



Windmill Hill Primary School

What is the relationship between RE and the National Curriculum?

Religious Education is a component of the legally required Basic Curriculum, to be taught alongside the National Curriculum in all maintained schools.

The national curriculum states the legal requirement that:

Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

...all state schools... must teach religious education to pupils at every Key StageAll schools must publish their curriculum by subject and academic year online.

(‘The National Curriculum in England: Framework document’, September 2013, p.4)

Lancashire Agreed Syllabus

The Local Authority has adopted Lancashire Agreed Syllabus for the teaching of RE in schools without a religious character. The agreed syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of other principal religions represented in Great Britain.

Why have an Agreed Syllabus?

The Lancashire Agreed Syllabus for RE has four purposes, which are parallel to the four main purposes of the National Curriculum:

- To establish an entitlement. The Agreed Syllabus secures for all pupils, irrespective of social background, culture, race, religion, gender, differences in ability and disabilities, an entitlement to learning in RE. This contributes to their developing knowledge, understanding, skills and attitudes, which are necessary for their personal fulfilment and development as active and responsible citizens.
- To establish standards. The Agreed Syllabus makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes standards for the performance of all pupils in RE. These standards may be used to set targets for improvement and measure progress towards those targets.

- To promote continuity and coherence. The Agreed Syllabus for RE contributes to a coherent curriculum that promotes continuity. It facilitates the transition of pupils between schools and phases of education and can provide foundations for further study and lifelong learning.
- To promote public understanding. The Agreed Syllabus for RE will increase public understanding of, and confidence in, the work of schools in RE.

The curriculum for RE 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.
 - 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 World views, 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.
 - 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.
 - Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

What is the Lancashire Field of Enquiry?

Life is sometimes described as a journey, a search for meaning and purpose. This Agreed Syllabus seeks to support children and young people in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of shared human

experience and of the place and significance of religion in the contemporary world. Pupils are supported by this syllabus to be equipped in their search for personal meaning.

In this, RE should enable children and young people to:

- Be aware that human life is not merely material life, and be open to the possibility of transcendent or spiritual life, exploring such experiences in their own lives and the lives of others.
- Approach sensitively and respectfully the beliefs, actions and feelings of believers
- Understand the relationships between the individual and the community in religious life.
- Develop appropriate ways of communicating their own thoughts, feelings and responses.
- Apply these insights to the development of their own beliefs, values and attitudes.

The Lancashire Field of Enquiry model continues to be central to this syllabus, ensuring meaningful and child centred RE for our pupils. The key question for teachers as they create opportunities for learning must constantly be 'How will this help my pupils in their search for meaning?' It secures the syllabus' principle aim 'to support pupils' personal search for meaning by engaging enquiry into the question "What is it to be human?" exploring answers offered by religion and belief.'

At the centre is the question 'What does it mean to be human?'

The exploration then requires the following four areas:

- Shared human experience - the nature of human being.
- Living religious tradition - principal religious traditions encountered in the world.
- Beliefs and values - which lie at the heart of these traditions.
- The search for personal meaning – a lifelong quest for understanding.

What is enquiry-based RE?

At the heart of this syllabus is the search for meaning. Enquiry methods of learning should be employed throughout and pupils are encouraged to create their own questions and identify ways of finding answers (recognising that sometimes there may be no answer).

- **In the Early Years Foundation Stage, pupils must have opportunities to learn about Christianity and other religions represented in the class. If no other principal religions is represented at least ONE other religion should be explored.**
- **In Key stage 1, pupils must have opportunities to learn about Christianity and at least TWO other principal religions, and other religions and beliefs represented in the school community.**
- **In Key stage 2, pupils must have opportunities to learn about Christianity and at least TWO other principal religions, and other religions and beliefs represented in the local**

area.

