” we look through that help pupils develop specialised knowledge and specialised skills associated with R.E.





### **Threads for RE** (highlighted yellow in key knowledge statements)

#### ***Christianity***

One **God** who is a **Trinity**

God **created** the world and wants relationships with humans, but humans have damaged it (the **Fall**)

**Jesus** heals the damaged relationship between God and humans through his death, **crucifixion** and **resurrection**

The **Bible** is a key source of authority

Christians live out their beliefs in different ways.

#### ***Islam***

One **God**

God wants humans to keep things in harmony and give them a **straight path (shariah)** to follow

There is **guidance** to help humans follow the straight path, including the **Prophets**

The **Qur'an** is a key source of authority for Muslims

Muslims live out their beliefs in different ways

#### ***Hinduism (KS2 only)***

**Brahman**, the Ultimate Reality / Life Force

**Atman** (soul) – the bit of **Brahman** living in everything

**Samsara**, the cycle of birth, life, death, and rebirth that every **atman** is on

**Moksha** (liberation from **samsara**), the ultimate goal of every **atman**

The way to achieve **moksha** is for the **atman** to fulfil its **dharma** in every cycle of life

Hindus live out their beliefs in different ways.





## PROGRESSION OF GOLDEN THREADS

(Key vocabulary is highlighted in bold)

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CHRISTIANITY						
<ul style="list-style-type: none"> <li>I know that <b>Jesus</b> is a special person to Christians.</li> <li>I know that the <b>Bible</b> is a special book for Christians.</li> <li>I know at least one special story for Christians (e.g., the story of <b>creation</b>, the Lost Sheep).</li> <li>I know that Christians believe the natural world is special because <b>God created it</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I know that Christians believe in <b>God</b>.</li> <li>I know that Christians find out about God in the <b>Bible</b>.</li> <li>I know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</li> <li>I know that some stories show these <b>Christian beliefs</b>.</li> <li>I know that Christians <b>worship God and try to live in a way that pleases him</b>.</li> <li>I know that Christians believe that <b>God created the universe</b>.</li> <li>I know that Christians believe that the Earth and everything in it are important to <b>God</b>.</li> <li>I know that Christians believe that <b>God</b> has a unique relationship with human beings.</li> <li>I know that Christians believe that humans should care for the world because it belongs to God.</li> <li>I know and can explain the significance of some key features of a <b>Christian church: candle, font, altar</b></li> </ul>	<ul style="list-style-type: none"> <li>I know that Christians and Jews think it is important to thank <b>God</b>.</li> <li>I know that Christians and Jews thank God by praying.</li> <li>I know that Christians thank God for the good things in the natural world during Harvest Festival.</li> <li>I know <b>different ways in which Christians thank God during Harvest Festival</b>.</li> <li>I know that Easter is very important in the 'big story' of the <b>Bible</b>.</li> <li>I know that Christians believe <b>Jesus</b> rose again, giving people hope of a new life.</li> <li>I know that Christians believe that <b>Jesus is God</b> and that he was born as a baby in Bethlehem.