

To develop personal world views, a sense of identity, values and spirituality

- to provide structured opportunity for consideration of the non-material aspects of life by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong, and what it means to be human
- to support pupils' own discovery of their personal journeys of meaning, purpose and value, whether or not they identify with a specific, organised worldview
- the role of RE is neither to promote nor undermine organised religion)

To support personal development so that pupils can become positive, participating citizens of the world

- to support pupils' spiritual, moral, social and cultural development (SMSC)

Key elements

RE makes an important contribution to pupils' wider development, wellbeing and understanding. The following are some of the key elements of our RE curriculum which support this process.

Curriculum time

Believing and Belonging states: 'It is a legal requirement that all pupils aged 5-18 are entitled to religious education. It follows that there must be sufficient time to teach the syllabus comprehensively and with integrity... To deliver RE with integrity, schools will need to allocate at least the equivalent of an hour a week.' It goes on to say: 'Organisation of this time is a matter for schools.'

By teaching RE in two key ways (see below), we meet this expectation.

Curriculum delivery

We teach RE in two main ways:

- discrete weekly RE lessons in most half-terms
- three 'RE drop-down mornings' across the year in Key Stage 2 (where RE is the sole subject taught)

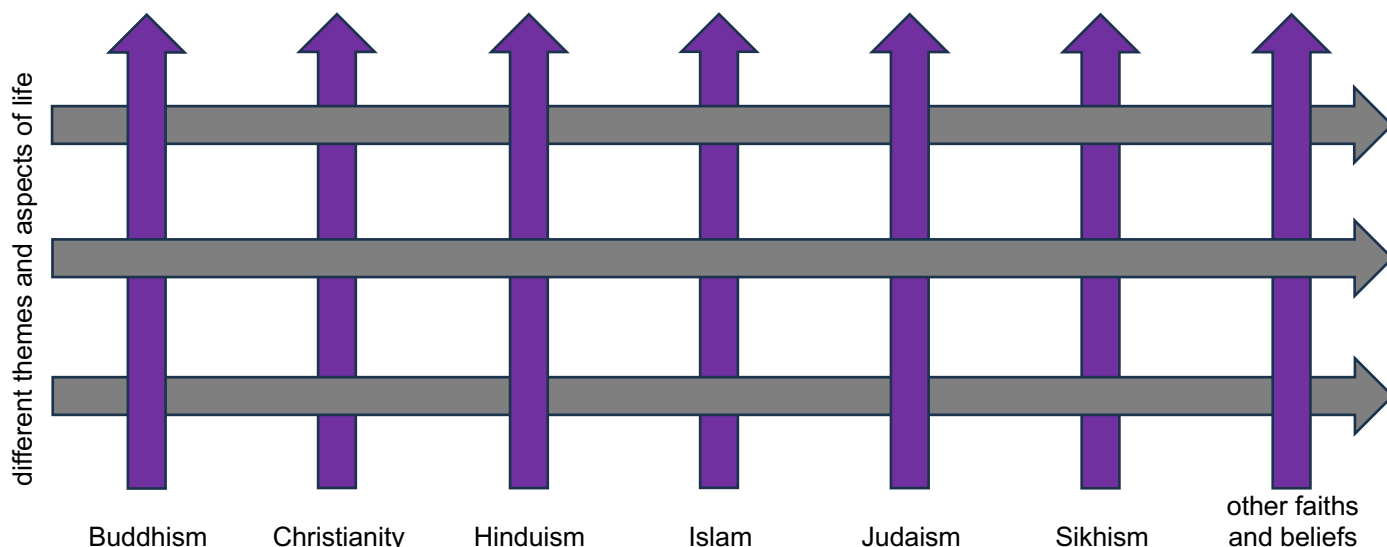
Weekly Philosophy Friday sessions, lessons in the Me and My Community themed week, lessons in other subjects, and collective worship contribute to the curriculum aims of RE, too.

Our long-term plan for RE (below) breaks the subject down into different units, each of which lasts one term in Key Stage 1 and one half-term in Key Stage 2. We use a mix of teaching resources, but we use two main resources which provide sequences of learning and accompanying resources:

- *Believing and Belonging* units – although *Believing and Belonging* is the statutory RE curriculum, there is flexibility in how we approach this, so we use some but not all of the optional, accompanying teaching resources
- our own Sphere Federation units – we've developed our own planning to teach aspects of RE in a way which we believe are clear teaching and learning sequences to ensure that children develop a secure, balanced knowledge and understanding of religions / worldviews

Broadly speaking, the units of learning take one of two approaches:

- a focus on a particular religion (represented by the purple, vertical arrows)
- a thematic approach, where a theme such as festivals or rites of passage are learnt about and where a mix of religions are considered (represented by the grey, horizontal arrows)



Cross-curricular links

Our RE sessions are discrete sessions. However, there are links with many subjects.

