

# RE at Church Eaton

The role of RE in schools is to help prepare and equip all pupils for life and citizenship in today's diverse and plural Britain by fostering in each pupil an increasing awareness of, and sensitivity to, the diversity of religious and non-religious beliefs, practices, spiritual insights and worldviews they will encounter.

By EXPLORING, ENGAGING and REFLECTING, pupils will develop the knowledge, insights and skills necessary to live authentically and responsibly in today's world, acknowledging how religious and secular communities seek to uphold and develop the well-being of the human family.

## **Rationale**

We live in an increasingly diverse society, religiously and culturally. Religious Education plays a special role in preparing pupils to flourish in this complex world. Educating pupils to live well in a culturally and religiously plural society means that they must learn how to navigate difference and diversity. This will often mean reflecting on views and behaviours that they have previously not encountered, and which may not correspond neatly with their own views and understandings of the world. Religious Education therefore not only enables pupils to build up a core basis of relevant knowledge and insights and supports them as they explore the "big questions" about life and formulate and express their own views and values. It also challenges pupils to recognise and confront negative attitudes towards diversity, both in society at large and within themselves.



## What are our aims?

### EYFS

*Understanding of the world educational programme (taken from the EYFS Framework 2020)*

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's first-hand experiences increase their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting notable members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### Key Stages 1 and 2

- To develop **knowledge and understanding of different beliefs and practices**, including festivals, worship, rituals, and ways of life, to find out about the meanings behind them and make connections between distinctive features of the religions.
- **Expressing ideas and insights** by asking and responding to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.

- Gaining and deploying skills - Explore questions about **belonging, meaning and truth** so that they can express ideas and opinions in response using words, music, art, or poetry. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art, and poetry.

We follow the Staffordshire Agreed Syllabus. Kapow is used to support lesson delivery and curriculum resources, while our curriculum is mapped to the Staffordshire Agreed Syllabus so that pupils develop the intended knowledge, understanding and skills through the three connected processes of Explore, Engage and Reflect.

The intended outcomes of RE within the Staffordshire Agreed Syllabus are that pupils should acquire, through the three themes:

## EXPLORE



*1) Acquire an increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms.*

*By exploring religious beliefs, teachings, and practices – so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals, and symbolism that offer an insight into religious and secular experiences.*

## ENGAGE



*2) Acquire a developing capacity to engage with ultimate questions alongside the consideration of the responses from religious and non-religious groups and worldviews and to formulate their own sense of identity and values;*

*By engaging with fundamental questions – so appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions- so gaining skills to be able to relate the things studied and discussed, to their own experience.*

## REFLECT



*3) A growing range of the social, spiritual, and emotional skills and dispositions appropriate to living well in a religiously plural and open society.*

*By reflecting – on the reality of religious diversity and on the issues raised by living in a diverse world - so developing skills of analysis and discernment in relation to prejudice, discrimination, and bias, together with skills of self-awareness, moral judgement and responsible choice.*

**These outcomes underpin the Staffordshire Agreed Syllabus.**

Our school's RE curriculum, supported by Kapow, aligns with the Staffordshire syllabus by covering a broad range of religions and worldviews, including:

- **Christianity** (core focus across all key stages)
- **Islam, Hinduism, Sikhism, Judaism, Buddhism**
- **Non-religious worldviews** (e.g., Humanism)

The curriculum explores:

- **Beliefs and teachings** (e.g., the nature of God, sacred texts, key figures)
- **Practices and ways of living** (e.g., prayer, festivals, moral codes)
- **Meaning and purpose** (e.g., life after death, creation, suffering)
- **Identity and belonging** (e.g., rites of passage, community roles)

Our school's Kapow-supported units are designed to meet the end-of-key-stage outcomes outlined in the Staffordshire syllabus.

## 1. Explore

(What are we learning about and what do we notice?)

The EXPLORE phase encourages pupils to:

Develop knowledge and understanding of beliefs, practices, sources of authority and ways of life within religious and non-religious worldviews.

Identify and describe important features, similarities and differences.

Use appropriate vocabulary to talk about religions, beliefs and worldviews with increasing accuracy.

This phase helps pupils build secure religious literacy by establishing the substantive knowledge they need before moving into deeper discussion and reflection.

## 2. Engage

(What does the religious content mean to a believer? What important questions will be asked?)

