



Religious Education

Intent, Implementation and Impact

Long Term Plans & Progression – updated September 2023



At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

Religious Education

Intent

“Religious education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world.” Ofsted

At Glasshouses School, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Our principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and world views address, so they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area. We use the agreed NYCC Religious Education syllabus as the basis for our curriculum.

R.E. is an entitlement for all children. A balanced R.E. curriculum will ‘provoke challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.’ We aim to ensure that we equip the children with ‘systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.’ Thus enabling them to have the necessary cultural capital to succeed in the world.

Religious Education

The intent of our curriculum for RE aims to ensure that all pupils;

1) Know about and understand a range of religions and worldviews so they can;

- Describe, explain and analyse beliefs and practices, recognizing 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 world views.
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2) Express ideas and insights into the nature, significance and impact of religions and worldviews so 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.

3) Gain and deploy the skills needed to engage seriously with religions and world views, so 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 well-being 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.

Religious Education

Implementation:

Teachers are provided with an additional three planning days per year in addition to their PPA, to plan their curriculum. As part of this planning process, teachers need to plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master;
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience;

Children draw from their own beliefs and experiences as well as developing a deeper understanding of other religious and non-religious belief structures.

It is important that R.E. 'starts with encounters with living faiths rather than the history and belief structures of traditions.'

Impact:

Our Religious Education Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school;

Tracking of gains in each quiz;

- Pupil discussions about their learning;

RE → SMSC Links

Spiritual

- Experience wonder and joy through learning about and from stories, celebrations, rituals and difference world views.
- Ask and respond to questions about meaning and purpose.
- Explore spiritual practices such as worship and prayer, and consider the impact of these on believers and any relevance to their own life.
- Reflection on their own values and views, as well as those of others.

Social

- Explore the qualities which are valued by our school (CHAMPS) as well as the values of a civilised society.
- Ask questions about the social impact of religion.
- Take part in a number of religious festivals and worships practices.
- Experiential learning – pupils should have opportunities to embody for themselves expected behavioral norms, whether through class discussions, group work and ongoing behavior expectations through special events such as school visits and workshops.

Moral

- Explore morality including rules, teachings and commands. Link this to the school Behaviour Policy and to CHAMPS.
- Investigate and explore religious perspectives and responses to evil and suffering in the world.
- Ask questions 'big questions' about religion
- Show tolerance and respect for other religions and other points of view.
- Valuing others

Cultural

- Provide opportunities for children to explore their own culture as well as to explore Britain's rich diversity of religious, ethnic and geographical cultures.
- Learn about the UK saints, especially through theme days and celebrations.
- Engage with texts, artefacts and other sources from different cultures and religions.
- Show tolerance and respect for all religions, including those of no faith.

RE → Fundamental British Values

Mutual Tolerance

At Glasshouses School we do not accept intolerant attitudes to any members of our school or the wider community. We believe that RE can challenge children and young people to be increasingly respectful and to celebrate diversity.

Respectful Attitudes

In the RE curriculum attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews, and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs and are challenged to be broad-minded and open – hearted.

Democracy

In RE pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

RE → Fundamental British Values

The Rule of Law

In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective – for example – of a person's status or wealth. They have the opportunity to examine the idea that the 'rule of law' focuses specifically on the relationship between citizens (or subjects) and the state, and to how far this reflects or runs counter to wider moral codes and precepts.

Individual Liberty

In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the values of a stable society and the value of change for human development.

SEND Adaptions for RE

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
Physical difficulties accessing specific environments during RE trips to places of worship.	Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.	The acceptance that others have different religious views and that they have a right to hold and express them. This can be particularly difficult for pupils with ASD.	Use a multi-sensory approach to teaching religious concepts e.g. through drama and role play. This will make concepts unfamiliar to themselves less abstract. Trips to different places of worship/visitors from different faiths will similarly make unfamiliar concepts less abstract.
Children with a visual impairment may find it difficult to view text/images/religious artefacts.	Ensure that font size used in resources matches the specific font size specified in the child's report provided by the Visual Impairment Team (saved in SEND files on T Share). Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe religious artefacts.	Difficulties with social skills may result in children finding group work challenging.	Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise. Provide talking tins for children who struggle with impulsivity so that they can record their contributions as they think of them but can play them back to other children at the appropriate time.
		Distress caused by exposure to unfamiliar environments during trips/fieldwork.	Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.