They include links to Personal, Social, Health and Economic education, which we call Living and Learning. Within this area are rich opportunities to promote pupils' spiritual, moral, social and cultural development and the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (although we prefer 'appreciation' and 'celebration' than 'tolerance'). RE makes a substantial contribution to these areas.

RE content also supports other aspects of personal development. For example, learning about the choices we make and codes for living support learning about our school rules and our eight Rs for learning.

Teachers support children to read as a 'subject expert' (reading, for example, as a scientist / historian etc – in this case, as a theologian). For the biggest impact, teachers focus on one or two of the points, rather than all at once.

Revisiting prior learning

Teachers provide regular opportunities for children to revisit prior learning to secure learning: pupils remembering more over time. This learning could be from the previous lesson, week, term or year. Sometimes, this will take the form of a short, focussed task at the beginning of a lesson. Occasionally, this may be a whole lesson to address any identified gaps in knowledge or skills.

Withdrawal from RE

Parents have a statutory right to withdraw their child from RE. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. If a parent is considering withdrawal from RE, we will listen to their concerns, inviting them to do so with the Head of School or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. We will ask parents if they wish to continue the withdrawal each year.

If a pupil is withdrawn, the school has a duty of care to look after the pupil, but not to provide alternative education. Any arrangements made must not incur extra cost for the school or the local authority.

Adaptive teaching

Adaptive teaching is about being responsive: adjusting teaching to better match pupil need. The extent of adaptation varies depending on individual contexts. Adaptations might include:

- targeted/tailored support
- additional practice
- breaking down content into smaller components
- teaching carefully selected groups
- well-chosen books and other resources

Sphere Federation schools are inclusive and are committed to meeting the needs of children, including those with special educational needs and disabilities (SEND), in the most effective way so that they achieve the best possible outcomes:

- we want pupils with SEND to acquire the knowledge and skills they need to reach their full potential,
- to be ready for the next stage in their education and,
- ultimately, to succeed in life.

To do this, we adapt how we implement the RE curriculum to meet the needs of pupil, including those with with SEND so that we can develop their knowledge, skills and abilities. The adaptations we make are appropriate and reasonable, and are made in accordance with the Equality Act 2010 and the SEND code of practice.

Similarly, teachers provide opportunities for challenge and deeper learning. Challenge might be provided by less support during the teacher input; an additional task; and teacher questioning which is targeted to meet the needs of different pupils.

Reading as a...

theologian

- Is the text about a specific religion or is it about an idea or concept more generally?
- What's the source of this text? When was it written? By whom? Why? What is their likely intent or viewpoint?
- What ideas or concepts is the text talking about?
- Can you find and evaluate information in the text?
- Does the text put forward a particular view? If so, do you agree with the view?
- Does the text answer – or try to answer – questions that you might have? If so, do you have a different answer?
- What religious or moral or conceptual questions can you ask about this text?
- What are the similarities or differences explained in the text?
- Why has the author chosen to present this information in this way?

Occasionally, teachers may also adapt teaching by deviating from the plans set out here. An example would be changing a planned RE lesson task to respond to significant event or to meet children's particular questions, needs and interests. This flexibility is important as it provides opportunities for teachers to explore other aspects of learning within or beyond the curriculum.



Assessing, monitoring and evaluating

We continually review the RE curriculum, evaluating its impact on children's learning over time.

The impact of our RE curriculum can be measured in terms of pupil achievement and progress. We report to parents on individual pupil achievement relative to age-related expectations. We base these on guidance in *Believing and Belonging* and supplement with our own age-related expectations. We measure pupils' learning – the acquisition of knowledge and skills – and progress using a number of strategies, including:

- on-going teacher assessments, based on questioning in class, observations and pupil outcomes (which includes their work in books), supported by moderation in school
- in-year and end-of-year teacher assessments, recorded and monitored over time

Learning conversations with children is another way to assess impact: teachers and school leaders ask questions relating to age-related expectations to evaluate how successful our children have been in acquiring knowledge and skills in relation to their stage of learning. Lesson visits also support our assessment of impact. We also evaluate impact through pupil attitudes using a number of strategies, including learning conversations and in pupil and parent/carer surveys; attitudes and behaviour in lessons across the curriculum; and the quality of the work pupils produce, including taking pride in presentation.

