



# Religious Education Policy

Written / reviewed by	J Power
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## **Curriculum Intent Statement:**

### ***'A Family Committed to Making a Difference'***

At Friezland Primary School we aim to develop well-rounded, resilient individuals who demonstrate mutual respect and tolerance and have a positive impact on their community and the wider world. Our Curriculum is designed with this in mind. We aim to encourage a life-long love of learning and develop skills for life through the delivery of exciting, challenging and stimulating experiences within and beyond the classroom.

At Friezland, we believe that it is vital for all our pupils to learn from and about religion so that they can understand the world around them. We believe that Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development.

Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We promote respect and open-mindedness towards others with different faiths and beliefs and encourage pupils to develop their sense of identity and belonging through self-awareness and reflection.

We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area and religious visitors.

## **Implementation:**

Friezland has adopted the Oldham Agreed Syllabus for 2025-2030 'Believing and Belonging in Oldham' as the chosen approach to the content and context.

Following the syllabus recommendations, our curriculum is based around six themes or 'pathways' (please see Appendix A) that help our children to explore and understand religion and worldviews. Coherent and sequential learning is built on these pathways and then earthed by thematic and systematic study of specific religions/worldviews.

Our curriculum therefore aims to:

- develop progressive understanding of the 'pathways' and
- build rich and profound knowledge of religions/worldviews.

(Believing and Belonging in Oldham, p.22)

In order to deliver the aims and expected standards of the Oldham Agreed Syllabus, it is expected that EYFS, Key Stage 1 and KS2 will allocate, on average, one hour per week to RE. There is a clear expectation that RE must form a valued and consistent part of the curriculum at Friezland.

Over their time at Friezland, we aim to give children a broad and balanced experience of the world's main religions as detailed in Appendix B (please see the school overview in Appendix B)







At Friezland, we aim to offer the following experiences and enrichment opportunities as a part of the Religious Education syllabus:

- Handling artefacts
- Exploring sacred texts
- Using imaginative play or drama to express feelings and ideas
- Responding to images, games, stories, art, music and dance
- Meeting visitors from local religious communities
- Making visits to religious places of worship where possible, and where not, making use of videos and reliable and accurate sources on the internet
- Taking part in whole school events- (e.g. Harvest Festival, school performances)
- Participating in moments of quiet reflection
- Using ICT to further explore religion and belief globally
- Comparing religions and worldviews through discussion
- Debating and communicating religious belief, worldviews and philosophical ideas, and answering and asking ultimate questions posed by these

### **Foundation Stage:**

The Early Years Foundation Stage (EYFS) describes the phase of a child’s education from birth to the end of the reception year at the age of five. RE is statutory for all pupils registered on the school roll. In the EYFS curriculum learning does not fit into boxes, therefore, in line with the EYFS Framework (2023), play-based and child-centred approaches will encourage the learning to follow where the child’s interest and curiosity lead. Specific RE lessons will form a valuable part of the educational experience of children throughout their early years – supporting their development in ‘Understanding the World’ and ‘Personal, Social and Emotional Development’ in particular. Children will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will be introduced to subject specific vocabulary and use all their senses to explore beliefs, practices and forms of expression. They will be encouraged to ask questions, reflect on their own feelings and experiences and use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

**Units covered in Reception are as follows:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	E.3 Who cares for me and how do I help others? (P.3) <u>Pathway</u> 	E.5 How do people celebrate special times? (P.5) <u>Pathway</u> 	E.6 How do we understand and care for the world? (P.6) <u>Pathway</u> 	E.4 Who belongs in my family and community? (P.4) <u>Pathway</u> 	E.1 Which places are special to members of my community? (P.1) <u>Pathway</u> 	E.2 Why are some objects special? (P.2) <u>Pathway</u> 
<b>Religion/worldviews to include</b>	Christianity, Buddhism, Hindu Dharma, Islam, and non-religious beliefs.	Christianity, Islam, Judaism, Sikhi, Hindu Dharma and non-religious beliefs.	Christianity, Islam, Judaism, Hindu Dharma and non-religious beliefs.	Christianity, Hindu Dharma, and non-religious beliefs.	Christianity, Islam, Hindu Dharma, Sikhi	Christianity, Judaism, Islam, Hindu Dharma and non-religious beliefs.









Please also refer to Appendix C for suggested activities that may be used to support the Early Learning Goals using R.E content and Pathway links.

