



RE explores big questions about life, to find out what people believe and what difference this makes to how they live , so that pupils can make sense of religion, reflecting on their own ideas and ways of living.

Term	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
Reception	Do you want to be friends? Which people are special and why? (B) Visit in school – St. Martin's	Why do squirrels hide their nuts? What times are special and why? (E) Christmas, Easter, Sukkoth, Diwali	Do cows drink milk? Which stories are special and why? (B)	Why do ladybirds have spots? What is special about our world? (L)	Will you read me a story? What places are special and why? (E) Church visit	Are we there yet? Being special: where do we belong? (L)
Year 1	Memory Box Who is Jewish and what do they believe? (B) Shabbat Chanukah	Paws, Claws and Whiskers How and why do we celebrate special times? (E) Easter, Pesach, Eid-ul-Fitr	Splendid Skies Who is a Christian and what do they believe? (B) Visit in school – St. Martin's	The Enchanted Woodland Who is a Christian and what do they believe? (B)	Bright lights, Big city What does it mean to belong to a faith community? (L) (including Buddhism)	Bright lights, Big city What makes some places sacred? (E)
Year 2	Towers, Turrets and Tunnels	Moon Zoom	Land Ahoy!	Street Detective	Beat Band Boogie Who is a Hindu and how do they live? (L) Diwali Holi	Wriggle and crawl

	<p>Who is a Sikh and how do they live? (B)</p> <p>Visit in school –parent</p>	<p>Who is a Muslim and what do they believe? (B)</p> <p>Ramadan Mosque visit</p>	<p>What can we learn from sacred books? (B)</p>	<p>What can we learn from sacred books? (B)</p>		<p>How should we care for others and the world, and why does it matter? (L)</p> <p>Tu B'shevat (Jewish)</p> <p>Visit in school – St. Martin's</p>
Year 3	<p>Tribal Tales</p> <p>What do different people believe about God? (B)</p>	<p>Mighty Metals</p> <p>Why are festivals important to religious communities? (E)</p> <p>Variety of festivals from different faiths</p>	<p>Gods and Mortals</p> <p>What does it mean to be a Christian in Britain today? (L)</p>	<p>Tremors</p> <p>What does it mean to be a Christian in Britain today? (L)</p> <p>Visit in school – St. Martin's</p>	<p>Urban Pioneers</p> <p>Why is the Bible so important for Christians today? (B)</p>	<p>Scrumdiddlyumptious</p> <p>Why do people pray? (E)</p>
Year 4	<p>Blue Abyss</p> <p>What does it mean to be a Hindu in Britain today? (L)</p> <p>Diwali</p>	<p>Burps, Bottoms and Bile</p> <p>What does it mean to be a Hindu in Britain today? (L)</p> <p>Diwali</p> <p>St.Martin's Christmas unwrapped</p>	<p>Playlist-Production</p> <p>Why is Jesus so inspiring to some people? (B)</p> <p>Easter</p>	<p>Misty mountain, winding river</p> <p>Why is Jesus so inspiring to some people? (B)</p> <p>Easter</p> <p>Visit in school – St. Martin's</p>	<p>Rainforests</p> <p>Why do some people think that life is a journey and what significant experiences mark this ? (E)</p>	<p>I am warrior</p> <p>What can we learn from religions about deciding what is right and wrong? (L)</p>
Year 5	<p>Pharoahs</p> <p>What does it mean to be a Muslim in Britain today? (L)</p> <p>Ramadan and Eid-ul-Adha</p>	<p>Stargazers</p> <p>What does it mean to be a Muslim in Britain today? (L)</p> <p>Visit in school – parent</p>	<p>Traders and Raiders</p> <p>What would Jesus do? Can we live by the values of Jesus in the 21st century? (B)</p>	<p>Traders and Raiders</p> <p>What would Jesus do? Can we live by the values of Jesus in the 21st century? (B)</p> <p>St. Martin's – Easter cracked</p>	<p>Alchemy Island</p>	<p>Beast Creator</p>

		Ramadan and Eid-ul-Adha			What does it mean to be a Sikh in Britain today? (B) Baisakhi Gurdwara visit	If God is everywhere, why go to a place of worship? (E)
Year 6	Hola Mexico What do religions say when life gets hard? (B) (including Buddhism)	A Child's War What do religions say when life gets hard (B) (including Buddhism) Visit in school – St. Martin's	Frozen Kingdom What matters most to Christians and Humanists? (L)	Darwin's Delights What matters most to Christians and Humanists? (L)	Blood Heart Is it better to express your beliefs in arts and architecture, or in charity and generosity? (E)	Gallery Rebels What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? (L) (including Buddhism)

Religious Education at Stivichall

Aims of RE:

At Stivichall, we aim to ensure that all pupils know about and understand a range of religions and worldviews so that they can;

- describe, explain and analyse beliefs and practices
- identify, investigate and respond to questions posed, and responses offered by key texts and the teachings of key leaders from different traditions and communities
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

We also encourage pupils to express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can;

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express their personal reflections and critical responses to questions and teachings;
- appreciate and appraise varied dimensions of religion or a worldview.

