

Religious Education

At Eagle CP School we follow the [Lincolnshire Agreed Syllabus](#) for Religious Education 2018

The aim of RE in Lincolnshire is to “produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief”.

RE teaching will:

- 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

Key skills in RE will be developed to enhance learning:

- 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.
- Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
- Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
- Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
- Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
- Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

Early Years Foundation Stage RE

Unlike the subjects of the National Curriculum, it is a legal requirement for all pupils, including those in Reception, to study RE through the contribution it makes to the specific areas of the early learning goals.

Communication and language

Children will be able to:

- respond creatively, imaginatively and meaningfully to memorable experiences;
- use a religious celebration as a stimulus and talk about the special events associated with it;
- learn about important religious celebrations through artefacts, stories, music, etc.

Personal, social and emotional development (PSED)

Children will be able to:

- use some stories from religious traditions as a stimulus to reflect on their own experiences and explore them;
- use role play as a stimulus and talk about some of the ways that people show love and concern for others and why this is important;
- think about issues of right and wrong and how humans help one another;
- demonstrate a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others;
- show a developing respect for their own cultures and beliefs and those of other people;
- show an understanding of what is right, wrong and why.

Literacy

Children will be able to:

- listen with enjoyment and respond to stories, songs, music, rhymes and poems and make up some of their own;
- extend their vocabulary, exploring the meaning and sounds of new words.

Understanding the world

Children will be able to:

- begin to learn and become aware of their own cultures, beliefs and those of other people;
- ask questions about religion and culture as they encounter them in everyday experiences;
- visit places of worship, learn new words associated with these places and show respect towards them;
- talk about similarities and differences between themselves and others, among families, communities and traditions.

Expressive arts and design

Children will be able to:

- explore and play with a wide range of media and materials and have opportunities and encouragement to share their thoughts, ideas and feelings through a variety of activities;
- use religious artefacts as a stimulus to enable them to think about and express meanings associated with the artefact.

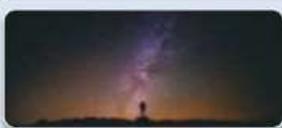
Key Stage 1 & 2

The programme of study for Key Stages 1-2 includes curriculum time on Christianity for KS1/2, in addition to Islam at KS1 and Hinduism and Islam at KS 2. Other religions, beliefs and worldviews can be studied alongside the core religions as a point of comparison, but not as the focus of study

Key areas of enquiry:

- God: What do people believe about God?
- Being human: How does faith and belief affect the way people live their lives?
- Community, worship and celebration: How do people express their religion and beliefs?
- Life journey: rites of passage: How do people mark important events in life?

Key Stage 1: Christianity



God: What do people believe about God?

What do Christians learn and understand about God through Old Testament Bible stories?
What do stories in the New Testament tell Christians about Jesus?



Being human: How does faith and belief affect the way people live their lives?

What does the Bible say about how Christians should treat others and live their lives?
How can Christian faith and beliefs be seen in the actions of inspirational Christians?



Community, worship and celebration: How do people express their religion and beliefs?

What do Christians do to express their beliefs?
Which celebrations are important to Christians?



Life journey, rites of passage: How do people mark important events in life?

What do Christians do to celebrate birth?
What does it mean and why does it matter to belong?

Key Stage 1: Islam



God: What do people believe about God?

How is Allah described in the Qur'an?
What do Muslims learn about Allah and their faith through the Qur'an?



Being human: How does faith and belief affect the way people live their lives?

What does the Qur'an say about how Muslims should treat others and live their lives?
How can the Muslim faith and beliefs be seen in the actions of inspirational Muslims?



Community, worship and celebration: How do people express their religion and beliefs?

What do Muslims do to express their beliefs?
Which celebrations are important to Muslims?



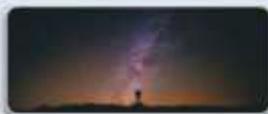
Life journey, rites of passage: How do people mark important events in life?

What do Muslims do to celebrate birth?

Key Stage 1 will also cover at least two of the units below:

- Places of worship (Symbols, architecture, worship, diversity, practices, key beliefs, etc)
- Creation (Origins of the universe; beliefs about the natural world and human interaction within)
- Thankfulness (beliefs about thankfulness and gratitude e.g. Eid, Sukkot, Harvest, Holi)
- In-depth study of another religion/belief system (Key beliefs, practices, festivals, symbols, etc)

Key Stage 2: Christianity



God: What do people believe about God?

How do symbols in the Bible help a Christian to relate to God?
What do symbols in the story of the baptism of Jesus reveal about the nature of God?
What visual symbols and symbolic acts can be seen in a Christian church?
How might language within worship express Christian belief?



Being human: How does faith and belief affect the way people live their lives?

In what ways does the Bible teach Christians to treat others?
How is this expressed in practice?



Community, worship and celebration: How do people express their religion and beliefs?

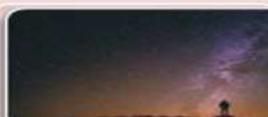
How is Christian belief expressed collectively?
How does Christian worship and celebration build a sense of community?



Life journey, rites of passage: How do people mark important events in life?

How do Christians show they belong?

Key Stage 2: Islam



God: What do people believe about God?

What do the main concepts in Islam reveal about the nature of Allah?
What is the purpose of visual symbols in a mosque?



Being human: How does faith and belief affect the way people live their lives?

What does the Qur'an teach Muslims about how they should treat others?
How do Muslim teachings guide the way Muslims act in the world?
How are Muslim beliefs expressed in practice?



Community, worship and celebration: How do people express their religion and beliefs?

How is Muslim worship expressed collectively?
How does Muslim worship and celebration build a sense of community?



Life journey, rites of passage: How do people mark important events in life?

How do Muslims show they belong?

Key Stage 2: Hinduism

God: What do people believe about God?



How are deities and key figures described in Hindu sacred texts and stories?
What might Hindus understand about the Divine through these stories?
What is the purpose of visual symbols in the mandir?

Being human: How does faith and belief affect the way people live their lives?



How do Hindus reflect their faith in the way they live?
What is karma and how does it drive the cycle of samsara?
How might a Hindu seek to achieve moksha?

Community, worship and celebration: How do people express their religion and beliefs?



How is Hindu belief expressed personally and collectively?
How does Hindu worship and celebration build a sense of community?

Life journey, rites of passage: How do people mark important events in life?



How do Hindus show they belong?

Key Stage 2 will also cover at least four of the units below:

- Pilgrimage (motivations for the journey, key destinations, practices associated with the journey, key beliefs expressed by the journey, etc)
- Forgiveness (examples of religious festivals/practices/stories that focus on saying sorry and asking for forgiveness, e.g. Yom Kippur, Diwali, Easter)
- Expressing belief through the arts (exploring diverse ways in which religious and non-religious people express their beliefs through the arts)
- Big Questions (enquiry into the 'big questions' asked by religions/belief systems, e.g. 'Who am I?', 'what is a good life?', 'does God exist?', 'is there life after death?', etc)
- Spirituality and New Religious Movements (exploring the term 'spirituality' and how this relates to religion; exploring examples of New Religious Movements and their rise in the twenty-first century)
- In-depth study of another religion/belief system (Key beliefs, practices, festivals, symbols, etc)