RE Curriculum Policy

Intent

We believe that knowledge and understanding of Religion is crucial in providing children with the tools to be able to question, investigate and critically engage with issues affecting people's lives throughout the world.
We hope to develop their understanding of the world around them, recognising and accepting different viewpoints and beliefs, making them tolerant and open-minded.
Varying beliefs and viewpoints (focusing on the main religions of the world but also including non-religious viewpoints) will be taught throughout our children's time at Lawn, building on their knowledge and understanding, as their understanding of the world around them expands. This will prepare them for being successful global citizens with a deep understanding of where they fit in the world and how to co-exist with people who have different views to themselves.
By its nature, our RE curriculum will address diversity and identity issues through the investigation of differences and similarities between people, places, cultures and beliefs. Our children will develop a sense of identity, value diversity and respect all people and the world around them.

Our curriculum intent for RE encompasses our six core values. By the time they leave Lawn, our children should feel a **responsibility** to understand, accept and **respect** people of all religions and viewpoints. They will **empathise** with all people, regardless of differences in beliefs and viewpoints. They will regard **teamwork** between all people as essential for a tolerant and respectful world. They will use their **initiative** to foster acceptance of and co-existence with others, regardless of beliefs and viewpoints. They will demonstrate **integrity,** standing up for their own beliefs and the beliefs of others if faced with disrespect and a lack of tolerance.

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

RE in EYFS Overview

Understanding the World: This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Understanding the World Early Learning Goal:

People, Culture and Communities
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Autumn	Spring	Summer
Children will know about similarities and differences between themselves and others and about different cultures and traditions. Finding out about the cultures and religious beliefs of others though exploring festival of light through the story 'Little Glow'. Children will recognise and describe special times or events through the discussion of celebrations they have taken part in and relate it to stories we hear in class.	Children will use their own experiences to talk about different religious festivals and to discuss these in relations to stories read in class.	

Implementation

Religions to be taught KEY: Christians = C Muslims = M Jews=J Hindus = H Sikhi = S Humanists = NR (Non-religious)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	See separate information The teachers do have access to the units of work connected to the Derby and Derbyshire Agreed Syllabus. They can access if the class teachers feel it is useful / would support the learning.					
Year 1	1.1 Who is a Christian and what do they believe? C	1.9 Who is a Hindu and what do they believe? H	1.7 What does it mean to belong to a faith community? C M J	1.6 How and why do we celebrate special and sacred times? C J M		1.5 What makes some places sacred? C M J Church visit
Year 2	1.2 Who is a Muslim and what do they believe? M	1.10 Who is a Sikh and what do they believe? S	1.3 Who is Jewish and what do they believe? J Shabbat experience	1.4 What can we learn from sacred books? C M J		1.8 How should we care for others and the world, and why does it matter? C J
Year 3	Split unit U2.11 What does it mean to be a Sikh in Britain today? S Link with Akaal for one class Gurdwara Visit	L2.7 What does it mean to be a Christian in Britain today? C	L2.2 Why is the bible so important for Christians today? C	L2.5 Why are festivals important to religious communities? C H M J Easter Experience Visit (TBC?)	L2.1 What do different people believe about God? C H M J NR	L2.4 Why do people pray? C H M
Year 4	L2.8 What does it mean to be a Hindu in Britain today? H Mandir Visit	L2.3 Why is Jesus inspiring to some people? C	L2.5a How do people from religious and non religious communities celebrate key festivals? C NR	L2.9 What can we learn from religions about deciding what is right or wrong? C J NR	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? C J H	L2.10 How do family life and festivals show what matters to Jewish people? J
Year 5	U2.1 Why do some people think God exists? C NR	U2.6 What does it mean to be a Muslim in Britain today? M Mosque Visit	Split unit U2.11 What does it mean to be a Sikh in Britain today? S	U2.4 If God is everywhere, why go to a place of worship? C H J	U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21st century?) C	U2.7 What matters most to Christians and Humanists? C NR
Year 6	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? C M NR	U2.8 What difference does it make to believe in Ahimsa, Grace and / or Ummah? C H M	U2.10 Green religion? What do religious and non religious worldviews teach about caring for the Earth? C H J NR	U2.3 What do religions say to us when life gets hard? C H NR Humanist visitor (?)		U2.9 What can be done to reduce racism? Can religion help? C M NR

