

Intent:

At Eastfield we aim to deliver a high quality R.E curriculum that will help our children to build knowledge (procedural & declarative) and understanding of Britain's diverse range of religions and cultures. Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

Religion and beliefs inform our values and are reflected in what we say and how we behave. It will provoke 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. It will develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010
- RE : realising the potential Ofsted 2013 (www.ofsted.gov.uk/resources/religious-education-realising-potential)
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)

We deliver RE in line with the Lincolnshire Agreed Syllabus and use the Jigsaw RE programme as our scheme of work.

Implementation: The aims of our RE, using the Jigsaw RE Scheme of Work



Jigsaw RE meets the requirements of our locally agreed syllabus and is aligned to the non-statutory guidance described above.

By following Jigsaw RE at Eastfield Primary Academy we intend that Religious Education will:-

- adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.

- provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- develop a sense of awe, wonder and mystery.
- nurture children's own spiritual development.

Curriculum Organisation: How RE is organised in this school

Curriculum Map RE Long Term Plan – Eastfield Primary Academy						
 Blue – Christianity Green – Islam Purple – Sanatana Dharma 						
Age Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ages 3-4 EYFS 1	What makes people special to me and others? Christianity and Judaism	What is Christmas to me and others? Christianity concept: Incarnation	How do I and other people celebrate? Sanatana Dharma	What is Easter to me and others? Christianity concept: Salvation	What can I and other people learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special to me and others? Christianity, Islam, Judaism
Ages 4-5 EYFS 2	What makes people special? Christianity and Judaism	What is Christmas? Christianity concept: Incarnation	Celebrations Sanatana Dharma	What is Easter? Christianity concept: Salvation	What can we learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special? Christianity, Islam, Judaism
Ages 5-6 Year 1	What do Christians believe about God? - Age 5-7 - Age 5-6 - Christianity - Autumn 1	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? - Age 5-7 - Age 5-6 - Christianity - Autumn 2	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? - Age 5-7 - Age 5-6 - Christianity - Spring 2 (Introduce in Spring term 1 and allow both half terms to cover the unit of work)	Who is God to Muslims? - Age 5-7 - Islam - Enquiry 1		
Ages 6-7 Year 2	Is it possible to be kind to everyone all of the time? - Age 5-7 - Age 6-7 - Christianity - Autumn 1	Why do Christians believe God gave Jesus to the world? - Age 5-7 - Age 6-7 - Christianity - Autumn 2	How important is it to Christians that Jesus came back to life after his crucifixion? - Age 5-7 - Age 6-7 - Christianity - Spring 2 (Introduce in Spring term 1 and allow both half terms to cover the unit of work)	How important is the prophet Muhammad to Muslims? - Age 5-7 - Islam - Enquiry 2		How important is the Qur'an to Muslims? - Age 5-7 - Islam - Enquiry 3

