



## Religious Education Vision & Intent

### Overall Vision

At Elm Tree, our Religious Education curriculum is fundamentally about equipping every pupil to navigate and appreciate the complex tapestry of beliefs, values, and cultures that shape our world.

Our teaching is anchored entirely in the Lancashire Agreed Syllabus 2021 (LAS 2021), using its enquiry-based model to promote deep understanding rather than superficial facts. The curriculum is well sequenced and ambitious, challenging pupils to explore big questions of life, meaning, and purpose from multiple perspectives.

The LAS 2021 Disciplinary Strands in Action

We structure our learning around the three core disciplinary strands identified in the syllabus:

1. **Making Sense:** Pupils systematically acquire substantive knowledge about diverse worldviews. This includes a deep focus on Christianity and Islam as the required main religions, alongside a comprehensive study of Judaism, Sikhism, Hinduism, and non-religious worldviews like Humanism. Students learn to accurately describe, explain, and analyse beliefs, practices (like prayer or pilgrimage), and forms of expression.
2. **Connecting:** This strand focuses on the impact of worldviews. Students explore how beliefs translate into action, influencing everything from ethical decision-making in contemporary issues to community life and cultural norms. For example, pupils might connect Islamic beliefs about *Ummah* (community) with acts of charity.
3. **Enquiry:** Here, pupils deploy their knowledge and skills to ask and answer challenging questions. They are encouraged to become theological, philosophical, and ethical thinkers, using evidence from sacred texts, artefacts, and real-life examples to formulate reasoned responses.

We enrich the curriculum through visits to local places of worship and by welcoming visitors from diverse faith communities to share their living traditions.

At Elm Tree, RE is the gateway to responsible citizenship, ensuring our young people leave us with the knowledge, skills, and attitudes to contribute positively to a cohesive and compassionate global society.

### By the end of Early years & Key Stage 1

#### By the End of Key Stage 1 (Ages 5-7)

Children will primarily focus on **Christianity** as well as other Abrahamic faith (**Judaism** and **Islam**), with encounters with a Dharmic tradition (such as **Hinduism**, **Buddhism** and **Sikhism**).

## Knowledge and Understanding

- **Beliefs and Practices:**
  - **Retell** and suggest meanings for a few **religious stories** and/or beliefs (e.g., Christian creation stories, stories of Jesus).
  - Identify and describe how religion is **expressed** in different ways, such as through festivals, worship, and ways of life.
  - Use some religious **words and phrases** when talking about beliefs and values.
  - Know the main ideas of **God** and **Jesus** in Christianity and how the **Church** acts as a community.
- **Shared Human Experience:**
  - Notice and show **curiosity** about how people live their lives.
  - Identify things that influence a person's sense of **identity and belonging**, including their religion.
  - Show awareness of some **similarities** in religions (e.g., special times, places, or stories).

## Skills, Experiences, and Opportunities

- **Enquiry and Reflection:**
  - Ask and respond to questions about meaning, purpose, and truth.
  - Articulate clearly their **personal beliefs, ideas, values, and experiences**.
- **Engagement:**
  - Engage with religious traditions primarily through **stories, rhymes, songs, and artefacts**.
  - Opportunities for **trips to a place of worship** (e.g., a church or mosque) to observe practices firsthand.
  - Opportunities to meet **expert visitors** from different faith communities who come into school to impart knowledge.

## By the end of Key Stage 2

### By the End of Key Stage 2 (Ages 7-11)

Children will build on KS1 learning by progressing their knowledge of **Christianity**, other Abrahamic faiths (**Islam** and **Judaism**), and Dharmic tradition (often **Hinduism, Buddhism and Sikhism**). 50% of the curriculum focuses on Christianity.

## Knowledge and Understanding

- **Beliefs and Practices (Describe, Explain, and Analyse):**
  - **Describe, explain, and analyse** beliefs and practices, recognising the **diversity** *within* and *between* communities and individuals.
  - Identify the **impact** that beliefs have on the lives of believers and communities.
  - **Analyse** and **evaluate** the nature, significance, and impact of different ways of life and ways of expressing meaning.
  - Identify, investigate, and respond to questions posed by some of the **sources of wisdom** (e.g., sacred texts) found in religions and worldviews.
  - Explain how religious teachings relate to **ultimate questions** about life, the world, and moral issues.
- **Shared Human Experience (Appreciate and Appraise):**
  - **Appreciate and appraise** varied dimensions of religion or a worldview.
  - Discuss how people make **decisions** about how to live their lives, considering a range of beliefs, values, and lifestyles.

- Understand what it means to **belong** to a religious community and the influence this faith has on individuals and communities.

### **Skills, Experiences, and Opportunities**

- **Enquiry and Reflection (Articulate and Reflect):**
  - **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 ethical issues.
  - Hold balanced and **well-informed conversations** about religions and worldviews while respecting the views of others.
  - **Articulate** their own beliefs, values, and commitments clearly to explain why they may be important in their own and other people's lives.
- **Engagement:**
  - Opportunities for further **trips to places of worship** (potentially a greater variety than in KS1) to deepen understanding of worship and community life.
  - Opportunities to hear from **expert visitors** from different faith and non-religious communities, providing firsthand perspectives and knowledge.