



RE POLICY

As developed by SWEC and agreed by the Governing Body November 2019

Next Review date: Summer Term 2021

Rationale for RE at St Michael's CE Primary School, Lichfield

Religious Education (RE) plays an important role in defining the school's distinctive Christian character. The SIAMS schedule 2018 (Strand 7) makes it clear that RE should reflect the school's Christian vision. The subject is regarded as a core subject within the school's curriculum. It has a vital role in developing religious literacy and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions. RE is non-confessional and should be treated as an academic subject in its own right.

Our Vision

Excited to learn with confidence together in God's hands.



At St Michael's, we are all guided by our Christian values to inspire one another; encouraging confident, committed and caring children to flourish through life's journey.

'Love God with all your heart and with all your mind and with all your strength; and love your neighbour as yourself.' Mark 12:³³

Our Christian Core Values

Belonging

'Yet I still belong to you; you hold my right hand. You guide me with your counsel, leading me to a glorious destiny.' Psalm 73:²³⁻²⁸

Friendship

'A friend loves at all times.' Proverbs 17:¹⁷

Forgiveness

'Be tolerant with one another and forgive one another whenever any of you has a complaint against someone else.' Colossians 2:¹²⁻¹³

Respect

'So in everything you do to others what you would have them do to you.' Matthew 7:¹²



Courage

'Be on your guard. Stand firm in faith. Be courageous. Be strong. Do everything in love.'
Corinthians 16:¹³⁻¹⁴

Perseverance

'Stand firm and you will win life.' Luke 21:¹⁹

As the Church of England document, '**Making a difference? A review of Religious Education in Church of England schools 2014**' recommends that the RE curriculum in all schools should,

".....ensure it provides a more coherent, progressive and challenging approach to the teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world"

".....explore ways of extending pupils' ability to think theologically and engage in theological enquiry as part of their learning in RE"

RE Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the **Statement of Entitlement for Church Schools**, published by the Church of England Education Office (Feb 2019), see link below:

Christianity will, therefore, be no less than two thirds of RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

The RE curriculum RE teaching also follows the legal requirements of the **Education Reform Act (1988)**, which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. The school bases its RE provision on the **Staffordshire Locally Agreed Syllabus**. In addition, the school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.



At least 5% of curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. Within this teaching allocation at least two thirds of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart. See Appendix 2

The aims of Religious Education in our school are:

- To help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text?
- To help pupils connect their experience of worship with RE
- To help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide.
- To enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
- To give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions.
- To help pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions and beliefs.

The outcomes for pupils at the end of their time in our school are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth



- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression

Spiritual, moral, social and cultural development (SMSC)

In addition the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

Spiritual	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
Moral	helping each pupil develop their own informed values
Social	helping pupils understand some major forces shaping the values of our society
Cultural	aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with **personal, social, health and citizenship education (PSHCE)** and **British values**. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

The management of RE

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects. Teachers should share effective practice locally and regionally and engage in professional development (SIAMS 2018).

As a church school we recognise that it should be a priority to build up staff expertise in RE.

The RE subject leader in partnership with our Deputy Head (Curriculum Lead) is responsible for:

- producing a scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff



- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes
- ensuring rigorous systems of assessment are in place (SIAMS 2018) and are in line with the Local Agreed Syllabus
- ensuring RE is prioritised within the School Improvement Plan and undertaking its regular review
- accountability for RE standards in the school
- meet with member of the Diocesan RE advisory team when possible

RE outcomes for pupils

Cover sheets have been developed in partnership with our Diocesan RE Advisor. These are completed termly with an annual judgement made about pupils' attainment. See appendix 3 for the Staffordshire Agreed Syllabus milestones against which the annual attainment judgements are made.