Implementation

Planning

- Progression documentation for each topic can be accessed via Teams in the following folders: 'Curriculum – Lawn Progression Documents' and on the 'Subjects' section of the school website.
- Lesson slide template can be accessed via Teams in the following folders: 'Curriculum – RE.'
- RE must be taught weekly.
- The 'Expressing and Communicating' section of the progression documents should form individual lessons (although they can be joined together or split down further depending on the length of the term.)
- Teachers have access to the 'Derby Agreed Syllabus for Religious Education 2025-2030', which can be accessed via Teams in the following folders: RE – 2025-2030.
- The syllabus has suggested content for each unit of work, which can be used to support teaching and learning.
- -When a specific religion is mentioned, use the standardised icon for that religion (see Standardised Icons document on Teams)

Lawn Primary School

Progression Map

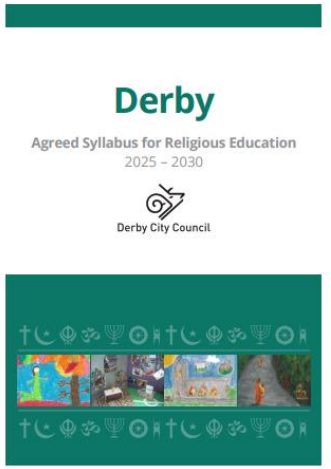
Year Group: Y6

Subject/Unit:

RE / What do religions say to us when life gets hard?

Knowledge
• Christians believe that the death of the physical body is not the end, as humans will have eternal life in heaven. • Hindus believe that the cycle of dharma, karma and reincarnation is there to be broken by moksha (the soul going to heaven) • Humanists believe in a "life lived to the full" and at a funeral of a non-believer, the life is celebrated for what was achieved and what was given to others.

Expressing and Communicating Skills
Can describe how Christians mark death. Can describe what Christians believe happens to the soul after death.
Can describe how Hindus mark death. Can describe what Hindus believe happens after death.
Can describe how Humanists mark death. Can describe what Humanists believe happen after death.
Describe the impact that Christian, Hindu and Humanist beliefs might have on how they live their lives.
Compare Christian, Hindu and Humanist beliefs about life after death.



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Key question L2.7: What does it mean to be a Christian in Britain today?

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Strand: Living **Recommended Y3** **Questions in this thread:** F5 Where do we belong? 1.7 What does it mean to belong to a faith community? L2.8 What does it mean to be a Hindu in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? **Worldviews:** Christians	Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage: **Emerging:** • **Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).** • **Ask good questions about what Christians do to show their faith (B1).** **Expected:** • **Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).** • **Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).** • **Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).** • **Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).** **Exceeding:** • **Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).** • **Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).**	• Find out about how Christians may show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things might Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? • Explore what some Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', The Brigades, Sunday services, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith. • Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out why Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why? • Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g., Pope Francis, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc. • Talk about how Christians practise their faith in many ways. For some, believing is central, for others it is more about participation in Christian fellowship, and for others it may be about making the world a fairer place – or a combination of all three. What would pupils say makes someone a Christian and why?

Implementation – Lesson Sequence

Title Slide

- Overall unit key question
- Learning role "We are theologists." "We are rights respecting."
- Include rights icons

TED time

What can you remember?

- Retrieval should be based on the A.I summary of results from prior end of unit assessments delivered through Showbie.

Today's Learning

- Include the key question for the lesson.
- Include key knowledge for the lesson.
- Include key vocab for the lesson.

Did you know...?

This slide can be used any time you are imparting knowledge to the children.

Talk Time

This slide can be used any time the children are discussing the lesson / sharing ideas

Task Time

This slide can be used any time the children have a task to complete

How does what we have learnt today affect your own beliefs?

You may want to ask a more specific question here such as "Having heard the story of The Good Samaritan, what sort of person do you want to be?"

