



Sedgeberrow Church of England First School
Headteacher Mr Philip Croke
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Tel 01386 881391
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Religious Education Offer 2022



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Subject leader)

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School Vision





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Our vision is to ensure that every child achieves happiness, emotional and physical wellbeing and the opportunities to develop an understanding of their own spirituality. Through this vision our children flourish with kindness as individuals and achieve their best. All children will grow a lifelong love of learning, a love for others and our world and a love for themselves.

'Love each other as I have loved you'
John 15 :12

The Intent, Implementation and Impact of our Religious Education Curriculum

Intent:

At Sedgeberrow Church of England First School we consciously strive to achieve a positive, caring ethos throughout the school. Religious Education is taught within this context and plays an important part in upholding the Christian character of the school, alongside our daily acts of collective worship, PSHE and cross-curricular studies. As a Church of England school, the teaching of Religious Education at Sedgeberrow First School is central to our curriculum. The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'

Through our Religious Education curriculum, we aim:

- to engage pupils in enquiring into and exploring questions arising from the study of religion, faith and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- to provide our pupils with the knowledge and understanding of Christianity and other principal religious faiths, traditions and beliefs represented in Great Britain and the wider world.
- to develop our pupils' understanding of the ways in which beliefs influence people's behaviour, practices and outlook.
- to enable our pupils to develop a positive attitude towards people who hold religious beliefs different from their own.
- to enable our pupils to apply the insights of the principal religious faiths and traditions to their own search for identity and significance.
- to enable our pupils to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.





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Implementation:

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents'. (s 71 SSFA 1998)

Parents have the right to request that their child be excused from all or part of the Religious Education provided at school.

The syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main, Christian, while taking into account the teaching and practices of the other principal religions represented in Great Britain'. (s 375 (3) Education Act 1996)

We comply with the legal requirements for the teaching of Religious Education by following the Worcestershire Agreed Syllabus for Religious Education and Understanding Christianity - Text, Impact, and Connections.

It is recommended that a minimum of 5% of curriculum time be allocated to Religious Education.

The teaching of Religious Education in class lessons is:

- **Foundation Stage:** This is the time when pupils will begin to explore religion through stories, special people, times and books. They will begin to reflect on their own feelings and experiences and to use and develop their imagination and appreciation of the world around them. This should add up to 36 hours per year, which is 1 hour per week





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- Key Stage 1: 36 hours per year, 1 hour per week
- Key Stage 2: 45 hours per year, 1 ¼ hours per week

As this is a Church of England Primary School, Religious Education may be reinforced during the daily act of Collective Worship.

Lessons are planned and delivered in a variety of ways so that all children can participate fully. Interactive, practical activities linked to the themes in the syllabus and other subjects where appropriate, encourage our pupils to discuss their ideas and extend their understanding of difficult concepts and challenging questions.

Pupils' progress in Religious Education is based on the expected outcomes outlined in the Agreed Syllabus and in Understanding Christianity, which have been developed in line with guidance produced nationally. Pupils are assessed regularly and their progress is monitored against these objectives.

We see the relationship with parents as very important in supporting their child's learning. We involve the parents in their child's learning by:-

- Providing regular parent's evenings, which give them verbal and written information on their child's progress and their targets for the future.
- Providing termly curriculum letters informing the parents on the areas of the curriculum that are being covered.
- Providing an end of year report, which outlines progress and attainment.





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Impact:

Religious Education at Sedgeberrow develops pupils'...

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life choices), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

Religious Education at Sedgeberrow encourages pupils to:

- consider their own thoughts and opinions on the challenging questions of the meaning and purpose of life, beliefs about God, their own self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;





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- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging in the world, preparing them for life as citizens in a multi-cultural global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education at Sedgeberrow enhances pupils'...

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education at Sedgeberrow offers:

- opportunities for all pupils for personal reflection and spiritual development;
- preparedness for life in a multi-cultural global society where they can exist in harmony with others and live life to the full.





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Year Group	Autumn		Spring		Summer	
Together We Shine Brighter						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	Being special: where do we belong?	Why do Christians perform nativity plays at Christmas? (INCARNATION)	What times and stories are special and why?	Why do Christians put a cross in an Easter garden? (SALVATION)	Why is the word 'God' so important to Christians? (CREATION)	What places are special and why?
Year 1	Who made the world? (CREATION) Harvest	What does it mean to belong to a faith community?	1.1 GOD: What do Christians believe God is Like?	Who is Jewish and how do they live? (PART 1)	Who is Jewish and how do they live? (PART 2)	How should we care for the world and for others, and why does it matter?
Year 2	Who is a Muslim and what do they believe? (Part 1)	Why does Christmas matter to Christians? (INCARNATION)	Who is a Muslim and what do they believe? (Part 2)	Why does Easter matter? (SALVATION)	What is the good news that Jesus brings? (GOSPEL)	What makes some places sacred?
Year 3	2a.1: CREATION/FALL: What do Christians learn from the Creation story?	How do festivals and family life show what matters to Jewish people?	2a.2 PEOPLE OF GOD: What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	2a.4 GOSPEL: What kind of world did Jesus want?	Why do some people think that life is like a journey and what significant events mark this?
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6



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Year 4	What do Hindus believe God is like?	2a.3 INCARNATION/GOD: What is the Trinity? Christmas	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday?' (SALVATION)	2a.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost?	How and why do religious and non-religious people try to make the world a better place?
Year 5	Term 1 What does it mean to be a Muslim in Britain today?	Term 2 Was Jesus the Messiah? (INCARNATION)	Term 3 What does it mean if God is holy and loving? (GOD)	Term 4 Why is the Torah so important to Jewish people?	Term 5 How far does following God bring freedom and justice? (PEOPLE OF GOD)	Term 6 Why do some people believe in God and some people not?

