

Who are we?

Religious education within our school gives students valuable insights into the diverse beliefs & opinions held by people today. It helps with their own personal development & supports an understanding of the spiritual, moral, social & cultural questions that surface again & again in their lives. Parents understand the relevance of RE for all children, whatever their religion or belief and the importance of teaching children to respect and value religious beliefs and ideas that may differ from their own. We all work as a team to prepare our pupils for the wider world, equipping them with a strong sense of right and wrong and supporting them in being better informed citizens. We hold links with a local Christian church, enjoying visits at Easter and Christmas as well as welcoming members of the church into our assemblies throughout the year. Religious festivals, such as Diwali, are celebrated with the generous support of parents who understand the value of first-hand experience to enrich the learning for our children.

It is our intent that children will leave Lace Hill Academy prepared for the wider world, and that they are equipped with a strong sense of right and wrong to support them in being better informed citizens. We want our pupils to be able to understand our constantly changing world, and to be able to interpret religious issues and evaluate their significance. We break this down in to the key knowledge needed, and how we can make it meaningful and bring it to life for them in the hope they will then have the confidence to ask questions and make connections across faiths.

The ODBE (Oxford Diocese) is a supporting resource for teaching RE at Lace Hill Academy. It organises learning into half-termly themes, each one revisiting multiple faiths, rather than simply focusing on one religion at a time. We believe in the importance of encountering concepts more than once to allow time for knowledge to develop and progress.

What do we need to know? Why?

There are two main educational purposes to RE:

1. Pupils can learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. This enables our pupils to understand the modern world.
2. Pupils can reflect more deeply on their own and others' sense of identity, meaning and purpose in life from their study of religion and belief. This develops our pupils' understanding of human values and mutual understanding.

For pupils to be able to understand our constantly changing world, they need to be able to interpret religious issues & evaluate their significance. We break this down into the key knowledge needed, and how we can make it meaningful and bring it to life for them in the hope they will then have the confidence to ask questions and make connections across faiths.

'Knowing it'

- Equipping children with the core knowledge and understanding of texts, stories and key beliefs.

'Living it'

- Providing opportunities for practice and participation in faith communities: diversity of beliefs in actions personally, locally and globally.

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'Linking it'

- Encouraging comparing and contrasting, evaluation and appraising and making connections to their own and others' lives.

Within our RE curriculum at Lace Hill Academy, we cover sacred texts, founders/prophets, places of worship, festivals as well as teaching our children about ethics and moral issues.

What do we need to experience? Why?

When a child leaves our school they will...

- Be a confident person
- Be an independent thinker and self-starter
- Empathise with others
- Have an inquisitive mind
- Take risks with their learning
- Bounce back and move forward when faced with a challenge
- Be proactive and innovative
- Have a sense of belonging

I am a Lace Hill theologian because...

- I am knowledgeable about religions and worldviews.
- I can express ideas and insights about the nature, significance and impact of religion and worldviews.
- I understand how to be respectful of ideas, religions and views which may differ to my own.
- I ask questions to help me make connections across religions.

Substantive Concepts

Beliefs, Values and Commitments

Community and Culture

Morals and Ethics

Disciplinary Concepts

- Understanding values
- Exploring beliefs and teachings
- Recognising practices and lifestyles
- Describing religious places and artefacts
- Reflecting



Religious education is an essential part of education for students as it opens their minds to different beliefs and mindsets that different people and cultures have around the world. It's extremely important for students to understand that their world-view is one of many. Children need to see the role religion plays in the wider world and the impact this can have, both positive and at times negative.

Lessons offer a structured and safe space for reflection, discussion, dialogue and debate, where pupils feel free to ask questions and share their own beliefs and world views with the confidence to do so. Lessons will cover, where appropriate and relevant, current events of a religious, moral or philosophical nature, whether local, national or global.

Our pupils need to experience Religious education using concrete resources and artefacts to enhance their learning, as well as the first-hand experience that comes from local trips and visits.