Review / Assess / DISCO

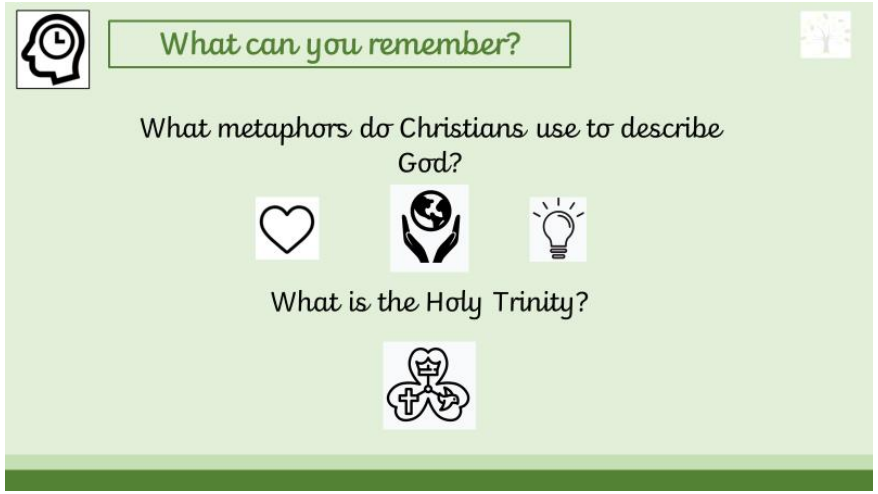
Implementation

Subject Specific

- Retrieval tasks should be accessed by all children individually or as paired discussion. First lesson of the unit should use retrieval from previous unit taught. Subsequent lessons should have a retrieval task from the previous lesson.
- Think: 'What should children already know in order to access this learning?' (Example A). Ideas for activities available via Teams in the following folders: 'Curriculum – Lawn Retrieval Activities'.
- Written information (declarative knowledge) on lesson slides should be age appropriate and succinct, with icons and duel coding used where possible. Details may be included in the notes section to ensure correct religious information is being shared.
- The phrase 'Christians / Muslims / Hindus / Jewish people / Sikhs believe...' should be used to avoid teaching religious beliefs as fact (Example B.)
- When teaching about a specific belief, it is prudent to say 'some Christians' etc to avoid generalising within religions (this allows children to begin to understand that there are different groups or denominations within religions.)

Subject Specific

Example A



Example B

Christians believe that God created the universe and everything in it.

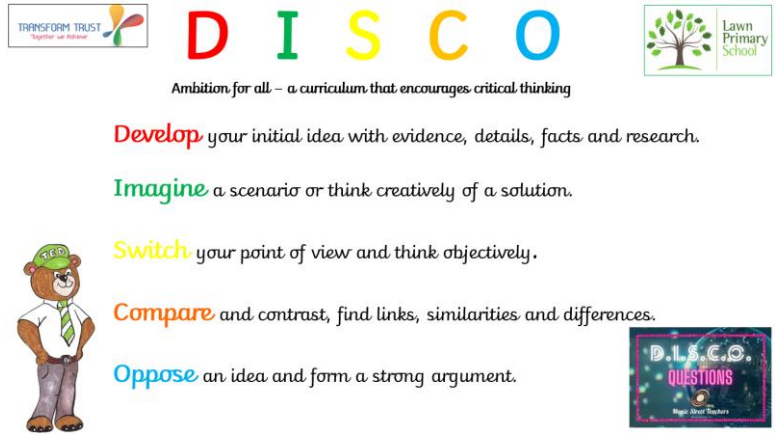
Implementation

Subject Specific

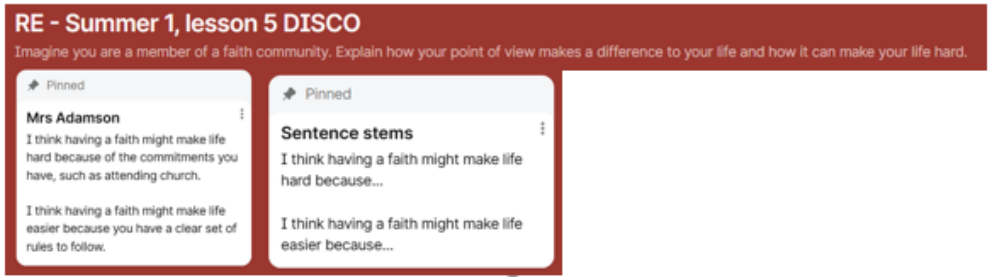
- Minimum of ONE DISCO question (Example C) should be set per unit. Information on theses is available via Teams in the following folders: 'Curriculum – DISCO Questions.' These should be delivered verbally in Y1 and evidenced on lesson slides.
- DISCO questions should be evidenced on Padlet (Example D) in Y2-Y6. An example answer and sentence stems should be pinned at the top of the Padlet.
- A link to the Padlet should be included on Showbie (Example E). This should also include the question and the sentence stems.