## Key Stage 1 and Key Stage 2:









It is a legal requirement that all pupils aged 5-18 are entitled to religious education. Throughout Key stage 1 and 2, children will continue to develop their knowledge and understanding of religions and worldviews – recognising their local, national and global contexts. They will use basic subject specific vocabulary, raise questions, and begin to express their own views in response to the material they learn about.

Through studying carefully chosen and planned core and focus units, children will study the following faiths: Christianity, Judaism, Islam, Hindu Dharma, Buddhism, Sikhi and Humanism, learning of the diversity within these faiths, including non-religious beliefs. The teaching of RE in Key Stages 1 and 2 will be on a two-year cycle to ensure a full coverage, with Cycle A beginning in September 2026.

### Units covered in KS1 are as follows:

<b>KS1 (Class 2) Year A</b>	C1.3 How can we make good choices? (P.3) Pathway 	C1.6 Which books and stories are important? (P.6) Pathway 	F1.13 What do religions/worldviews say about our wonderful world? (P.4 and 6) Pathways 	C1.1 What does it mean to belong to a community of belief (P.1) Pathway 
<b>Religion/worldviews to include</b>	Christianity, Buddhism, Hindu Dharma, Islam, Judaism, Humanism, Sikhi, non-religious beliefs.	Christianity, Islam, Sikhi	Christianity, Islam	Christianity, Islam, Judaism, Sikhi
<b>KS1 (Class 2) Year B</b>	C1.5 Why are festivals important in a community? (P.5) Pathway 	F1.12 How and why do we care for others? (P.3) Pathway 	C1.2 How are symbols used to welcome new life? (P.2) Pathway 	C1.4 How and why do some people pray? (P.4) Pathway 
<b>Religion/worldviews to include</b>	Hindu Dharma	Christianity, Sikhi, Judaism, Non-religious beliefs.	Christianity, Islam, Sikhi, Non-religious beliefs	Christianity, Islam, Buddhism, Hindu Dharma, Non-religious beliefs

### Units covered in KS2 are as follows:

<b>Lower KS2 (Class 3) Year A</b>	FL2.13 Why do people follow inspirational leaders? (P.3 and 5) Pathway 	CL2.6 How do ancient stories influence modern celebrations? (P.6) Pathway 	CL2.2 How do different people express their spirituality? (P.2) Pathway 	CL2.1 How do Jews remember God's covenant? (P.1) Pathway 
<b>Religion/worldviews to include</b>	Christianity, Judaism, Islam, Non-religious beliefs	Judaism, Paganism, Hindu Dharma, Sikhi	Christianity, Islam, Sikhi, Judaism, Hindu Dharma, Non-religious beliefs	Judaism
<b>Lower KS2 (Class 3) Year B</b>	CL2.5 What faiths and beliefs can be found in our country and community? (P.5) Pathway 	FL2.11 How do creation stories help people understand the world? (P.6) Pathway 	CL2.4 Why do the lives of the Gurus inspire Sikh believers? (P.4) Pathway 	CL2.3 How do the five pillars help Muslims to lead a good life? (P.3) Pathway 
<b>Religion/worldviews to include</b>	Christianity, Islam, Judaism, Sikhi, Hindu Dharma, Buddhism	Christianity, Judaism, Islam, Sikhi, Hindu Dharma, Non-religious beliefs	Sikhi and non-religious beliefs	Islam and non-religious beliefs

### **Impact:**

Friezland will implement an assessment structure in line with the recommendations of the Oldham Agreed Syllabus.

This assessment process will focus upon the end of stage outcomes as set out in the agreed syllabus. This assessment process will be ongoing throughout the year, without set assessment periods, to allow staff to assess knowledge and skills to inform future learning.

Teacher's formative assessment will build a picture of children's substantive, disciplinary and personal knowledge and through careful curriculum planning, pupils will make progress through key stages of 'Remembering, Understanding, Applying, Analysing, Evaluation and Creating'.

### **The journey through a unit of work for pupils and students**



*(Believing and Belonging in Oldham, Religious Education Agreed Syllabus 2025-2030, p.49)*

RE achievement will be assessed and tracked within the school and shared with parents on their child's annual school report.

### **Progression within RE**

Following the syllabus recommendations, our curriculum is based around six themes or 'pathways' (please see Appendix A) that help our children to explore and understand religion and worldviews. Coherent and sequential learning is built on these pathways and then earthed by thematic and systematic study of specific religions/worldviews.

