

RELIGIOUS EDUCATION

INTENT – Luddenden CE School is committed to providing an environment which nurtures curiosity, independence and a love of learning. Our Religious Education (RE) curriculum aims to ensure all pupils learn from and about the Christian religion and other world faiths, so they can understand and appreciate the world around them. We follow the Kirklees Local Agreed Syllabus for Religious Education. The Believing and Belonging 2021 syllabus states that: ‘A broad and balanced programme of RE will reflect three key areas. First, it will include a study of the key beliefs and practices of religions and other world views, including those represented in West Yorkshire. Secondly, it will provide opportunities to explore key religious concepts and common human questions of meaning, purpose and value, often called ‘ultimate’ questions. Thirdly, it will enable pupils to investigate how beliefs affect moral decisions and identity, exploring both diversity and shared human values.’ Religious education encourages pupils to reflect critically and responsibly on their own spiritual, philosophical and ethical views.

IMPLEMENTATION – We follow the units of work that fulfil the requirements of the Believing and Belonging locally agreed syllabus for Kirklees. All children have at least one hour per week of Religious Education. Progression Maps outline the skills expected to be demonstrated in each year group in order to reach end of key stage expectations. Religious Education lessons are taught by class teachers in a variety of ways, including discussion, investigation and enquiry, drama, stories, art and written work.

IMPACT – Pupils are able to describe and make connections between different features of the religions and other world views they study, in order to reflect on their significance. They are able to discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth. They discuss and apply how beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair, reflecting on their own answers to these questions. Pupils consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Willow Reception/Year 1	E4. Who belongs in my family and community?	1.3 Understanding Christianity. Why does Christmas matter to Christians?	E5. How do people celebrate special times? Spring	E3. Who cares for me?	F1.12 How and why do we care?	E6. How do we understand and care for the world?
Sycamore Year 2/Year 3	C1.2 How are symbols used to welcome new life?	2A.2 Understanding Christianity. People of God – What is it like to follow God?	C1.4 How and why do people pray?	CL2.2 How do different people express spirituality?	F1.11 How do Hindu stories help believers live their lives?	F1.13 What do religions and world views say about our wonderful world?
Elm Year 4	CL2.6 How do ancient stories influence modern celebrations?	2B.1 Understanding Christianity. God – What does it mean if God is holy and loving?	CL2.3 How do the Five Pillars help Muslims to live a good life?	FL2.14 How Are the Stories of Holy Week Important to Christians?	CL2.1 How do Jews remember Gods covenant?	CL2.5 What faiths and beliefs can be found in our community?
Oak Year 5/Year 6	CU2.5 How and why are Jewish festivals celebrated?	2B.8 Understanding Christianity. Kingdom of God – What kind of king is Jesus?	FU2.15 How do Buddhists live a meaningful life?	CU2.6 What do Christians believe about the old and new covenants?	FU2.11 What is the significance of Easter, Ascension and Pentecost	FU2.13 Why are rites of passage important?