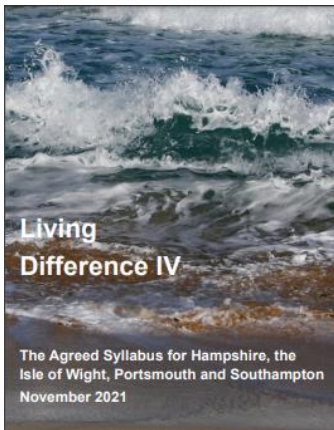


# RE at The Crescent Primary School



## Our Intention:

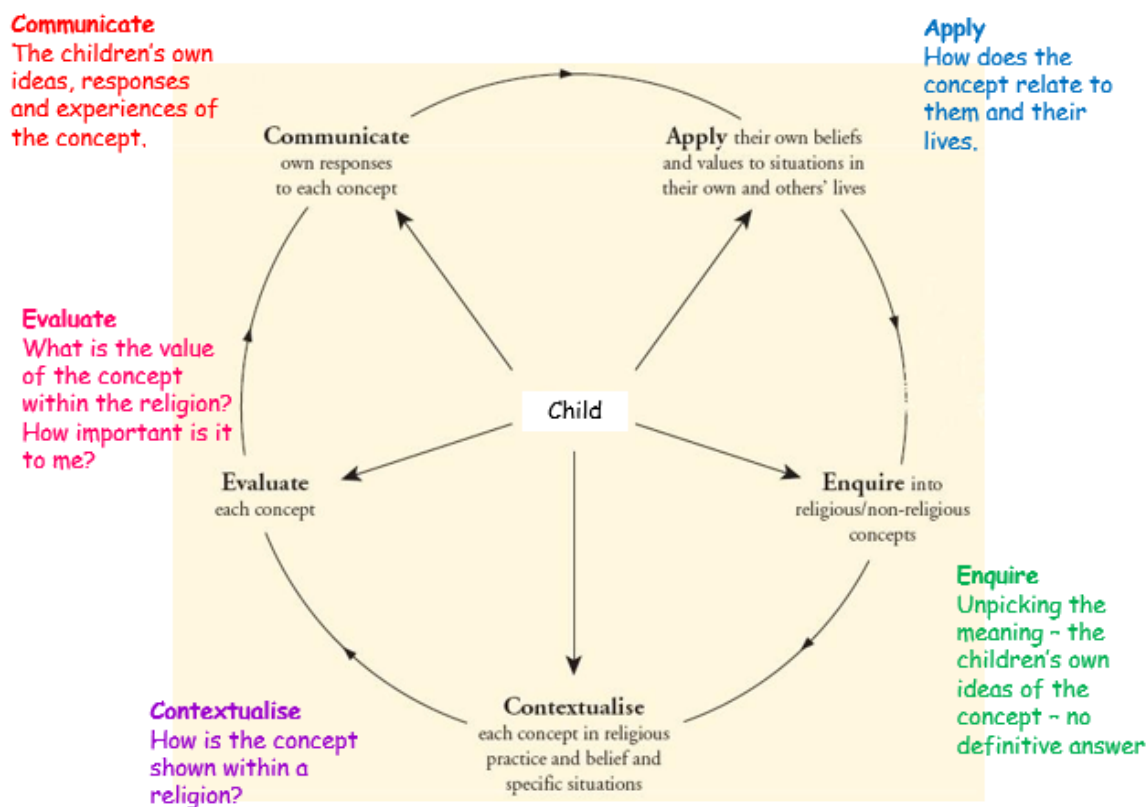
- To allow children to explore their own lives in relation to what it can mean to live with a religious orientation on life and other ways of life, including those informed by a non-religious perspective, and to engage with this intellectually.
- Create an environment where children and young people can become better able to discern what is desirable for their own life and, with others, for the wider world.
- To support the spiritual, moral, social and cultural development of the children, allowing them to explore and question the meaning of life, knowing there may be different opinions (UNICEF, Article 13)
- To encourage a kind, responsible and caring attitude towards each other and through self-awareness, to foster this attitude and extend it to the wider community.
- To prepare children for the responsibilities and opportunities they will experience in later life.
- To promote British values - democracy, the rule of law, individual liberty, mutual respect and understanding of those of different faiths and beliefs.

## How do we do this?

At The Crescent Primary School we follow our locally agreed syllabus, "Living Difference IV".

This Agreed Syllabus is based upon understanding and responding to the key concepts within the major religious traditions and non-religious beliefs represented in Great Britain. Each concept is taught through a cycle of enquiry.

## The Cycle of Enquiry



There are five stages, beginning with Communication, then Apply, Enquire, Contextualise and Evaluate. It aims to inform children of how these concepts present differing understandings of human experience and ways in which religions view the purpose of life. In response, children are encouraged to develop their own interpretations of the concepts through their own experiences and explain the experiences of others in the wider world. We recognise that parents have the right to withdraw their child from the RE curriculum.

## Curriculum Map:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS					
	Celebrating Birthdays	Celebration (Jewish Shabbat)	A New Life (Easter context)	A Power ( Hindu God Ganesh)	A Special (Clothes for Hindus and Christians)
Year 1					
A Symbol – food	A Symbol - light	A Change	A Changing Emotions	A Power	A Preciousness
Year 2					
A Specialness	A Journey	A Remembering	A Welcoming	A Specialness - places	A Remembering

					someone
Year 3					
A Remembering	B Angels	B Ceremony	B Darkness to light	A Identity	A Specialness - books
Year 4					
B symbol	B Holy	B Ritual	A Loyalty	A Interpretation	C Temptation
Year 5					
A Worship	C Prophecy	B Freedom	C Holy Week Emotions	C Creation	B Messages
Year 6					
A Identity	A Interpretation	C Mitzvot	C Resurrection	C Salvation	C Salvation

The curriculum will include:

- Exploration of feelings, beliefs and responses to Religious issues and understanding of Religious practices, beliefs, customs, symbols and ceremonies within Christianity, Hinduism (EYFS and KSI), Sikhism (Y3/4) and Judaism (Y5/6)

### Resources:

We use a variety of resources to inspire children, stimulate enquiry and bring RE to life. These include, religious artefacts, posters, books, buildings, videos and TV broadcasts, We encourage the teaching of RE through drama, music and creative arts. Links are made with local places of worship.

### Responsibilities:

The school has a long term plan to ensure continuity and progression. The RE Co-ordinator has overall responsibility for whole school planning and for liaison with other staff. The short term planning and delivery is the responsibility of each class teacher. Monitoring and evaluating of effectiveness of the RE curriculum will take place regularly by the Co-ordinator.

Class teachers will ensure that the PREVENT strategy is followed if issues or concerns occur.

### Assessment:

Each concept is assessed through one of the five stages of the cycle of enquiry. Age related expectations are used to ensure progress. Assessment can be made through written work, annotated art work, drama or notes from children's discussions. Appropriate work will be displayed.

Reviewed: Tracy Horan

January 2022

Next Review:

September 2022