

RE AT INGOLDISTHORPE C of E VA PRIMARY SCHOOL



Intent

At Ingoldisthorpe Primary school we pride ourselves on our Christian ethos and values. We work to ensure that all of our learners understand a wide range of religions and world views as well as having the opportunity to enquire, question and debate ideas, theology and beliefs.

Each class covers 4 areas of enquiry per year focusing on theology (the study of God and religious beliefs,) philosophy (the study of reality and knowledge) and social sciences (the study of human interactions and communities.) Each class learns about and questions different beliefs, compares and contrasts as well as spending time to form our own unique beliefs. Our schedule of enquiry has been crafted by our staff team and can be viewed below.

	YEAR A				YEAR B			
	INQUIRY 1	INQUIRY 2	INQUIRY 3	INQUIRY 4	INQUIRY 1	INQUIRY 2	INQUIRY 3	INQUIRY 4
ACORN	What does the word "God" mean? (Christianity)	What is this religious story about? What does it mean? (Christianity/ Hindu)	What is right and wrong? (Christianity)	How do people celebrate? (Christianity/ Hinduism)	What happens in Church? (Christianity)	<div style="border: 1px solid black; padding: 5px;"> THEOLOGY PHILOSOPHY HUMAN/ SOCIAL SCIENCES </div>		
HAZEL AND WILLOW	Why is the Bible important to Christians? (Christians/ Judaism)	Why is light an important symbol for believers? (Christianity/ Judaism/ Hinduism)	What is good and bad? Global environment (Christianity/ Humanism)	What does it mean to belong to a community? (Christianity/ Humanism)	What do symbols mean to believers? (Christianity/ Judaism)	How did the universe come to be? (Christianity/ Hinduism)	Why do people have different views about God? (Christianity/ Humanism)	How do festivals bring people together? (Christianity/ Judaism)
MAPLE	What is the Trinity? (Christianity/ Hinduism)	What do we mean by truth? (Christianity/ Sikhism/ Humanism)	What kind of world should we live in? (Christianity)	How do religious groups contribute to the world or society? (Christianity/ Islam)	Where do religious beliefs come from? (Christianity/ Islam/ Sikhism)	Why do Christians call Jesus day of dying, Good Friday? (Christianity)	How do people respond to poverty and justice? (Christianity/ Humanism)	How has religion impacted art and music? (Christianity/ Hinduism)
OAK	One story, many beliefs. Why do people interpret things differently? (Christianity/ Humanism)	Can people come back to life? (Christianity/ Hinduism)	Is it possible to always be right or wrong? (Christianity/ humanism)	What does it mean to be part of a global community? (Christianity/ Sikhism/ Buddhism)	How do believers explain suffering in the world? (Christianity/ Buddhism)	What can we learn from great philosophers? (Christianity/ Buddhism)	Is belief in God reasonable? (Christianity/ Humanism)	Does religion bring peace of conflict or both? (Humanism, Islam, Christianity)

At Ingoldisthorpe C of E Primary, we believe that it is important for all our pupils to learn from and about religions, so that they can understand the world around them. The aim of Religious Education in our school is to see 'our pupils' ability to hold balanced and well-informed conversations about religion' (Religious Education in English Schools: Non-statutory guidance 2010, p4 DCSF) and belief; as well as to help children acquire and develop knowledge of the other principal religions represented in Great Britain; to appreciate the way that religious beliefs

shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. We want all our children to become independent and responsible members of a society, who understand and explore big questions about life and reflect on their own ideas and ways of living. It is important to us that our children are aware of their rights and responsibilities as UK citizens. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.

Implementation

At Ingoldsthorpe Church of England Primary school we follow the Norfolk Agreed Syllabus for Religious Education (September 2019). This syllabus brings fresh and innovative thinking to the study of religious education (RE) in Norfolk schools. It is rooted in a vision for the subject which acknowledges the importance of religious and non-religious worldviews in all human life. RE is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices. This syllabus captures this vision and develops a curriculum with religious literacy at its heart. It is a syllabus which promotes a disciplinary orientated academic study of religion and worldviews, and thus supports pupils' balanced understanding of the world in which they live.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. In our little school community, we value the religious backgrounds of all members and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community.