By the end of KS2 primary children should have touched upon all the six major world

EYFS

During the EYFS children may begin to explore the world of religion in terms of: special people, books, festivals and celebrations, places, objects and visiting places of worship. They may be introduced to a range of religious words and use all their senses in exploring religions and beliefs, practices and forms of expression. They may reflect on their own feelings and experiences and use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

When planning to develop the seven areas of learning, practitioners will search for activities that promote links between a range of different skills. Early Years Foundation Stage planning often uses topics or themes to connect learning so that learning is exciting, engaging and responds to children's interests. The following are examples of how religious experiences can support the Early Years Framework.

Key Questions:

Reception	
KEY QUESTION: WHERE DO WE BELONG?	
Investigations could consider focus questions and issues such as:	Key Learning Pupils will be taught to:
What does it mean to belong? What is a neighbour? Who are our neighbours and how should we treat them? Where are special places in our community? How do special times help us belong? How do we show that we belong?	Recall some parts of religious stories from at least 2 religions. Talk about people and situations important to themselves within the school community. Talk about people and situations important to themselves in their families and community.
What are our community symbols?	Begin to ask questions.
The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:	
<ul style="list-style-type: none">• Shared Human Experience: pupils will explore and ask questions about the experiences of wondering about puzzling questions.• Living Religious Traditions: pupils will explore and recognize some things religious people say about God.• Beliefs and Values: pupils will explore and ask questions about some beliefs and stories about God and human life.• The Search for Personal Meaning: pupils will explore simple beliefs about God and suggest their own responses.	

Key Stage 1

In Key Stage 1, pupils must have opportunities to learn about Christianity and at least two other principal religions, and other religions and beliefs represented in the school community.

They explore different beliefs about God, worship and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs about what is important to people are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the important questions raised by values, religion, worship and belief, especially for other children and their families.

Pupils develop their enquiry skills through asking questions and develop a sense of wonder about the world, using their imagination. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

During the key stage, teaching should ensure that pupils benefit from the following experiences and opportunities:

- Identifying religious communities, individuals and celebrations in their community, visiting places of worship and focusing on symbols and feelings, listening and responding to visitors from local faith communities using their senses and having times of quiet reflection
- Using art and design, music, dance and drama to develop their creative talents and imagination
- Sharing their own beliefs, ideas and values and talking about their feelings and experiences
- Beginning to use the skills of computing to explore religions and beliefs as practiced in the local and wider community.

Key Questions:

Year 1	
KEY QUESTION – WHAT DO PEOPLE SAY ABOUT GOD?	
Investigations could consider focus questions and issues such as:	Key Learning Pupils will be taught to:
<ul style="list-style-type: none">• What is God like? / Where is God?• How do people find out about God?• Why might some people not believe in God?• What stories are told about God? Why are they told?• How and why do symbols help some people understand God?• What can we find out about God from the paintings and songs that religious people make?• What do some people say God wants?• What do some people do because they believe in God?• Why do some people think God made the world?• What do people in our school/community tell us about God?• How do some people change/behave/feel because they believe in God?	<ul style="list-style-type: none">• Use some religious words and phrases to recognise and name features of religious traditions.• Recall religious stories and recognise symbols and other verbal and visual forms of religious expression.• Talk about their own experience and feelings. (SHE)• Talk about what is of value and concern to themselves.• Know what relevant questions are and to ask them.
The Field of Enquiry must be applied to all planning to ensure the syllabus is secure: <ul style="list-style-type: none">• Shared Human Experience: pupils will explore and ask questions about the experiences of wondering about puzzling questions.• Living Religious Traditions: pupils will explore and recognize some things religious people say about God.• Beliefs and Values: pupils will explore and ask questions about some beliefs and stories about God and human life.• The Search for Personal Meaning: pupils will explore simple beliefs about God and suggest their own responses.	

Year 2

KEY QUESTION - HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER?

Investigations could consider focus questions and issues such as:

- How and why is celebrating and remembering important in religion and worship?
- How and why do symbols show us what is important in religion?
- What do special stories teach worshippers and others?
- What is really important? Why is this? How do we show this? Can worship help people remember what is important?
- What do people think is important to do daily, [weekly, monthly]? [Why] are these important? Why do some people have religious rituals?
- What makes us go 'wow' or makes us think hard? Does worship have to happen in a special place/a certain time? Does worship help people?