Subject Specific

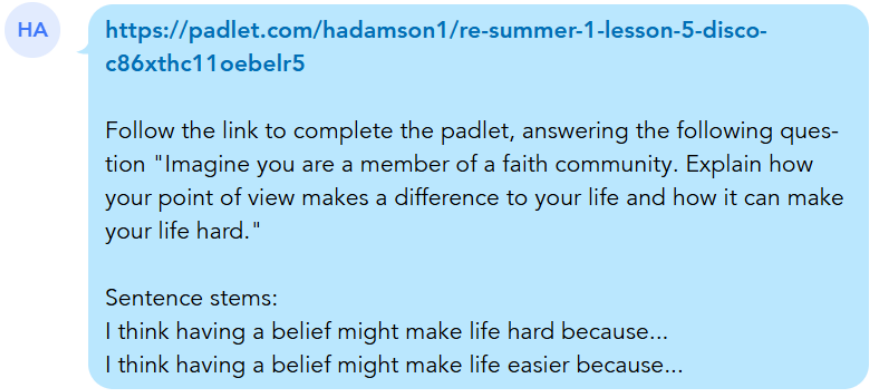
Example C



Example D



Example E



Implementation

Enrichment

- Educational visits and visitors to school are linked with the sequence of learning provided in the curriculum documentation. Each year group has a 'RE visit' to a place of worship / the Open Centre, as well as whole school opportunities.
- These are planned and booked at the beginning of the academic year by the RE Lead and included on our whole school yearly enrichment overview. This can be accessed via Teams in the following folders: 'Educational Visits and Enrichment – Enrichment Overviews'.
- All activities and photographic evidence from enrichment should be uploaded to an assignment on Showbie in the folder for the topic.

Enrichment

Lawn Primary School

Educational Visits, Enrichment and parental opportunities – 2025/26

	Year Group							
	EYFS	1	2	3	4	5	6	Whole School
Autumn 1	23rd September - Parents phonics meeting 2:45pm 22nd October - Phonics session with Parents. 9:30 (after Phonics lesson). parents play in the provision – variety of phonics-based activities to show parents different ways to practise phonics at home.			Gurdwara visit: Incredible Me / RE unit on Sikhism	Hindu Temple /Open Centre	Spanish Café (children & parents)	Art gallery	Transform Art Project
Autumn 2	11th/12th December – Nativity to parents 16th December - Parents Christmas Craft morning.	Visitor to school: History of Toys Sign language teacher	Eyam Village and Eyam Museum	Stone Age drama		Jorvik museum Viking Warrior via Zoom (cost dependent) Visit to Mosque / Open centre - Parents invited to assist Derby Music Partnership – Christmas Concert	DCCT visit???	Whole school visit to St Nicks church for Christmas carol concert – families invited

Implementation

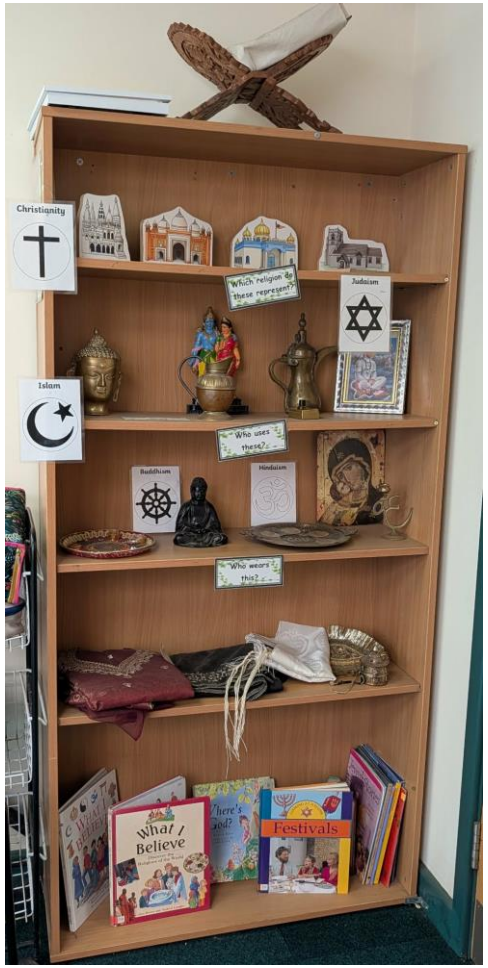
Inclusion

- Written information (declarative knowledge) on lesson slides should be age appropriate and succinct with icons and duel coding used where possible. Text should be kept to a minimum.
- Digital adaptations (dictation; voice notes through Showbie; use of A.I to differentiate texts if required audio and video recordings).
- Pupils from vulnerable groups might receive pre-teaching sessions of key vocabulary and/or key concepts.
- Differentiated tasks / outcomes may be required in some cases.