Our School is a Voluntary Aided (VA) Church of England school, and we enjoy teaching and learning the traditions and doctrines of the Anglican Church. We happily welcome members of the congregation of St Michael's Church into the school regularly to lead 'Open the Book' Collective Worship, where children are able to participate and support with the worship. The children attend 6 special seasonal services in our Parish Church throughout the year. Reverend Mark Capron is a member of the Governing Body and takes an active role in supporting the aims and values of the school. RE is assessed using Age-Related Expectations for each age group of children.

COLLECTIVE WORSHIP

We are extremely lucky that members of our local church, St Michaels and All Angels regularly visit our school to carry out collective Worship. There is an act of Collective Worship each day which is a legal requirement, either as a whole school family or in classes or smaller groups. This is a special time in our school day, the heartbeat of our Christian foundation and ethos, when the school community comes together to share, learn, pause and reflect. Teachers love to share their personal learning and Christian knowledge with the children

of all age ranges. Collective Worship is led, at different times, by teachers, our Vicar, other church leaders and the children themselves. We have an ethos group of 10 children, who help to write prayers, support worship leaders and even lead their own collective worships. We follow the Christian calendar of events and teach the children about the Bible and Christian morals and values. We also consider our moral, social and ethical choices. During worship we listen, share ideas, experience stillness, reflect, sing and pray together. Pupils also have an opportunity to reflect on what they have heard in worship in our sensory garden. In law, parents have the right to withdraw their child from part or all of RE and Collective Worship. Any parents who wish to exercise this right should contact the Headteacher.

