



RE INTENT Statement

Religious Education is provided in the school within the framework of the York Diocesan Agreed Syllabus. Please click [here](#) for the Church of England's National Statement of Entitlement (February 2019) which gives additional information for parents/carers regarding the entitlement, curriculum statement, curriculum balance and time, staff expertise and knowledge, and support.

"Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together."

Our RE curriculum links closely with our school vision and aims and is laying the foundations for pupils to flourish and 'live life in all its fullness' (John 10:10).

"In all Church schools religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact."

In RE, we contribute to the school vision by:

- igniting pupils with a passion for learning and a curiosity to foster life-long learning which will continue beyond our school
- enabling pupils to develop their confidence, be determined, persevere and show resilience
- creating opportunities for pupils to develop wisdom, knowledge and skills which they can demonstrate across local and global communities. This links to pupils' cultural capital to succeed in life and the Church of England's character education
- encouraging children to show dignity and respect towards the beliefs of others and the environment
- having the Christian Values at the heart of our learning
- involving parents/carers in learning



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NATIONAL CURRICULM Agreed syllabus York and Leeds Diocese Curriculum 2017
End of phase outcomes

	EYFS	Key stage 1	Lower KEY STAGE 2	Upper KEY STAGE 2
<p><u>Element 1: Making sense of beliefs</u> Identifying and making sense of religious and non-religious concepts and beliefs understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation. Identify the core beliefs and concepts studied and give a simple description of what they mean</p>	<p>Children in EYFS should :</p> <ul style="list-style-type: none"> • encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. • should listen to and talk about stories. • be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. • ask questions and reflect on their own feelings and experiences. • use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. 	<ul style="list-style-type: none"> • Give examples of how stories show what people believe (e.g. the meaning behind a festival) • Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied • Make clear links between texts/sources of authority and the key concepts studied • Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations
<p><u>Element 2: Understanding the impact</u> Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<p>These experiences form the foundation for the achievement of the end of Key Stage 1 Phase Outcomes</p>	<ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities • Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • Describe how people show their beliefs in how they worship and in the way they live • Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> • Make clear connections between what people believe and how they live, individually and in communities. • Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
<p><u>Element 3: Making connections</u> Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Think, talk and ask questions about whether the ideas they have been studying have something to say to them • Give a good reason for the views they have and the connections they make. • Talk about what they have learned 	<ul style="list-style-type: none"> • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • Give good reasons for the views they have and the connections they make ☑ Talk about what they 	<ul style="list-style-type: none"> • Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.



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			have learned and if they have changed their thinking	<ul style="list-style-type: none">• Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make• Talk about what they have learned, how their thinking may have changed and why
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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being special: where do we belong? - P21 of York Syllabus Why do Christians perform nativity plays at Christmas? UC - Incarnation		Which stories are special and why? - P23 of York Syllabus Why do Christians put a cross in an Easter garden? UC - Salvation		Which places are special and why? - P22 of York Syllabus Why is the word God so important to Christians? UC - God	
1	What do Christians believe God is like? (4-6 hours) UC - God	What does Christmas mean to Christians? (4-6 hrs) UC - Incarnation	What is the 'good news' Christians believe Jesus brings? (6-8 hrs) UC - Gospel	What does Easter mean to Christians? (4-6 hrs) UC - Salvation	Who is a Muslim and what do they believe? (12 hrs) – P29-30 of York Syllabus	
2	Who am I? What does it mean to belong? (6 hrs) – P31-32 of York Syllabus (comparing beliefs and practices between different faiths and beliefs)	What does Christmas mean to Christians? (4-6 hrs) UC – Incarnation (Digging Deeper)	Who do Christians say made the world? (6-8 hrs) UC - Creation	What does Easter mean to Christians? (4-6 hrs) UC – Salvation (Digging Deeper)	What makes some places sacred to believers? (8-10 hrs) P33-34 of York Syllabus (comparing beliefs and practices between different faiths and beliefs)	How should we care for the world and for others, and why does it matter? (6-8 hrs) P35-36 of York Syllabus (comparing beliefs and practices between different faiths and beliefs)
3	What does it mean to be a Sikh in Britain today? (10-12 hrs) P42-43 of York Syllabus		What is it like to follow God? (6-10 hrs) UC – People of God	Why do Christians call the day Jesus died 'Good Friday'? (4-6 hrs) UC - Salvation	What are the deeper meanings of festivals? (12 hrs) – P44-45 of York Syllabus (comparing beliefs and practices between different faiths and beliefs)	
4	What is the Trinity? (6-8 hrs) UC - Incarnation	What kind of world did Jesus want? (6-8 hrs) UC – Gospel	Who do Christians learn from the Creation story? (6-8 hrs) UC - Creation	Why do Christians call the day Jesus died 'Good Friday'?/Forgiveness (4-6 hrs) UC – Salvation (Digging Deeper)	How and why do believers show their commitments during the journey of life? (8-10 hrs) P46-47 of York Syllabus (comparing beliefs and practices between different faiths and beliefs – Christianity with Sikhism)	
5	What does it mean if God is holy and loving? (4-6 hrs) UC - God	Was Jesus the Messiah? (4-6 hrs) UC - Incarnation	What would Jesus do? (4-6 hrs) UC – Gospel	What did Jesus do to save human beings? (4-6 hrs) UC - Salvation	How do religions help people live through good times and bad times? (4-6 hrs) P62-63 of York Syllabus (comparing beliefs and practices between different faiths and beliefs)	Why do some people believe in God and some people not? P56-57 of York Syllabus (secular/non-religious world views)
6	Creation and science: conflicting or complementary? (4-6 hrs) UC - Creation	What kind of king is Jesus? (4-6 hrs) UC – Gospel	Why is pilgrimage important to some religious believers? P60-61 of York Syllabus (comparing beliefs and practices between different faiths and beliefs)	What difference does the Resurrection make for Christians? (4-6 hrs) UC – Salvation	What does it mean for a Jewish person to follow God? (10-12 hrs) P54-55 of York Syllabus	



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