LHA Religious Education Journey (Progression)

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units covered	Skills are taught through the Early Years curriculum area 'Understanding the World'. Diwali Christmas Lunar New Year Chinese New Year Eid Easter Special books Bible stories	Is everybody special? Should we celebrate Harvest or Christmas? Does Creation help people understand God? Should everyone follow Jesus? Are some stories more important than others? Do we need shared special places?	Who should you follow? Do religious symbols mean the same to everyone? Does everyone celebrate the New Year? How should the Church celebrate Easter? Can stories change people? How should you spend the weekend?	Do Christians have to take Communion? Is light a good symbol for celebration? Is a Jewish/Hindu child free to choose how to live? Does Easter make sense without Passover? Does Jesus have authority for everyone? Can made-up stories tell the truth?	Do Murtis help Hindus understand God? Does the Christmas narrative need Mary? Is a holy journey necessary for believers? Should believers give things up? Did Jesus really do miracles? Does prayer change things?	Do Sikhs need the Guru Granth Sahib? Does God communicate with humans? Does the community of the Gurdwara help Sikhs lead better lives? Was the death of Jesus a worthwhile sacrifice? Are you inspired? What's best for our world?	Does it matter what you believe about Creation? Is 'God made Man' a good way to understand the Christmas story? Do clothes express beliefs? Is the resurrection important to Christians? Are saints encouraging role models? Can we know what God is like?
Trips/Visits			Visitors from different faiths		Christmas Unwrapped	Faith Tour – Mosque, Church and Gurdwara	Faith Tour – Mosque, Church and Gurdwara Easter Cracked

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LHA Religious Education Journey (Progression in Knowledge and Skills)							
Knowledge 'Knowing it'	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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	Recognise the core beliefs of the religion(s) studied e.g. creation, salvation, incarnation: belief in one God (Christianity and Judaism) Recall a variety of religious stories used for different purposes	Give a simple account of some of the core beliefs and symbols of the religions and nonreligious world views studied Retell a selection of key stories, making links to the core beliefs	Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.) Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)	Describe the lives of the most important religious figures and their place within the belief system Suggest meaning for the various kinds of writing found within sacred texts	Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders Use technical & religious language to identify the different writings within sacred texts	Recognise the role of inspiration in the creation of sacred texts and the lives of leaders Explain the connections between sacred texts and beliefs using theological terms
Experience 'Living it'	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Explain the reasons for rules, know right from wrong and try to behave accordingly	Give simple examples of how the stories and beliefs influence the behaviour of believers, with reference to the local area Identify some elements of practice that arise from these beliefs	Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot) Give examples of how beliefs are linked to worship and prayer	Identify the key practices of a faith and some of the differences between denominations or sects Describe how beliefs influence worship and guide lifestyle choices	Make links between the texts studied and the practice of faith in the community and family Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God	Make clear links between the texts and concepts studied and common practice across denominations Describe the actions of believers in their communities, locally and globally that demonstrate commitment	Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects) particularly in questions about life and death Show how inspiration might play a part in how believers interpret the texts
Application 'Linking it'	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Show sensitivity to their own and to others' needs	Talk about their own experiences in the light of the religious knowledge gained Express their own opinions appropriately about the differences that beliefs make to the way believers live	Talk about their own experiences in the light of the religious knowledge gained Express their own opinions appropriately about the differences that beliefs make to the way believers live	Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area Make links between the teachings of	Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area Make links between the teachings of	Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life Weigh up the impact that believers' actions have on their communities, locally	Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life Weigh up the impact that believers' actions have on their communities, locally

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		<p>Make simple comparisons to their own lives</p> <p>Ask questions about the beliefs and practices of others</p>	<p>Make simple comparisons to their own lives</p> <p>Ask questions about the beliefs and practices of others</p>	<p>religious figures and current leaders</p> <p>Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave</p>	<p>religious figures and current leaders</p> <p>Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave</p>	<p>and globally and comment on how positive this may be</p> <p>Compare religious and non-religious responses to the big questions of life</p>	<p>and globally and comment on how positive this may be</p> <p>Compare religious and non-religious responses to the big questions of life</p>
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