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**Eccleston Primary School**

**RE Curriculum**

**Wh**ole school definition:

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| **RE - Lancashire Agreed Syllabus - Sacre**  Eccleston Primary School follows the Lancashire Agreed Syllabus for Religious Education (2021)‘Searching for Meaning’. This revised syllabus is the legal basis for Religious Education in Lancashire. It is ambitious for all pupils and outlines the curriculum intent and methods of implementation that will enable all pupils to achieve well and attain high level outcomes by the end of each Key Stage. The syllabus aims to support pupils’ personal search for meaning as they explore what it means to be human. It continues to follow the Lancashire Field of Enquiry model, but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious. The syllabus also includes specific advice on effective methods of teaching and assessment. The aim is for teachers to develop the disciplinary knowledge needed to implement the curriculum effectively so that it has a positive impact on pupil achievement. |
| **Aims**  The curriculum for Religious Education and Worldviews aims to ensure that all pupils:  1. Know about and understand a range of religions and worldviews, so that they can: • Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; • Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and • Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.  2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: • Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; • Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and • Appreciate and appraise varied dimensions of religion or a worldview.  3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can: • Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; • Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and • Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives. (‘A Curriculum Framework for Religious Education in England’ Religious Education Council October 2013) |
| **EYFS – see Development Matters 2021 for detailed examples of how to support learning in EYFS**  Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension |

**Whole school definition:**

Intent

We believe that studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society. Pupils need to acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can 'respect religious and cultural differences and contribute to a cohesive and compassionate society' (RE Review 2013).

Religious Education provokes 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. Pupils learn to weigh up the value of wisdom from different sources, to develop and express insights in response, and to agree or disagree respectfully.

Pupils are encouraged to articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well-informed conversations about religions and worldviews whilst respecting the views of others.

**We follow the Code of Practice for teachers of RE and uphold their 8 principles.**

**1. Respect persons** - One hallmark of a professional teacher is sensitivity to pupils. Irrespective of their religious or non-religious beliefs, every pupil should be treated equally out of respect for their dignity as a human being.

**2. Value reason-giving -** Schools are places of critical engagement and respectful, vigorous debate where deep thinking is valued. Pupils should be encouraged to think skilfully about, reflect on and take responsibility for the beliefs that shape their behaviour and attitudes so that they continue in or develop their beliefs through lifelong critical reflection.

**3. Practise reciprocity.** The Golden Rule, “treat others as you would like to be treated”, is a principle which is widely shared across human communities. When handling beliefs in school, teachers should treat religious and non-religious beliefs as they would like their own beliefs to be treated in the same circumstances.

**4. Accept contestability and value self-awareness.** Beliefs are always contestable; the teacher should recognise that they may be controversial and should frame their language accordingly. This entails a willingness to be self-aware, particularly in relation to the way in which the teacher’s own beliefs impact on his or her approach to teaching and learning.

**5. Be open.** Appropriate openness about what a teacher believes can be a professional asset. This means being prepared to answer questions about and talk about his or her own beliefs when that is appropriate (an important professional judgment) in a way that enables pupils to develop in their own learning. The older the pupils, the more likely it is that a teacher could be open in an appropriate way. Teachers will make their own professional judgment on the extent to which to be open about their own beliefs.

**6. Promote fair and accurate representation.** Where people of diverse beliefs meet, there is opportunity for both conflict and co-operation. Teachers should strive for fair and accurate representation of religious and nonreligious beliefs by drawing on sound scholarship and a range of voices. To promote cooperation, teachers should treat diversity as an opportunity to work with others in the shared task of achieving excellence in teaching and learning.

**7. Model life-long learning.** In a culture where open debate and hard questions are encouraged, teachers will often find there is much that they do not know. Professionalism in these circumstances means being open to the discussion moving into challenging territory and being willing to learn.

**8. Promote balance.** The search for meaning and truth is central to education. When dealing with a controversial issue, teachers should encourage consideration of a balanced range of views, even if they find this uncomfortable on occasion.

