



**Religious Education
at
Castle Camps C. of E. (V.C.) Primary School**

Life in all its fullness
(Document revised December 2024)

Intent

At Castle Camps C of E Primary School we strive to deliver the highest quality Religious Education, encouraging children to question, reflect and empathise. We develop the children's knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom. We explore the influence of the beliefs, values and traditions on individuals, communities, societies and cultures. We encourage openness and resilience when wrestling with challenging questions and nurture a spirit of respect and kindness in our discussions. Children develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom. Children are given opportunities to express their ideas in creative ways. We find excitement and joy in the richness and variety of our ideas.

Implementation

RE at Castle Camps CE Primary School is based on the Cambridgeshire Agreed Syllabus. Children are taught in discreet RE lessons, which are sometimes delivered weekly and at other times delivered in a block. Children are taught about Christianity throughout the school, with progression in understanding ensured through use of the Suffolk-based Emmanuel Project (World Religions & World Views) and Understanding Christianity. Scheme. Children will revisit key concepts of the main principles of Christianity at different stages of their learning. This can be seen on our long term plan, which also links the units to assessment statements.

In EYFS, the units are based on Christianity, but have links with other faiths - Faith Stories are also covered. Faiths are introduced in more depth in Years 1 to 6, with all major faiths being covered more than once across school. Humanism is covered in KS2 as standalone units and is referenced in other units. Progression in other world faiths is ensured through using the Suffolk based Emmanuel scheme. Units with similar themes across different faiths enable the children to develop the skills to enquire and investigate similarities and differences between key concepts in different faiths and beliefs. Children are encouraged to question their learning and are able to do this in a safe environment.

The curriculum is enriched by themed days, including the GenR8 Inspire Spaces, Christingle Workshops and The Stations of Holy Week and Easter Day (scheduled for Spring 2025).

Impact

Work produced in RE books is of high quality and outcomes evidence a broad and balanced RE curriculum. It is evident that children have a love for learning and are excited to discover and reflect on new beliefs, views and traditions. As children progress throughout the school, they will develop a deep knowledge, understanding and appreciation of various beliefs, views, traditions and cultures.

RE will also contribute to children's spiritual, moral, social and cultural development by allowing pupils to gain the knowledge and understanding to explore responses to life's challenges. This gives pupils the knowledge and skills for them to flourish within their own community and as members of a diverse and global society. RE will play a vital role in preparing pupils for their future and lifelong learning, by developing their awareness of fundamental questions raised by human experience, giving them knowledge to respond to such questions and allowing pupils to reflect on their own beliefs, values and experiences.

Castle Camps Transition Year 2024-2025

	Autumn Term		Spring Term		Summer Term	
Hedgehog EYFS Buildings of Faith: What makes some places sacred to religious believers?	UC Creation EYFS Unit Why is the word 'God' so important to Christians? Islam faith story: A Muslim whispering Allah in a baby's ear	UC Incarnation EYFS Unit Why do Christians perform nativity plays at Christmas? Islam faith story: Muslim story – Muhammed and the Ants	UC Salvation EYFS Unit How can we help others when they need it? Sikhi faith story: Har Gobind and the 52 Princes.	UC Salvation EYFS Unit Why do Christians put a cross in an Easter Garden? Buddhist faith story: The Monkey King.	UC Incarnation EYFS Unit What makes every person unique and precious? Hindu Dharma faith story: Raksha Bandhan	UC Creation EYFS Unit How can we care for our wonderful world? Jewish faith story: Tu be Shevat - Birthday of Trees
Squirrel 1/2	EP Judaism Teshuvah Why do Jewish families talk about repentance at New Year?	EP Christianity Why was Jesus given the name 'Saviour'?	UC Creation KS1 Core Unit Who made the world?	UC Salvation KS1 Core Unit Why does Easter matter to Christians?	EP Judaism Torah Why is the Torah such a joy for the community?	EP Islam Allah How do some Muslims show Allah is compassionate and merciful?

