## **RE at Lindfield Primary Academy**

At Lindfield, we want all children to have an RE education which is grounded within our school curriculum vision and intent.

RE is a fantastic subject for showcasing our school learning values!

Why? It provides children with a wide range of opportunities to enquire, stretch themselves, develop creativity and develop respect. Alongside this, children are able to build an appreciation for the diversity both within school, the local community and the wider world. The subject also provides a brilliant area of the curriculum to provide children with cultural capital opportunities.

Asking 'big' questions and understanding that there are some questions which we cannot an-

evidence.

Asking questions about our learning

Justifying their views respectfully and debating with others

Comparing different ideas and developing balanced arguments

understanding how to use it in the correct context.

#### Unique

EYFS—Exploring different traditions and customs.

Year 1-Understanding that some faiths have special celebrations in the year.

Marking major religious festivals in weekly assemblies, for example Hanukah and Easter.

Year 4 exploring the unique symbols linked to different beliefs.

Our curriculum provides breadth

depth, stretch and challenge. We rate each child to believe in

themselves and to strive to meet

Independence

their own potential, building

Our curriculum provides

opportunities for all children to

be independent learners with

high aspirations. Pupils of all

abilities and social backgrounds

achieve. Every child is recognised

are given the opportunity to

as a unique individual.

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Vision

#### Confident

**Lindfield Primary Academy** 

**Curriculum Intent** 

We seek to encourage all of our

children to become confident,

secure, caring individuals who

achieve personal success and

Celebration

develop a lifelong love of learning.

Children leave our academy ready

for secondary school as confiden

enced with high ambition fo

secure, caring individuals. Our

all. Achievements are regularly

recognised through praise and

recognise and celebrate

children enjoy their learning

make progress and achieve

striving to be the best they

can be!

irriculum is planned and

Children actively taking part in Community Assemblies on a Wednesday.

Children celebrating and showcasing their work on the various RE displays around the school.

Debating ideas and enquiry questions respectfully within classes, sharing ideas and justifying answers (Year 6 Summer 1 and 2)

#### Diversity

Enthusiasm

We provide a diverse, creative and values

based curriculum with a wide range of first

activities. Our curriculum is designed to

become critical thinkers and develop a

thirst for new experiences. Our curriculum

Respect

Our curriculum celebrates and

welcomes diversity. We ensure

that all children understand the

while supporting the spiritual,

moral, social and cultural

development of each child

Success

positive contribution they make to

their community and wider society

enable children to develop creativity

builds on prior learning and deepens

knowledge

hand experiences and extra-curri

DiscoveryRE Scheme of Learning explored all major religions. They are shared out across the year groups.

Through the enquiry based approach, children explore different faiths and develop a real sense of the diverse nature of different faiths.

Children understand that people both near and far might have different cultures to their own.

Community Crew visits to local places of worship and feedback from this.

#### First Hand Experiences

Year 2 visit to the local mosque in the Sum-

Year 1 visit to local churches in the Autumn Term.

Christmas carol concert KS2

**EYFS Nativity** 

KS1 Nativity

Fortnightly church assembly

Community Crew visits to local places of worship and feedback to school (Catholic Church and Mosque)

Diwali Dance workshop LKS2

Harvest Festival collection

#### **Prior Learning**

Knowledge organisers and word mats

Class discussion at the start of a new enquiry (What do we already know?)

Children from different faiths sharing their own experiences with the class.

Progression of skills map

#### Stretch and Challenge

Thinking critically about sources of

Learning new vocabulary and

#### Resilience

Learning new words and vocabulary and practicing using this in different contexts.

Building confidence to express own views to other people.

Understanding that some people may hold different views to your own and that's fine!

#### **Questioning, Communicating and Observing**

Our planning places great

questioning, communication

and observation. We work

and learn together across

our academy and within the

emphasis on skills of

Exploring different cultures and faiths and asking questions to broaden understanding.

Year 3—exploring viewpoints about Jesus' miracles.

Year 6—Exploring and communicating back how Muslims might show commitment to God.

Year 4—Ask questions about how forgiveness is possible.

Questioning sources of evidence and asking how reliable they

Church assemblies—observing how major religious festivals are celebrated.

#### **Learn Together**

Children working to create presentations within enquiries (Year 5 Autumn 2 for example).

Class debates linked to our RE learning (Year 4 Spring 1 for example)

Practising for Christmas Nativities, etc.

#### **Contribution to Community and Wider Society**

Community Assemblies

Community Crew

Church visits

Christmas concerts and Nativities

Harvest Festival collection for local foodbank

### Celebrate

Whole School RE Learning display to showcase subject in rotunda.

Community Crew display to showcase cultural capital opportunities and celebrate the diversity in the local area.

Children of faith feeling confident to share this and celebrate it in class setting.

# Independence

Community Crew-asking questions and planning a feedback assembly

Children gathering evidence to answer an enquiry question.

Contributing in Community Assemblies on Wednesday

Offering own opinions and view within class discussions and debates (for example Spring 2 Year 2)