**Implementation:**

We use Lancashire Sacre to deliver school’s RE curriculum. Lessons are well planned and clearly structured to drive forward key skills and knowledge. Lessons are sequenced to connect chunks of learning over time. Accurate information, vocabulary and good subject knowledge are key. We use varied questioning techniques to stimulate discussion, promote enquiry, deepen learning and support assessment. We use engaging resources and teaching strategies. Lessons foster opportunities for discussion and reflection to develop personal meaning. Time is given for consideration of deep learning around 'bigger questions’. CPD is provided to develop subject knowledge. Teachers tackle sensitive issues and seek guidance from the subject leader and SLT when needed. Learning is adapted to meet the needs of different pupils.

At Eccleston Primary School pupils are taught RE through discrete lessons. Our EYFS curriculum is outlined below, including key vocabulary taught.

In KS1 and KS2, pupils are taught about a range of religions, each being taught over a half term. The overview of the religions taught can be seen below.

KS1 record their learning in floor books. KS2 record their learning on our online platform, Showbie.

**Syllabus 2026:** - The Lancashire Agreed Syllabus for RE must be reviewed every 5 years. The next review will take place ready for launch in 2026. There will be a move towards incorporating a religion and worldviews approach whilst retaining a coherent curriculum structure that builds knowledge cumulatively.

**Impact:**

Key learning within each unit is identified. This is then mapped into the sequence of lessons to ensure pupil learning is secure at key points in time. Teachers make teacher assessments based on pupil contribution, pupil reflection, tasks and activities. When directed, the subject leader conducts ‘What’s Working Well Walks’ where lessons are joined. Pupil conferencing is also held to measure impact and determine if pupils understand the knowledge outlined in unit plans. Unit plans have exit points where key knowledge is clear and identified. Throughout the year, teachers revisit previous learning within the subject to check pupil ability to recall taught content.

**It is the statutory duty of the governing body to ensure that:**

* Religious Education is included in the basic curriculum and that the school meets its statutory duties.
* Sufficient time and resources are devoted to Religious Education to provide a curriculum of quality.

**Equal Opportunities**

Religious Education is taught in accordance with our school's Equality Opportunity Policy. Stereotypes are avoided. Attempts are made to ensure that examples of religious figures reflect all aspects of diversity within society. Pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality. The RE curriculum makes a significant contribution to pupils’ spiritual, moral, social and cultural (SMSC) development and awareness of Prevent and British values.

**Links with other subjects**

Although Religious Education is taught as a **separate subject discipline,** opportunities arise in lessons for children to **apply skills** from other subject areas. For example in English, art, drama, computing, technology. This ensures that the curriculum is taught in a creative and engaging manner as well as being knowledge rich and ambitious.

**Withdrawal**

We note the Human Right of parents to withdraw their children from Religious Education and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

**Visitors and visits to places of worship**

We enrich the curriculum by organising visits to places of worship in the immediate vicinity of the school. Faith leaders and other members of the community are also invited when appropriate to contribute to learning in the classroom as an additional valued resource.

The following visits are held:

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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| RE Trip | Spring 1 –  Islam - visit a Mosque | Summer 2 –  Judaism – visit a Synagogue | Summer 1 – Sikhism – visit a Gurdwara  Preston Gurdwara <https://prestongurdwara.co.uk/book-your-school-visits/> | Autumn 1 – Hindu Dharma – Visit a Hindu Temple | Autumn 2  Islam – Visit a Mosque | Summer 1 - Buddhism |
| Jamea Masjid (Preston Central Mosque)  Complete form on their website | Southport Synagogue  <https://www.southportsynagogue.co.uk/school-group-visits/#:~:text=Arnside%20Road%20Synagogue%20is%20an,will%20lead%20your%20Guided%20Tour>. |  | Preston Hindu Temple  <https://www.ghspreston.co.uk/contact-us/temple-visit/> | Da'watul Islam Mosque  Mosque in Chorley, England  [**Address**](https://www.google.com/search?safe=active&sca_esv=a593c4d97b4a5a54&rlz=1C1ONGR_en-GBGB1106GB1106&q=da%27watul+islam+mosque+chorley+address&ludocid=16725682718367095654&sa=X&ved=2ahUKEwiN5uO5mbKOAxVOXkEAHdH6I1UQ6BN6BAgsEAI)**:**Charnock St, Chorley PR6 0NZ  **Phone:**[01257 268644](https://www.google.com/search?q=+Dawatul+Islamic+Mosque+chorley&safe=active&sca_esv=a593c4d97b4a5a54&rlz=1C1ONGR_en-GBGB1106GB1106&ei=RKVvaK_tKZ-ohbIP4vjhqAU&ved=0ahUKEwivn62cmbKOAxUfVEEAHWJ8GFUQ4dUDCBA&uact=5&oq=+Dawatul+Islamic+Mosque+chorley&gs_lp=Egxnd3Mtd2l6LXNlcnAiHyBEYXdhdHVsIElzbGFtaWMgTW9zcXVlIGNob3JsZXkyBhAAGBYYHjILEAAYgAQYhgMYigUyCxAAGIAEGIYDGIoFMgsQABiABBiGAxiKBTIIEAAYgAQYogQyCBAAGIAEGKIEMgUQABjvBTIIEAAYgAQYogRIsRJQAFjKEHAAeACQAQCYAY0BoAH8B6oBAzYuNLgBA8gBAPgBAvgBAZgCCqACsgjCAgcQABiABBgNwgINEC4YgAQYxwEYDRivAcICHBAuGIAEGMcBGA0YrwEYlwUY3AQY3gQY4ATYAQGYAwC6BgYIARABGBSSBwM0LjagB9pZsgcDNC42uAeyCMIHBzAuMi43LjHIBzA&sclient=gws-wiz-serp) | Meditation Centre or a monk to visit the children.  Vajravarahi Kadampa Meditation Centre. Email: [groupvisit@meditate inlancs.org.uk](mailto:groupvisit@meditateinlancs.org.uk) or call 01772 884919 |

