

We believe all children should achieve their full potential, regardless of their starting points.

Building effective relationships with children is key for all staff. Staff nurture aspiration and ambition by creating opportunities to allow pupils to see beyond the academy walls. Perseverance is supported and resilience is celebrated. Pupils are supported with skills to develop their self-regulation and are encouraged to reflect upon their feelings through highly effective support. A sense of belonging and family is key to our school community. Understanding, accepting and celebrating difference allows all of our children to thrive.

Intent

At Estcourt we firmly believe that all children should be given the knowledge, tools and skills to reach their full potential.

In RE we ensure that children:

- Are provided with opportunities to ask thought-provoking questions. Allowing pupils to share their experiences, to learn from one another and from religious beliefs.
- Explore their own beliefs, values and traditions, and those of others, in engaging ways.
- Develop positive attitudes and respect for all religions and worldviews. We prepare pupils for citizenship in a diverse and rapidly changing world and explore some aspects of British Values in relation to religions and world views. Our pupils live in a diverse community, and we want them to recognise and value the benefits of diverse and inclusive communities. The RE curriculum plays a part in this.

Through the use of visitors, books, objects, enrichment days and by visiting places of worship. We ensure that religious education spans beyond the classroom to engage our children.

Implementation

Our curriculum for religious education across Y1-Y6 follows the Local SACRE Agreed Syllabus 2022 and is logical and sequential. Lesson objectives are structured and sequenced so that final outcomes are secure and meaningful. Children learn through a range of teaching styles, including activities such as discussion, role-play, religious stories, games, circle-time and Godly play.

In EYFS the children learn through exploration of faith and reflection of belief, culture and practice. They will learn from other views, cultures and beliefs to support the development

of their own views and beliefs about themselves, their family and community. They will learn about other views, beliefs and cultures, supporting them to develop positive attitudes towards them.

In Key Stage 1, pupils will develop their knowledge and understanding of religions and worldviews. They will recognise their local, national and global contexts. They will raise questions and begin to express their own views. This is in response to the material they learn about and in response to questions about their ideas.

In Key Stage 2, pupils will extend their knowledge and understanding of religions and worldviews. They will recognise their local, national and global contexts. They will be encouraged to be curious. We want them to ask increasingly challenging questions about religion, belief, values and human life. Pupils will learn to express their own ideas. This will be by identifying relevant information, selecting examples and giving reasons to support their ideas and views.

All children have access to the RE curriculum with work being tailored appropriately for children with SEND. Children will learn through similar activities, with final outcomes modified to suit all needs.

Long Term Plan Y1-Y6

These units of learning offer a scheme of work with built-in progression and coverage of all statutory aspects of the agreed syllabus.

Teachers may adapt them in any order to fit with other curriculum planning.

	KEY STAGE 1		KEY STAGE 2 (lower)		KEY STAGE 2 (upper)	
	Y1	Y2	Y3	Y4	Y5	Y6
AUTUMN	1.1 Belonging <i>Who belongs?</i>	2.1 Lead us not into temptation <i>Right or wrong?</i>	3.1 Remembering <i>Why remember?</i>	4.1 Communities <i>Where is religion?</i>	5.1 Expressions <i>How is belief expressed?</i>	6.1 Justice and freedom <i>Is it fair?</i>
	KS1 CHRISTMAS		KS2 CHRISTMAS 1		KS2 CHRISTMAS 2	
SPRING	1.2 Worship <i>Why worship?</i>	2.2 Believing <i>What is true?</i>	3.2 Founders of faith <i>Who, what and when?</i>	4.2 People who inspire us <i>What makes a saint?</i>	5.2 Faith in action <i>What are the challenges?</i>	6.2 Living a faith <i>What is identity?</i>
	KS1 EASTER		KS2 EASTER 1		KS2 EASTER 2	
SUMMER	1.3 What a wonderful world <i>Why is the world special?</i>	2.3 Questions, questions <i>What are the Big Questions?</i>	3.3 Sacred places <i>What is sacred?</i>	4.3 Our world <i>Who cares?</i>	5.3 Pilgrimage <i>Why pilgrimage?</i>	6.3 Hopes and visions <i>What is life about?</i>

In Year 1 pupils will learn about 'belonging', 'worship' and 'what a wonderful world'. These units build on and extend the children's previous learning from the EYFS. The children will look closely at different symbols and artefacts, act out ceremonies such as a

wedding or naming ceremony, visit places of worship and talk about how the world was created and why it is special.

