

The role of Religious Education is to help prepare and equip all pupils for life and citizenship in today's diverse and plural Britain, through fostering in each pupil an increasing level of religious literacy.

SACRE (Staffordshire) 2016

Intent

At Longford Primary Academy 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 and be equipped for life and citizenship in today's diverse and plural Britain.

Through RE, pupils develop their knowledge of world faiths, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences.

Our pupils should be confident of their own considered opinions and through developing an increasing level of religious literacy, be open to engaging with the views of others in a plural world.



Implementation

RE is a core subject and is taught using the Staffordshire Agreed Syllabus for Religious Education (SACRE). RE is taught discretely and each year group/phase has six RE days throughout the year in order to give pupils an intense experience of RE over a short period of time. We follow a two-year rolling programme, which ensures that all pupils cover the main religions being: Christianity, Islam, Judaism, Hinduism, Sikhism, Buddhism and Humanism. All children take part in a daily act of collective worship with their class or in a whole-school assembly.

Impact

Pupils have good knowledge, understanding and respect of religion throughout the world which develops through their time at Longford. They will feel that they are valued as individuals and that their beliefs are also valued and celebrated. All pupils will feel safe to learn new things and share their beliefs with others in an accepting environment.

Pupils should leave Longford with the sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, make connections and be lifelong learners.



Knowledge, Understanding & Skills

| Year group | | | | | | |
|------------|---|---|--|---|--|--|
| KS1 | <p>Listen to examples of care and concern shown by believers and religious communities and explore the reasons for these actions 1.6b</p> <p>Caring</p> | <p>Find out about ceremonies in which special moments in the life cycle are marked 1.4c</p> <p>Belonging</p> | <p>Explore the preparations for and find out about the celebration of festivals 1.2b</p> <p>Celebrations</p> | <p>Listen to and ask questions about stories of individuals and their relationship with God 1.5b</p> <p>Families</p> | <p>Engage with stories and extracts from religious literature and talk about their meanings 1.1a</p> <p>Answers</p> | <p>Find out about how and when people worship and ask questions about why this is important to believers 1.2a</p> <p>Worship</p> |
| | <p>Explore stories from religious traditions and find out about attitudes to the natural world 1.6c</p> <p>Caring for the natural world</p> | <p>Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression 1.3c</p> <p>Valuing new life</p> | <p>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b</p> <p>Worship and ceremonies</p> | <p>Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives 1.2c</p> <p>Belonging to a group</p> | <p>Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers 1.5c</p> <p>Storytelling through sacred writings</p> | <p>Listen and respond to stories highlighting the morals and values of believers in practice 1.6a</p> <p>Showing kindness and goodness</p> |
| Lower KS2 | <p>Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers 2.6a</p> <p>Exploring living by rules</p> | <p>Compare and contrast the practice of religion in the home in different religious communities 2.2a</p> <p>Religion in the home</p> | <p>Compare and contrast the use of symbols, actions and gestures used in worship by different communities 2.3c</p> <p>Symbols of worship</p> | <p>Investigate some features of key religious festivals and celebrations and identify similarities and differences 2.2c</p> <p>Sharing special food</p> | <p>Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers 2.1d</p> <p>The beginning of the World</p> | <p>Explore into the life of key religious figures and make links with teachings and practices of special significance to followers 2.1c</p> <p>Religious Leaders</p> |

Upper
KS2

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|--|---|---|--|--|--|
| <p>Explore religious stories and teachings about the environment and identify and reflect their impact on behaviour 2.6d</p> <p>Environment: Harvest</p> | <p>Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked 2.4d</p> <p>Landmarks in life</p> | <p>Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives 2.6c</p> <p>Commitment: Lent</p> | <p>Research some key events in the development of a religious tradition and explain the impact on believers today 2.4c</p> <p>Study of a chosen religion</p> | <p>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice 2.3d</p> <p>Thinking about God</p> | <p>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers 2.2b</p> <p>Features and patterns of worship</p> |
| <p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings 2.1b</p> <p>Sacred writings: Hinduism</p> | <p>Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers 2.3a</p> <p>Peace</p> | <p>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences 2.4a</p> <p>Religious diversity: happiness</p> | <p>Investigate and reflect upon a range of religious responses to suffering, hardship and death 2.5b</p> <p>Easter: suffering and hardship</p> | <p>Explore the origins of sacred writings and consider their importance for believers today 2.1a</p> <p>Wise words</p> | <p>Investigate the life of a person who has been inspired by their faith and make links between belief and action 2.2d</p> <p>Values and beliefs</p> |
| <p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment 2.6b</p> <p>Commitment</p> | <p>Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions 2.3b</p> <p>Words of wisdom</p> | <p>Find out about the activities of a local religious community and make links with key religious teachings 2.4b</p> <p>Taking part</p> | <p>Make links between beliefs and action and reflect how this might have local, national and international impact 2.5d</p> <p>Belief in action</p> | <p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings 2.5a</p> <p>The importance of hope</p> | <p>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life 2.5c</p> <p>Justice: rich and poor</p> |