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|  | **0 – 3 years**  Understanding of the world – Development Matters | | **3 – 4 years**  Understanding of the world – Development Matters | | **Reception**  Understanding of the world – Development Matters | |
|  | Autumn Term  Development Matters   * Notice differences between people * Enjoys stories about things that are familiar to themselves in their environment.   Key Knowledge   * To know and name where they live. * Look at photos and talk about features * Listen to stories   Key Vocabulary  Me, family, Eccleston, story, Christmas, book, photograph,  Spring Term   * Make connections between the features of their family and other families   Key Knowledge   * Talk about past events * Name members of their family * Observe other childrens photographs * Comment on what they see.   Key Vocabulary  Family, family names, Christmas, celebration, people  Summer Term  Development Matters   * Notices detailed features of objects in their environment * Is curious about people and stories   Key Knowledge   * Talk about what they see in photographs and books * Listen to stories   Key Vocabulary  Nouns, describing words e.g. church, temple, place, people | | Autumn Term  Development Matters   * Distinguish between features of their own and others families * Knows about things that makes them unique, can talk about similarities and differences between themselves and others. * In pretend play can re-enact scenarios from their own family and cultural background.   Key Knowledge   * To begin to make sense of own family history * To be able to name celebrations – Christmas, Diwali   Key Vocabulary  Family, family names e.g. sister, celebration, Christmas, Diwali, Hindus, Christians  Spring Term  Development Matters   * To begin to make sense of own family’s history * Talk about members of their immediate family and in their community   Key Knowledge   * To know they have a family that celebrates together * To talk about how their family celebrated * To begin to understand that people celebrate in different ways.   Key Vocabulary  Family, family names, celebrations, use past tense correctly, similar, different  Summer Term  Development Matters   * Continue to develop positive attitudes between people and communities * To know there are different countries, people and communities around the world and talk about their differences, as seen in books and photos. * Talk about what they see, using a wide range of vocabulary.   Key Learning   * To be able to talk about different countries and people from around the world * To understand there are different cultures, communities and buildings around the world. * Create models from pictures, draw pictures, talk about photos and books   Key Vocabulary  People, buildings, similar, different, country | | **Special Times (Autumn Term**)  Talk about the wonders of the natural world   * Express ideas about how to care for animals and plants * Talk about ways in which people can harm the natural world * Talk about ways in which people can look after the natural world   Development Matters   * Enjoy joining in with family customs and routines. * Talks about similarities and differences between themselves, other communities, cultures and traditions.   Key Vocabulary  Similar, different, Christianity, Hinduism, Diwali, Christmas, celebrations  Assessment Task  Outdoor walk – Noticing the features and wonders of the natural world  **Special Stories (Spring Term**)   * Re-tell stories to explain Christian and Muslim ideas about Creation and the natural world * Identify new vocabulary   Development Matters   * Understand other cultures through stories and non-fiction texts and their experiences.   