



## RE Intent and Long Term Planning

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

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. The teaching of RE contributes to pupils’ personal development and well-being and to community cohesion by promoting mutual respect and tolerance for religious and non-religious beliefs that represent 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 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.

We follow the Lancashire agreed syllabus for Religious Education. Each unit comprises of the following strands, taught in this order: Shared Human Experience; Beliefs and Values; Living Religious Traditions; and Search for Personal Meaning.

**Assessment:**

Hinduism, Islam and Christianity are taught progressively across the school. The assessment grids above are provided to enable teachers to form age related judgements for RE.

The grids enable teachers to be clear of the knowledge, concepts and understanding that should be taught across the school.

The skills relating to expressing and communicating ideas are the same for each of the assessments grids and relate to Shared Human Experience and the Search for Personal Meaning within the Lancashire Field of Enquiry.

Please note that Buddhism, Judaism and Sikhism are taught within each Key Stage and not progressively. For end of Key Stage expectations, please see the documents above.

Reception assessment for RE - see pg 18 SACRE

[Progression Documents for end of KS1](#)

[KS1 Christianity](#)

[KS2 Christianity](#)

[Progression Documents for end of KS2](#)

[KS1 Hinduism](#)

[KS2 Hinduism](#)

[Progression in Skills Document Y1-Y6](#)

[KS1 Islam](#)

[KS2 Islam](#)

Reception / KS1			
KNOWLEDGE and Coverage (EYFS, Year 1 and Year 2)			
	Autumn	Spring	Summer
BIG QUESTION	WHY ARE SOME THINGS SPECIAL?		
<b>EYFS</b>  Understanding the World - People and communities	<b>Special times:</b> How and why do we celebrate? What times are special to different people and why?  Visit to St Pauls - as part of exploration of What's in Caton village	<b>Special stories:</b> Why are some stories special? What special messages can we learn from stories?	<b>special places:</b> What buildings and places are special to different people? OR What is special about our world?
BIG QUESTION	HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER?		
Cycle A	<b>Christianity (God)</b> <b>Does how we treat the world matter?</b> Creation, Care for the planet, Harvest.  <b>Christianity (Jesus)</b> Why do Christians say Jesus is the 'Light of the World'? Jesus as the light of the world, symbolism of light, Advent and Christmas.	<b>Islam</b> Why do Muslims believe it is important to obey God? submission and gratitude, prayer.  <b>Christianity (Church)</b> What unites the Christian community? Worship, the church, use of symbols.  Visit to St Pauls Church and/or Caton Baptist Church, compare the two	<b>Judaism</b> What aspects of life really matter? Moses, Ten Commandments, the Sabbath  <b>Hindu Dharma</b> How might people express their devotion? Devotion, worship in the home and temple.
BIG QUESTION	WHAT DO PEOPLE SAY ABOUT GOD?		
Cycle B	<b>Christianity (God)</b> Why do Christians say that God is a 'Father'? God the Father, prayer.  <b>Christianity (Jesus)</b>	<b>Islam</b> How might beliefs about creation affect the way people treat the world? God as creator, care for the planet.	<b>Christianity (Church)</b> How might some people show that they 'belong' to God? Baptism, belonging  <b>Hindu Dharma</b> What do Hindus believe

	<p>Why is Jesus special to Christians? The nativity story, beliefs about Jesus as God incarnate, Christmas. one God in many forms, God in all things, expressing ideas about God.</p>	<p><b>Judaism</b> Why might some people put their trust in God? God's promise, Noah, Abraham, trusting in God.</p>	<p>about God? <a href="#">Visit to Hindu Temple</a> - Preston</p>
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Lower Key Stage 2			
KNOWLEDGE and Coverage (Year 3 and Year 4)			
	Autumn	Spring	Summer
BIG QUESTION	WHO SHOULD WE FOLLOW?		
Cycle A	<p><b>Christianity (God)</b> How (and why) have some people served God? Prophets, service to God, inspirational people.</p> <p><b>Sikhism</b> Why are the Gurus important to Sikhs? Guru Nanak The 10 gurus, Baisakhi.</p>	<p><b>Christianity (Jesus)</b> What does it mean to be a disciple of Jesus? Discipleship, following the example of Jesus, helping others.</p> <p><b>Hindu Dharma</b> Why is family an important part of Hindu life? religious duty Hindu scriptures (the Ramayana), Raksha Bandhan.</p>	<p><b>Christianity (Church)</b> What do Christians mean by the 'Holy Spirit'? The Holy Spirit gifts of the spirit. Pentecost.</p> <p><b>Islam</b> Why is the Prophet Muhammad (pbuh) an example for Muslims? The Prophet. Muhammed (pbuh), Zakah. <a href="#">Visit to a mosque - Preston</a></p>
BIG QUESTION	HOW SHOULD WE LIVE OUR LIVES?		
Cycle B	<p><b>Christianity (God)</b> How and why might Christians use the Bible? The Bible, christian life – guided by wisdom, teachings and authority.</p> <p><b>Hindu Dharma</b> What might a Hindu learn through celebrating Diwali? Vishnu. Rama and Sita. Diwali.</p>	<p><b>Christianity (Jesus)</b> Is sacrifice an important part of religious life? Jesus in the wilderness, Lent, Sacrifice.</p> <p><b>Sikhism</b> How do Sikhs express their beliefs and values? the 5 Ks, Equality, the Gurdwara.</p>	<p><b>Islam</b> Why do Muslims fast during Ramadan? The Five Pillars of Islam, Ramadan.</p> <p><b>Christianity (Church)</b> What does 'love your neighbour' really mean? Parables, love for all.</p>

Upper Key Stage 2			
Knowledge and Coverage (Year 5 and 6)			
	Autumn	Spring	Summer
BIG QUESTION	IS LIFE LIKE A JOURNEY?		
Cycle A	<p><b>Christianity (God)</b> How do Christians mark the turning points of the journey of life? Christian rites of passage, denominational differences.</p> <p><b>Buddhism</b> What do we mean by a 'good' life? The Buddha , The Four Noble Truths, The Eightfold path. Visit to Buddhist temple in Ulverston</p>	<p><b>Hinduism</b> Is there one journey or many? Reincarnation, Karma, the 4 ashramas.</p> <p><b>Christianity (Jesus)</b> Why do Christians believe that Good Friday is good? Holy Week, The Eucharist denominational differences</p>	<p><b>Christianity (The Church)</b> If life is like a journey - what is the destination? Salvation, Forgiveness</p> <p><b>Islam</b> What is Hajj and why is it important to Muslims? The Ummah, Hajj.</p>
BIG QUESTION	WHERE DO WE FIND GUIDANCE ABOUT HOW TO LIVE OUR LIVES?		
Cycle B	<p><b>Christianity (God)</b> Why is it sometimes difficult to do the right thing? Sin, Adam and Eve's disobedience, temptation and morality</p> <p><b>Hinduism</b> What might Hindus learn from stories about Krishna? Krishna, Holi.</p>	<p><b>Christianity (Jesus)</b> How do people decide what to believe? The Trinity, use of symbols and metaphors, The Worldwide Church.</p> <p><b>Islam</b> Why is the Qur'an so important to Muslims? The Qur'an. The Night of Power.</p>	<p><b>Christianity (Church)</b> What is meant by a miracle? miracles of Jesus, pilgrimage.</p> <p><b>Judaism</b> Do people need laws to guide them? The Torah, the synagogue.</p>