Rabbit 2/3	EP Christianity How do Christians show that reconciliation with God and others is important?	UC Incarnation KS1 DD Unit Why does Christmas matter to Christians? Matthew's gospel	EP Sikhi How do Sikhs put their beliefs about equality into practice?	UC Salvation KS1 DD Why does Easter matter to Christians?	EP Sikhi Dark and light. How does the teaching of the gurus move Sikhs from dark to light?	EP Hindu Dharma How does the story of Rama and Sita inspire Hindus to follow their dharma?
Badgers 4/5	EP Christianity Why is the gospel such good news for Christians?	EP Islam Submission How does a Muslim show their submission and obedience to Allah?	UC Incarnation UKS2 Core Unit Was Jesus the Messiah? Prophecy and Evidence	UC Salvation LKS2 D.D Unit Why do Christians call the day Jesus died Good Friday?	EP Islam What does the Qur'an reveal about Allah and his guidance?	EP Judaism What is holiness for Jewish people: a place, a time, an object or something else?
Deer 5/6	UC God UKS2 Core Unit What does it mean if God is loving and holy?	EP Islam How does tawhid create a sense of belonging to the Muslim community?	UC Incarnation UKS2 Core Unit Was Jesus the Messiah? Prophecy and Evidence	UC Salvation UKS2 Core Unit What did Jesus do to save human beings?	EP Humanism Why do Humanists say happiness is the goal of life?	Spirited Arts Competition

Enrichment Days: Vision and Values Day, Festivals of Lights, Stations of the Cross, Prayer

Castle Camps Year 2025-2026 Roll A

	Autumn			Spring		Summer	
Hedgehog EYFS	UC Creation EYFS Unit Why is the word 'God' so important to Christians? Islam faith story: A Muslim whispering Allah in a baby's ear.	UC Incarnation EYFS Unit Why do Christians perform nativity plays at Christmas? Islam faith story: Muslim story – Muhammed and the Ants.		UC Salvation EYFS Unit How can we help others when they need it? Sikhi faith story: Har Gobind and the 52 Princes.	UC Salvation EYFS Unit Why do Christians put a cross in an Easter Garden? Buddhist faith story: The Monkey King.	UC Incarnation EYFS Unit What makes every person unique and precious? Hindu Dharma faith story: Raksha Bandhan	UC Creation EYFS Unit How can we care for our wonderful world? Jewish faith story: Tu be Shevat - Birthday of Trees
Squirrel 1/2	UC Creation KS1 Core Unit Who made the world?	UC God KS1 Core Unit What do Christians believe God is like? Parables of the Lost	UC Incarnation KS1 Core Unit Why does Christmas matter to Christians? Luke's gospel	EP Judaism Mitzvot Why is learning to do good deeds so important to Jewish families?	UC Salvation KS1 Core Unit Why does Easter matter to Christians?	EP Judaism Teffillah Why do Jewish families say so many prayers and blessings?	EP Islam Submission How does a Muslim show their submission and obedience to Allah?

Rabbit 2/3	UC Creation KS1 DD Unit Who made the world?	UC God Core Unit What is it like to follow God? Noah	UC Incarnation KS1 Core Unit Why does Christmas matter to Christians? Luke's gospel	EP Hindu Dharma Why do Hindus want to collect good karma?	UC Salvation LKS2 Core Unit Why do Christians call the day Jesus died Good Friday?	EP Hindu Dharma How does a Hindu celebrate devotion to a deity at the festival of Holi?	EP Humanism Why do Humanists use the golden rule as a basis for morality?
Badger 4/5	UC Creation LKS2 DD Unit What do Christians learn from the Creation story?	UC God DD Unit What is it like to follow God? Abraham	UC Incarnation LKS2 DD Unit What is the Trinity? John 1	EP Islam How does tawhid create a sense of belonging to the Muslim community?	UC Salvation UKS2 Core Unit What did Jesus do to save human beings?	EP Judaism What symbols and stories help Jewish people remember their covenant with God?	EP Humanism Why do Humanists say happiness is the goal of life?
Deer 5/6	UC Creation UKS2 Core Unit Creation and Science. Conflicting and Complementary		UC Incarnation UKS2 DD Unit Was Jesus the Messiah? Transfiguration	EP Buddhism How does the Triple Refuge help Buddhists in their journey through life?	UC Salvation UKS2 DD Unit What did Jesus do to save human beings?	EP Buddhism How did Buddha teach his followers to find enlightenment?	Spirited Arts Competition