</li> <li>I know that the <b>Bible</b> points out that his birth showed that he was extraordinary (for example, he is worshipped as a king) and that he came to bring good news (for example, to the poor).</li> <li>I know that <b>Christians celebrate Jesus' birth</b>.</li> <li>I know that <b>Advent for</b></li> </ul>	<ul style="list-style-type: none"> <li>I know Christians believe <b>God is Trinity: Father, Son (Jesus) and Holy Spirit</b>.</li> <li>I know that Christians believe that <b>The Father creates</b>: he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>I know that Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>I know that Christians really want to try and understanding God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li> <li>I know that Christians worship <b>God as Trinity</b>. It is a huge idea to grasp and Christians have created art to help to <b>express this belief</b>.</li> <li>I know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to <b>following Jesus</b>.</li> </ul>	<ul style="list-style-type: none"> <li>I know that <b>confirmation</b> is a Christian celebration of someone deciding to commit to following <b>Jesus</b> and belonging to the Christian community.</li> <li>I know the <b>practices associated with Christian confirmation</b>.</li> <li>I know that Christians believe that <b>God the Creator cares for the creation, including human beings</b>.</li> <li>I know that Christians believe that as human beings are part of <b>God's</b> good creation, they do best when they listen to God.</li> <li>I know that Christians believe that the <b>Bible</b> shows that <b>God</b> wants to help people to be close to him – <b>he keeps his relationship with them, gives them guidelines on good ways to live</b> (such as The Ten Commandments).</li> </ul>	<ul style="list-style-type: none"> <li>I know that Christians read the 'big story' of the <b>Bible</b> as pointing out the need for God to save people. This salvation includes the <b>ongoing restoration of humans' relationships with God</b>.</li> <li>I know that the Gospels give accounts of <b>Jesus' death and resurrection</b>.</li> <li>I know that belief in Jesus' <b>resurrection</b> confirms to Christians that <b>Jesus</b> is the incarnate Son of God, but also that death is not the end.</li> <li>I know that this belief gives Christians hope for life with <b>God</b>, starting now and continuing in a new life (heaven). I know that <b>Jesus</b> was Jewish</li> <li>I know that Christians believe <b>Jesus is God</b> in the flesh.</li> <li>I know that Christians believe that his birth, life, <b>death, and resurrection</b> were part of a longer plan by <b>God</b> to restore the relationships between <b>humans and God</b>.</li> <li>I know that the <b>Old Testament</b> talks</li> </ul>	<ul style="list-style-type: none"> <li>I know that Christians believe <b>God</b> is omnipotent, omniscient and eternal, and that this means <b>God is worth worshipping</b>.</li> <li>I know that Christians believe <b>God</b> is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also loving, forgiving and full of grace.</li> <li>I know that Christians do not agree about what <b>God</b> is like, but try to follow his path, as they see it in the <b>Bible</b> or though Church teaching.</li> <li>I know that Christians believe <b>getting to know God is like getting to know a person rather than learning information</b>.</li> <li>I know that there is much debate and some controversy around the relationship between the accounts of <b>creation in Genesis</b> and contemporary scientific accounts.</li> <li>I know that these debates and</li> </ul>