Finally, we work to help children to gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

The delivery of RE

RE is taught at Stivichall through key questions. Each year group covers a minimum of 4 key questions during one academic year. Key questions are either systematic where a religion is explored individually e.g Who is a Muslim and what do they believe? or they are thematic in which different religions are combined within one module focusing on a particular topic e.g What can we learn from sacred books? Each year group covers some thematic and some systematic key questions throughout the year. Each key question covers one of the following strands to ensure breadth of learning and experience in RE:

Believing

*religious beliefs, teachings and sources of authority

*questions of meaning, purpose and truth

Expressing

*religious and spiritual ways of expressing meaning

*questions of identity, diversity and belonging

Living

*religious practices and ways of living

*questions of values and commitments

This approach ensures a broad and balanced RE curriculum covering three different disciplines: **philosophy** which is taught through the 'expressing' units, **theology** which is taught through the 'believing' units and **human and social science practices**, taught through the 'living' units.

At Stivichall, we have strong links with St.Martin's church and members of the clergy visit school on occasions to lead collective worship. In addition, they come into school to deliver a lesson to some year groups who are investigating a systematic Christian key question e.g Why is the Bible so important to Christians today. Children also have the opportunity to visit the church in year 4 to take part in 'Christmas Unwrapped' and in Year 5 for 'Easter Cracked'. We also aim to take pupils to visit places of worship of other faiths and/or invite speakers from those faiths into school. We believe that children should 'encounter' a range of religions firsthand so that they can interact with 'living faith' and better understand its impact on individuals and communities. Through their studies, visits to places of worship and meeting people from religious communities, our aim is for pupils to come to an informed and empathetic understanding of different groups which will help promote cohesion and integration.

Lessons are taught once a week for an hour, or sometimes, where appropriate, lessons may be blocked to allow for a special day in school where learning is all based around the key question. We have a wide range of books and artefacts from all 6 key faiths to support learning and encourage staff to use these resources along with a broad range of pedagogies to engage pupils in their learning. Not all lessons will result in a piece of written work, therefore, and lessons may take the form of a debate, drama, art work, exploration of artefacts, group work, etc which is evidenced by the taking of photographs.

Outcomes of RE

Through a broad RE curriculum our pupils gain a depth of understanding and insight into a variety of religions and beliefs and know how this impacts the lives of believers. Our pupils develop confidence to be able to express their own beliefs and act in accordance with their beliefs and yet be interested in, and respectful towards, the beliefs of others. In conjunction with our PHSE lessons, P4C and through the exploration of British Values in relation to religions and beliefs we aim to equip pupils to become critical thinkers and grow to become good citizens.

Religious Education Teaching and Learning Check list

General

One hour RE lesson per week or equivalent hours blocked to provide RE days.

New title page for each new topic in RE book including the key question from the planning.

Work evidenced in books either written, drawn or photographed.

Planning

Follow the new curriculum overview as of September 2020. This will ensure coverage of different faiths and a range of systematic units (focussing on a single religion) and thematic units (looking at a particular theme across more than one religion).

Use Coventry and Warwickshire Agreed Syllabus unit plans and adapt where necessary.

Where possible, plan in visits from parents of different faiths. (Curriculum overview highlights units where Lorraine will organise visits to places of worship and visitors into school).

In sessions

Use wide range of resources, images, books, videos and artefacts to enhance teaching. (These are in the house and PPA room as well as images you can find on the internet. If you feel a resource is lacking please speak to Lorraine. As well as books, there are many RE Today magazines in the PPA room with a wealth of information and ideas)

Use the 'experts' in your classroom – the children of particular faiths. This helps pupils become aware of variety in belief and practice even within one religion eg not all Sikhs wear the 5k's, not all Christians baptise babies etc.

Use a range of pedagogies in lessons .eg art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories and the use of periods of stillness and reflection. (For further ideas please see 'More than 101 Great Ideas' book in PPA room)

Assessment

Short quiz type activity in books at the beginning of some lessons to assess previous learning.