Key Learning

Pupils will be taught to:

- **Retell and suggest meanings** for religious stories, actions and symbols.
- Use religious words and phrases and consistently **identify** some features of religious traditions.
- Begin to **identify and describe** how religion is expressed in different ways.
- **Talk about** what is of value and concern to themselves and to others.
- **Talk about** what they find interesting or puzzling.
- **Ask important questions** about religions and belief.

The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:

- **Human Experience:** pupils will identify, explore and reflect on people's experiences of identifying what is of worth and how they respond to show its worth.
- **Living Religious Traditions:** pupils will enquire into examples of worship in religions locally, nationally and globally.
- **Beliefs and Values:** pupils will ask questions about and respond to some examples of beliefs and values seen in worship and celebration.
- **The Search for Personal Meaning:** pupils will think about how they respond to the things that matter most to them and express their thoughts about the meaning of worship in the religions they have studied.

Key Stage 2

During Key Stage 2, pupils must have opportunities to learn about Christianity and at least two other principal religions, and other religions and beliefs represented in the local area, recognising the impact of religion and belief locally, nationally and globally.

Pupils develop their skills of enquiry into the key question 'What is it to be human?' They make connections between universal human concepts, different forms of religious expression while discovering and questioning the beliefs and values they express. They consider the beliefs, teachings, practices, celebrations and lifestyles central to religion. They learn about sacred texts and other sources of authority and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and, where appropriate, between religions and beliefs while developing key skills and attitudes. They extend their range and use of specialist vocabulary. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in RE.

During the key stage, teaching should ensure that pupils benefit from the following experiences and opportunities:

- Identifying religious communities, individuals and their practices and life journeys in their local community.
- Encountering religion through visitors and visits to sacred spaces, and enquiring into the impact and reality of religion on the local and global community through carefully planned questions.
- Discussing religious and philosophical questions about truth meaning and purpose, giving reasons for their own beliefs and those of others.
- Considering a range of human experiences and feelings.
- Reflecting on their own and others' insights into life and its origin, purpose and meaning.
 - Expressing and communicating their own and others' insights through their writing, art and design, music, dance, drama and computing skills.
- Developing the use of computing skills, particularly in enhancing pupils' awareness of religions and beliefs globally.

Key Questions:

Year 3	
KEY QUESTION - WHO SHOULD WE FOLLOW?	
Investigations could consider focus questions and issues such as:	Key Learning Pupils should be taught to:
<ul style="list-style-type: none">• What is power/a powerful person?• Who should we look up to?• What is/who has the X factor?• Can people/one person change the world?• What qualities make a good leader?• Are the founders of the faiths good role models?• Can following others get us into trouble?• What does it mean to inspire/be inspired?• What can we learn from the life of people who started a religion?	<p>Show awareness of similarities in religions.</p> <p>Identify how religion is expressed in different ways. E.g. dress, prayer, celebrations.</p> <p>Use a developing religious vocabulary to describe some key features of religious traditions recognising some similarities and differences.</p> <p>Identify what influences them, making links between aspects of their own and others' experiences.</p> <p>Recognise their own and others' values in relation to matters of right and wrong.</p> <p>Ask important questions about religion and beliefs and find out answers.</p>
<p>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</p> <ul style="list-style-type: none">• Shared Human Experience: pupils will ask questions about and make links between their own experience and stories of people who are followed.• Living Religious Traditions: pupils will ask questions about the lives and examples of founders and leaders of religion.• Beliefs and Values: pupils will investigate the beliefs and values of founders and leader.• The Search for Personal Meaning: pupils will consider the example of those people who are followed for their own lives and their own beliefs and values.	

Year 4

KEY QUESTION – HOW SHOULD WE LIVE OUR LIVES?