<http://www.norfolkchurches.co.uk/ingoldisthorpe/ingoldisthorpe.htm>

Our RE curriculum overview

YEAR A > AUTUMN TERM								
	Acorn		Hazel/ Willow		Maple		Oak	
Topic	Harvest Autumn Hot/Cold	Key vocab: Ice, snow, hot, cold, sunny, change, Autumn, cloudy, thunder, poles, lightning, globe, liquid, melting, freezing	Fire, Fire! Harvest Nativity	Key vocab: solid, liquid, melting, squashing, bending, twisting, stretching, wood, glass, metal, plastic, heat, circuits, light	Stone age to Iron age	Key vocab: Rocks, fossils, Neolithic, civilisation, ice age, extinction, nomadic people, continents, Stone Henge, aborigines	Egypt	Key vocab: Pyramids, pharaohs, leaders, mummification, decay, discovery, Israelites, Moses, tombs, Howard Carter, death, afterlife, slavery
RE	<p>What does the word God mean?</p> <p>CHRISTIANITY</p> <p>What is this religious story about? What does it mean?</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> -understanding the prodigal Son story and our school values -different types of families -Christian artefacts – bible candle cross -to know that a church is an important building in our community. <p>Key skills:</p> <ul style="list-style-type: none"> -recognising right and wrong -talking about religious stories -identifying symbols and meanings 	<p>Why is the bible important to Christians?</p> <p>Why is light and important symbol?</p> <p>CHRISTIANITY</p> <p>*Harvest, Christmas, Advent</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> - To understand the lessons from The Prodigal Son story making links to our school family and ethos. -to know what the bible is and its importance for Christians -to listen to and retell Bible stories -to make comparisons between the Bible and the Torah or Tanakh -to understand the meaning of light as a symbol to Christianity/ Judaism -to understand the significance of the Nativity in the Church calendar <p>Key skills:</p> <ul style="list-style-type: none"> -to identify similarities and differences in Christian and Jewish bibles and holy scripts 	<p>What is the Trinity?</p> <p>CHRISTIANITY/ HINDUISM</p> <p>Harvest Festival Christingle Nativity</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> - The Holy Trinity - God the Father, The Son, The Holy Spirit 1+1+1=1 - Trinitarian art/symbols - The 7 I am... statements of Jesus - Life of Saint Patrick - The Trimurti - Hindu murti -To know why the trinity is sacred and important to Christians <p>Key skills:</p> <ul style="list-style-type: none"> -make comparisons between similar ideologies 	<p>CHRISTIANITY/ HUMANISM</p> <p>One story, many beliefs. Why do people interpret things differently?</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> -to understand that different religions have different perspectives -to consider our own perspective -to learn about Christians and how they view the world. -to know about key bible stories including the Prodigal Son, Lazarus, the feeding of the 5000, good Samaritan etc and consider how Christians interpret these stories. -to compare to humanist views <p>Key skills:</p> <ul style="list-style-type: none"> -knowledge of how to read the Bible -knowledge of Christianity and humanism
YEAR A > SPRING TERM								
	Acorn		Hazel/ Willow		Maple		Oak	
Topic	Toys Easter and Spring	Key vocab: Old, new, antique, modern, past, present, wooden, metal, plastic, clockwork, wind-up, battery, Easter, Palm Sunday, Last Supper, new life, growth	Home Sweet Home	Key vocab: Classification, mammals, birds, reptiles, amphibians, fish, names of countries, life cycle, habitats, living, non-living, insects, family, reggae, gospel,	Rainforests and Mountain Ranges	Key vocab: Equator, Tropic of Cancer, Tropic of Capricorn, Temperature, Rainfall, Humidity, Emergent, Understory etc, Tectonic plates, Discovery, Empire, Explorers	New York	Key vocab: City, town, Capital city, State, United States of America, population, boroughs, architects, landmarks, designers, northern hemisphere, Statue of Liberty,
RE	<p>Easter Chinese New Year</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> -Events in the Easter story -Why and how do we celebrate Easter -Events in the Chinese New Year story -Why and how do people celebrate Chinese New Year? -Recognise symbols associated with Easter <p>Key skills:</p> <ul style="list-style-type: none"> -Listen and respond to stories/videos to show celebrations -Retell Easter story and Chinese New Year story verbally -Describe at least 2 ways that we celebrate these occasions 	<p>What does it mean to belong to a community?</p> <p>Easter</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> -to retell a narrative from the bible, The story of Zacchaeus -make comparisons of artefacts identifying how it links with belonging -how beliefs about god shape our actions to others- The Prodigal Son -how religion brings communities together, weddings, baptisms -what belonging means, family, groups, school, church -the significance of Easter in the Christian Calendar <p>Key skills:</p> <ul style="list-style-type: none"> - to form their own opinions -to make comparisons -to retell The Easter Story -to listen to stories from the bible -to understand the meaning of belonging/community -to recognise signs and symbols of belonging 	<p>What is meant by truth?</p> <p>CHRISTIANITY HUMANISM SIKHISM</p> <p>What kind of world should we live in?</p> <p>CHRISTIANITY</p> <p>Easter</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> -to know biblical ideas and references of truth - To know what is meant by the term 'truth' -To know what is meant by the term 'lying' -Begin to read scripture from the Sikhist Holy Book -To understand what a humanist is -Know the difference between a World Religion and a World View <p>Key skills:</p> <ul style="list-style-type: none"> -Know how to locate a passage in the Bible -To express own belief or opinion -Be able to participate in discussion whilst relating to it from own experiences -make comparisons between differing religions 	<p>Can people come back to life?</p> <p>CHRISTIANITY HINDUISM HUMANISM</p>	<p>Key knowledge:</p> <ul style="list-style-type: none"> -to know Christiana beliefs on heaven and hell, purgatory -to know Hindu beliefs of reincarnation and rebirth -to know humanist views of afterlife -to know what a belief is and to consider our own beliefs -to know what death is and consider how death is treated or dealt with -to consider emotions around death and loss -to ask questions to the Reverend about death and afterlife <p>Key skills:</p> <ul style="list-style-type: none"> -to read the Bible and understand Christian, Hindu and Humanist views on the afterlife. -to learn about Lazarus, Jesus and consider validity or rising from dead -to debate, evaluate and consider own views and opinions -to be thoughtful and caring when questioning beliefs and ideas
YEAR A > SUMMER TERM								
	Acorn		Hazel/ Willow		Maple		Oak	
Topic	Sealife and Beaches	Key vocab: Lighthouse, safety, lamp, light, dark, shadow, transparent, rescue, lifeboat, coastguard, instructions, synonyms for horrible, whale, beached, mammal, pollution, protection, extinct, sand, beach, cliff	Fighting Fit	Key vocab: Body parts, bones, healthy, diet, tuned, un-tuned, growing, senses, healthy, unhealthy, diet, skeleton, Europe, continents, instruments, food groups, skeleton, medicines, changes, vegetables	The Romans	Key vocab: Invade, settle, army, foot soldier, centurion, formation, Latin, roads, trade, emperor, empire, Caesar, toga, gladiator, Infantry, fleet, emperor, shield, spear, sword, legion, defense, army, slave, revolt, villa	Ancient Greece	Key vocab: God, goddess, Athens, Sparta, Mount Olympia, Olympic games, acropolis, Parthenon, temple, slavery, Zeus, Poseidon, Hades, empire, Hippocrates, Troy, soldiers, columns, shields, ancient, civilisation, empire