Long-term plan for Religious Education: overview

The following units from Believing and Belonging are taught. When we teach the units might vary (particularly the case in Key Stage 2 where there are fewer units because they are substituted with additional RE learning taught in drop-down mornings).

Cycle A are 'odd years': 2023-24, 2025-26... and Cycle B are 'even': 2022-23, 2024-25...

Reception every year	Years 1 and 2		Years 3 and 4		Years 5 and 6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Unit E1 Which places are special to members of our community?	Unit C1.1 What does it mean to belong to a community of belief? Christianity, Islam, Judaism, Hinduism, Sikhism	Unit C1.5 Why are festivals important? Christianity, Islam, Judaism, Hinduism, Sikhism	Unit CL2.1 What faiths and beliefs can be found in our country and community? general	Unit CL2.6 How do Jews use stories to remember God's covenant? Judaism	Unit CU2.3 What values to people live by? general	Unit CU2.1 What do different Hindu people believe about God? Hinduism
Unit E2 Why are some objects special?			Unit CL2.4 How do the lives of the Gurus inspire Sikh believers? Sikhism	Unit CL2.5 How do ancient stories influence modern celebrations? Judaism, Hinduism, Sikhism, Paganism	Unit CU2.4 Why do some people go on pilgrimage? Christianity, Islam, Judaism, Hinduism, Sikhism	Unit CU2.6 What do Christians believe about the old and new covenants? Christianity
Unit E3 Who cares for me and how do I help others?	Unit C1.2 How are symbols used to welcome new life? Christianity, Islam, Sikhism, Humanism	Unit C1.3 How can we make good choices? Christianity, Buddhism, Islam, Judaism, Hinduism, Sikhism	Unit CL2.2 How do different people express their spirituality? Christianity, Islam, Judaism, Sikhism	Unit CL2.3 How do the 'Five Pillars' help Muslims to live a good life? Islam	Unit FL2.13 Why do people follow inspirational leaders? Christianity, Islam, Judaism	Unit FU2.14 How do Buddhists live a meaningful life? Buddhism
Unit E4 Who belongs in my family and community?			Unit FL2.14 How are the stories of Holy Week important to Christians? Christianity	Unit FU2.13 Why are rites of passage important? Christianity, Islam, Judaism, Hinduism, Sikhism		
Unit E5 How do people celebrate special times?	Unit C1.6 Which books and stories are important? Christianity, Islam, Judaism, Sikhism	Unit C1.4 How and why do some people pray? Christianity, Buddhism, Islam, Judaism, Hinduism, Sikhism				
Unit E6 How do we understand and care for the world?						

Age-related expectations: Early Years – Personal, social and emotional development (PSED)

The Personal, Social and Emotional Development strand of the Early Years curriculum has a direct link with RE. Text in purple below shows learning which links most strongly to RE, although there are other links, too. See the separate Early Years Curriculum Guide for more information.

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)	Early Learning Goals
Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage		
<p>N1 Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>N2 Develop their sense of responsibility and membership of a community.</p> <p>N3 Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>N4 Show more confidence in new social situations.</p> <p>N5 Play with one or more other children, extending and elaborating play ideas.</p> <p>N6 Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>N7 Increasingly follow rules, understanding why they are important.</p> <p>N8 Remember rules without needing an adult to be present.</p> <p>N9 Develop appropriate ways of being assertive.</p> <p>N10 Talk with others to solve conflicts.</p> <p>N11 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>N12 Understand gradually how others might be feeling.</p> <p>N13 Be increasingly independent in meeting their own care needs eg brushing teeth, using the toilet, washing and drying hands thoroughly.</p> <p>N14 Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>R1 See themselves as a valuable individual.</p> <p>R2 Build constructive and respectful relationships.</p> <p>R3 Express their feelings and consider the feelings of others.</p> <p>R4 Show resilience and perseverance in the face of challenge.</p> <p>R5 Identify and moderate their own feelings socially and emotionally.</p> <p>R6 Think about the perspectives of others.</p> <p>R7 Manage their own needs:</p> <ul style="list-style-type: none"> • personal hygiene <p>R8 Know and talk about the different factors that support their overall health and wellbeing.</p> <ul style="list-style-type: none"> • regular physical exercise • healthy eating • toothbrushing • sensible amounts of screen time • having a good sleep routine • being safe as a pedestrian 	<p>Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>

Age-related expectations: Early Years – Understanding the world


The Understanding the World strand of the Early Years curriculum has a direct link with RE. Text in purple below shows learning which links most strongly to RE, although there are other links, too. See the separate Early Years Curriculum Guide for more information.