SEND Adaptions for RE

Sensory and Physical		SEMH	
Subject Challenges for SEND	SEND Provision	Subject Challenges for SEND	SEND Provision
<p>The ability to explain a religious concept/provide reasoning to explain a thought or opinion.</p> <p>The ability to recall basic information about each religion e.g. the name of the key religious text in Christianity</p> <p>Reading/studying of case studies/religious artefacts.</p> <p>Understanding of subject specific vocabulary.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions. Provide visuals to aide understanding of religious practices such as wudu.</p> <p>Pre-teach can be used to revisit key information as well as planned retrieval questions. The use of 'hooks' at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with.</p> <p>Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Widgeit Online. Share information in different ways e.g. via a BBC Bitesize video/Saddleback Kids on YouTube rather than a written text. Allow children to explore physical religious artefacts (loan boxes are available from the Library Service).</p> <p>Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous. E.g. 'belief/confirmation.' Create word banks accompanied by visuals to demonstrate the meaning of a word in a religious context.</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use alternative recording devices e.g. whiteboards/iPads/talking tins to allow children the option of sharing their thoughts and opinions in an alternative way.</p> <p>Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.</p> <p>Use a reduced number of simple instructions which are supported by visuals.</p> <p>Appropriate modelling to aid understanding.</p> <p>Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p>

Long Term RE Planning EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>UC – Why is the word God so special to Christians?</p> <p>NYCC – Which stories are special and why?</p>	<p>UC – Why do Christians perform nativity plays at Christmas?</p> <p>NYCC – Which people are special and why?</p>	<p>UC – What makes every single person unique and precious?</p> <p>NYCC – What places are special and why?</p>	<p>UC – Why do Christians put a cross in an Easter garden?</p> <p>NYCC – What times are special and why?</p>	<p>UC – How can we help others when they need it?</p> <p>NYCC – Being special: Where do we belong?</p>	<p>UC – How can we care for our wonderful world?</p> <p>NYCC – What is special about our world/</p>

Long Term RE Planning
Key Stage One
Christianity and Judaism

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2023- 2024	NYCC -Who is a Christian and what do they believe?	UC – Why does Christmas matter to Christians?	NYCC – What can we learn from sacred books?	UC – Who Made the World?	UC – What do Christians believe God is like?	NYCC - How should we care for others and the world, and why does it matter?
2024 - 2025	NYCC –Who is Jewish and what do they believe?	UC – What is the good news Jesus brings?	NYCC - What makes some places sacred?	UC – Why does Easter matter to Christians?	NYCC - What does it mean to belong to a faith community?	NYCC - How and why do we celebrate special and sacred times?

Long Term RE Planning
Lower Key Stage Two
Christianity and Hinduism

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2023- 2024	<p>UC – What do Christians learn from the Creation story?</p> <p>NYCC –What do different people believe about God?</p>	<p>UC – What is the Trinity?</p>	<p>NYCC – Why is the bible so important for Christians today?</p>	<p>NYCC – Why is Jesus inspiring to some people?</p>	<p>UC – When Jesus left what was the impact of Pentecost?</p> <p>What can we learn from religion about deciding what is right and wrong?</p>	<p>NYCC – Why do some people think that life is a journey and what significant experiences mark this?</p>
2024 - 2025	<p>UC – What kind of world did Jesus want?</p> <p>NYCC –What des it mean to be a Christian today?</p>	<p>UC – What is it like to follow God?</p>	<p>NYCC – What does it mean to be a Hindu today?</p>	<p>UC – Why do Christians call the day Jesus dies 'Good Friday'?</p>	<p>NYCC – Why do people pray?</p>	<p>NYCC – why are festivals important to religious communities?</p>

Religious Education Knowledge

Substantive Knowledge

Believing

- 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

Expressing

- 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

Living

- 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 .

Disciplinary Knowledge

Disciplinary Knowledge in R.E. is the connections that the children make between religious teachings and how followers live their lives; explaining similarities and differences and offering their own suggestions about what they have been taught.

EYFS

ELGs in Purple

Understanding The World
People, Culture & Communities

- **To know** now some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

NYCC –
End of Unit Outcomes

RE	Year One	Year Two
Thinking about religion and belief	<ul style="list-style-type: none"> • Recall features of religious, spiritual and moral stories and other forms of religious expression • recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> • Retell religious, spiritual and moral stories • Identify how religion and belief is expressed in different ways • Identify similarities and differences in features of religions and beliefs
Enquiring, investigating and interpreting	<ul style="list-style-type: none"> • Identify what they find interesting and puzzling in life • Recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> • Recognise that some questions about life are difficult to answer • Ask questions about their own and others' feelings and experiences • Identify possible meanings for symbols and other forms of religious expression
Beliefs and Teachings (What people believe)	<ul style="list-style-type: none"> • Recount outlines of some religious stories 	<ul style="list-style-type: none"> • Retell religious stories and identify some religious beliefs and teachings
Practices and lifestyles (what people do)	<ul style="list-style-type: none"> • Recognise features of religious life and practice 	<ul style="list-style-type: none"> • Identify some religious practices, and know that some are characteristic of more than one religion
Expression and language (how people express themselves)	<ul style="list-style-type: none"> • Recognise some religious symbols and words 	<ul style="list-style-type: none"> • Suggest meanings in religious symbols, language and stories