Our curriculum therefore aims to:

- develop progressive understanding of the 'pathways' and
- build rich and profound knowledge of religions/worldviews.

*(Believing and Belonging in Oldham, p.22)*

### **RE and Special Educational Needs**

*'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood'*

*(SEND code of practice 2015)*

*'Sustainable learning can occur only when there is meaningful engagement. The process of engagement is a journey which connects a child and their environment (including people, ideas, materials, and concepts) to enable learning and achievement.'*  
(Carpenter et al, 2011)

In Religious Education, as with all curriculum subjects, good teaching for pupils with SEND is good teaching for all. At Friezland, teachers will be skilled in adapting their teaching to the needs of all learners. Good RE practise will be informed by knowledge of and engagement with pupils as individuals, taking account of emotional and learning needs as well as religious and cultural backgrounds.

## End of Phase Statements

Each of the six pathways are important, and pupils should make progress in all of them. Below are the end-of-phase outcomes for each element:

	<b>Nature of Religion and Belief</b>	<b>Expressing Beliefs</b>	<b>A Good Life</b>	<b>Personal Journey</b>	<b>Influence and Authority</b>	<b>The Big Picture</b>
<b>Key Stage 1</b>  Pupils:	Can tell the difference between ordinary everyday things and things that some 'people call 'sacred', 'holy' or 'special'. Understand that many people belong to religions/worldviews, each of which has their 'holy' or 'special' things, which are set apart by the way they are treated and what people connect them with.	Can recognise that people sometimes give different meanings to words when they are writing about their religious beliefs and feelings.  Can suggest different possible meanings for stories, symbols, art and music that people have created to express their beliefs.	Can identify characteristics in the lives of people who are held as examples by religions/worldviews.  Can identify and suggest meanings for the teachings about right and wrong from different religions/worldviews.	Can give examples of amazing, puzzling or mysterious experiences that make people wonder at the world and ask big questions about life.  Can retell a story about someone whose experience or encounter changed their life.	Can identify evidence of religions/worldviews in their community. They understand that religions/worldviews do not have the same importance for all people and all places.	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.  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.
<b>Lower Key Stage 2</b>  Pupils:	Can identify some shared characteristics of some religions e.g. Creator God.  Beginning to recognise different traditions within religions/worldviews.	Can describe and explain how some people express their feelings through art, music and dance.  Can give examples of music, art and dance from different traditions.	Know some role models/ leaders of religions and worldviews.  Know how values of right and wrong are shared across different religions/worldviews.	Can give examples of amazing, puzzling or mysterious experiences from a wider range of religions/worldviews.  Can compare stories about people whose experience or encounter changed their lives.	Explain how and why festivals and seasons are celebrated and how these may be celebrated in different countries.	Recall stories from different traditions and explain how these affect people's lives.
<b>Upper Key Stage 2</b>  Pupils:	Identify shared characteristics of religions. They explain how within each religious tradition these characteristics might be connected to each other. They recognise that each religion/worldview is made up of several groups of people and can compare some of the different beliefs and practices.	Can show 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.	Explain how certain people who are regarded as role models put their teachings and values into practice. They 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.	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.	Give examples to show how communities are influenced by their traditional religions/worldviews. They understand that different religions/worldviews, in different combinations, are influential in different countries.	Explain how people from different religions/worldviews express what they understand about the world through stories.

## **Reporting to Parents**

Parents receive a written assessment of their child's ability in Religious Education at the end of each academic year and have the opportunity to discuss their child's progress at termly parent's meetings.

## **Roles and Responsibilities**

### **Headteacher & Governing Body**

The headteacher and Governing Body are responsible for:

- Involvement in the Standards Committee to develop policy and practice;
- Overseeing the standards of Religious Education, and
- Approving the acquisition of new resources.

### **Subject Leader**

The subject leader is responsible for:

- The audit and identification of resources for purchase for RE.
- Liaising with the Caretaker to ensure effective maintenance and ease of access to resources.
- Monitoring and evaluating the implementation of the scheme of work and its effectiveness on learning.
- Reviewing planning.
- Delivering relevant INSET training to other members of staff.
- Preparing an action plan based on the school cycle of develop practice, monitor, evaluate, review and school improvement priorities.
- Writing, modifying and reviewing, in consultation with other staff and governors, the policy document for Religious Education.

