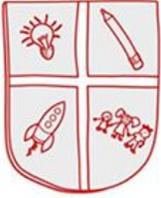


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# BELIEFS & VALUES INTENT



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## Beliefs and Values (Religious Education) - Intent

At Barrow CEVC Primary School, we believe that a high-quality religious education will help pupils' gain a coherent knowledge and understanding, where they can articulate clearly and confidently their personal beliefs, ideas, values and experiences.

Beliefs and Values is taught using the 'Emmanuel project' which is a Suffolk agreed RE syllabus 2014 however, it was refined and updated in 2020 to continue to meet the needs of the curriculum and deepen understanding. The carefully selected content of the Emmanuel project enables us to provide a consistent whole school approach to RE and is sequenced to link learning between other subjects where possible.

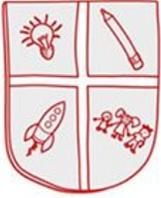
Progression is evident through building upon the pupil's prior knowledge, allowing them to follow the steps of engaging, enquiring and exploring the different religions, leading to the process of evaluating and expressing to ensure understanding and progress is made. This should inspire and build each child's 'religious literacy', helping them to understand the nature and diversity of religion and belief in the world in which they live and the relationships between different groups of society.

RE offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural development allowing time for reflection, discussion, dialogue and debate.

### Early Years

Although, the Suffolk syllabus is not required in Early Years, the children explore the three major concepts of creation, incarnation and salvations in a way that they can relate to and through experiences which are familiar. Children also have the opportunity to explore and compare other major world religions in order to extend their knowledge and understanding. These units support opportunities within the church calendar, with learning focusing on Christmas, Easter and other major Christian festivals, which are extended through whole school pieces of work.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<b>Ra</b> I can remember something that happens in a faith story	<b>Rb</b> I can recognise something a person is doing because of their religion e.g. praying	<b>Rc</b> I can recognise an object, picture or word that is important to a religious person	<b>Rd</b> I can talk about things that happen to me	<b>Re</b> I can talk about something interesting in a story or in the world around me	<b>Rf</b> I can talk about what is important or special to me
<b>Y 1</b>	<b>1a</b> I can remember a faith story and know who it is special to	<b>1b</b> I can use the right words to talk about something a person does in their religion	<b>1c</b> I can suggest why a particular artefact, text or picture is important to a religious person	<b>1d</b> I can talk about things that happen in my family, my class or my religion	<b>1e</b> I can ask why a story is told, and what I learn from it, including a religious story	<b>1f</b> I can talk about something which is important for me and why



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## Key Stage One

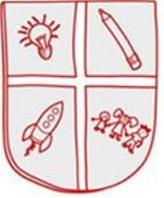
The national curriculum for religions education aims to ensure that all Key Stage One pupils:

- **Learn about the place of religion and belief in their local community** – recognising diversity and the influence of those religions and worldviews, and exploring questions about the meaning, purpose and value of life.
- **Learn about key features of Christianity** (selected from key beliefs, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories) exploring their significance for Christians.
- **Learn about key features of at least one other religion or non-religious worldview** (selected from key beliefs and, in the case of religion, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories) exploring their significance for followers of that religion or worldview.

## Key Stage Two

The national curriculum for religions education aims to ensure that all KS2 pupils:

- **Learn about the nature of religion and belief** exploring questions about the nature, truth, meaning and value of religion and belief.
- **Learn about Christianity**, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation.
- **Learn about at least two other religions and/or worldviews**, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation.



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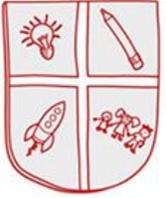
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# Scheme of work -Early Years

## The *Emmanuel* Project EYFS Scheme of Work for RE – Suffolk Agreed Syllabus

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
					
CREATION 1	INCARNATION 1	SALVATION 2	SALVATION 1	INCARNATION 2	CREATION 2
<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>
<i>A Muslim whispering Allah in a baby's ear</i>	<i>A Muslim story: Muhammad and the Ants</i>	<i>A Sikh story: Har Gobind and the 52 Princes</i>	<i>A Buddhist story: The Monkey King</i>	<i>Hindus celebrating at Raksha Bandhan</i>	<i>Tu be Shevat: the Jewish 'Birthday of Trees'</i>

EMMANUEL



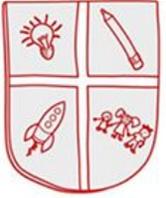
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# Scheme of work –KS1

MENT

	A1	A2	Sp1	Sp2	Su1	Su2
Year 1	<i>Stories and Books – Parables</i> <b>Christianity</b>	<i>Prayer and Worship – Blessings-</i> <b>Judaism</b>	<i>Belonging – Tzedakah</i> <b>Judaism</b>	<i>Belonging- Baptism –</i> <b>Christianity</b>	<i>Celebrations - Pentecost–</i> <b>Christianity</b>	<i>Prayer and Worship – Prayer and Worship –</i> <b>Christianity</b>
Year 2	<i>Compassion - Islam</i>	<i>Believing- Saviour-</i> <b>Christianity</b>	<i>Leaders and Teachers – Torah</i> <b>Judaism</b>	<i>Symbols and Artefacts- Resurrection –</i> <b>Christianity</b>	<i>Leaders and teachers – Disciple–</i> <b>Christianity</b>	<i>Believing- Teshuvah/ Repentance-</i> <b>Judaism</b>