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)	Early Learning Goals
Nursery and Reception learning experiences are taken from Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage.		
<p>N1 Use all their senses in hands-on exploration of natural materials.</p> <p>N2 Explore collections of materials with similar and/or different properties.</p> <p>N3 Talk about what they see, using a wide vocabulary.</p> <p>N4 Begin to make sense of their own life-story and family's history.</p> <p>N5 Show interest in different occupations.</p> <p>N6 Explore how things work.</p> <p>N7 Plant seeds and care for growing plants.</p> <p>N8 Understand the key features of the life cycle of a plant and an animal.</p> <p>N9 Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>N10 Explore and talk about different forces they can feel.</p> <p>N11 Talk about the differences between materials and changes they notice.</p> <p>N12 Continue to develop positive attitudes about the differences between people.</p> <p>N13 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>R1 Talk about members of their immediate family and community.</p> <p>R2 Name and describe people who are familiar to them.</p> <p>R3 Comment on images of familiar situations in the past.</p> <p>R4 Compare and contrast characters from stories, including figures from the past.</p> <p>R5 Draw information from a simple map.</p> <p>R6 Understand that some places are special to members of their community.</p> <p>R7 Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>R8 Recognise some similarities and differences between life in this country and life in other countries.</p> <p>R9 Explore the natural world around them.</p> <p>R10 Describe what they see, hear and feel whilst outside.</p> <p>R11 Recognise some environments that are different to the one in which they live.</p> <p>R12 Understand the effect of changing seasons on the natural world around them.</p>	<p>Past and present Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Peoples, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Age-related expectations: Early Years – Understanding the world (additional or explicit learning)

Text in purple below shows learning which links most strongly to RE, although there are other links, too.

See the separate Early Years Curriculum Guide for more information.

Nursery (expectations for the end of the year)	Reception (expectations for the end of the year)	Early Learning Goals
These learning expectations have been developed by us to ensure children reach their full potential and are ready to progress into Key Stages 1 and 2.		
<p>History N1+ I can use simple words and phrases relating to time within a day (eg now, morning, lunchtime, home time, bedtime) N2+ I can talk about when I was a baby and know that this was in the past.</p> <p>Religious Education N3+ I can talk about differences between people in a positive way.</p> <p>Geography N4+ I know what maps are used for. N5+ I know that some places are hotter and colder than others. N6+ I can describe some basic features of a locality (eg city, countryside, seaside).</p> <p>Science N7+ I can ask questions about the things I see. N8+ I notice changes around me. N9+ I can name some animals and other natural objects. N10+ I can identify and name some body parts: head (and eyes, nose, mouth, ears), body, arms, hands, fingers, legs, feet, toes. N11+ I can observe and talk about changes in living things, in the context of some animals and plants. N12+ I know what some things are made of (eg metal, wood, plastic). N13+ I can explore different materials and comment on their properties (eg hard, soft). N14+ I know basic differences between day and night. N15+ I can talk about the weather that I observe.</p> 	<p>History R1+ I can use words and phrases relating to time and chronology (eg yesterday, a long time ago, old, new) R2+ I can name the events in my day and sequence them in chronological order. R3+ I can sequence key events in my life in chronological order. R4+ I can remember and talk about my past with a sense of chronology (eg last week compared to when they were a baby). R5+ I can use books and photographs to compare my life and the lives of others in the past. R6+ I can listen to and ask questions of others when they talk about the past.</p> <p>Religious Education R7+ I know at least three religious festivals and how some people celebrate them. R8+ I know that religions have places of worship. R9+ I can talk about my own experiences in relation to celebrations, traditions and customs.</p> <p>Geography R10+ I know the name of the place where I live. R11+ I know the name of my school. R12+ I know the name of the country where I live (ie England). R13+ I can draw my own simple, fictional map. R14+ I can tell what's land and what's sea on a map. R15+ I can identify what some symbols represent on a map (eg river, mountain, trees). R16+ I can describe similarities and differences between different localities (eg city, countryside, seaside).</p> <p>Science R17+ I can begin to make sensible predictions. R18+ I can observe and describe changes. R19+ I can identify and sort animals, plants, other natural objects. R20+ I can observe how plants and bulbs grow and I know what they need to grow. R21+ I know basic life processes of most living things (birth, growing, adulthood, dying), in the context of chicks, tadpoles, caterpillars. R22+ I can explore different materials and compare properties (eg harder, softer). R23+ I understand that some things change shape or state and that I can change them (eg I can change the shape of malleable materials, I can melt ice). R24+ I know that the sun is a source of light. R25+ I can explore making shadows, making observations. R26+ I can talk about the weather and link these observations to the changing seasons.</p>	<p>Past and present Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Peoples, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The natural world Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Age-related expectations: RE