### **Class teacher**

The Class teacher is responsible for:

- Planning and delivering the Religious Education Curriculum.
- Assessing children's work both formative and summative methods.
- Reporting to parents and the RE coordinator.

## **Monitoring & Evaluating**

Policy and practice in Religious Education is monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision of RE will be monitored by the RE co-ordinator in conjunction with the Headteacher. Monitoring may take the form of lesson observations, planning, displays, pupil voice or book scrutiny. Feedback will be given to all staff along with recommendations to inform future policy and planning. Personal development of the RE co-ordinator will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice. All staff are involved in the review and development of the RE policy.

## Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

<b>Data Audit for the Assessment Policy</b>					
<b>What?</b>	<b>Probable Content</b>	<b>Why?</b>	<b>Who?</b>	<b>Where?</b>	<b>When?</b>
Pupil assessment data	Name D.O.B. Test data Teacher Assessment data	Monitor a child's progress and identify next steps  Well-Being of Your Child	All Staff  (as necessary)	Staff electronic records  Paper tests are stored in locked filing cabinets in each classroom / basement  Data is deleted / shredded as necessary	Held on File throughout a child's time at school  Key data is passed onto a new School when moving on  Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

<b>Has Few / No Data Compliance Requirements</b>	<b>Has A Moderate Level of Data Compliance Requirements</b>	<b>Has a High Level of Data Compliance Requirements</b>
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.

# Appendix A

## Pathway 1: The Nature of Religion and Belief



Religions/worldviews involve interconnected patterns of beliefs, practices and values. They are also highly diverse and change in response to new situations and challenges. These patterns of diversity and change can be the cause of debate, tension and conflict or result in new, creative developments. *(Based on Big Idea 1: Continuity, Change and Diversity)*

## Pathway 2: Expressing Belief



It is often difficult to express deepest beliefs, feelings, emotions and religious experiences using everyday language. Instead, people may use a variety of different approaches including figurative language and a range of literary genres. In addition, people sometimes use non-verbal forms of communication such as art, music, drama and dance that seek to explain or illustrate religious or non-religious ideas or experiences.

*(Based on Big Idea 2: Words and Beyond)*

## Pathway 3: A Good Life



Many people, whether religious or not, strive to live according to what they understand as a good life. Religious and non-religious communities often share an understanding as to the sort of characteristics and behaviours a good person will seek to achieve, as well as dealing with what is, or is not, acceptable moral behaviour. The ideal is usually presented in the lives and character of exemplary members. There are points of agreement and disagreement over the interpretation and application of moral principles both across and within different religions and worldviews.

*(Based on Big Idea 3: A Good Life)*

## Pathway 4: Personal Journey



Human beings have deeply felt experiences, which they may refer to as being 'religious' or 'spiritual' or simply part of what it means to be human. These experiences can take place in both religious and non-religious contexts and may produce a heightened sense of awareness and mystery, or of identity, purpose and belonging. The experience is sometimes so powerful that it transforms people's lives. As a result, people may change their beliefs and allegiances and on rare occasions the experience of a single person has led to the formation of a new religion or worldview.

*(Based on Big Idea 4: Making Sense of Life's Experiences)*

## Pathway 5: Influence and Authority



Religious and non-religious communities interact with wider society and cultures. These communities affect societies by shaping their traditions, laws, political systems, festivals, values, rituals and arts. The patterns of influence vary significantly in different societies and at different points in time. Some societies are influenced predominantly by one religion or worldview, others by several or many. Religions and worldviews often appeal to a highly respected authority or vision, and this can have significant impacts on societies and cultures, whether positive or negative. *(Based on Big Idea 5: Influence and Power)*







## Pathway 6: The Big Picture





















Religions and worldviews provide comprehensive accounts of how and why the world is as it is. These accounts are sometimes called 'grand narratives'. They seek to answer the big questions about the universe and the nature of humanity. These narratives are usually based on approaches to life, texts or traditions, which are taken to be authoritative. People interpret and understand these texts and traditions in different ways. *(Based on Big Idea 6: The Big Picture)*