Enrichment Days: Vision and Values Day, Festivals of Lights, Kingdom of God, Global Neighbours

Castle Camps Year 2026-2027 Roll B

Hedgehog EYFS Buildings of Faith: What makes some places sacred to religious believers?	UC Creation EYFS Unit Why is the word 'God' so important to Christians? Islam faith story: A Muslim whispering Allah in a baby's ear.		UC Incarnation EYFS Unit Why do Christians perform nativity plays at Christmas? Islam faith story: Muslim story – Muhammed and the Ants.	UC Salvation EYFS Unit How can we help others when they need it? Sikhi faith story: Har Gobind and the 52 Princes.	UC Salvation EYFS Unit Why do Christians put a cross in an Easter Garden? Buddhist faith story: The Monkey King.	UC Incarnation EYFS Unit What makes every person unique and precious? Hindu Dharma faith story: Raksha Bandhan	UC Creation EYFS Unit How can we care for our wonderful world? Jewish faith story: Tu be Shevat - Birthday of Trees
Squirrel 1/2	UC Creation KS1 DD Unit Who made the world?	UC God KS1 DD Unit What do Christians believe God is like? Jonah and the big fish	UC Incarnation KS1 DD Unit Why does Christmas matter to Christians? Matthew's gospel	EP Judaism Teshuvah Why do Jewish families talk about repentance at New Year?	UC Salvation KS1 DD Unit Why does Easter matter to Christians?	EP Judaism Torah Why is the Torah such a joy for the community?	EP Islam Allah How do some Muslims show Allah is compassionate and merciful?

Rabbit 2/3	UC Creation LKS2 Core Unit What do Christians learn from the Creation story?	UC God KS1 DD Unit What do Christians believe God is like? Jonah the big fish	UC Incarnation LKS2 Core Unit What is the Trinity? Baptism	EP Sikhi How do Sikhs put their beliefs about equality into practice?	UC Salvation KS1 DD Unit Why does Easter matter to Christians?	EP Sikhi Dark and light How does the teaching of the gurus move Sikhs from dark to light?	EP Hindu Dharma How does the story of Rama and Sita inspire Hindus to follow their dharma?
Badger 4/5	UC Creation UKS2 Core Unit Creation and Science. Conflicting and Complementary	UC POG UKS2 Core Unit How can following God bring freedom and justice? Moses	UC Incarnation UKS2 Core Unit Was Jesus the Messiah? Prophecy and Evidence	EP Islam Why do Muslims call Muhammad the 'seal of the prophets'?	UC Salvation LKS2 DD Unit Why do Christians call the day Jesus died Good Friday?	EP Islam What does the Qur'an reveal about Allah and his guidance?	EP Judaism What is holiness for Jewish people: a place, a time, an object or something else?
Deer 5/6	UC Creation UKS2 DD Unit Creation and Science. Conflicting and Complementary	UC Incarnation UKS2 Core Unit Was Jesus the Messiah? Prophecy and Evidence		EP Hindu Dharma How do questions about Brahman and atman influence the way a Hindu lives?	UC Salvation UKS2 Core Unit What did Jesus do to save human beings?	EP Hindu Dharma What spiritual pathways to Moksha are written about in Hindu scriptures?	Spirited Arts Competition

Enrichment Days: Vision and Values Day, Festivals of Lights, Stations of the Cross, Prayer

SEND within RE

Children with SEND at Castle Camps are provided a broad curriculum both within and across all subjects unless indicated otherwise on EHCP.

