



Religious Education at LWPS

Religious education at LWPS explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. Religious education is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Values education permeates the religious education curriculum at Long Wittenham CE Primary School.

As a voluntary aided Church of England school, the Governing Body has adopted the Oxfordshire Agreed Syllabus, delivering this through an inquiry-based approach that allows for a deeper reflection and questioning. We use the scheme 'Understanding Christianity' to explore the Christian faith and we record children's ideas and completed work in Religious education class journals.

During the Foundation Stage, RE is taught within three Areas of Learning: Personal, Social, and Emotional Development, Communication and Language and Understanding the World. The aim is to provide for children's spiritual, moral, social and cultural development through focusing on what is special to young children, as a stepping stone to understanding what is special to a faith community.

Throughout Key Stage One pupils study Christianity and some aspects of Judaism; a more in-depth study of these religions takes place in Key Stage Two as well as an introduction to Islam and Hinduism.

Religious education is generally taught as a separate subject, although, we plan whole school themes that use RE as a starting point for learning across a range of subjects. In addition, we plan RE weeks to create a memorable; more holistic and hopefully less disjointed learning experience for our pupils.

We have strong links with St. Mary's Church in Long Wittenham village so, as well as visiting the church for acts of worship, we use the church as a teaching resource whenever possible. The Vicar has been a regular visitor in school, both to lead acts of worship and to talk about his role in the church as part of the R.E. curriculum. We collaborate with the church community through projects such as Prayer spaces.

Although parents are entitled to withdraw their children from Religious education, we encourage all children to participate in this very important area of the curriculum.

We want to ensure that R.E is an exciting, meaningful subject. We base each topic in RE around a series of questions and we always begin by starting from what the children know already. The questions posed are explored in great depth to provoke deep thinking. To do this we spend much time reflecting, discussing, debating and providing first hand experiences.

Determination, Independence, Aspiration, Curiosity and Community-Mindedness taught through our core Christian values of compassion, resilience and trust.

Determination: We expect children to demonstrate determination in all areas of their learning and Religious education is no exception. Our children demonstrate determination through challenging themselves to think beyond what they can see and delve deeper into concepts of the Christian faith and other world faiths. When completing tasks, children are *resilient* and will discuss and debate concepts to help them reach a conclusion and make informed decisions.

Independence: In Religious education, we work together when exploring religious practices and viewpoints. However, we encourage children to form their own views and opinions when exploring the Christian faith and world faiths. We create an environment where children feel comfortable and confident to share their personal views and ideas. Children demonstrate *compassion* when listening to accepting other children's viewpoints and ideas.

Aspiration: When we plan and teach Religious education, we are often asking children to think beyond what they can see, hear and touch. Our children need to be aspirational to delve deeper into concepts that require them to explore beliefs, for example, when discussing the trinity or the resurrection. We recognise that concepts we cover are difficult to understand or comprehend but we are keen for our children to be exposed to these difficult concepts. We have high expectations which we support and encourage them to reach.

Curiosity: Our children need to be naturally curious when learning about faith and we encourage our children to think creatively and ask questions. We foster curiosity in Religious education through a range of class based discussions and enquiry and plan a mixture of practical exploration using real objects fused in religious practice, visits to places of worship and through reading and interpreting religious texts and theories. Children *trust* each other and show this by being open and confident when exploring and discussing new concepts.

Community mindedness: Community mindedness is at the very heart of teaching religious education. We explore how different faiths approach looking after and caring for their communities and link different practices to how we care and look after our community. As part of Religious education and Collective worship we involve the local community, for example, Remembrance day, Harvest and school termly services and the children take an active part in planning and contributing to this.

Our programme of study

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Talk about past and present events in their own lives and in the lives of family members.	Sequence religious stories eg, Creation, Christmas, Easter	Sequence the main events of a religious story in order E.g, Easter, Christmas, Creation	Compare a given idea about God to another given example from another religion	Compare simple Christian ideas about God with those of another religion	Describe the impact of faith on the lives of believers	Describe and explain different ideas about human relationships with reference to 3 different faiths
Talk about similarities and differences between themselves and others, and among families, communities and traditions	Recognise how a story is significant and talk about whether it has meaning for them	Retell a story from the Bible or Torah and recognise the importance to believers	Begin to ask important questions about prayer and worship	Ask important questions about prayer, worship, pilgrimage and miracles	Ask important questions about prayer, worship, pilgrimage and miracles and suggest answers with reference to different religions	Ask important questions about religious experience and revelations and moral choices referring to the faiths studied and suggest answers with reference to different religious texts or resources.
Understand that different people have	Recognise and recall Christian stories and those of	Make up good questions to ask a Rabbi or a Vicar	Make a link between the way a parable or religious story is used	Link their own ideas about how to live a good life to the teachings of	Describe and link religious teaching with moral choices such as charity work	Make links between Jesus life and teaching and different form of Christian action

different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.	other religions		in religious teaching and the impact it has on a child belonging to the faith	Christianity and other religions.		e.g., ritual, protest, charity
	From a selection, recognise artefacts associated with a religion or religious story	Talk about their own views	Suggest meanings for symbols e.g., light	Show how signs and symbols can communicate important beliefs	Compare different views of sacred space, sacred texts or sacred people with reference to 2 given faiths	Describe and explain the different views of sacred space, sacred text and sacred people with reference to 2 faiths
Look closely at similarities, differences , patterns and change.	Talk about some interesting or puzzling questions	Identify Jewish and Christian Symbols from a range	Suggest 2 reasons why a symbols is a 'good' symbol for its festival: e.g., light for Christmas	Describe what members of other religions might learn from symbols	Use appropriate examples to support their ideas and opinions	Use appropriate examples to support their ideas and opinions
Answer 'how' and 'why'	Recognise some	Identify and talk about	Describe three things that Christians	Describe some of the different ways that Christians express their	Know the different ways Christians believe that God	Describe and compare different Christian beliefs

questions about their experiences and in response to religious stories or events.	religious symbols	symbolic clothing	believe and how they link to the Easter Story, including communion	beliefs by belonging to a church/congregation/community	communicates with them and the difference it makes to their lives.	about how God might Communicate with Humans exploring concepts of sacred texts, revelation and the Holy Spirit
	Talk about how symbols make them feel	Ask questions about thoughts that puzzle them	Retell stories from the New Testament, including the story of the Last Supper, suggesting the meaning the story has for a Christian	Describe some of the things that Christians learn about Jesus from the New Testament	Describe and show the ways that Christians understand God	Describe how Christians express beliefs of Jesus as "God made Man" and Saviour in Art and Worship
	Talk about something that is good (The World) and why their actions are important to it.	Suggest which aspects of the Easter Story are most important to the church or Christians	Give a reason why Christians take communion	Describe the importance to a Christian of Prayer and commemoration (Communion and Lent)	Compare symbols and words to show understanding of the similarities and differences between Christian views of God and the views of other religions	Make links between other religious teachings about God and guidance for life
	Recognise how belonging to a religion	Recognise what makes Shabbat holy for Jews	Identify and match the symbols of the Eucharist	Describe links between the Christmas and Easter stories and key beliefs about Jesus	Describe similarities or differences about what believers might learn	Choose two religious stories from differing religions and

	impacts on family life e.g. how Jewish people spend their weekend		to Key Christian beliefs	(incarnation & Resurrection/salvation)	from two given religious stories	demonstrate how believers may learn similar lessons
	Recognise how festivals are celebrated in different cultures and religions e.g., Jewish New Year	Gather and select from pieces of information about a religious festival	Give a definition of 2 religious concepts with reference to a religious story or practice.	Describe what believers might learn from religious stories	Describe and give reasons for the key features of a religious building with reference to holy texts where appropriate	Describe and compare how important aspects of other religious beliefs are reflected in the buildings and practices of a community
	Ask questions about how and why people celebrate	Show awareness of similarities between Christian and Jewish Festivals	Respond sensitively to the rules and customs followed by others, saying why those rules matter to them.	Describe some of the rules/guidance used by believers of other religions and how these might be applied to working with others	Recognise and explain the religious significance behind a range of dress codes and how they demonstrate commitment to a religious belief	Describe and compare different ways of demonstrating commitment to a tradition of religion and belief
	Recognise the celebration is a human instinct	Suggest meanings for foods and practices during festivals	Ask questions and suggest answers about why people choose to	Use appropriate examples to support their ideas and opinions.	Explain how a Christian understanding of the resurrection might influence the way Christians respond to death	Describe and compare different ideas Christians may have about salvation and life after death

			follow rules and duties.			
	Recognise that Jesus was a leader and others followed him	Use a biblical story as a basis for their own story on a given theme or value.	Retell a story that shows the authority of Jesus, suggesting how a Christian might understand the story	Describe the way Jesus has authority for Christians and link to qualities people with authority need to have	Devise 4 questions to ask about why people choose to believe in resurrection, heaven, life after death and suggest answers that people from different religions might give.	Describe and compare different ideas about life after death within other religions
	Talk about what makes someone a leader	Discuss or write down some ideas about why leaders are needed			Suggest answers a Christian might give to the questions about how the authority of Jesus is lived out in the Church	Explain the impact of authority and how the world might be changed if people lived by it.