Investigations could consider focus questions and issues such as:	Key Learning Pupils should be taught to:
<ul style="list-style-type: none"> • Why are some occasions sacred to believers? • How and why do people worship, including at particular sites? • What is expected of a person in following a religion or belief? • How do religious families and communities practice their faith, and what contributions does this make to local life? • What do the religions say about doing good? • How can we best express our beliefs and ideas? • Should we celebrate special times in our lives? • What's the point? • What is it to 'Do our duty'? • What are our rules? • What 'lights our way'? • What are we prepared to sacrifice/never sacrifice? 	<p>Use specific vocabulary to describe key Features of living religious traditions, recognising similarities and differences.</p> <p>Begin to identify the impact religion has on believers' lives.</p> <p>Make links between believers' values and commitments and their own.</p> <p>Ask important question about religions and beliefs, and compare to their own experiences.</p>
<p>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</p> <ul style="list-style-type: none"> • Shared Human Experience: pupils will consider questions about commitment and change and explore people's experiences of life as it connects to what we believe and value. • Living Religious Traditions: pupils will consider the impact of religion as individuals, in family and in community, in the religions studied. • Beliefs and Values: pupils will explore and reflect on beliefs and values expressed in the ways individuals live the faith and follow their beliefs. • The Search for Personal Meaning: pupils will make links between their own lives and what they believe to be of value. 	

KEY QUESTION - WHERE CAN PEOPLE FIND GUIDANCE ON HOW TO LIVE THEIR LIVES?

Investigations could consider focus questions and issues such as:	Key Learning Pupils should be taught to:
<ul style="list-style-type: none"> • What can stories teach us? • What guidance to follow? • How do holy words guide people in their lives? • What can we learn from the way religions treat their scriptures? • Can words have power? • What is there to learn from the stories/history of others? • What different kind of writings and story are important to belief/religions? • Are religious stories meant to be true? What do religious texts and teachings say about God, the world and human life? • What is wisdom? Can words from long ago make us wise? • Do (should?) religious teachings affect our laws today? 	<p>Make links between beliefs and sacred texts, including stories and various religious sources.</p> <p>Suggest meanings for a range of living religious traditions e.g., Guru Granth Sahib, Wudu before handling the Qur'an.</p> <p>Describe the impact of religion on people in terms of beliefs, values and personal meaning.</p> <p>Apply their ideas to their own and other peoples' lives simply.</p> <p>Ask important questions about religion and beliefs, and compare the different viewpoints within a faith group.</p>
<p>The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:</p> <ul style="list-style-type: none"> • Shared Human Experience: pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance. • Living Religious Traditions: pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community. • Beliefs and Values: pupils will identify and consider the beliefs and values within religious teachings from revered literature. • The Search for Personal Meaning pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives. 	

Year 6

KEY QUESTION – IN WHAT WAY IS LIFE LIKE A JOURNEY?

Investigations could consider focus questions and issues such as:	Key Learning Pupils should be taught to:
<ul style="list-style-type: none"> • Is life like a journey? • What is a good life well lived? How do religions mark the 'signposts' and the 'turning points' on the journey? • If life is a journey, where does it lead? What is happiness? • What is worth celebrating? Predestination or free will? • Are children a gift/precious? • Why do we suffer? • What is the map for our journey? • Can people really change? • Who or what are we accountable to? • Should we prepare for the future? • Where do we start and end on this journey? • Who are the important people on our journey? • What is death? • What do we commit ourselves to on our journey? • What beauty and ugliness will we encounter? • What should our attitudes be on our journey? • Is love all we need? 	<p>Use developing religious vocabulary to describe and show understanding of religious traditions, including sources, practices, beliefs, ideas, feelings and experiences.</p> <p>Explain what inspires and influences them, expressing their own views whilst respecting other people.</p> <p>Analyse religious information and begin to develop their own opinions.</p> <p>Ask important questions about religion and beliefs, (e.g., identity, belonging, meaning, purpose, truth, values and commitments).</p> <p>Compare different viewpoints within a faith group.</p>

The Field of Enquiry must be applied to all planning to ensure the syllabus is secure:

- **Shared Human Experience:** develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'.
- **Living Religious Traditions:** identify and question how religious traditions support the journey of life and celebrate or mark life's milestones.
- **Beliefs and Values:** identify and consider the beliefs and values that underpin a religious life at its different stages.
- **The Search for Personal Meaning:** in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.