RE	Special Places and People Who Care for Us What happens in church? CHRISTIANITY	Key knowledge: -Reverend Mark and his role as a vicar -Events/services that take place in a church e.g. weddings, christenings etc. Key skills: -ask and answer questions (REV. Mark to visit) -know the names of 3 important services that happen in a church -know how to be still and reflect SEN/G&T: -Adult support, visual references, -visit church	CHRISTIANITY What is good and bad: the global environment?	Key knowledge: -the meaning of good and bad -to understand some of the questions raised by the natural world -why rules are important -British Values Key skills: -to reason their understanding -to form an opinion -to understand that rules are there to keep us safe -to reflect SEN/G&T: -adult support, visual resources -form their own opinions through questioning	CHRISTIANITY ISLAM How do religious groups contribute to	Key knowledge: -To know about religious charitable groups such as the Red Cross and Red Crescent -To know how religion has contributed to education, medicine, health care etc. Key skills: -Make reflections on own belief and where this comes from -Make comparisons between two religions -Problem solving – how best to spend money to support charities, -demonstrating empathy for others SEN/G&T: -Visual references such as pictures to aid writing, word mats -scenarios to advance discussion	CHRISTIANITY SIKHISM Is it possible to be always right?	Key knowledge: -to know what right and wrong is -to know what always means and to consider whether you can always be right or wrong? -to know what actions are considered wrong and right -to know what a global community is Key skills: -to consider how we can help the community and people around us -to consider how we can be right and wrong and whether anyone is capable of always being right or wrong -to discuss Christian/ Sikh views -to compare and contrast views -to consider how to be a valued part of the community and how we help/ SEN/G&T: -supported understanding of right and wrong > personal context, 1:1 adult support, visual aids, First Bible
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YEAR B > AUTUMN TERM							
	Acorn	Hazel/ Willow	Maple	Crime and Punishment	Oak		
Topic	Once Upon and time Celebrating Key vocab: Fantasy, fact, characters, fairy tales, hot, cold, heating, cooling, bridges, structures, temperature, shadows, dark, light, seasons, portraits	Around the World Key vocab: Map, key, explorer, oceans, Light, dark, growth, parts of a plant, germination, bulb, environment, adapted, temperature, Harvest	Anglo Saxons Key vocab: Invaders, settlers, Europe, UK, archeology, burial, round house, sea-faring, voyage, Kingdom, Kings, defend, attack, pillage, long boat, weaponry				

RE	Families Birthdays and celebrations Harvest Diwali Christmas as a birthday celebration for Christians What is this religious story about? What does it mean? (CHRISTIANITY AND HINDUISM) How do people celebrate? (CHRISTIANITY AND HINDUISM)	Key knowledge: -understanding the prodigal Son story and our school values -different types of families -Christian artefacts – bible, candle, cross -to know that a church is an important building in our community. -know that Hinduism and Christianity are faiths -Diwali is a festival celebrated by Hindu people Key skills: -recognising right and wrong -talking about religious stories -identifying symbols and meanings -using their first bible -compare celebrations across the 2 faiths SEN/G&T: - visual and simplified resources, adult support and dictation -extended questions and reasoning	What do symbols mean to believers? *Church visit, Harvest, Nativity	Key knowledge: - Christian symbols, Jewish symbols -to understand the importance of symbols to believers -to understand the meaning of light as a symbol to Christianity and Judaism -The Christian Calendar -The importance of prayer and reflection -Exploring Christina prayers and the links to symbols -to know a variety of symbols Key skills: -to perform in the schools Nativity -to make comparisons -to identify similarities and differences in Christian and Jewish symbols -to identify key symbols in Christianity and Judaism -to reflect and pray SEN/G&T: -visual and simplified resources, adult support and dictation -extended questions and reasoning	CHRISTIANITY AND ISLAM Where do religious beliefs come from? Imam visit Why is Jesus known as Light of the World? CHRISTIANITY Harvest Festival Christingle Nativity	Key knowledge: -Know what the main religions are -Difference between the Old Testament and New Testament -The beginnings of religions i -Begin to understand how the Bible was compiled – apostles etc Fact or fiction? -What is Islam? The five pillars? -Know Biblical references to light and Jesus as Light of the world and know how to reference Bible -Know about other festivals of Key skills: -Know how to reference Bible -Reflect on our knowledge/opinions -Talk about religious stories -Recognise different religions based on their Holy scripture, names, stories etc. -make comparisons with different celebrations of Light SEN/G&T: -adult and peer support, Instructions for finding biblical quotation, simplified passages, -more challenging questions and greater responses	How do believers explain suffering in the world? CHRISTIANITY BUDDHISM	Key knowledge: -to analyse what we know about Christianity and Buddhism -to understand what suffering means -define suffering in the world -consider differences between Christianity and Buddhism -to consider suffering in Bible passages and how Christians explain suffering -to consider how Buddhists explain suffering -to consider how people react to suffering/ how religions help/ hinder Key skills: -begin to think about our own opinions, be self-reflective, -to find differences in people's beliefs of suffering -to compare and contrast beliefs -to draw own conclusions/ form ideas -to reflect and pray -to consider how people view religion and God SEN/G&T: -simplified resources, Bible passages, stories, support from adults/ peers -varied passages, challenging questions
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YEAR B > SPRING TERM							
	Acorn	Hazel/ Willow	Maple	Earth and Space	Oak		
Topic	Space Growth and change Key vocab: Rocket, moon, planet, star, force, sun, light, dark, day and night, seasons, spring	United Kingdom Key vocab: Equator, northern hemisphere, southern hemisphere, hibernation, migration, United Kingdom, England, Wales, Scotland, Northern Ireland, Kings and Queens, Royal family	Ancient Mayans Mexico Key vocab: Civilisation, sacrifice, tropics, equator, biomes, urban, rural, suburban, population, Spanish language key words, gods				

