

RE Curriculum at Launde

'The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.'

Leicestershire Agreed Syllabus

Intent



At Launde, we teach the Leicestershire Agreed Syllabus for RE. The LAS describes that the principal aim of RE 'is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.' This aim is supported by the RE curriculum at Launde.

As a school, we are fortunate to be at the centre of a multi-cultural community. Our children are part of many different faith communities including Muslim, Hindu, Sikh and Christian families. Religious education and tolerance for the beliefs of others is not simply a lesson to be taught weekly, but is reinforced daily through our school and classroom ethos and the way we treat each other.

The Leicestershire Agreed Syllabus has 3 key aims:

1. Make sense of a range of religious and non-religious beliefs
2. Understand the impact and significance of religious and non-religious beliefs
3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied



The Leicestershire Agreed Syllabus is delivered to a high standard by classroom teachers in the early years and by a RE curriculum team teacher as the children move to Key Stage 2. The RE curriculum is enhanced in different ways. We are part of a multi-cultural community and from the very beginning of their time at Launde, children are encouraged to show photos, bring in special items and talk to the class and their peers about their religion and different celebrations. From the age of 4, our children are taught to listen, share but above all respect the different beliefs of others



Implementation

Across the curriculum, we learn about the beliefs and practices of a range of religions including Christianity, Judaism, Sikhism,

Hinduism and Islam. The children are encouraged from Key Stage 1 to start relating the different stories and traditions they have learnt and to compare them with their own lives. We learn both about religion and we learn from religion. As part of the curriculum, we also discuss and learn about the family traditions in non-religious families to compare and contrast respectfully.



Our lessons involve opportunities for the children to review previous learning, evaluate sources of information and understand that the views and beliefs of others should be highly respected as outlined in the Leicestershire Agreed Syllabus. Key questions are used at the beginning of each topic to encourage the children to think and begin to appreciate their views. These are then developed sequentially throughout the sequence of learning.



Our curriculum is enhanced by year group religious assemblies presented to the whole school. We have special assemblies to celebrate Christmas, Eid, Diwali, Easter and Vaisakhi. Each year group will present one assembly, explaining to the rest of the school about the traditions, beliefs, food and music associated with the celebration. This is a fun and engaging way to support the children's learning and encourage the children to celebrate a range of different festivals. We further support our curriculum with visits to places of worship across their time at Launde. In Key Stage 1, the children walk to their local church and learn about the different features. As they progress through school, the children are given the opportunity to visit a mosque, gurdwara and mandir.

Impact

At the end of their time at Launde, pupils will:

- Have a good understanding of the world's major religions including beliefs, traditions and celebrations
- Have the confidence to share and discuss their own beliefs and family traditions
- Demonstrate the whole school values of tolerance and respect when listening to the views of others
- Ask questions about, and discuss respectfully, beliefs that differ from their own



Our Long term plan for RE:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Study of Christianity and beliefs 1.1 What do Christians believe God is like?	Islam and Muslim Beliefs 1.6 Who is a Muslim and how do they live?	What do Hindus believe about God? L2.7 What do Hindus believe that God is like?	Hinduism in Britain today L2.8 What does it mean to be a Hindu in Britain today?	What does it mean to be a Muslim in Britain today? U2.8 What does it mean to be a Muslim in Britain today?	A study of Judaism U2.9 Why is the Torah so important to Jewish people?
Autumn 2	Study of Christianity and beliefs 1.4 What is the “good news” Christians believe Jesus brings?	Christmas 1.3 Why does Christmas matter to Christians?	What do Hindus believe about God? L2.7 What do Hindus believe that God is like?	The Trinity L2.3 What is the trinity?	Muslim festivals and worship L2.9 How do festivals and worship show what matters to a Muslim?	Jewish festivals and family life L2.10 How do festivals and family life show what matters to Jews?
Spring 1	What makes some places sacred?	Who is Jewish and how do they live?	Study of Christianity	Sikhism Sikh beliefs and worship	Beliefs in God	Beliefs about Creation