	<ul style="list-style-type: none"> <li>I know that different churches and synagogues look very different from each other and have different key features.</li> </ul>	<p>Christians is a time of getting ready for Jesus' coming.</p>	<ul style="list-style-type: none"> <li>I know Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>I know that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</li> <li>I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> <li>I know that Christians remember and celebrate Jesus' last week, death and resurrection.</li> </ul>		<p>about a 'rescuer' or 'anointed one' – a messiah. Some texts talk about what this 'messiah' would be like.</p> <ul style="list-style-type: none"> <li>I know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah.</li> <li>I know that Christians see Jesus as their Saviour.</li> </ul>	<p>controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <ul style="list-style-type: none"> <li>I know that there are many scientists throughout history and now who are Christians.</li> <li>I know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li> </ul>
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## ISLAM

<ul style="list-style-type: none"> <li>I know that the Prophet Muhammed is a special person to Muslims.</li> <li>I know that the Qur'an is a special book for Muslims.</li> <li>I know at least one special story for Muslims (e.g., The Prophet and the Spider).</li> <li>I know that Muslims believe the natural world is special because God created it.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the Qur'an is the holy book of Islam and contains the words of Allah, providing guidance for human beings.</li> <li>I know that Muslims believe in one God who created the world exactly as he wanted it to be (harmony).</li> <li>I know that Muslims believe that Allah provided a straight path (shariah) to help keep the universe in harmony</li> <li>I know that Muslims believe that God created humans with special rights and</li> </ul>	<ul style="list-style-type: none"> <li>I know that Muslims believe that God created everything in harmony and that it is the responsibility of humans to try and make sure everything is harmonious.</li> <li>I know that one way of doing this is to follow the straight path (shariah)</li> <li>I know the Muslim statement of faith (shahadah) and that this is one of the five pillars of Islam.</li> <li>I know some examples of how Muslims try to promote harmony and show good character (akhlaq) e.g. giving zakat</li> </ul>	<ul style="list-style-type: none"> <li>I know that Muslims believe in one Allah (God) and that the oneness of God (tawhid) is a very important idea in Muslim worldviews.</li> <li>I know that Muslims believe that God created the universe and that he created things in harmony/in submission to his will (muslim).</li> <li>I know that Muslims believe humans have been created as God's 'abd (servants) and khalifa (regents) and that they have a responsibility to try to keep things muslim (harmonious).</li> </ul>	<ul style="list-style-type: none"> <li>I know that Muslims believe Allah (God) created the world muslim (harmonious) and wants humans to keep it that way.</li> <li>I know the Five Pillars of Sunni Islam (Shahadah, Salah/Salat, Zakah/Zakat, Sawm, Hajj) and be able to explain how they connect with the idea of harmony.</li> <li>I know that the festival of Eid ul-Fitr marks the end of the month of Ramadan and the fast (sawm).</li> <li>I know some of the key practices from the Muslim festival of</li> </ul>	<ul style="list-style-type: none"> <li>I know that Muslims believe that Allah (God) wants humans to promote harmony and that they can do this by following the straight path (shariah) that he has set out for them.</li> <li>I know that some teachings from the Hadith (collections of the teachings and lived example of the Prophet Muhammed) and be able to explain how the Hadith help Muslims follow the straight path (shariah).</li> <li>I know some examples of ways in which Muslims follow these teachings in order to</li> </ul>	<ul style="list-style-type: none"> <li>I know that Muslims believe that it is important to belong to the global community of Muslims (ummah) because this is one way of being in harmony</li> <li>I know that part of belonging to this ummah is to take part in certain rites of passage.</li> <li>I know that there are rites of passage associated with birth, initiation, marriage and death</li> <li>I know some of the key practices associated with these rites of passage.</li> </ul>
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	<p>responsibilities (<b>abd</b> and <b>Khalifa</b>)</p> <ul style="list-style-type: none"> <li>I know that Muslims celebrate a number of key festivals: <b>Eid ul-Fitr</b> and <b>Eid ul-Adha</b>.</li> <li>I know some <b>different examples of how Muslims celebrate these festivals</b>.</li> <li>I know that worship (<b>Ibadah</b>) is very important to Muslims and know some examples of the ways in which Muslims worship (e.g. prayer, studying the Qur'an in the madrassah).</li> <li>I know that worshipping, celebrating festivals and carrying out rites of passage is one way of showing <b>belonging</b> in Muslim communities.</li> </ul>	<ul style="list-style-type: none"> <li>I know some stories and examples shared by the <b>Prophets</b> that help Muslims know how to care for others and make sure the world is a fair, just and harmonious place.</li> <li>I know that Muslims have special ways of celebrating and saying thank you to God for the arrival of a new baby.</li> <li>I know some of the <b>Muslim rituals and practices associated with welcoming a new baby</b> (whispering of the <b>adhan</b>, <b>aqiqah</b> ceremony)</li> <li>I know that welcoming a new baby is an important part of belonging to a Muslim community (<b>ummah</b>).</li> <li>I know some similarities and differences between how Christians and Muslims celebrate the arrival of a new baby.</li> </ul>	<ul style="list-style-type: none"> <li>I know that Muslims believe that God has provided humans with a straight path (<b>shariah</b>) to follow so that everything can stay <b>muslim</b> (<b>harmonious</b>).</li> <li>I know that Muslims believe God has provided humans with three types of <b>guidance</b> to help them stay on the straight path (<b>shariah</b>): the natural world, the <b>Qur'an</b> and the <b>Prophets</b>.</li> </ul>	<p><b>Eid ul-Fitr</b> (e.g. giving <b>zakat</b> (charity), celebratory melas, new clothes etc.</p> <ul style="list-style-type: none"> <li>I know that the festival of <b>Eid ul-Adha</b> is the festival of the sacrifice.</li> <li>I know some of the <b>key practices from the Muslim festival of Eid ul-Adha</b> (e.g. sacrificing a sheep or goat and distributing the meat to family, friends and those in need).</li> </ul>	<p><b>stay on the straight path (shariah)</b>, e.g. the work of Muslim Hands UK).</p>
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## HINDUISM (KS2 only)

