



RE

“The essence of all religions is one. Only their approaches are different.” Mahatma Gandhi

At Caton Primary School, we believe that religion and beliefs are important as they inform our values and are reflected in what we say and how we behave. We follow the SACRE scheme of work for Lancashire which provides a broad base of all the major world faiths and belief systems. It explores challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. The teaching of RE contributes to pupils’ personal development and well-being and to community cohesion by promoting mutual respect and tolerance for the diverse society that the UK is today. RE is taught both discreetly and through other areas of the curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally. As a school we believe that children should have first hand experience of meeting people of other faiths and/or visiting different places of worship throughout their time at Caton Primary.

Purpose and aims of Religious Education (from the non statutory guidance 2010, Dept for children, school and families)

In summary RE

- Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- Enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.

- Prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

EYFS and RE

Reception / KS1			
KNOWLEDGE and Coverage (Year 1 and Year 2)			
	Autumn	Spring	Summer
Reception	Celebrations - all have a story, decorations, special meal, gifts, family/community Christmas, Diwali, Chinese New Year, Special times: How and why do we celebrate? What times are special to different people and why?	Easter - what is Easter about (link to the story of Christmas - same Jesus but grown up) What is Eid? What is Holi festival?	Wesak day Bible stories Jesus told.
Cycle A	Does how we treat the world matter? Why do Christians say that Jesus is the light of the world and how do other faiths use light to celebrate?	Why do Muslims believe it is important to obey God? (Islam) and how do peoples beliefs affect how we treat the world? What unites the Christian community?	What aspects of Jewish life really matter? (Judaism) Invite a speaker in to talk about their faith. All faiths - what are the symbols of your faith? And how do you know you belong to a faith?
Cycle B	Why do Christians say that God is a father? Why is Jesus special to Christians? Visit to St Pauls and Baptist church in Caton to compare new/old church.	What do Hindus believe about God? Christianity - what do Christians believe about Jesus?	How do people find out about God? (Sikhism) Why might people put their trust in God? (Judaism)

Lower Key Stage 2

KNOWLEDGE and Coverage (Year 3 and Year 4)

	Autumn	Spring	Summer
Cycle A	Christianity - How and why have some people served God? Sikhism - Why are the Gurus important to Sikhs?	Christianity - What does it mean to be a disciple of Jesus? Visit to a catholic church - link to history/Geog topic on Italy. Hinduism - Why is family an important part of Hindu life?	Christianity - What do Christians mean by the Holy Spirit? Islam - Why is the prophet Muhammed an example to Muslims?
Cycle B	Christianity - How and why might Christians use the Bible? Sikhism - How do Sikhs express their beliefs and values? Visit to a Sikh temple	Christianity - Is sacrifice an important part of religious life? Hinduism - How should we live our lives?	Christianity - What does 'love your neighbour' really mean? Islam - Why do Muslims fast during Ramadan?

Upper Key Stage 2			
Knowledge and Coverage (Year 5 and 6)			
	Autumn	Spring	Summer
Cycle A	<p>Christianity - How do Christians mark the turning points of the journey of life?</p> <p>Buddhism - What do we mean by a 'good' life? Visit to temple in Ulverston</p>	<p>Christianity - Why do Christians believe that Good Friday is good?</p> <p>Hinduism - Is there one journey or many?</p>	<p>Christianity - If life is like a journey - what is the destination?</p> <p>Islam - What is Hajj and why is it important to Muslims?</p>
Cycle B	<p>Christianity - Why is it sometimes difficult to do the right thing?</p> <p>Hinduism - What might Hindus learn from stories about Krishna?</p>	<p>Christianity - How do people decide what to believe?</p> <p>Islam - Why is the Qur'an so important to Muslims?</p> <p>Visit a mosque - Preston</p>	<p>Christianity - What is meant by a miracle?</p> <p>Judaism - Do people need laws to guide them?</p>

ALL - Speaker - Lancaster Mosque come to speak to the children about their faith.
 NISCU - speakers