RE	Year One	Year Two
Identity and experience (making sense of who we are)	<ul style="list-style-type: none"> Identify aspects of own experience and feelings, in religious material studied 	<ul style="list-style-type: none"> Respond sensitively to the experiences and feelings of others, including those with a faith
Meaning and purpose (making sense of life)	<ul style="list-style-type: none"> Identify things they find interesting or puzzling, in religious materials studied 	<ul style="list-style-type: none"> Realise that some questions that cause people to wonder are difficult to answer
Values and commitments (making sense of right and wrong)	<ul style="list-style-type: none"> Identify what is of value and concern to themselves, in religious material studied 	<ul style="list-style-type: none"> Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong

RE	Year Three	Year Four
Thinking about religion and belief	<ul style="list-style-type: none"> • Make links between beliefs, stories and practices • Identify the impacts of beliefs and practices on people's lives • Identify similarities and differences between religions and beliefs 	<ul style="list-style-type: none"> • Comment on connections between questions, beliefs, values and practices • Describe the impact of beliefs and practices on individuals, groups and communities • Describe similarities and differences within and between religions and beliefs
Enquiring, investigating and interpreting	<ul style="list-style-type: none"> • Investigate and connect features of religions and beliefs • Ask significant questions about religions and beliefs • Describe and suggest meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> • Gather, select, and organise ideas about religion and belief • suggest answers to some questions raised by the study of religions and beliefs • suggest meanings for a range of forms of religious expression, using appropriate vocabulary
Beliefs and Teachings (What people believe)	<ul style="list-style-type: none"> • Describe some religious beliefs and teachings of religions studied, and their importance 	<ul style="list-style-type: none"> • Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions
Practices and lifestyles (what people do)	<ul style="list-style-type: none"> • Describe how some features of religions studied are used or exemplified in festivals and practices 	<ul style="list-style-type: none"> • Show understanding of the ways of belonging to religions and what these involve
Expression and language (how people express themselves)	<ul style="list-style-type: none"> • Make links between religious symbols, language and stories and the beliefs or ideas that underlie them 	<ul style="list-style-type: none"> • Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language

RE	Year Three	Year Four
Identity and experience (making sense of who we are)	<ul style="list-style-type: none"> Compare aspects of their own experiences and those of others, identifying what influences their lives 	<ul style="list-style-type: none"> Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers
Meaning and purpose (making sense of life)	<ul style="list-style-type: none"> Compare their own and other people's ideas about questions that are difficult to answer 	<ul style="list-style-type: none"> Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied
Values and commitments (making sense of right and wrong)	<ul style="list-style-type: none"> Make links between values and commitments, including religious ones, and their own attitudes or behaviour 	<ul style="list-style-type: none"> Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues

RE	Year Five	Year Six
Thinking about religion and belief	<ul style="list-style-type: none"> • Explain connections between questions, beliefs, values and practices in different belief systems • Recognise and explain the impact of beliefs and ultimate questions on individuals and communities • Explain how and why differences in belief are expressed. 	<ul style="list-style-type: none"> • Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
Enquiring, investigating and interpreting	<ul style="list-style-type: none"> • Suggest lines of enquiry to address questions raised by the study of religions and beliefs • Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • Recognise and explain diversity within religious expression, using appropriate concepts. 	<ul style="list-style-type: none"> • Identify the influences on, and distinguish between, different viewpoints within religions and beliefs • Interpret religions and beliefs from different perspectives • Interpret the significance and impact of different forms of religious and spiritual expression
Beliefs and Teachings (What people believe)	<ul style="list-style-type: none"> • Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> • Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
Practices and lifestyles (what people do)	<ul style="list-style-type: none"> • Explain how selected features of religious life and practice make a difference to the lives of individuals and communities 	<ul style="list-style-type: none"> • Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Expression and language (how people express themselves)	<ul style="list-style-type: none"> • Explain how some forms of religious expression are used differently by individuals and communities 	<ul style="list-style-type: none"> • Compare the different ways in which people of faith communities express their faith.

RE	Year Five	Year Six
Identity and experience (making sense of who we are)	<ul style="list-style-type: none"> • Make informed responses to questions of identity and experience in the light of their learning 	<ul style="list-style-type: none"> • Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Meaning and purpose (making sense of life)	<ul style="list-style-type: none"> • Make informed responses to questions of meaning and purpose in the light of their learning 	<ul style="list-style-type: none"> • Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Values and commitments (making sense of right and wrong)	<ul style="list-style-type: none"> • Make informed responses to people's values and commitments (including religious ones) in the light of their learning 	<ul style="list-style-type: none"> • Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply