



RE Long Term Plan 2024-25

Religious Education

At Gilbert Colvin Primary School, we understand the importance of teaching high quality RE lessons that enable the children to understand the different religions, cultures and world views and understand why some people do not have a religion. We celebrate the diverse nature of our school and community and encourage the children to respect those that have a different religions and cultures and to find the commonalities between them.

At Gilbert Colvin we use the '*Redbridge Agreed Syllabus*' which has the following aim – 'To promote the spiritual, moral, social, cultural and intellectual development of pupils and of society by encouraging an exploration of and response to, those aspects of religion and human experience which raise fundamental questions of belief and value'.

RE teaching starts in the early years in 'understanding the world'. This then develops progressively throughout the school. The children look at different world religions each year in depth which can include: looking at scriptures and stories; the core values and beliefs; celebrations and why these are important; the impact religion has on the community both locally, nationally and globally and how they promote respect and tolerance in our diverse society. We always encourage the children to use and question this knowledge, drawing upon their own experiences and beliefs, to form their own opinions and identity. They learn to make connections between differing aspects of religion and consider the different forms of religious expression. This not only equips them with the necessary skills and mind-set for life in the 21st century but also promotes the values and attitudes necessary for citizenship in a multi-faith and multi-racial world. We believe Religious Education is fundamental to fostering and contributing to the development of all children's spiritual, moral, social and cultural development

Throughout the school year, we have a calendar of events so that we can learn about some of the major world festivals and those that our community celebrate.

Teaching and Learning

The religions that the Redbridge Agreed Syllabus focuses on are Christianity, Islam, Hinduism, Judaism, Sikhism and Humanism, all of which the children learn about in depth. Each year group is expected to go to a place of worship, use artefacts to bring the learning to life and have in visitors who can talk about their religion in an age-appropriate way to inspire the children.

The key skills that are taught across all units are to: investigate, interpret, reflect, empathise, analyse, synthesise, express, apply and evaluate.

RE is taught weekly throughout the year and special events/celebration and festivals are also celebrated.

Assessment

RE learning is recorded in pupils' RE books. Teachers assess children's knowledge, understanding and skills in RE by making observations of the children working during lessons and then assessing whether they are 'at expected' or not at the end of each unit. Each unit has knowledge, skills and vocabulary that will have been taught that the children will be assessed against.



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Enrichment & Cultural Capital

At Gilbert Colvin, we believe that enrichment opportunities are vital in creating a creative curriculum and so plan in activities throughout the year.

We believe that the culture diversity within our community is a key strength and so use this to ensure that our pupils get many rich experiences to develop their understanding of RE. The children all go to local places of worship and have religious leaders in school to talk about their religion and their faith. We use the 'ambassadors of faith' which is a local authority initiative to engage and inspire the children.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	1.4 What can we learn from the creation stories?	1.6 What festivals do religions celebrate?	1.7 Who is Christian and what do they believe? (1 st half)	1.9 How do religions celebrate the birth of a baby?	1.5 In what ways are a church/mosque etc. important to believers? (church focus)	1.7 Who is a Christian and what do they believe? (2 nd half)
Year 2	1.3 How do the stories of Jesus inspire Christians today?	1.2 Who influences our lives?	1.8 Who is a Muslim and what do they believe? (1 st half)	1.1 What do Christians do at Easter and why is it important to them?	1.8 Who is a Muslim and what do they believe? (2 nd half)	1.5 In what ways are a church/mosque important to believers?
Year 3	2.3 How do people express their faith through the arts?	2.9 What does it mean to be Jewish? (1 st half)	2.1 Why is Jesus important to Christians?	2.9 What does it mean to be Jewish?/Passover (2 nd half)	2.5 Why do religious people celebrate?	2.8 What do religions teach about the natural world and why should we care for it?
Year 4	2.10 What does it mean to be a Hindu? (1 st half)	2.10 What does it mean to be a Hindu? (2 nd half)	2.2 Who should inspire us?	2.4 Where, how and why do people worship?	2.6 How and why do religious believers show their commitments during the journey of life?	2.7 What matters most to Humanists and Christians?
Year 5	2.11 What do different people believe about God?	2.19 What does it mean to be a Muslim?	2.13 Why is prayer important for religious believers?	2.18 What does it mean to be Christian?	2.17 Justice and Poverty: Can religions help to build a fair world?	2.12 Why are sources of wisdom important to people?
Year 6	2.20 What does it mean to be a Sikh?	2.20 What does it mean to be a Sikh?	2.14 What do religions say when life gets hard?	2.15 Why do people make vows and commitment to one another?	2.16 What will make our city/ borough/town a more respectful place?	2.16 What will make our city/ borough/town a more respectful place?