In RE pupils will be encouraged / have opportunities to:

- Express their opinions.
- Reflect on their own beliefs / beliefs of others
- Visits to places of worship
- Thy Kingdom Come and Lent workshops at St Michael's Church
- Christmas and Easter workshops at Wade Street Church (URC / Baptist Alliance)

Right to withdrawal - see appendix 1

At St Michael's CE (C) Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

Approved and signed off by



Headteacher Helen Robertson

Chair of Governors Helen Crooks



Appendix 1

Guidance for schools and academies on the right to withdrawal from Religious Education March 2017

Religious Education

The government guidance *Religious Education in English schools: Non-statutory guidance 2010* states that:

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those who withdraw by their parents (or withdrawing themselves if they are aged 18 or over)

In voluntary controlled schools and academies, religious education must be provided in accordance with the local Agreed Syllabus provided by the SACRE (Standing Advisory Council for Religious Education) of the local authority in which the school is situated.

In voluntary aided schools and academies, the decision on the content of religious education rests with the Governing Body, and should be in line with the Trust Deeds of the school.

In all forms of church school, the religious education provided should contribute to the Christian character of the school, and this is in aspect of the school's work which is subject to the ***Statutory Inspection of Anglican and Methodist Schools (SIAMS)***, whether VC, VA or academy.

Parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, ***the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. (Non-statutory Guidance 2010)***



Any parent considering withdrawal must contact the Headteacher / Principal to discuss any concerns relating to the policy, provision and practice of religious education at the school.

Managing the Right of Withdrawal

It is important that the school makes clear on its website and through other forms of communication, the RE syllabus being taught in school. There needs to be a clear understanding of the relevance of the RE curriculum and how it respects pupils own beliefs. It is good practice to review requests to withdraw from RE and collective worship annually.

Consideration needs to be given to:

- Whether the parents wish their children to be withdrawn from the whole of the subject or specific parts of it.
- Parents can withdraw their child from a specific activity, such as a visit to a place of worship, and not withdraw their child from the remainder of the RE.
- Where pupils are withdrawn from Re or collective worship, schools have a duty to supervise them, though not to provide additional teaching or incur extra cost.
- Where a pupil has been withdrawn from RE, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This could be provided at the school or the pupil could be sent to another school where suitable RE is provided. Outside arrangements are permitted providing the necessary safeguarding procedures are in place and the LA or Trust Board is satisfied that any interference with the pupil's attendance at school resulting from withdrawal will only affect the start or end of a school session (***Non-statutory Guidance 2010***)

It is important that schools are fully aware of issues surrounding religion, race and culture and ensure that parental right to withdrawal requests to not hamper their responsibilities to ensure equality for all and the promotion of British Values.



Appendix 2 - Reception, KS1 & KS2 – St Michael’s C of E Primary School, Lichfield Overview 2019 – 20

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>A Wet and Windy Harvest for Puddles</p> <p>Identify and ask questions about customs associated with particular religious communities 1.4b</p>	<p>Puddles and the Christmas Play - Parties</p> <p>Explore stories about the lives and teachings of key religious figures 1.1.b</p>	<p>A Wedding Day Wish for Puddles</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>Puddle and the Happy Easter Day</p> <p>Find out about ways in which sacred texts are regarded, read and handled by the believers 1.1c</p>	<p>The Tiny Ants (Islam)</p> <p>Ask and respond imaginatively to questions about things that are interesting or puzzling in the world -1.5a</p>	<p>Puddles Lends a Paw</p> <p>Explore stories about the lives and teachings of key religious figures 1.1.b</p>