			<ul style="list-style-type: none"> <li>I know that Hinduism is also known as Hindu Dharma or <b>Santana Dharma</b>.</li> <li>I know that <b>Brahman</b> is the Ultimate Reality or Life Force in every living thing.</li> <li>I know that the <b>atman</b> (soul) is the bit of <b>Brahman</b> in every living thing.</li> <li>I know that the <b>deities</b> include the <b>Trimurti</b>:</li> </ul>	<ul style="list-style-type: none"> <li>I know what <b>dharma</b> is and why it is important to Hindus.</li> <li>I know about <b>key worship practices in Hindu worldviews at the mandir and at home</b>, including the <b>puja</b> ceremony and the importance of <b>murtis</b>.</li> <li>I know that performing <b>bhakti</b> (worship/devotion) is</li> </ul>	<ul style="list-style-type: none"> <li>I know that Hindus believe that the <b>atman</b> (soul) travels through <b>samsara</b> (the cycle of birth, life, death and rebirth) and that its ultimate goal is to achieve <b>moksha</b> (liberation).</li> <li>I know that Hindus believe that the way to achieve <b>moksha</b> is for the <b>atman</b> to fulfil its <b>dharma</b> (duty) in each cycle of life.</li> </ul>	<ul style="list-style-type: none"> <li>I know that Hindus believe it is important to fulfil your <b>dharma</b> (duty).</li> <li>I know that there are rites of passage (<b>samskaras</b>) that mark the journey of a human life and that carrying out these <b>samskaras</b> is part of fulfilling your <b>dharma</b>.</li> <li>I know that there are <b>samskaras</b> associated with birth,</li> </ul>
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			<p><b>Brahma, Vishnu and Shiva.</b></p> <ul style="list-style-type: none"> <li>• I know that the <b>Trimurti</b> represent the cycle of life (<b>samsara</b>).</li> <li>• I know that Hindu Dharma is interested in the journey of the <b>atman</b> through <b>samsara</b>.</li> <li>• I know that the goal is for the <b>atman</b> to achieve liberation (<b>moksha</b>) from <b>samsara</b>.</li> <li>• I know that the way to do this is for the <b>atman</b> to fulfil its duty (<b>dharma</b>) in each lifetime.</li> </ul>	<p>one way of fulfilling <b>dharma</b>.</p> <ul style="list-style-type: none"> <li>• I know about the <b>key practices associated with the festivals of Diwali and Raksha Bandhan</b>.</li> <li>• I know about the ways in which the stories and practices associated with <b>Diwali and Raksha Bandhan</b> connected with the idea of fulfilling <b>dharma</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that there are <b>different ways in which Hindus seek to fulfil their dharma</b>, which include carrying out duties relating to age (<b>ashrama</b>) and social group (<b>varna</b>).</li> <li>• I know that Hindus follow the principle of non-violence (<b>ahimsa</b>) and know some examples of what this looks like in practice (e.g. the work of <b>Mahatma Gandhi</b>, vegetarianism).</li> </ul>	<p>initiation, marriage and death.</p> <ul style="list-style-type: none"> <li>• I know some of the <b>key practices associated with the samskaras</b>.</li> </ul>
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# ASSESSMENT

## Pre-assessment

We use a range of strategies to elicit pre and misconceptions of a unit which will enable teachers to adapt short term planning to include time to address areas of need. Examples of tasks include discussion, low stakes quizzes and knowledge capture activities.