Key Vocabulary  Story, religion, books, Christianity, Islam, Muslims, Christians  Assessment Task  Children to look at images of a familiar story and retell in their own words – group task  **Special Places (Summer Term**)   * Talk about their special place and explain why it is special * Be aware that some Christians, Muslims and Hindus have places that are special to them * Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu * Identify some significant features/ objects found inside and outside a Church or Mosque * Talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque   Development Matters   * Understand that some places are special to people in our community * Recognise that people have different beliefs and celebrate in different ways * To know similarities and differences between different religious cultures and communities.   Key Vocabulary  Religion, culture, community, places of worship, church, mosque, temple, Hindu’s, Christian’s, Muslims, special, celebrate  Visit –  Local Methodist Church  Assessment Task   * Compare images of places of worship and notice similarities and differences. | |
|  | **Year 1**  **What do people say about God?** | **Year 2**  **How do we respond to the things that really matter?** | **Year 3**  **Who should we follow?** | **Year 4**  **How should we live our lives?** | **Year 5**  **Where do we find guidance about how to live our lives?** | **Year 6**  **Is life like a journey?** |
| **Autumn** | **Autumn Term 1**  Christianity (God)  Why do Christians say that God is a ‘Father’? | **Autumn Term 1**  Christianity (God) Does how we treat the world matter? | **Autumn Term 1**  Christianity (God) How (and why) have some people served God? | **Autumn Term 1**  Hindu Dharma What might a Hindu learn through celebrating Diwali? | **Autumn Term 1**  Christianity (God) Why is it sometimes difficult to do the right thing? | **Autumn Term 1**  Christianity (Church) If life is like a journey, what’s the destination? |
| **Autumn Term 2**  Christianity (Jesus)  Why is Jesus special to Christians? | **Autumn Term 2**  Christianity (Jesus) Why do Christians say Jesus is the ‘Light of the World’? | **Autumn Term 2**  Islam  Why is the Prophet Muhammad (pbuh) an example for Muslims? | **Autumn Term 2**  Christianity (God) How and why might Christians use the Bible? | **Autumn Term 2**  Islam  Why is the Qur’an so important to Muslims? | **Autumn Term 2**  Hindu Dharma  Is there one journey or many? |
| **Spring** | **Spring Term 1**  Islam  How might beliefs about creation affect the way people treat the world? | **Spring Term 1**  Hindu Dharma  How might people express their devotion? | **Spring Term 1**  Christianity (Jesus) What does it mean to be a disciple of Jesus? | **Spring Term 1**  Sikhism  How do Sikhs express their beliefs and values? | **Spring Term 1**  Hindu Dharma  What might Hindus learn from stories about Krishna? | **Spring Term 1**  Islam  What is Hajj and why is it important to Muslims? |
| **Spring Term 2**  Judaism  Why might some people put their trust in God? | **Spring Term 2**  Islam  Why do Muslims believe it is important to obey God? | **Spring Term 2**  Christianity (Church)  What do Christians mean by the ‘Holy Spirit’? | **Spring Term 2**  Christianity (Jesus) Is sacrifice an important part of religious life? | **Spring Term 2**  Christianity (Jesus)  What do we mean by a miracle? | **Spring Term 2**  Christianity (Jesus) Why do Christians believe Good Friday is ‘good’? |
| **Summer** | **Summer Term 1**  Hindu Dharma  What do Hindus believe about God? | **Summer Term 1**  Christianity (Church)  What unites the Christian community? | **Summer Term 1**  Sikhism  Why are the Gurus important to Sikhs? | **Summer Term 1**  Islam  Why do Muslims fast during Ramadan? | **Summer Term 1**  Christianity (Church)  How do people decide what to believe? | **Summer Term 1**  Buddhism  What do we mean by a ‘good life’? |
| **Summer Term 2**  Christianity (Church) How might some people show that they ‘belong’ to God? | **Summer Term 2**  Judaism  What aspects of life really matter? | **Summer Term 2**  Hindu Dharma  Why is family an important part of Hindu life? | **Summer Term 2**  Christianity (Church)  What does ‘love your neighbour’ really mean? | **Summer Term 2**  Judaism  Do people need laws to guide them? | **Summer Term 2**  Christianity (God)  How do Christians mark the ‘turning points’ on the journey of life? |