RE	What is right and wrong? How do people celebrate? CHRISTIANITY	Key knowledge: -to know what right and wrong mean -to retell the Easter story/ palm Sunday/ good Friday/ Easter Sunday -to know how Easter is celebrated Key skills: - categorise the events -discuss and question simply -compare to seasons and new life SEN/G&T: -visual support/labelling/simple story -writing short version of simple Easter story/matching/ key words	How did the universe come to be? How do festivals bring people together? CHRISTIANITY JUDAISM	Key knowledge: -Christians believe in God's creation -Compare creation to Judaism -to know about Christian festivals and compare to other religions Key skills: -compare and contrast -reading the Bible/Bible knowledge -form their own opinion/ideas -knowledge of Lent and the Easter Story and reflection SEN/G&T: -visual support/ differentiated questioning, adult support -supporting ideas with reasons	Why do Christians call Jesus' day of dying Good Friday? How do people respond to poverty and injustice?	Key knowledge: -to know the crucifixion and resurrection story -to know what sin is -to know the difference between right and wrong -to know what poverty/injustice is Key skills: -sequencing/chronology -reflection on own actions -comparisons -discussion and questioning SEN/G&T: -pictorial sequencing/ adult support/ group work -consider correct behaviour/ sorry/forgiveness link to Prod. Son	What can we learn from great philosophers? CHRISTIANITY BUDDHISM	Key knowledge: -To know key philosophers including Aristotle, St Thomas Aquinas, Socrates, Plato and Confucius -To understand the key skills and knowledge given by philosophers -To understand their impact on world Key skills: -To consider others views + opinions -To evaluate opinions and discuss our own, formulate opinions -Debate and recall facts to support views, reflection + find conclusion SEN/G&T: -Differentiated resources, group work and adult support -Extended questioning, leading debates / group work, support peers
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YEAR B > SUMMER TERM							
	Acorn	Hazel/ Willow	Maple	Inventors and the body	Oak		
Topic	Dinosaurs Key vocab: Dinosaur, fossil, extinct, herbivore, carnivore, omnivore, million, year, volcano, lava, habitat, time,	Oceans and Seas Key vocab: Antarctic ocean, pacific ocean, Indian ocean, Arctic Ocean, food chain, consumer, predator, prey, farming	Local study - Seaside Key vocab: The Victorians, seaside, resort, transportation, leisure and tourism, beach, bay, cliffs, sand dunes, erosion etc				