## Ongoing formative assessment and feedback

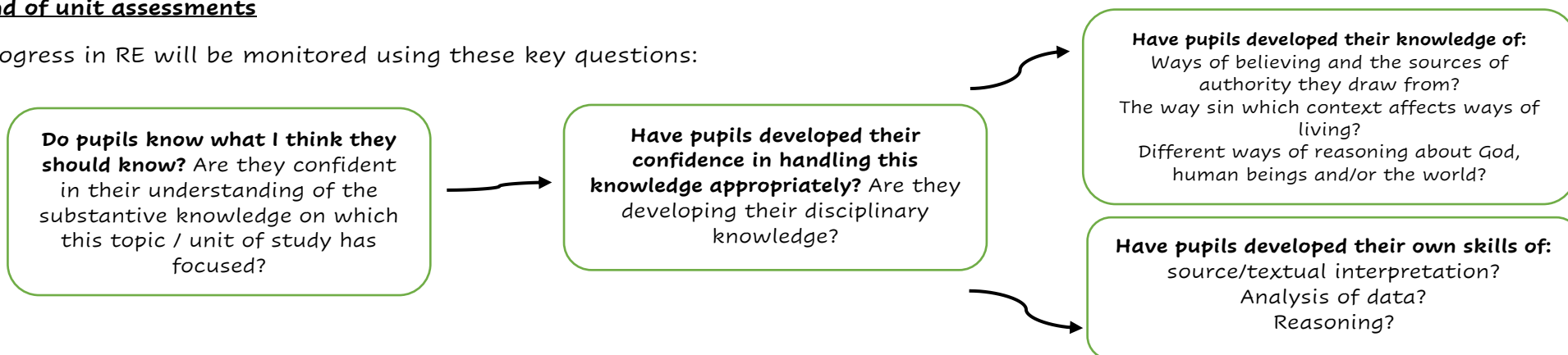
Teachers observe and respond to pupils during a lesson, offering verbal feedback and prompting of deeper thinking using questioning for mastery. Children are supported to use knowledge organisers, teaching materials on interactive whiteboards, working walls, sentence stems and key vocabulary to explain their thinking and develop understanding. Ongoing teacher observation identifies pupil progress and attainment during lessons and enables learners to be challenged through response and feedback. At Kirkby on Bain we recognise the value of teacher observation and of a dialogic, language rich learning environment.

## Retrieval practice

Pupils are offered carefully planned tasks to promote knowledge retrieval bringing core knowledge and skills into long term and working memory. Children are explicitly taught these skills and they are reinforced in UKS2 where preparation for KS3 study is considered. We recognise the underpinning cognitive processes of these tasks, and the application of literacy skills, in developing good revision strategies and skills for life beyond primary school.

## End of unit assessments

Progress in RE will be monitored using these key questions:





# HOW DO WE KNOW THAT OUR CURRICULUM IS HAVING THE DESIRED IMPACT?

## Teachers

- Become more knowledgeable.
- Have higher levels of confidence in delivering all areas of the curriculum.
- Can give senior leaders and subject leads feedback about what is working well.
- Are acutely aware of how children are coping with the taught content. The curriculum is the progression model and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then we know it is working and that children are making progress.
- Teach consistently well; applying sound pedagogical practices in all lessons.
- Plan coherent learning journeys based on the unit overviews.
- Seek support from subject leads when they are less confident.

## Children

- Can talk with confidence about what they have learned, using correct terminology.
- Are enthused and interested in a wide range of curriculum areas.
- Can talk about the specific characteristics of subjects and the disciplines associated with them.
- Can show adults examples of their learning and describe the 'why' behind work they have produced.
- Demonstrate good learning behaviours in all lessons.
- Are able to explain how their learning within a subject builds on previous learning.
- Are able to make thoughtful links between subjects.
- Can all access, enjoy and make progress within the curriculum - regardless of their starting points, or any additional needs they may have.
- Are independent learners who can think creatively and critically

## Children's Work

- Demonstrates that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example.
- Captures their increasing understanding of key concepts within each subject.



- Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content.
- Shows that a coherent teaching sequence has taken place within each unit of work.
- Demonstrates our curriculum's emphasis on subject-specific terminology.

#### **Governors and Visitors**

- Give us positive feedback about pupil engagement and behaviour in lessons.
- Comment on the high-quality work that they see.
- Report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development.

#### **Parents and carers**

- Give us positive feedback about their children's attitudes to school.
- Share examples of when their children have been enthused by the curriculum (e.g. they have been talking about learning at home, or carrying out their own research because of their interest).

#### **Leaders**

- Develop subject leader expertise through coaching and CPD
- Are outward facing
- Source external expertise and support where needed
- Ensure through monitoring that the curriculum is being implemented
- Assure themselves through monitoring that the curriculum is of the best quality
- Regularly monitor strengths and areas for development which feeds into school evaluation and improvement.