The ENGAGE phase encourages pupils to:

- Understand **why beliefs matter** to people of faith.
- Explore **how religious identity shapes daily life**.
- Ask **big questions**, such as:
  - *What is sacred?*
  - *How do people express their beliefs?*
  - *What does it mean to live a good life?*

- *Why do people suffer?*
- *How do beliefs influence decisions?*

This phase supports **empathy and curiosity**, helping pupils connect personally with the material and appreciate diverse perspectives

### 3. Reflect

**(What has been learnt from this topic and what might the wider impact for society be?)**

The **REFLECT** phase helps pupils:

- Evaluate what they have learned about **religions and worldviews**.
- Consider how this knowledge affects their **own values and choices**.
- Reflect on **societal issues**, such as:
  - **Respect and tolerance** in a diverse society
  - **Moral responsibility** and ethical living
  - **Community cohesion** and interfaith dialogue

This aligns with the syllabus's aim to prepare pupils to **live well in a pluralistic society**, fostering **mutual understanding and respect**

### What do we cover in EYFS?

Early learning goals that link to RE are:

Prime area: Communication and Language: RE enables pupils to:

- Listen attentively and respond with questions comments and actions to a wide range of stories from different religions and worldviews.
- Hold conversation and make comments about the religious materials, artefacts, songs, stories, and celebrations they encounter.
- Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social & Emotional Development. RE enables pupils to:

- Understand their own feelings and those of others, stimulated by religious materials and ideas.
- Give focused attention to religious materials such as worship, story, festival, song, community living.
- Confidently talk about simple values, right and wrong and good or bad behaviour.
- Co-operate and take turns with others, showing sensitivity to their own and others' needs and feelings.
- Specific areas through which the prime areas are strengthened and applied.
- Specific area: Literacy. RE enables pupils to:

- Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to retell stories.
- Enjoy and learn from discussion and role play about religious stories, non-fiction, rhymes, poems, and songs.
- Use RE examples to write simple phrases or sentences that can be read by others.
- Specific area: Mathematics. RE enables pupils to:
- Recognise, create, and describe some patterns, sorting, and ordering objects simply.

Specific area: Understanding the World. RE enables pupils to:

- Talk about the lives of people around them, understanding characters and events from stories.
- Describe their immediate environment – e.g. on a visit to a place of worship.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explore the natural world around them making observations of animals and plants, environments, and seasons, making space for responses of wonder, awe, and questioning.

Specific area: Expressive Arts and Design. RE enables pupils to:

- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations, and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively, and expressively.
- Sing, perform and learn from well-known songs in RE imaginatively and expressively.
- Develop their imagination and expression using RE content in relation to art, music, dance, imaginative play, and role play and stories to represent their own ideas, thoughts, and feelings.
- Respond in a variety of ways to what they see, hear, smell, touch, and taste.

### Implementation: What units do we cover and when do we cover them?

Because we have mixed-age classes, we operate a two-year cycle for RE. Units are mapped out with links to our curriculum drivers of Community, Diversity (D), and Social Mobility (M), as indicated below. The precise knowledge and skills taught in each unit are set out in our progressive knowledge and skills documents and the curriculum mapping document on the curriculum section of our website. Please note: the order in which the units are completed may be altered if necessary.

	Block 1			Block 2			Block 3			Block 4			Block 5			Block 6		
Years 1/2 Cycle A	What do some people believe God looks like?			How did the world begin?			Why should we care for the world?			Why do we need to give thanks?			How do some people have a special connection to God?			What is a prophet?		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 1/2 Cycle B	What is God's job?			Why should we care for others?			How do we know that new babies are special?			What do candles mean to people?			How do some people talk to God?			Where do some people talk to God?		

	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 3/4 Cycle A	What makes us human?			Why is water symbolic?			What makes some texts sacred?			Who was Jesus really?			Why is fire used ceremonially?			Why is the bible the bestselling book of all time?		
Years 3/4 Cycle B	Respectful religion and Worldviews  Is Scripture central to religion?			Where do our morals come from?			Are all religions equal?			What happens if we do wrong?			Just how important are our beliefs?			Does the language of scripture matter?		
Years 5/6 Cycle A	Respectful Religion and Worldviews  Why doesn't Christianity always look the same?			Why do Dharmic religions look different around the world?			What happens when we die (part 1)			What place does religion have in our world today?			What happens when we die? (part 2)			Who should be in charge?		
Years 5/6 Cycle B	Why doesn't Christianity always look the same?			Why are some places in the world significant to believers?			Why do Abrahamic religions look different around the world?			Why is there suffering? (part 1)			Why is it better to be there in person?			Why is there suffering? (part 2)		

### Implementation: What do RE lessons look like?

We have identified a series of Teaching and Learning Pillars which underpin all teaching and learning at Church Eaton. Teaching is informed by evidence about how pupils learn so that lessons focus on the most important knowledge, vocabulary and concepts, present new learning clearly, revisit prior content, check understanding systematically and adapt teaching in response to misconceptions and gaps.