Environment

- There is no specific requirement to include features linking with RE within the physical classroom environment.
- There is a whole school RE display (maintained by the RE lead) in the Smedley Hall, showcasing the RE teaching and learning, as well as the enrichment opportunities.
- There is a bookcase in the Y3/4 area (maintained by the RE lead) with religious texts, books and artefacts for children to explore.





Impact

Evidencing on Showbie

- Clear sequence of assignments with a simple title and DISCO questions labelled (Example A).
- Within each assignment, list tasks with a brief description of each for context (Example B).
- Resources and links clearly labelled within each assignment.
- Outcomes, both scanned from curriculum books and digital, should show: evidence of high expectations set; evidence of teacher modelling; and evidence of marking and feedback when appropriate.
- There should be an 'Enrichment' assignment evidencing any tasks / photos from educational experiences organised as part of the unit.

Evidencing on Showbie

Example A

ASSIGNED

Lesson 1 - Christian beliefs about God
no due date

Lesson 2 - Muslim beliefs about Allah
no due date

Lesson 3 - Hindu beliefs about Brahman
no due date

Lesson 4 - Humanist beliefs DISCO
no due date

Lesson 5 DISCO
no due date

Example B

HA

Create a poster (on Keynote) answering the question "How do Humanists live their lives if they don't believe in any God?"

Make sure to include 'guidelines they follow' and 'examples of how they live their life.'

Task 2: On Showbie or paper and then scan into Showbie.

Complete the tree by labelling:

-the roots with what was important in making you who you were as a baby and young child (e.g. your parents, your place of worship if you have one, your grandparents, your family friends)

-the trunk with your achievements so far (e.g. learning to ride your bike, making it to Stage 6 of swimming, your red belt in Karate)

-the branches and leaves with your hopes for the future.

Impact

Marking and Feedback

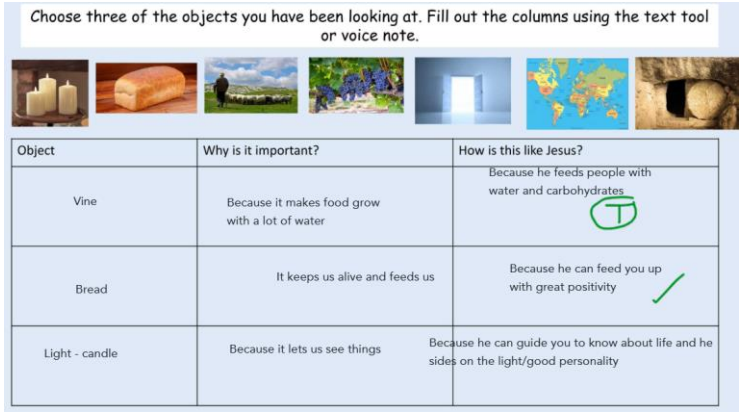
- Marking and feedback should be appropriate to the task. As we follow a live marking and feedback policy, individualised written comments can be kept to a minimum. However, there should be evidence of the impact of live marking in pupil outcomes.
- TED / CUPS evident on Showbie as per the marking and feedback policy.
- TED / CUPS used in books showing evidence of live marking prior to scanning onto Showbie.
- Evidence that children are being praised for good work.
- Evidence that children are editing and improving when necessary (developmental marking).
- Where whole-class marking and feedback has been provided, this should be clearly referenced.
- Children can use their purple pen tool for making edits / corrections.
- Feedback on outcomes delivered through Padlet would be fed back live as a class, e.g. DISCO questions.

Marking and Feedback

Example A



T - pupils made cards as per task which will be used in retrieval session next week. Verbal feedback given.


Choose three of the objects you have been looking at. Fill out the columns using the text tool or voice note.

