



Eldersfield Lawn CE Primary School

Religious Education



INTENT

Religious Education and our identity as Eldersfield Lawn Church of England Primary School are central to everything the children experience during their time with us. Our aim is to sensitively build children's understanding of world faiths by making Religious Education relevant to 21st Century life. We believe that common values and strands throughout different religions will help children to make good decisions about the best ways to live their lives.

Religious education has a unique place as a central subject in the curriculum of Eldersfield Lawn CE Primary School. It is neither a core nor a foundation subject; the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Through our Religious Education curriculum our intent is to:

- engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- provide learners with knowledge and understanding of key world religions and faiths and how they are represented in Great Britain and the wider world.
- develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

IMPLEMENT

Across all classes, we use the Worcestershire Agreed Syllabus 2020. It provides a coherent framework for setting high standards of teaching and learning in RE and enabling pupils to reach their full potential in the subject. This continuity provides coherent understanding across the core concepts, teaching and learning approaches and assessment. The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. The syllabus is supported by the document and training in Understanding Christianity.

From Reception, the EYFS curriculum supports the children to adopt positive attitudes to everyone and celebrate differences. Through the Personal, Social and Emotional Development and Understanding the World areas of learning the children learn to talk about the lives of people they are familiar with and recognise similarities in religious and cultural communities.

In Class 2 pupils begin to build their understanding of different religions around the world and start to ask and answer questions designed to provoke and build their understanding. The beliefs studied in Years 1 and 2 are those of Christians, Jews and Muslims, this language is used deliberately to make the learning relevant and based on what is happening in the world now, rather than historically, although traditions of different faiths are explored and celebrated. Children begin to explore the overlaps between making sense of beliefs, making connections and understanding the impact of these.

As children move into Class 3 the range of beliefs studied extends to include Hindus as well. The use of 'Big Questions' continues to be explored to challenge and develop children's ideas about these religions and what and how they know about the religion. The use of texts and stories is built upon to allow children to explore what these sources mean to believers locally, nationally and in the global community.

In Class 4 the core connections between what people believe and how they live, individually and in communities is further developed. Children are expected to be able to identify and explain the beliefs and concepts studied, using examples from different texts and sources. We encourage the children to challenge ideas and research to find evidence that they might reflect on and recognise that others may think differently.

Across Eldersfield Lawn we use large 'floor' books to record the developing understanding about Religious Education. These allow the children to see the links between core concepts and work together to build cohesive ideas and appreciate the ideas of all class members.

IMPACT

Throughout their RE studies children will develop the values and behaviours to be kind and understanding adults, who demonstrate understanding of the needs of others as well as themselves. The link between RE and the core Christian Values we have adopted as a school help our children to become kind and thoughtful individuals and this behaviour is evident across the school. This is reflected in our school ethos of LIFE; Living and Inspiring Futures for Everyone.

ELDERSFIELD LAWN R.E. TWO YEAR ROLLING PROGRAMME CYCLE B 2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F4 Being Special: where do we belong? Unit 3	F2 Why is Christmas special to Christians? Unit 2	F6 What times/stories are special and why? Unit 6	F3 Why is Easter special for Christians? Unit 4	F1 Why is the word 'God' so important to Christians? Unit 1	F5 What places are special and why? Unit 5
1 & 2	1.6 Who is Muslim and how do they live? (PART 1) Unit 15	1.3 INCARNATION: Why does Christmas matter to Christians? Unit 8	1.6 Who is Muslim and how do they live? (PART 2) Unit 17	1.5 Why does Easter matter to Christians? Unit 16	1.4 GOSPEL: What is the good news Christians believe Jesus brings? Unit 14	1.8 What makes some places sacred to believers? Unit 18
3 & 4	L2.7 What do Hindus believe God is like? Unit 27	L2.3 What is the Trinity and why is it important for Christians? Unit 20	L2.8 What does it mean to be a Hindu in Britain today? Unit 29	L2.5 Why do Christians call the day Jesus died 'Good Friday'? Unit 28	L2.6 For Christians, what was the impact of Pentecost? Unit 26	L2.11 How and why do people mark the significant events of life? Unit 30
5 & 6	U2.2 Creation & Science – Conflict or Complimentary? Unit 34	U2.7 Why do Hindus want to be good? Unit 39	U2.11 What does it mean to be humanist in Britain today? <i>Non-religious, Humanist</i>	U2.5 What do Christians believe Jesus did to 'save' people? Unit 40 What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?)	U2.6 For Christians, what kind of King is Jesus? Unit 41	U2.12 How does faith help people when life gets hard? Unit 42

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1 & 2	1.2 Who do Christians say made the world? Unit 7	1.10 What does it mean to belong to a faith or belief community? Unit 11	1.1 GOD: What do Christians believe God is Like? Unit 10	1.7 Who is Jewish and how do they live? (PART 1) Unit 9	1.7 Who is Jewish and how do they live? (PART 2)	1.9 How should we care for the world and for others, and why does it matter? Unit 12
3 & 4	L2.1 What do Christians learn from the creation story? Unit 23	L2.10 How do festivals and family life show what matters to Jewish people? Unit 22	L2.2 What is it like for someone to follow God? Unit 19	L2.9 How do festivals and worship show what matters to a Muslim? Unit 21	L2.4 What kind of world did Jesus want? Unit 25	L2.12 How and why do people try to make the world a better place? Unit 24
5 & 6	U2.8 What does it mean to be a Muslim in Britain today? Unit 32	U2.3 Why do Christians believe Jesus was the Messiah? Unit 38	U2.1 What does it mean if Christians believe God is Holy and Loving? Unit 31	U2.9 Why is the Torah so important to Jewish people? Unit 33	U2.4 Christians and how to live: what would Jesus do? Unit 37	U2.10 What matters most to Humanists and Christians? Unit 36