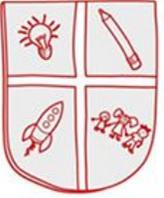
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# Scheme of work –LwKS2

MENT

	A1	A2	Sp1	Sp2	Su1	Su2
Year 3	<i>Religious Expression– Reconciliation</i> <b>Christianity</b>	<i>Religion and the Individual- Submission</i> <b>Islam</b>	<i>Additional Unit Stewardship</i> <b>Christianity</b>	<i>Symbols and Religious Expression– The Cross as a symbol of sacrifice</i> <b>Christianity</b>	<i>Additional Unit Paul/ Conversion</i> <b>Christianity</b>	<i>Inspirational People-Mohammed the Seal of the Prophets</i> <b>Islam</b>
Year 4	<i>Leaders and Teachers- Guru- Sikhism</i>	<i>Inspirational People– Saviour</i> <b>Christianity</b>	<i>Religion, family and community– Mission</i> <b>Christianity</b>	Rama and Sita/Dharma- <b>Hinduism</b>	Covenant- <b>Judaism</b>	<i>Beliefs and actions in the world – Kingdom of God-</i> <b>Christianity</b>



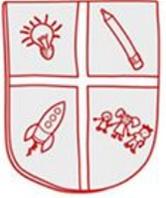
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# Scheme of work –UpKS2

MENT

	A1	A2	Sp1	Sp2	Su1	Su2
Year 5	<i>Stories and Books – Revelation - Islam</i>	Gospel <b>Christianity</b>	<i>Encountering Buddhism- Enlightenment</i> <b>Buddhism</b>	<i>Worship, pilgrimage and sacred places</i> Eucharist- <b>Christianity</b>	Moksha– <b>Hinduism</b>	Holiness- <b>Judaism</b>
Year 6	Tawhid- <b>Islam</b>	Incarnation <b>Christianity</b>	Brahman and Atman – <b>Hinduism</b>	<i>Journey of life and death</i> Resurrection <b>Christianity</b>	Trinity <b>Christianity</b>	Triple Refuge <b>Buddhism</b>

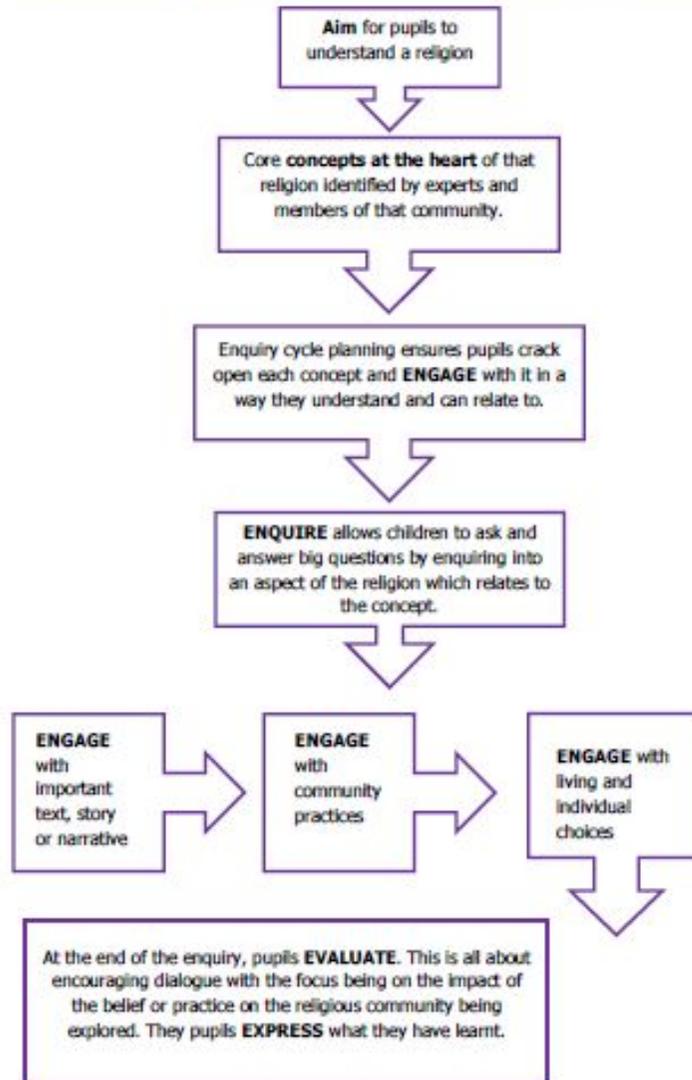


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INQUIRY

### Understanding the approach – outline of an enquiry unit



These two diagrams show the teaching structure and the approach used in the Emmanuel Project.

Through this approach, children are encouraged to explore different religions, become immersed in the correct vocabulary, and ask and answer questions relating to concepts.

The importance of the evaluation process encourages dialogue on how the religious community has been impacted through beliefs or practices. This enables pupils to express what they have learnt, allowing them to form their own opinions.