Pillar	
Focused Planning	Curriculum programmes of study are developed into medium term plans which highlight learning objectives, assessment opportunities and sticky knowledge objectives designed to help pupils remember long term content. A Subject Specialist Teacher then plans and tailors units of work based around big questions that need answering. These units of work integrate technology, opportunities for discussion and creativity to address the specific individual needs of pupils so that all pupils can reach their full potential regardless of their starting point. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts, and vocabulary.
Quality First Teaching	Lessons are designed to be varied, engaging and hands-on, allowing children to experience the various aspects of a religious enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts,

	<p>Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using books to document their ideas. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.</p> <p>Quality First Teaching is achieved In RE by ensuring we have</p> <ul style="list-style-type: none"> <li>• High expectations for all pupils</li> <li>• Well-structured lessons with clear objectives</li> <li>• Adapted instruction to meet diverse needs</li> <li>• Use of formative assessment to inform teaching</li> <li>• A focus on engagement, challenge, and progress</li> </ul> <p>We use the ‘What a lesson looks like at Church Eaton’ document to ensure that quality first teaching is achieved in all RE lessons</p>
Effective Target Setting through Meaningful Assessment	Individual and class strengths and areas for development are identified and used to inform future planning and interventions. Assessment sheets are used to track whether children achieve Learning Objectives and Tracking Grids are used to collate information to enable subject leads to ascertain the number of children in line to achieve national expected standards.
Targeted Support	Staff Solution Circles are used to support data analysis and identify what support children will need and how this can be achieved. This is supported by Raising Achievement and Progress Meetings that are held regularly. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils’ learning are available when required.
Purposeful Learning Environment	RE Is celebrated with displays in and out of the classroom, and on social media. Learning resources and visual prompts are easily accessible to enable children to work independently, and shared displays are used to celebrate final products and parent engagement days. Regular access to alternative learning spaces e.g., library, hall, outside to enhance the learning experience is also explored
Extended Curriculum	Children are given the opportunity to attend clubs throughout the year that allow them to apply the skills they have learnt in RE
Reading at the core	Children are provided with reading resources at an appropriate level to support their learning.

**Impact: What will our children have learnt from us RE Curriculum?**

Through our carefully planned and sequenced curriculum we work to develop learners, from their individual starting points, who are:

Community Builders who are aware that they are part of a small rural community with a very long and proud history and can use this sense of community spirit to work collaboratively with others for the common good. ·

Clear Communicators who are literate and numerate in all contexts and aware that they are part of an enormous diverse wider world that will provide endless opportunities for them to apply these skills. ·

Successful learners who are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (social mobility).

The expected impact of following our RE scheme of work is that children will:

Develop religious literacy by knowing about and understanding a range of religions and non-religious worldviews.

Use accurate vocabulary to describe beliefs, practices, sources of authority and ways of life with increasing confidence.

Ask thoughtful questions, compare different viewpoints and engage respectfully with ideas that may be different from their own.

Explain what religious content might mean to believers and consider how beliefs and worldviews influence people's lives and decisions.

Reflect on questions of meaning, purpose, truth, belonging and values, expressing their own ideas with sensitivity and respect.

Recognise the importance of mutual respect, tolerance and responsible citizenship in a diverse and plural society.

Meet the relevant Early Learning Goals at the end of EYFS and the end of key stage expectations outlined in the Staffordshire Agreed Syllabus and the National Curriculum requirements for RE.

#### **Impact: How do we track progress?**

EYFS: Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of forms in the children's Tapestry accounts, floor books or their exercise books. Each child's progress is assessed whether they are working below age related expectations, working within age related expectations, or working above age related expectations. At the end of EYFS (Reception) Children will be assessed using the Early Learning Goals. They will either be emerging at the goal or achieved it.

Years 1–6: The impact of our scheme is monitored through both formative and summative assessment. At the start of each unit, pupils complete a knowledge catcher to help teachers identify prior knowledge and establish a baseline for learning. In each lesson, teachers use assessment guidance to check pupils' understanding against the learning objectives. This assessment is then used diagnostically to identify misconceptions, gaps in knowledge and the next steps in learning. At the end of each unit, pupils complete a unit quiz to assess what they know and remember from the learning journey. As part of our Kapow scheme, pupils also complete endpoint assessments through Time to Shine activities. These provide opportunities for children to apply and highlight the full range of knowledge and skills from across the unit, while helping teachers assess how securely pupils have completed and understood the tasks within the learning journey. To support this further, we also carry out book looks, pupil interviews and regular moderation exercises to check the progress made and identify how best to support pupils moving forward.