# Appendix B

## R.E Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Enhancements
<b>Reception</b>	<p>E.3 Who cares for me and how do I help others? (P.3)</p> <p style="text-align: center;">Pathway</p> 	<p>E.5 How do people celebrate special times? (P.5)</p> <p style="text-align: center;">Pathway</p> 	<p>E.6 How do we understand and care for the world? (P.6)</p> <p style="text-align: center;">Pathway</p> 	<p>E.4 Who belongs in my family and community? (P.4)</p> <p style="text-align: center;">Pathway</p> 	<p>E.1 Which places are special to members of my community? (P.1)</p> <p style="text-align: center;">Pathway</p> 	<p>E.2 Why are some objects special? (P.2)</p> <p style="text-align: center;">Pathway</p> 	<p>Visitor Christian</p> <p>Visitor Muslim</p>
<b>Religion/worldviews to include</b>	<p>Christianity, Buddhism, Hindu Dharma, Islam, and non-religious beliefs.</p>	<p>Christianity, Islam, Judaism, Sikhi, Hindu Dharma and non-religious beliefs.</p>	<p>Christianity, Islam, Judaism, Hindu Dharma and non-religious beliefs.</p>	<p>Christianity, Hindu Dharma, and non-religious beliefs.</p>	<p>Christianity, Islam, Hindu Dharma, Sikhi</p>	<p>Christianity, Judaism, Islam, Hindu Dharma and non-religious beliefs.</p>	
<b>Rationale</b>	<p>Good links with children introducing themselves and their family members at the start of the year.</p>	<p>Children will broaden knowledge of their own special times such as birthdays etc by looking at special times/celebrations in other religions.</p>	<p>Links with forest work - planting/sowing seeds and caring for our outdoor environment.</p>	<p>Children will broaden knowledge of extended family/community in which they belong (building on unit E.3) and look at the similarities and differences to others.</p>	<p>Having explored people that are special to them, special times, and who belongs in their family/community, throughout this unit, children will extend their knowledge to look at special places within their community and those of others.</p>	<p>Builds on children's knowledge of special people, times and places to look at special objects to themselves and others.</p>	