Object	Why is it important?	How is this like Jesus?
Vine	Because it makes food grow with a lot of water	Because he feeds people with water and carbohydrates T
Bread	It keeps us alive and feeds us	Because he can feed you up with great positivity ✓
Light - candle	Because it lets us see things	Because he can guide you to know about life and he sides on the light/good personality

Impact

Digital

- Padlet links shared on Showbie for easy access for children and curriculum monitoring.
- Keynotes / screenshots etc of digital outcomes should demonstrate high expectations of presentation and evidence, where appropriate, of marking and feedback.
- Non-written outcomes, e.g. role-play, should be video files (not photos) to give context.

Digital

https://padlet.com/hadamson1/re-summer-1-lesson-4-disco-48pxk7z3lcc4jokt

Follow the link to complete the padlet, answering the following question "How do Humanist beliefs compare to the beliefs of the other religions we have learnt about?"

Sentence stems:
Humanists believe ... which is similar to ... because...
Humanists believe ... which is different to ... because...

Impact

Summative Assessment

- End-of-unit quizzes set on Showbie to inform retrieval. Use the A.I function to analyse the results and provide feedback on misconceptions for further retrieval or review (Example A).
- Summative assessment task at the end of each topic, e.g. balanced argument, Podcast, presentation, role-play, etc. Children as experts (Example B).
- Assessment judgments made on Insight Spring 1 and Summer 1. (MET, NOT MET) based on all evidence collated.

Summative Assessment

Example A

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This is a work in progress, as we need to write the quizzes!

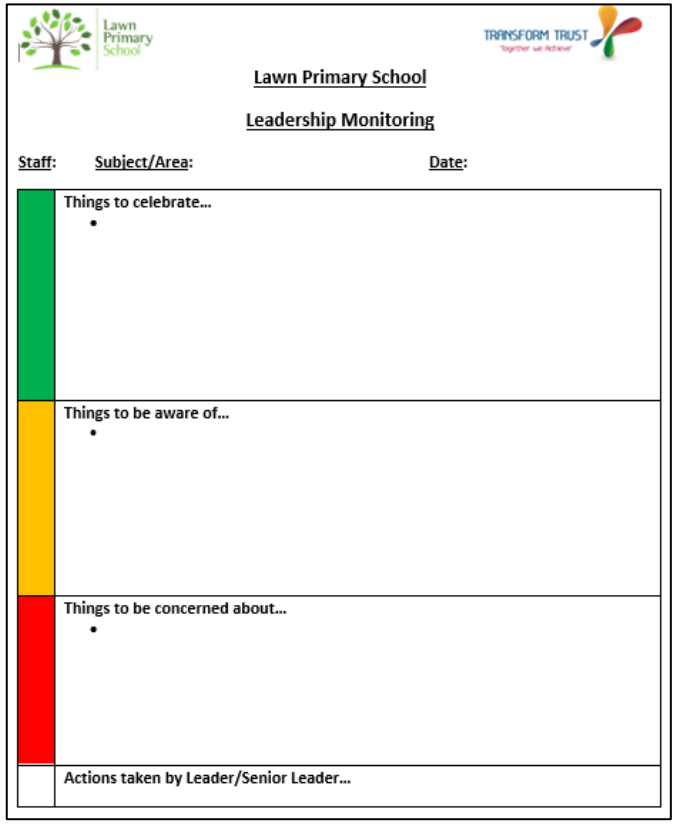
Example B

Impact

Monitoring

- Curriculum impact monitoring conducted twice per year using school format.
- Triangulation of evidence that could include: pupil voice, analysis of pupil outcomes on Showbie, pop-ins, learning walk, meet the teacher (formal/informal), lesson study, team teach or sharing good practice (through observation).
- Things to celebrate, things to be aware of, things to be concerned about, will be reported to SLT to discuss next steps.
- Monitoring form available via Teams in 'Monitoring folder.

Monitoring



Lawn Primary School

TRANSFORM TRUST

Lawn Primary School

Leadership Monitoring

Staff: **Subject/Area:** **Date:**

	Things to celebrate… •
	Things to be aware of… •
	Things to be concerned about… •
	Actions taken by Leader/Senior Leader…

Monitoring Menu
Pupil voice
Pupil Book Study
Pop ins
Learning walk
Meet the teacher (formal/informal)
Lesson study
Team teach
Sharing good practice (through observation)
Lesson Study