Some of the issues facing pupils with SEND include:

- ☐ Cognition and Learning
- ☐ Communication and Interaction
- ☐ Physical and Sensory
- ☐ Social, Emotional and Behavioural

Teaching, Learning and Assessment:

- Teachers and TAs are aware of pupils who have EHCPs and APDRs, and, using these, plan adaptations and opportunities for them to meet relevant targets within the subject.
- Subject leaders and class teachers regularly meet with the SENDCo to discuss individual pupils, and adaptations that could be made to allow for greater access to a broad curriculum.
- Learning objectives and independent activities are adapted so all pupils can access the learning at their level.
- Clear and fixed routines and structure to lessons support access to learning, and these are matched to particular children's needs.
- Teachers and TAs establish relationships built on trust and understanding with the pupils to enable needs to be met effectively, and the children to see themselves as learners.
- When assessing pupils, every opportunity is carefully planned to allow children with SEND and/or disabilities to demonstrate what they know and are able to do, using alternative means where necessary, as well as knowing what they are learning or practising.

Adult Support:

- Teachers and TAs support named children in activities to promote participation with other pupils where possible.
- When appropriate, children are encouraged to work independently or alongside their peers.
- Both teachers and TAs adapt the lesson as they see fit for individuals. This may be in terms of adapting questions asked of specific pupils, giving more thinking time, using a word mat to refer back to pre-teaching, scaffolded or form of the activity, the way the learning is recorded, changing or adding to the resources, selecting peers for children to work with and any other adaptations to support children in making steps in learning to the main objective for the class lesson.

Resources:

- Visual cues and prompts (including writing frames, word mats, task planners, procedural steps and 'Now/Then' boards)
- Resources are adapted to suit the needs of the pupil – resources chosen for colour/size/shape etc and these are accessed independently by children where possible.
- Health and Safety when using resources is considered for all pupils, and alternative resources are provided when necessary. Where children have a physical disability this should be considered in line with their EHCP and/or APDR.
- Resources to support children to be independent with recording their learning/writing are used to allow greatest access to the curriculum (including, but not limited to chunky pencils, pencil grips, scribes, word processing).

Additional Learning Opportunities:

- Pre-teaching is used with children before specific lessons to prepare them for the learning objective or vocabulary.
- The need for all learners to acquire new vocabulary is reinforced; teachers model occasions when they also need to check the meaning of words or factual information.
- Children may be introduced to certain resources in advance of the lesson, particularly a practical lesson, to familiarise them with the equipment and how to use it.
- All adaptations and scaffolding are in place to support children's independent learning.

SMSC in RE

Spiritual ● We aim to develop deep thinking, encouraging children to question how the world works; to promote the spiritual growth of our children. ● We are sensitive to individual needs, backgrounds and experiences. ● The study of real people and places allows children to reflect on their own values and beliefs, as well as those of others. ● We promote a sense of wonder about the world through exploration of real world examples. ● We encourage the children to appreciate different religions and world views by exploring their own feelings and views on religion.	Moral Within our classrooms we encourage respect and reward positive behaviour. We value listening to the views and opinions of others. ● We promote discussion and debate surrounding religious issues. ● We provide role-play and decision making activities to allow children to explore ideas held by society ● We think about the effects humans have on the world and what this means for each religion. ● We use real issues to allow children to decide on their own opinions about important religious issues that are going on in the world.
Social In our classrooms, we seek opportunities to promote self-esteem and build self-confidence. ● We encourage collaborative learning in the form of listening and learning from one another. ● We help children develop voice and opinion on religious issues by offering explanations to one another. ● We encourage courteous discussions where children can confidently put forward their ideas using reasoned examples or facts. ● We have a range of school trips, including to places of Worship. These support each child with self-discipline and making full contributions.	Cultural Children learn about the varying religions present in their local area; they compare and contrast the religions with each other. ● Children develop an understanding of differences through learning about cultural traditions from around the world. ● We develop a sense of closeness within our own multicultural society by exploring similarities and differences within lifestyles, values and beliefs. ● We celebrate the diversity of cultures and traditions within our school ● We celebrate the diversity of our school community in the wider learning environment

Assessment and Recording

Teachers assess children's work in Religious Education by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of each unit of study the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum. At the end of the year RE is reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

Our Feeder Secondary Schools

	Linton Village College	Samuel Ward	St Bede's
RE/Theology Curriculum Links	https://lvc.org/religious-education/	https://samuelward.co.uk/department/citizenship-and-religious-studies	https://www.st-bedes.org.uk/Curriculum/Religious-Education/