<b>KS1 (Class 2) Year A</b>	C1.3 How can we make good choices? (P.3) <u>Pathway</u> 	C1.6 Which books and stories are important? (P.6) <u>Pathway</u> 	F1.13 What do religions/worldviews say about our wonderful world? (P.4 and 6) <u>Pathways</u>  	C1.1 What does it mean to belong to a community of belief (P.1) <u>Pathway</u> 	Visitor Christian
<b>Religion/worldviews to include</b>	Christianity, Buddhism, Hindu Dharma, Islam, Judaism, Humanism, Sikhi, non-religious beliefs.	Christianity, Islam, Sikhi	Christianity Islam	Christianity Islam Judaism Sikhi	
<b>Rationale</b>	Links with Friezland expectations focus at the beginning of the year.	Builds on special people, places and communities studied in Reception.	Builds upon knowledge learned in Reception 'understanding and caring for the world', children deepen knowledge to understand what religions/worldviews say about our wonderful world.	This unit builds on the work covered in Reception in which children explore special places of community members; they further explore what it means to belong to a community in the religions above.	
<b>KS1 (Class 2) Year B</b>	C1.5 Why are festivals important in a community? (P.5) <u>Pathway</u> 	F1.12 How and why do we care for others? (P.3) <u>Pathway</u> 	C1.2 How are symbols used to welcome new life? (P.2) <u>Pathway</u> 	C1.4 How and why do some people pray? (P.4) <u>Pathway</u> 	Visitor Christian Visitor Muslim
<b>Religion/worldviews to include</b>	Hindu Dharma	Christianity Sikhi Judaism Non-religious beliefs.	Christianity Islam Sikhi Non-religious beliefs	Christianity Islam Buddhism Hindu Dharma Non-religious beliefs	
<b>Rationale</b>	Builds on the festivals studied in Reception by exploring the festival of Light/Diwali and why this is significant to Hindus.	Builds on children's reflections of who cares for them studied in Reception. Children discuss and reflect upon who they, and others care for.	Links to new life in Spring. Children build on their knowledge and reflections of special people, places and objects covered throughout Reception to look at the symbols and symbolic meaning of food, objects and practices in different religions and rituals.	Introduces children to the importance of prayer across a variety of religions, with links to deep thought/reflection time and meditation that may take place for those with non-religious beliefs.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Enhancements
<b>Lower KS2 (Class 3) Year A</b>	FL2.13 Why do people follow inspirational leaders? (P.3 and 5) <u>Pathway</u>  	CL2.6 How do ancient stories influence modern celebrations? (P.6) <u>Pathway</u> 	CL2.2 How do different people express their spirituality? (P.2) <u>Pathway</u> 	CL2.1 <u>How</u> do Jews remember God's covenant? (P.1) <u>Pathway</u> 	Visitor Christian Visit to Hindu Temple		
<b>Religion/worldviews to include</b>	Christianity Judaism Islam <u>Non-religious beliefs</u>	Judaism Paganism Hindu Dharma Sikhi	Christianity Islam Sikhi Judaism Hindu Dharma Non-religious beliefs	Judaism			
<b>Rationale</b>	Links to school council work, Friezland expectations and making right choices.	Links to history topic (How did Britain change from Stone Age to end of the Roman occupation?) Builds on festivals and celebrations work covered in EYFS and KS1.	Links with world cultures week - art, music and dance.	Links to Jewish Visitor/class visit to the Jewish Museum.			
<b>Lower KS2 (Class 3) Year B</b>	CL2.5 What faiths and beliefs can be found in our country and community? (P.5) <u>Pathway</u> 	FL2.11 How do creation stories help people understand the world? (P.6) <u>Pathway</u> 	CL2.4 Why do the lives of the Gurus inspire Sikh believers? (P.4) <u>Pathway</u> 	CL2.3 How do the five pillars help Muslims to lead a good life? (P.3) <u>Pathway</u> 	Visitor Christian Visit to Jewish Museum		
<b>Religion/worldviews to include</b>	Christianity Islam Judaism Sikhi Hindu Dharma Buddhism	Christianity Judaism Islam Sikhi Hindu Dharma Non-religious beliefs	Sikhi and non-religious beliefs	Islam and non-religious beliefs			
<b>Rationale</b>	Having studied a range of religions and festival throughout Class 1 and Class 2, children will now be better equipped to explore the range of faiths amongst the Oldham Community/country.	Children will have shared stories linked to the faiths covered to date and now explore the similarities/differences within various creation stories to help them to understand the world and the beginning.	This unit focusses on building children's knowledge of Sikh beliefs and how believers have been inspired.	Allows children the opportunity to study how the five pillars help Muslims to lead a good life, giving children a deeper understanding of the faith of Islam and similarities for children to non-religious beliefs.			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Enhancements
<b>Upper KS2 (Class 4) Year A</b>	CU2.3 What values do people live by? (P.3) <u>Pathway</u> 	CU2.6 What do Bible narratives say about covenant? (P.6) <u>Pathway</u> 	FU2.10 What does believing and belonging mean in Oldham? (P.2 and 3) ( <u>Short unit</u> ) <u>Pathway</u>  	CU2.2 How do Sikhs express their beliefs? (P.2) <u>Pathway</u> 	FU2.15 What is Humanism? (P.3 and 5) <u>Pathway</u>  	Visitor Christian Visitor Humanist	
<b>Religion/worldviews to include</b>	Christianity, Buddhism, Hindu Dharma, Islam, Judaism, Humanism, Sikhi, non-religious beliefs.	Christianity	Christianity Islam Non-religious beliefs	Sikhi	Humanism		
<b>Rationale</b>	Links to beginning of year sharing expectations.	Links to Christmas	Children explore the three most common faiths in Oldham and reflect on what belonging here means for them personally.	Builds on work covered in LKS2 - CL2.2 and CL2.4.	Links to transition and preparing for Secondary school and the future.		
<b>Upper KS2 (Class 4) Year B</b>	CU2.1 What do Hindu people believe? (P.1) <u>Pathway</u> 	CU2.5 How and why do Jewish communities celebrate their festivals? (P.5) <u>Pathway</u> 	FU2.11 What is the significance of Easter, Ascension and Pentecost? (Short Unit) (P.6) <u>Pathway</u> 	CU2.4 How might pilgrimage transform people's lives? (P.4) <u>Pathway</u> 	FU2.14 How do Buddhists live a meaningful life? (P.1) <u>Pathway</u> 	Visitor Christian	
<b>Religion/worldviews to include</b>	Hindu Dharma	Judaism	Christianity	Islam Christianity Judaism Sikhi Hindu Dharma Non-religious beliefs	Buddhism		
<b>Rationale</b>	Links to Diwali, class visit to Hindu Temple	Builds on festival work covered throughout EYFS, KS1 and LKS2, focussing on gaining a deeper understanding of Judaism.	Links to Easter celebrations and visitor from church.	Links to preparation, focus, dedication, sacrifice and reward (being mentally, physically and emotionally strong for end of year assessments and transition).	Links to transition and preparing for Secondary school and the future.		