In Year 2, pupils learn about 'right and wrong', 'believing' and 'what are the big questions?' The children will listen to stories from different religions, look at key figure and artefacts and be able to ask and respond to ultimate questions, and know the answers that different religions and other worldviews offer.


















In Year 3 pupils will learn about 'remembering', 'founders of faith' and 'sacred places'. The children will explore actions and rituals associated with festivals, celebrations and times of remembering. They will talk about key teaching and religious figures and look closely at a local place of worship and compare it with a place of worship from a different faith.

In Year 4, pupils learn about 'communities', 'people who inspire us' and 'our world'. The children will learn about their local community and explore the diversity of religion found within it. They will recognise how religion has motivated people to dedicate themselves to worthwhile causes and come to understand some of the global challenges for mankind in caring for the world and be able to explain the concept of stewardship for different faiths.

In Year 5 pupils will learn about 'how belief is expressed', 'faith in action' and 'pilgrimage'. The children will explore the meaning of symbols and activities expressing belief, explore the impact of the teachings of faith founders and people with non-religious worldviews and understand the purpose of making a pilgrimage.

In Year 6 pupils will learn about, 'justice and freedom', 'what is identity?' and 'hopes and visions'. The children will explore what freedom, justice, forgiveness and reconciliation mean, discuss who and what influences someone to be who they are and investigate different ideas about God and humanity; and ask ultimate questions from different perspectives.

Knowledge and skills build year on year and previous learning is referred back to as part of everyday classroom delivery. This sequential and progressive approach ensures that children know more and remember more. To aid our children in securing long term knowledge we use knowledge organisers. These do not only support the child in their current session, but the knowledge organiser is also used to promote 'sticky' knowledge. These are also shared with parents/carers. Knowledge organisers also reference prior and future learning to encourage the children to make those links. Classroom doors feature 'ask me' templates where specific questions are placed to encourage discussion with visitors/staff entering the classroom.

Estcourt Primary Academy																							
 Unit: Worship	Year group: 1																						
Key Concepts: Gospel, Worship, Sacred																							
Second Order Concepts	What should I already know?																						
Similarities and differences 	<ul style="list-style-type: none"> • That people have places that are special to them. • That people have objects that are special to them. • That people of faith go to places of worship. • The names of some places of worship. 																						
Written and oral expression 																							
Rules 																							
Belonging 																							
Christianity: Inside a church	Islam: Inside a mosque																						
Pews  Seats for the worshippers.	Prayer hall  A large hall used for worship. There are no seats as Muslims worship on the floor.																						
Font  Filled with water used for baptisms.	Mihrab  A niche in the mosque that shows the direction of Mecca, and the way Muslims should face when praying.																						
Stained glass  Show stories and characters from the bible.	Minaret  A tower of the mosque from which Muslims are called to prayer.																						
Pulpit  Platforms that the vicar speaks from.	Prayer mat  A small carpet to kneel on when praying.																						
Altar  A place to offer gifts to God.	Wash area  A place for Muslims to wash before they pray.																						
Crucifix  To remind worshippers of the crucifixion of Jesus.	Minbar  A platform where the Imam stands in the mosque.																						
What will I know by the end of this unit of work? <ul style="list-style-type: none"> • What worship is. • How places of worship are used by Christians and Muslims. • That Christians worship in a church. • That Muslims worship in a mosque. • That people can worship at home. • Why places of worship are important for many religious people. • That the Christians holy book is a bible. • That the Muslim holy book is a Qur'an. • The names of some symbols and artefacts found in a church and a mosque. 	Key vocabulary																						
	<table border="1"> <tbody> <tr> <td>worship</td> <td>The act of showing love and respect for a god.</td> </tr> <tr> <td>Holy book</td> <td>Contains stories from a religion.</td> </tr> <tr> <td>Christian</td> <td>A religion of people who believe in God.</td> </tr> <tr> <td>church</td> <td>A place of worship for people of Christian faith.</td> </tr> <tr> <td>Bible</td> <td>The Christian holy book.</td> </tr> <tr> <td>vicar</td> <td>Somebody who looks after the church and leads services and ceremonies.</td> </tr> <tr> <td>mosque</td> <td>A place of worship for Muslims.</td> </tr> <tr> <td>Muslim</td> <td>A follower of Islam.</td> </tr> <tr> <td>Islam</td> <td>The religion of Muslims.</td> </tr> <tr> <td>Qur'an</td> <td>The Muslim holy book.</td> </tr> <tr> <td>Imam</td> <td>The leader of the prayers in a mosque.</td> </tr> </tbody> </table>	worship	The act of showing love and respect for a god.	Holy book	Contains stories from a religion.	Christian	A religion of people who believe in God.	church	A place of worship for people of Christian faith.	Bible	The Christian holy book.	vicar	Somebody who looks after the church and leads services and ceremonies.	mosque	A place of worship for Muslims.	Muslim	A follower of Islam.	Islam	The religion of Muslims.	Qur'an	The Muslim holy book.	Imam	The leader of the prayers in a mosque.
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See appendix A