	1.8 What makes some places sacred to believers?	1.7 Who is Jewish and how do they live?	L2.1 What do Christians learn from the creation story?		U2.11 Why do some people believe in God and some people not?	U2.2 Creation and Science: conflicting or complimentary?
Spring 2	What makes some places sacred? 1.8 What makes some places sacred to believers?	Easter 1.5 Why does Easter matter to Christians?	Study of Christianity L2.2 What is it like to follow God?	Easter L2.5 Why do Christians call the day Jesus died "Good Friday"?	What would Jesus do? U2.4 What would Jesus do?	Easter U2.5 What did Jesus do to save human beings?
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	What does it mean to belong to a faith community? 1.1 What does it mean to belong to a faith community?	Caring for others and the world 1.2 What do Christians say made the World?	How do people try to make the world a better place? L2.4 What kind of World did Jesus want?	Pentecost L2.6 When Jesus left what was the impact of Pentecost?	What is important to Humanists and Christians? U2.10 What matters most to Humanists and Christians?	Hindu beliefs U2.1 What does it mean if God is holy and loving? U2.7 Why do Hindus try to be good?
Summer 2	What does it mean to belong to a faith community? 1.1 What does it mean to belong to a faith community?	Caring for others and the world 1.9 How should we care for others and the world, and why does it matter?	How do people try to make the world a better place? L2.12 How and why do people try to make the world a better place?	How do different people observe significant life events? L2.11 How and why do people mark the significant events of life?	What kind of king is Jesus? U2.6 What kind of king is Jesus?	Christian beliefs U2.3 Was Jesus the Messiah?

Our RE Skills progression map:

	Beliefs and Teachings	Ceremonies and Rituals	How religion and beliefs are expressed	Relating to own values
Year 1	<ul style="list-style-type: none"> Describe some important figures and features of a religion (focus on Christianity) Talk about the story of Christmas and how it is celebrated 	<ul style="list-style-type: none"> Recognise and name some religious artefacts linked to religion studied 	<ul style="list-style-type: none"> Learn some important stories linked to the religion studied (Christmas and Easter) 	<ul style="list-style-type: none"> Show an understanding that their behaviour impacts other people Describe people and objects that are important to them Recognise that other people's lives may differ from their own and talk about this respectfully
Year 2	<ul style="list-style-type: none"> Describe important figures, symbols and celebrations of a religion (Christianity and Judaism) Talk about the story of Christmas and Easter and how it is celebrated 	<ul style="list-style-type: none"> Describe the meaning of some religious rituals linked to religion studied Begin to recognise similar rituals across religions eg prayer 	<ul style="list-style-type: none"> Retell stories based on religion studied and describe the teaching in them Describe some religious symbols and their significance eg Christian cross 	<ul style="list-style-type: none"> Show an understanding that they have choices to make in their own behaviour Begin to understand morals Describe celebrations and rituals that are important to them Show understanding and respect for the similarities and differences between themselves and others
Year 3	<ul style="list-style-type: none"> Describe some important beliefs and teachings of a wider range of religions building on their KS1 knowledge 	<ul style="list-style-type: none"> Name religious artefacts and describe how they are used in ceremonies and rituals 	<ul style="list-style-type: none"> Recognise that religious teachings can be expressed in different forms eg stories, art 	<ul style="list-style-type: none"> Show an awareness that different personal experience can impact the behaviour of others Begin to ask open questions about different morals and values
Year 4	<ul style="list-style-type: none"> Describe some important beliefs and teachings of a wider range of religions building on their KS1 knowledge 	<ul style="list-style-type: none"> Recognise and describe the importance of ceremonies and rituals in the lives of religious people. 	<ul style="list-style-type: none"> Recognise that religious teachings can be expressed in different forms and explain the meaning of different pieces 	<ul style="list-style-type: none"> Ask open questions about different morals and values, offering respectful and tolerant answers

	<ul style="list-style-type: none"> Describe the lives of important religious individuals and refer to holy books Begin to compare important Christian festivals with celebrations from other religions 	<ul style="list-style-type: none"> Describe religious buildings and how they are used 	<ul style="list-style-type: none"> Express their beliefs in different ways showing respect for the beliefs of others 	
Year 5	<ul style="list-style-type: none"> Explain how religious teachings make an impact on the lives of followers Describe how religious teachings make an impact on society and communities 	<ul style="list-style-type: none"> Describe the practices and lifestyles of belonging to religious and non religious communities (compare and contrast) 	<ul style="list-style-type: none"> Share their opinions on different religions showing respect for others Explain some of the ways that individuals show their beliefs within religious and non religious communities 	<ul style="list-style-type: none"> Discuss and offer opinions on different values and morals Express their own opinions about more complex concepts with no set answer Explain why individuals and communities may have similar or differing values
Year 6	<ul style="list-style-type: none"> Recognise, describe and make links between similar teachings and lessons from different religions 	<ul style="list-style-type: none"> Describe similar practices and lifestyles across different religions and understand why different people within the same religion chose to practice in different ways Explain the significance and role of religious leaders within a community 	<ul style="list-style-type: none"> Recognise religious symbolism in stories and other art forms 	<ul style="list-style-type: none"> Express their own opinions about more complex concepts with no set answer and respectfully describe why their answer might be different from others