# Appendix C

<i>Children will be learning to:</i>	<i>Examples of how to support this using RE content</i>	<i>Pathway links</i>
<p><b>Talk about members of their immediate family and community</b></p> <p><b>Name and describe people who are familiar to them</b></p> <p><b>ELG: Talk about the lives of the people around them and their roles in society</b></p>	<p>During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.</p> <p>Talk about special or precious objects found in their homes – including religious objects and pictures. Learn about and handle some religious artefacts.</p> <p>Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.</p> <p>Encourage the children to talk about any religious or non-religious members of the local community with whom they are familiar and know of the work that they do. e.g. Vicar, Sunday School teacher, Jewish rabbi, Muslim imam or madrassa teacher, humanist celebrant. Arrange visits from some of these people so that children can meet them and ask questions.</p>	<p>Pathway 2: Expressing Beliefs</p> <p>Pathway 4: Personal journey</p>

<p><b>Compare and contrast characters from stories, including figures from the past</b></p> <p><b>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>	<p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures, religions and times in storytelling, listen to what children say about them.</p> <p>Draw out common themes from stories, parables and fables such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes. In addition to storytelling, introduce characters, including those from the past, using songs, poems, puppets, role play and other storytelling methods.</p> <p>Begin to understand that some books and stories such as sacred texts are of particular importance to some people, that they contain guidance and rules for life, and are used and handled in special ways. Introduce simple stories from different religions and cultures so that children become familiar with them.</p>	<p>Pathway 2: Expressing Beliefs</p> <p>Pathway 6: The Big Picture</p>
<p><b>Understand that some places are special to members of their community</b></p> <p><b>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</b></p>	<p>Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p> <p>Take children to places of worship and places of local importance to the community. Explore these special places using all the senses.</p> <p>Invite visitors from different religious, non-religious and cultural communities into the classroom to share their experiences with children.</p>	<p>Pathway 1: Nature of Religion and Belief</p>

<p><b>Recognise that people have different beliefs and celebrate special times in different ways</b></p> <p><b>ELG: 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;</b></p>	<p>Weave opportunities for children to engage with religious, non-religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p> <p>Develop knowledge of when celebrations occur by displaying a calendar of special events. Mark the special events relevant to children in the class. As appropriate, provide opportunity for children to explore and experience activities associated with festivals whilst being mindful of protocol and sensitivities. Provide opportunity for children to respond creatively to the celebration of festivals through art music, dance, writing.</p>	<p>Pathway 5: Influence and Authority</p>
<p><b>Explore the natural world around them</b></p> <p><b>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants</b></p>	<p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</p> <p>Hear and become familiar with stories, messages, actions and thoughts from different faith and belief traditions about the natural world e.g. creation stories, stories about care for living things.</p>	<p>Pathway 6: The Big Picture</p>
<p><b>See themselves as a valuable individual</b></p> <p><b>ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</b></p>	<p>Listen to stories and parables from different religious and non-religious traditions as a starting point to think about and reflect on their own feelings and experiences. Draw out themes such as kindness, forgiveness, love.</p> <p>Use role-play and other activities to explore and become familiar with well-known stories. Talk about the words and actions of characters in religious and non-religious stories.</p>	<p>Pathway 3: Good Life</p>

<p><b>Express their feelings and consider the feelings of others</b></p> <p><b>ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly</b></p>	<p>Explore rules and the concept of right and wrong. Think about how their behaviour affects others.</p> <p>Use stories and real-life examples to explore behaviour and think about how people learn to live well together and make good choices.</p>	<p>Pathway 3: Good Life</p>
<p><b>Think about the perspectives of others</b></p> <p><b>ELG: Show sensitivity to their own and to others' needs.</b></p>	<p>Talk about some of the people who care for them, including friends and family.</p> <p>Talk about ways that people show love and concern for others and why this is important. Explore examples of how people help each other.</p> <p>Invite visitors from different religious, non-religious and cultural communities into the classroom to talk about how they put their beliefs into practice by helping others.</p>	<p>Pathway 3: Good Life</p>

*(Believing and Belonging in Oldham, Religious Education Agreed Syllabus 2025-2030, p.30-32)*