<p>Ages 7-8</p> <p>Year 3</p>	<p>Does praying at regular intervals help a Muslim in their everyday life?</p> <ul style="list-style-type: none"> - Age 7-9 - Islam - Enquiry 1 	<p>Has Christmas lost its true meaning?</p> <ul style="list-style-type: none"> - Age 7-9 - Age 7-8 - Christianity - Autumn 2 	<p>Could Jesus heal people? Did He perform miracles or was there some other explanation?</p> <ul style="list-style-type: none"> - Age 7-9 - Age 7-8 - Christianity - Spring 1 	<p>What is 'good' about Good Friday?</p> <ul style="list-style-type: none"> - Age 7-9 - Age 7-8 - Christianity - Spring 2 	<p>Does completing a pilgrimage make a person a better Muslim?</p> <ul style="list-style-type: none"> - Age 7-9 - Islam - Enquiry 2 	<p>What is the best way for a Muslim to lead a good life?</p> <ul style="list-style-type: none"> - Age 7-9 - Islam - Enquiry 3
<p>Ages 8-9</p> <p>Year 4</p>	<p>Does visiting the Ganges make a person a better Sanatani?</p> <ul style="list-style-type: none"> - Age 7-9 - Sanatana Dharma - Enquiry 1 	<p>What is the most significant part of the nativity story for Christians today?</p> <ul style="list-style-type: none"> - Age 7-9 - Age 8-9 - Christianity - Autumn 2 	<p>What do some Deities tell Sanatanis about God?</p> <ul style="list-style-type: none"> - Age 7-9 - Sanatana Dharma - Enquiry 2 	<p>Is forgiveness always possible for Christians?</p> <ul style="list-style-type: none"> - Age 7-9 - Age 8-9 - Christianity - Spring 2 	<p>What is the best way for a Sanatani to lead a good life?</p> <ul style="list-style-type: none"> - Age 7-9 - Sanatana Dharma <p>Enquiry 3</p>	<p>Do people need to go to church to show they are Christians?</p> <ul style="list-style-type: none"> - Age 7-9 - Age 8-9 - Christianity - Summer 2
<p>Ages 9-10</p> <p>Year 5</p>	<p>What is the best way for a Muslim to show commitment to God?</p> <ul style="list-style-type: none"> - Age 9-12 - Islam - Enquiry 1 	<p>Is the Christmas story true?</p> <ul style="list-style-type: none"> - Age 9-12 - Age 9-10 - Christianity - Autumn 2 	<p>How is the Qur'an vital to Muslims today?</p> <ul style="list-style-type: none"> - Age 9-12 - Islam - Enquiry 2 	<p>How significant is it for Christians to believe that God intended Jesus to die?</p> <ul style="list-style-type: none"> - Age 9-12 - Age 9-10 - Christianity - Spring 2 	<p>Does belief in Akhirah (life after death) help Muslims lead a good life?</p> <ul style="list-style-type: none"> - Age 9-12 - Islam - Enquiry 3 	<p>What is the best way for a Christian to show commitment to God?</p> <ul style="list-style-type: none"> - Age 9-12 - Age 9-10 - Christianity - Summer 2
<p>Ages 10-11</p> <p>Year 6</p>	<p>What is the best way for a Sanatani to show commitment to God?</p> <ul style="list-style-type: none"> - Age 9-12 - Sanatana Dharma - Enquiry 1 	<p>Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <ul style="list-style-type: none"> - Age 9-12 - Age 10-11 - Christianity - Autumn 2 (Alt) 	<p>Is anything ever eternal?</p> <ul style="list-style-type: none"> - Age 9-12 - Age 10-11 - Christianity - Spring 1 	<p>Is Christianity still a strong religion over 2000 years after Jesus was on Earth?</p> <ul style="list-style-type: none"> - Age 9-12 - Age 10-11 - Christianity - Spring 2 	<p>How can Brahman be everywhere and in everything?</p> <ul style="list-style-type: none"> - Age 9-12 - Sanatana Dharma - Enquiry 2 	<p>Do beliefs in Karma, Samsara and Moksha help Sanatanis live good lives?</p> <ul style="list-style-type: none"> - Age 9-12 - Sanatana Dharma - Enquiry 3

Jigsaw RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of teaching and learning theories and the need for adaptive teaching. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have the opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

SEND Provision

Jigsaw RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will add to the planning to meet the needs of the children in their classes. To support this, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers adapt the teaching, for children in KS1 and 2, each enquiry has exemplars for those children working towards the learning objective, at the expected level for this age group and those working beyond the expected level of achievement.

Assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions, recorded work and annotations from other lessons within the enquiry

to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- **a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.**
- **knowledge and understanding of the material/religion being studied to answer the enquiry question.**
- **evaluation/critical thinking in relation to the enquiry question**

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013 (cited on page 1) descriptors of these aspects utilise age-related expectations of working towards, working at the expected attainment and working beyond.

R.E has an identified Subject Lead and is part of the Cultural Team.

On an annual basis teachers provide a summative assessment for children within their class. This is analysed by the Subject Lead.

R.E Subject Lead: Shenley Sparkes