Assessment

For RE we assess using feedforward Journals, floor books and recapping previous learning through quizzes at the beginning of each lesson. Feedforward journals are used daily, and six children are focused on during each lesson. Teachers use these journals to note down any 'misconceptions', 'missing skills/knowledge', 'praise/share' and 'next steps. The children's work is then evidenced in their floor books and an additional RE evidence class folder. Feedforward journals help us to ensure that gaps within learning are addressed.

We ensure that all our children are well supported with their knowledge and skill development of RE. The curriculum is not narrowed, and we support pupils with additional barriers to learning through quality first teaching to ensure that all our children have access to the whole curriculum. All children have access to the RE curriculum with work being tailored appropriately for children with SEND. Children will learn through similar activities, with final outcomes modified to suit all needs.

Impact:

Children leave the academy with knowledge and skills to equip them for their future steps. Our children are happy to talk about RE and enjoy their lessons; "I like RE", "In RE lessons we recap and discuss what we have done before", "my knowledge organiser helps me in my lessons".

In Key Stage 1 our children say the following about their RE lessons:

Q - "What have you been learning about in RE"?

Year 1 pupil - "what people do in a church".

Year 1 pupil - "Why people pray in a church".

Year 2 pupil - "About the different groups we all belong too".

Q - "Can you tell me about any work which you are proud of"?

Year 1 pupil - "My writing about the different churches we have in Hull".

Year 1 pupil - "My teacher said I was on fire because I told her that people read the bible".

In Key Stage 2 our children say the following about their RE lessons:

Q - "What have you been learning about in RE"?

Year 4 pupil - "we have been learning about Saints".

Year 5 pupil - "about beliefs and the things which we believe in".

Q - "Can you tell me about any work which you are proud of"?

Year 3 pupil - "I made a symbol on a flag to represent St Andrew".

Year 6 - "My writing about what inspires me".

RE – Non-negotiables

All staff to follow the key aims in the 2022, Agreed Syllabus for RE.

Key Stage 1 teach 36 hours per year (equivalent to 60 minutes per week). Key focus - Christianity and one other principal religion, plus one other religion or non-religious worldview.

Key Stage 2: 45 hours per year (equivalent to 75 minutes per week). Key focus - Christianity and two other principal religions in some depth, plus other religions or non-religious worldviews teaching and learning to be accessed through an enquiry-based model.

Children to take part in a range of educational visits/workshops to different places of worship, such as Hull Minster, Beverley Minster, The Hindu Temple, Pearson Park Mosque, The Buddhist Centre, The Jewish Orthodox Synagogue and the local Church.

Children to take part in educational visits from visitors which explore different faiths, such as Hinduism, Sikhism, Islam, Buddhism, Christianity, etc.

Public areas to display RE based on current unit of learning within each year group and/or key phase.

Assessment: evidence to be added to floor books which cover : PP, SEN, EAL, ARE.

Whole school to take part in various fundraising events which support local/national charities, such as Children in Need; Red Nose Day; The Children's Society, linked to Christingle.

Whole school to take part in events which link SMSC with RE, such as: World Kindness Day; Mental Health Awareness Week; British Values and Anti-Bullying Week.

Whole school to take part in key dates on the Christian Calendar: Harvest Festival; Remembrance Service; Christmas and Easter Service.

***The Statutory right of withdrawal**

(taken from the East Riding of Yorkshire Council 2022 Agreed Syllabus for Religion and Worldviews)

Parents/Carers may withdraw their children from all or part of the RE curriculum. They do not have to provide a reason for this, and the school must comply with the request. We have a responsibility to supervise any pupils who are withdrawn from RE but is not required to provide additional teaching or incur extra costs. If parents/carers wish their child to receive an alternative programme of RE it is their responsibility to arrange this. This could be provided at the school in question or another local school. The pupil may receive external RE teaching provided that this does not significantly impact on his/her attendance.