RE	Special Places and People Who Care for Us	Key knowledge: -Reverend Mark and his role as a vicar -Events/services that take place in a church e.g. weddings, christenings etc.	Why do people have different views about God?	Key knowledge: -To understand where beliefs come from -Right and wrong -The diversity of religion	CHRISTIANITY BUDDHISM HINDUISM How has religion impacted art and music?	Key knowledge: -To know how art, music and literature has been used throughout history in a religious context -know how it influences prayer/worship, purpose of hymns -influences in society such as at school, history of art and music	CHRISTIANITY HUMANISM Is a belief in God reasonable? Does religion cause conflict or peace? How do we solve conflict?	Key knowledge: -to understand who god is and his importance to Christians -to know the creation story -to know our own views and opinions -to understand what peace is and what conflict means -to consider how conflict could be solved/ complexities of conflict
	What happens in church? CHRISTIANITY	Key skills: - ask and answer questions (REV. Mark to visit) -know the names of 3 important services that happen in a church -know how to be still and reflect	Key skills: -To make comparisons between Christianity and Judaism -To read and reflect upon stories from the bible -To be respectful towards other people's ideas of God	Key skills: -make comparisons between different world religions -design own religious themed art supporting creativity, belief and mental well being -storytelling through medium of pictures		Key skills: -to be respectful of other views -to understand everyone has views and explain your own views -to listen to others and respond fairly -know how to solve conflicts and understand that problems are not easily solved		
		SEN/G&T: - Adult support, visual references, - visit church, support peers, question	SEN/G&T: -visual resources, adult support -forming opinions, giving reasoning	SEN/G&T: -Visual resources to aid writing, word mats, scenarios to advance discussion -reflect on own beliefs and think about own life experiences -share ideas with peers, start discussions with own ideas		SEN/G&T: -my first Bible, small group discussion, adult support to discuss God and what belief is, simplified understanding of conflict and peace -detailed explanations, peer leadership, Bible passages to support ideas, understanding of wars/ peace		

SEND in RE

All of our learners are included in all of our lessons where appropriate, and adaptations are made to enable our learners to access the learning. All teachers at Ingoldisthorpe Primary School have extensive knowledge of their students and are able to make reasonable adjustments to enable all children to participate and learn with their peers. Reasonable adjustments will be made in communication with parents and always at an appropriate stage for each specific child.

Adjustments may include;

- Adapted objectives and learning resources to meet a child's cognitive ability
- 1:1 sessions with a trusted adult
- Small group sessions
- Coloured and adapted visual resources
- Support in class with an adult
- Limited vocabulary and objectives
- Scaffolded pre learning
- Adapted and bespoke images/ visuals
- Parental support paperwork where needed
- Supported recapping of the learning to avoid misconceptions
- Hands on activities and sensory breaks where needed



In some circumstances, lessons will be missed for some children and delivered in a separate way on a different day. We will work with our different families and community members to ensure our RE provision is the best it can be for all of our students. Some children will find some areas of RE enquiry difficult and our lessons will be adapted, with parental support to create an inclusive learning experience for all of our pupils. We recognise that all children learn at different paces, and some have different barriers, which as a family school where everyone matters, we work with to ensure everyone can achieve and learn at an age appropriate stage and level.

Most able children in RE

Those children who appear to be the most able in RE will have deepened opportunities and will have lesson adapted to ensure that their talents, knowledge and skills progress. In RE they will have opportunities to lead, support other learners, discuss in smaller groups, compare and contrast religious views with their own. In some circumstances, the most able children will be able

to extend their learning into upper year groups learning and older children will continue to consider the changing world and how they can maintain a healthy religious relationship. Our most able children will be articulate and able to explain their views, considering those of others and debating the complexities of religious enquiry.

Ethos Group

The role of the Ethos group is to help our children understand our schools unique Christian Values. We meet in order to discuss aspects of our school's commitment to our Christian ethos, to consider how effectively this is understood by our school family and embedded as the golden thread throughout our school. The 10 children involved were chosen by each class teacher, chosen for their commitment to their beliefs, their respect and thoughtfulness in RE. They have joined together to plan and lead collective worship and write prayers for our school. They will also be monitoring the ethos within the school to ensure that all children and staff are fully committed to our uniquely Christian ethos of a family school where no one is "lost but is found." Luke 15:11-32

Impact in RE

Our children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own. They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life.

Through our RE learning our pupils become articulate and thoughtful members of the wider community, who are able to compare their views with others with respect and coherence. They will be able to support those with different views, seeing differences as a positive rather than a difficulty. Our students will understand that within religion and belief there are many views and everyone is welcome, entitled to their own personal belief and relationship with God.