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<p>Yr1/KS1A</p>	<p>GOD 1.1 What do Christians believe God is like?</p> <p>Engage with stories and extracts from religious literature and talk about their meanings - 1.1a</p> <p>Listen to and ask questions about stories of individuals and their relationship with God -1.5b</p>	<p>What are festivals and why do we have them?</p> <p>AS Practices & ways of life</p> <p>Explore the preparations for and find out about the celebration of festivals 1.2b</p> <p>(Easter, Christmas & Eid-ul-Fitr, Eid-ul-Adha – see RE Today: Special Times & Celebrations)</p> <p>See Entrust Celebrations KS1 Spring. See also diocesan guidance doc</p>	<p>What do Muslims believe?</p> <p>AS Beliefs teachings and stories</p> <p>Engage with stories and extracts from religious literature and talk about their meanings 1.1a</p> <p>Explore stories about the lives and teachings of key religious figures 1.1b</p> <p>Find out about ways in which sacred texts are regarded, read and handled by the believers 1.1c</p> <p>(Opening up Islam pages 8-11)</p>	<p>SALVATION 1.5 Why does Easter matter to Christians? (Core learning)</p> <p>Engage with stories and extracts from religious literature and talk about their meanings 1.1a</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>Ask and respond imaginatively to questions about things that are interesting or puzzling in the world - 1.5a</p>	<p>How do Christians talk to God?</p> <p>AS Expressing meaning Recap 1.3a</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>(Explore prayer; Why Christians pray? artefacts used to help prayer)</p>	<p>How can I make a difference in the world? AS Recap 1.6a</p> <p>Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions 1.6b</p> <p>(Explore why human beings are special, how we should care for each other, seeing value in each other, charity – cake making and giving the money to charity, litter picking linked to stewardship)</p>
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<p>Yr2/KS1B</p>	<p>CREATION 1.2 Who made the world?</p> <p>Engage with stories and extracts from religious literature and talk about their meanings - 1.1a</p> <p>Ask and respond imaginatively to questions about things that are interesting or puzzling in the world - 1.5a</p> <p>Explore stories from religious traditions and find out about attitudes to the natural world -1.6c</p>	<p>INCARNATION 1.3 Why does Christmas matter to Christians?</p> <p>Explore stories about the lives and teachings of key religious figures - 1.1b</p> <p>Explore the preparations for and find out about the celebration of festivals 1.2b</p> <p>Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - 1.5c</p>	<p>What can we learn from a mosque?</p> <p>AS Expressing meaning Recap 1.3a, 1.3b</p> <p><u>(Trip to Mosque in Derby)</u></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>(Visit to a Mosque, building a mosque, arabesque patterns linked to maths, calligraphy (Allah / Muhammad, salat)</p> <p>See Entrust Worship & ceremonies KS1 Spring</p>	<p>SALVATION 1.5 Why does Easter matter to Christians? <i>(Digging deeper)</i></p> <p>Engage with stories and extracts from religious literature and talk about their meanings - 1.1a</p> <p>Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - 1.5c</p> <p>Reflect and respond to stories highlighting the morals and values of believers in practice 1.6a</p>	<p>GOSPEL 1.4 What is the Good News that Jesus brings?</p> <p>Engage with stories and extracts from religious literature and talk about their meanings - 1.1a</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>Reflect and respond to stories highlighting the morals and values of believers in practice -1.6a</p>	<p>How do people give thanks for a new baby?</p> <p>AS Identity diversity and belonging</p> <p>Find out about ceremonies in which special moments in the life cycle are marked 1.4c</p> <p>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences 2.4a</p> <p>(Christianity & Islam)</p>
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<p>Yr3/LKS2A</p>	<p>INCARNATION/GOD 2a.3 What is the Trinity? <i>(Core learning - Baptism and the Grace)</i></p> <p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - 2.1b</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>Identify some of the ways in which religions name and describe attributes of God and</p>	<p>What are festivals of light?</p> <p>(Advent & Diwali but you could also include other festivals from religious traditions e.g. Hanukkah)</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and differences 2.2c</p> <p>See also diocesan guidance doc.</p>	<p>What do Hindus believe?</p> <p>AS Beliefs teachings and sources</p> <p>Find out ways in which sacred texts are regarded, read and handled by believers -1.1c</p> <p>(E.g. Exploring The Vedas)</p>	<p>SALVATION 2a.5 Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Explore the origins of sacred writings and consider their importance for believers today - 2.1a</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>Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions - 2.3b</p>	<p>KINGDOM OF GOD 2a.6 When Jesus left, what was the impact of Pentecost?</p> <p>Explore the life of key religious figures and make links with teachings and practices of special significance to followers - 2.1c</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>Make links between beliefs and action and reflect on how</p>	<p>Opening up the Qur'an & exploring Ramadan</p> <p>AS Beliefs teachings and sources</p> <p>Recap on 1.1a, 1.1b, 1.1c, 1.4b</p> <p>Explore the origins of sacred writings and consider their importance for believers today - 2.1a</p> <p>AS Identity diversity and belonging</p> <p>Research some key events in the development of a religious tradition and explain the impact on believers today 2.4c</p> <p>(Focus on Ramadan, Night of Power, Fasting, Why people Fast? Muhammad's Night Journey – see RE Today Words of Wisdom pages 16-21)</p>
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	<p>make links with belief and practice - 2.3d</p> <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>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>this might have local, national and international impact - 2.5d</p>	
