RE CURRICULUM OVERVIEW FOR PARENTS

OUR SCHOOL VISION

"Striving for excellence together in a caring Christian community."

RESPECT COMPASSION COURAGE

As a Church school, we believe that people grow in mind, body and spirit. Christian values are the foundation of our teaching and our ethos as we strive together for excellence for all. We aim for each member of our school community to fully engage in the great adventure that is Primary education.

Working together, we aim for all of our school community to become:

- successful learners who enjoy learning and exploration, make progress and achieve;
- confident, well-rounded individuals who are able to live safe, healthy and fulfilling lives; and
- responsible citizens with strong moral and social values who make a positive contribution to society.

"I came to give life—life in all its fullness." John 10:10

LIVING OUR VISION THROUGH RELIGIOUS EDUCATION

Religious Education helps pupils explore big questions about belief, meaning, and identity so they learn to speak and listen with respect, compassion, and curiosity. Pupils engage with Christianity and other world faiths, and with non-religious worldviews, through enquiry, discussion and encounter. Lessons and collective worship offer safe spaces for reflection and personal response, helping pupils to understand their own experiences, appreciate diversity and contribute thoughtfully to life in modern Britain.

OUR RE CURRICULUM

We follow the **Lincolnshire Agreed Syllabus (2025-2030)**, which ensures a robust and diverse exploration of worldviews. Our curriculum is built around four key strands:

- **Belonging and Identity**
- **Beliefs, Influences and Values**
- **Expression, Experience and the Sacred**
- **Truth, Interpretation and Meaning**

YEAR GROUP BREAKDOWN

- **Reception: Special and Sacred** Children identify people and stories special to them, such as the **Nativity** and the story of **Rama and Sita**. They explore sacred spaces like the **Church and Mandir** and celebrate festivals like **Christmas, Easter, Holi, and Diwali**.

- **Year 1: Special and Sacred Stories** Pupils act as "Theologians" to compare stories of **Moses and Jesus**. They study **Creation stories** from religious (Genesis, Allah) and non-religious (**Humanist Big Bang/Evolution**) perspectives and learn about festivals of freedom like **Passover**.

- **Year 2: Sacred Texts, Beliefs and Connections** Focusing on **Revelation**, children examine how the **Bible, Qur'an, and Vedas** guide believers. They explore core concepts like the **Trinity**, the **Shema**, and the Dharmic cycle of **Karma and Reincarnation**.

- **Year 3: Why Communities Matter?** Pupils investigate **Pilgrimage** (Hajj, the Ganges, Bethlehem) and the diversity of the local Lincolnshire community through visits to **Anglican and Baptist** churches. They use **Philosophy for Children (P4C)** to discuss truth and moral choices.

- **Year 4: Commitment, Promises and Meaning** Children explore "Rites of Passage," comparing **Baptism, Aqiqah (Islam), and Naam Karan (Sikhi)**. They study the symbolism of **Marriage** and look at **Afterlife** beliefs, comparing linear and cyclical views of existence.

- **Year 5: Expression, Experience and the Senses** This year focuses on **Worship** (Puja, Shabbat) and how the senses are used to encounter the Divine. Pupils also study **Inspirational Women** like **Malala Yousafzai, Anne Frank, and Rosa Parks**, exploring how faith drives a quest for justice.

- **Year 6: Big Questions - What do people believe?** Pupils debate the **existence of God** (Theist, Atheist, Agnostic) and tackle "Big Questions" about **suffering, peace, and morality**. The year culminates in pupils drafting their own **"Worldview Statement"** to reflect their personal journey.

PROGRESSION

Our curriculum uses three "Disciplinary Lenses" to help children progress:

- **Theology (Theologians):** Learning about the core beliefs and sacred texts of different faiths.

- **Philosophy (Philosophers):** Using reason and dialogue to tackle "Big Questions" about truth and existence.

- **Social Science (Social Scientists):** Observing how people live out their faith and worldviews in their daily lives and communities.

As children move from Reception to Year 6, they progress from describing simple rituals to evaluating complex ethical dilemmas and reflecting on their own "positionality"—the personal lens through which they see the world.

HOW PARENTS CAN SUPPORT

- **Discuss "Big Questions":** Encourage your child to share their thoughts on fairness, truth, or what makes a person "good."
- **Explore Family Identity:** Talk about the groups your family belongs to (clubs, communities, or faiths) and what values are important to you.
- **Visit Sacred Places:** Lincolnshire is rich in history; visiting a local church or landmark can help children see the "lived experience" of faith.
- **Celebrate Diversity:** Discuss different festivals or traditions you see in the news or the community, focusing on the "Golden Rule" of treating others with respect.

GLOSSARY OF TECHNICAL TERMS

- **Worldview:** The personal "lens" or framework through which an individual understands and interprets the world.
- **Abrahamic:** Religions that trace their origin to the prophet Abraham, including **Christianity, Islam, and Judaism**.
- **Dharmic:** Religions that originated in India, such as **Hinduism, Sikhi, and Buddhism**.
- **Revelation:** The belief that God communicates or reveals truth directly to humans through texts, visions, or messengers.
- **Covenant:** A solemn, sacred agreement or promise (e.g., between G-d and the Jewish people).
- **Karma:** The principle that a person's actions (good or bad) lead to corresponding consequences in this life or the next.
- **Ahimsa:** The principle of non-violence and respect for all living things.
- **Stewardship/Viceroys:** The responsibility humans have to look after and protect the natural world.