Years 1 and 2 (expectations for the end of Year 2)	Years 3 and 4 (expectations for the end of Year 4)	Years 5 and 6 (expectations for the end of Year 6)
<p>Age-related expectations based on <i>Believing and Belonging</i></p> <ul style="list-style-type: none"> I can tell the difference between ordinary everyday things and things that some people call 'sacred', 'holy' or 'special'. I understand that many people belong to religions/worldviews. I know that religions/worldviews have holy or 'special' things. I can recognise that people sometimes give different meanings to words when they are writing about their religious beliefs and feelings. I can suggest different possible meanings for stories, symbols, art and music that people have created to express their beliefs. I can identify characteristics in the lives of people who are held as examples by religions/worldviews. I can identify and suggest meanings for the teachings about right and wrong from different religions/worldviews. I can give examples of amazing, puzzling or mysterious experiences that make people wonder at the world and ask big questions about life. I can retell a story about someone whose experience or encounter changed their life. I can identify evidence of religions/worldviews in the community. I understand that religions/worldviews do not have the same importance for all people and all places. I can identify some of the big questions that people might ask about life and can explain how some favourite stories, including stories from religions/worldviews, might help people answer these questions. I can tell the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years. 	<p>Age-related expectations based on <i>Believing and Belonging</i></p> <ul style="list-style-type: none"> I can identify some shared characteristics of some religions e.g. Creator God. I am beginning to recognise different traditions within religions/worldviews. I can describe and explain how some people express their feelings through art, music and dance. I can give examples of music, art and dance from different traditions. I know some role models/ leaders of religions and worldviews. I know how values of right and wrong are shared across different religions/worldviews. I can give examples of amazing, puzzling or mysterious experiences from a wider range of religions/worldviews. I can compare stories about people whose experience or encounters changed their lives. I know how and why festivals and seasons are celebrated and how these may be celebrated in different countries. I can recall stories from different traditions and explain how these affect people's lives. 	<p>Age-related expectations based on <i>Believing and Belonging</i></p> <ul style="list-style-type: none"> I can identify shared characteristics of religions. I can explain how within each religious tradition characteristics might be connected to each other. I recognise that each religion/worldview is made up of several groups of people and can compare some of the different beliefs and practices. I know how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement and that these have been important in most religions and culture. I can explain how certain people who are regarded as role models put their teachings and values into practice. I can compare some of the different opinions held by people from different religious and non-religious groups about what is right and wrong, and about what is desirable in life. I can explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others. I can give examples to show how communities are influenced by their traditional religions/worldviews. I understand that different religions/worldviews, in different combinations, are influential in different countries. I understand how people from different religions/worldviews express their understanding about the world through stories.
<p>Age-related expectations based on Sphere Federation expectations</p>	<p>Age-related expectations based on Sphere Federation expectations</p>	<p>Age-related expectations based on Sphere Federation expectations</p>
<ul style="list-style-type: none"> The knowledge and skills we're required to teach are set out in the <i>Believing and Belonging: RE Agreed Syllabus 2024-29</i> (above). This is the statutory RE curriculum in Bradford, Calderdale, Kirklees and Leeds. The updated syllabus was launched in the Summer term, 2024. We're currently working on a series of additional Sphere Federation to complement the syllabus. 	<ul style="list-style-type: none"> The knowledge and skills we're required to teach are set out in the <i>Believing and Belonging: RE Agreed Syllabus 2024-29</i> (above). This is the statutory RE curriculum in Bradford, Calderdale, Kirklees and Leeds. The updated syllabus was launched in the Summer term, 2024. We're currently working on a series of additional Sphere Federation to complement the syllabus. 	<ul style="list-style-type: none"> The knowledge and skills we're required to teach are set out in the <i>Believing and Belonging: RE Agreed Syllabus 2024-29</i> (above). This is the statutory RE curriculum in Bradford, Calderdale, Kirklees and Leeds. The updated syllabus was launched in the Summer term, 2024. We're currently working on a series of additional Sphere Federation to complement the syllabus.