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<p>Yr4/LKS2B</p>	<p>CREATION/FALL 2a.1 What do Christians learn from the creation story?</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>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>Explore religious stories and teachings about the environment</p>	<p>What can we learn from a Mandir?</p> <p>(Trip to Mandir in Derby)</p> <p>AS Practices and ways of life</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>INCARNATION/GOD 2a.3 What is the Trinity? – (<i>Digging deeper – the Incarnation</i>)</p> <p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - 2.1b</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>Investigate the importance for believers of</p>	<p>Who can change the community?</p> <p>(Islam & Christianity – see RE Today Community pages 20-25)</p> <p>AS Values & commitments</p> <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>GOSPEL 2a.4 What kind of world did Jesus want?</p> <p>Explore the origins of sacred writings and consider their importance for believers today - 2.1a</p> <p>Find out about the activities of a local religious community and make links with key religious teachings - 2.4b</p> <p>Explore rules for living found in sacred writings and teachings and ask questions about</p>	<p>PEOPLE OF GOD 2a.2 What is it like to follow God?</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>Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked 2.4d</p> <p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment -2.6b</p> <p>Engage with a variety of people about their beliefs</p>
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	and identify and reflect on their impact on behaviour -2.6d		ceremonies in which special moments in the life cycle are marked -2.4d		<p>their impact on the lives of believers 2.6a</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>	and values and ask questions about the way commitment affects their lives -2.6c
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<p>Yr5/UKSA</p>	<p>GOD</p> <p>2b.1 What does it mean if God is holy and loving?</p> <p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - 2.1b</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>Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make</p>	<p>Why is it important to remember?</p> <p>(Passover – See RE Today Celebration: Why is freedom important to Jewish people? Pages 12-19)</p> <p>AS Identity, diversity & belonging</p> <p>Research some key events in the development of a religious tradition and explain the impact on believers today 2.4c</p>	<p>What are the five pillars of Islam? – Shahadah, Salat, Zakat, Sawm, Hajj</p> <p>(Trip to Mosque in Derby)</p> <p>AS Values & commitments</p> <p>Recap 2.6a 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>SALVATION</p> <p>2b.6 What did Jesus do to save human beings?</p> <p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - 2.1b</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>Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or</p>	<p>KINGDOM OF GOD</p> <p>2b.8 What kind of king was Jesus?</p> <p>Explore the life of key religious figures and make links with teachings and practices of special significance to followers - 2.1c</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 -</p>	<p>How do people express their faith through the arts?</p> <p>(See Diocesan RE guidance UKS2, RE Today Symbols of Faith)</p> <p>AS Expressing meaning</p> <p>Compare and contrast the use of symbols, actions and gestures used in worship by different communities 2.3c</p>
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	<p>suggestions as to the intended meaning they might have for believers - 2.3a</p> <p>Make links between beliefs and action and reflect on how this might have local, national and international impact - 2.5d</p>			<p>expressions - 2.3b</p> <p>Make links between beliefs and action and reflect on how this might have local, national and international impact - 2.5d</p>	<p>2.3a</p> <p>Find out about the activities of a local religious community and make links with key religious teachings - 2.4b</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>	
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<p>Yr6/UKS2B</p>	<p>CREATION/FALL 2b.2 Creation and science: conflicting or complementary?</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>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>Raise questions about issues which cause people to wonder</p>	<p>INCARNATION 2b.4 Was Jesus the Messiah?</p> <p>Explore the origins of sacred writings and consider their importance for believers today - 2.1a</p> <p>Explore the life of key religious figures and make links with teachings and practices of special significance to followers - 2.1c</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and differences - 2.2c</p> <p>Make links between</p>	<p>What does it mean to live as a Hindu today?</p> <p>AS Values & commitments</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>SALVATION 2b.7 What difference does the resurrection make for Christians?</p> <p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - 2.1b</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and differences - 2.2c</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</p>	<p>GOSPEL 2b.5 What would Jesus do?</p> <p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - 2.1b</p> <p>Find out about the activities of a local religious community and make links with key religious teachings - 2.4b</p> <p>Investigate and reflect on a range of religious responses to suffering, hardship and death</p>	<p>PEOPLE OF GOD 2b.3 How can following God bring freedom and justice?</p> <p>Explore the life of key religious figures and make links with teachings and practices of special significance to followers - 2.1c</p> <p>Make links between beliefs and action and reflect on how this might have local, national and international impact - 2.5d</p> <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>
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	and investigate some answers to be found in religious writings and teachings -2.5a	beliefs and action and reflect on how this might have local, national and international impact - 2.5d		might have for believers - 2.3a Investigate and reflect on a range of religious responses to suffering, hardship and death - 2.5b	-2.5b Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers - 2.6a	
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Red Units = Understanding Christianity
Green Units = Staffordshire Agreed Syllabus



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Appendix 3 – The Religious Education Framework (Age related aspects for RE)

For each statement a pupil can be assessed as working at greater depth within the expected standard (GD), working at the expected standard (S) or working towards the expected standard (E or D):




BY THE END OF RECEPTION

-  Pupils talk about past and present events in their own lives and in the lives of family members. They talk about similarities and differences in relation to places, objects, materials and living things including faith buildings e.g. the church.
-  Pupils can talk about the features of their own immediate environment and how environments might vary from one another and what makes them special.
-  Pupils can talk about how other children do not always enjoy the same things and are sensitive to this. They can talk about similarities and differences between themselves and others, and among families, communities and traditions.




BY THE END OF YEAR 1

-  Pupils use some religious words and phrases to recognise and name features of religious life and practice valued by believers. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.
-  Pupils can talk about their experience of the world around them and in particular what is of value and concern to themselves and to others.
-  Pupils can demonstrate awareness that there is more than one religious tradition or faith community.

BY THE END OF YEAR 2




-  Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions, including key questions raised by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.
-  Pupils can recognise that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong.
-  Pupils are able to name more than one religious tradition or faith community, and can talk about some of the distinctive features of each such religious tradition/faith community.

BY THE END OF YEAR 3




-  Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.
-  Pupils ask important questions about values, commitments and beliefs, making links between their own and others' responses, attitudes and behaviour.
-  Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths. They understand the importance and reality of existing in a plural context.






BY THE END OF YEAR 4

-  Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They explore and explain meanings for a range of forms of religious expression.
-  Pupils raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choices.
-  They apply their ideas about identity and commitment in a diverse world to their own and other people's lives. They describe what inspires and influences themselves and others, especially their commitments, values and choices. They are able to recognise in themselves and others some reactions to living alongside others who have a different faith or stance.

BY THE END OF YEAR 5

-  Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ethical issues.
-  Pupils ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action.
-  Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.

BY THE END OF YEAR 6

-  Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.
-  Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.
-  Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why this is sometimes difficult.