

**Barrow CEVC  
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# BELIEFS & VALUES INTENT



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## Key Stage One

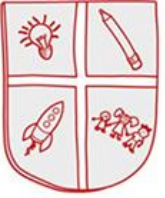
The national curriculum for religions education aims to ensure that all Key Stage One pupils:

- **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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## Beliefs and Values (Religious Education) - Intent

# Where do I stand?

## Suffolk Agreed Syllabus for Religious Education 2023

[Suffolk-Agreed-Syllabus-Where-do-I-stand-2023-28.pdf \(suffolklearning.com\)](#)

### 'Where do I stand?' - an Introduction

In publishing 'Where do I Stand?', the Suffolk Agreed Syllabus for Religious Education (2023-2028), Suffolk Standing Advisory Council on Religious Education (SACRE) wishes to:

- **acknowledge the breadth and diversity of worldviews, religious and non-religious, that pupils will encounter**, and the ways these are lived out.
- **establish an entitlement to excellent religious education for all pupils**, irrespective of type of school attended, social background, ability, gender, culture, religion or personal worldview.
- **promote continuity and coherence in RE in different phases of education** by setting out a curriculum linked throughout by three disciplines: theology, human and social science, and philosophy.
- **increase professional, parental and public understanding of RE** as a subject that underpins British values, enables informed debate on issues of belief in a diverse society, and promotes the possibility of amicable disagreement.

At Barrow we are delighted to embrace the ethos of the new 2023 Suffolk Agreed Syllabus which encourages developing a range of worldviews and thinking 'personas' to enrich learning.

Suffolk SACRE chose the title 'Where do I stand?' for its new Agreed Syllabus to encapsulate the notion that all humans have viewpoints, lenses through which they see the world. In the RE classroom, pupils should be encouraged to understand that 'everybody stands somewhere' i.e. has a personal worldview which affects how they see life, the world around them and other people<sup>1</sup>. This worldview may be related to a particular religion or secular organisation; it may grow, develop and change over time.

'Where do I stand?' requires all pupils to think deeply about different religions and worldviews, and the complexity and diversity of belief and practice which surround them. It also requires discussion of 'big' questions, which provide space for all to draw on new learning, to explain their own ideas, and to form, strengthen or refine these.

## Developing Positive Attitudes in Religious Education

Acquiring knowledge of religious and secular worldviews is central to religious education, but it is also vital that pupils develop positive attitudes if they are to 'hold balanced and well-informed conversations about religion and belief'. Pupils need to develop a positive attitude to RE as a subject; in some schools, a change to the name on the timetable has made a huge difference, but all teachers can work on developing engaging lessons.

Pupils also need practice in responding positively to those, in class and in wider society, who have differing views and backgrounds. Teachers in every key stage should actively seek opportunities to develop the following:

### Self-awareness

- feeling confident about sharing their own beliefs and identity without fear of ridicule or embarrassment
- developing a realistic, positive sense of their own religious, moral and spiritual ideas
- recognising their uniqueness and self-worth as human beings
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people

### Respect for all

- seeing the need to listen and be sensitive to others' feelings
- being willing to learn from others, even if their views differ
- being ready to value difference and diversity for the common good
- appreciating that some views are not inclusive and that this raises issues for individuals and society
- being prepared to recognise and acknowledge their own bias

### Open-mindedness

- being willing to learn and gain new understanding
- being able to engage respectfully in debate about religious, moral or spiritual questions
- learning to disagree reasonably without belittling or abusing others
- going beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs

### Appreciation and wonder

- appreciating, and continuing to develop a sense of wonder at, the world in which they live
- recognising that knowledge is bounded by mystery
- developing their imagination and curiosity
- developing a deep desire to ask, and respond to, questions of meaning and purpose



**Believing**

**Living**

**Thinking**

## Ensuring a Balanced Approach to Religious Education

For many years, RE teachers worked with a dual approach of 'Learning about religion and belief' and 'Learning from religion and belief'. Current research<sup>12</sup> suggests RE in schools is better presented as a blend of academic disciplines, in particular theology, human and social science, and philosophy, and that, applied to learning in RE, these provide a more balanced picture of religions and worldviews, which in turn leads to better religious literacy.

'Where do I stand?' sets out an RE curriculum with these disciplines in mind. The three disciplines are present in each key stage but with the emphasis shifting slightly, so that human and social science may be more obvious in the Early Years and Key Stage 1, theology in Key Stage 2 and philosophy in Key Stage 3.



### Theology in RE involves enquiry into:

- Key beliefs / concepts of a religion or worldview, both distinctive and shared
- Sources of authority for religious beliefs e.g. sacred texts, religious leaders, divine revelation
- Particular beliefs about God, humanity, life, and the nature of an after-life
- Differences in interpretation of key beliefs and changes in religious belief across time / culture

### Human and Social Science in RE involves exploration of:

- Different customs, celebrations and rituals based on religious and secular beliefs
- The influence of sacred texts and religious leaders on communities
- Diverse interpretations of religious practices in different societies locally and globally, and at different times
- Moral, ethical and practical lifestyle choices based on secular or religious worldviews

### Philosophy in RE involves engagement with:

- Ultimate questions of truth, morality, purpose and meaning in life
- Questions arising from religious and secular standpoints, texts or customs
- Conflicting answers offered by religious and non-religious groups and individuals
- Changes in questions / answers over time and across societies

**A focus on beliefs and concepts**

**Through the lived reality of each belief or concept**

**Through the Big Questions**



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# Scheme of work -Early Years

The Emmanuel Project for EYFS using the Suffolk RE Syllabus 2023 onwards BARROW CEVC PRIMARY SCHOOL

| Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|---|---|---|--|--|--|
| BQ1 – What does the word 'God' mean?  | BQ2 – Why are some people revered?  | BQ3 – Is it always easy to help someone?  | BQ4 – Does everyone need some help?  | BQ5 – Is every one of us special?  | BQ6 – What is really important to do?  |
| <p><b>Christian</b></p> <p>Harvest/Creation</p> <p><i>Why is the word 'God' so important to Christians?</i></p> | <p><b>Christian</b></p> <p>Christmas/Incarnation</p> <p><i>Why do Christians perform nativity plays at Christmas?</i></p> | <p><b>Christian</b></p> <p>Lent/Salvation</p> <p><i>How can we help others when they need it?</i></p> | <p><b>Christian</b></p> <p>Easter/Salvation</p> <p><i>Why do Christians put a cross in an Easter garden?</i></p> | <p><b>Christian</b></p> <p>Pentecost/Incarnation</p> <p><i>What makes every single person unique and precious?</i></p> | <p><b>Christian</b></p> <p>Creation/Stewardship</p> <p><i>How can we care for our wonderful world?</i></p> |
| And encounter...  | And encounter...  | And encounter...  | And encounter...   | And encounter...   | And encounter...   |
| <p><b>Muslim</b></p> <p>Allah</p> <p><i>Why do Muslims want to whisper 'Allah' in a baby's ear?</i></p>         | <p><b>Muslim</b></p> <p>Prophet</p> <p><i>Why did Prophet Muhammad rescue some ants?</i></p>                              | <p><b>Sikh</b></p> <p>Courage</p> <p><i>How did Guru Har Gobind rescue the 52 princes?</i></p>        | <p><b>Buddhist</b></p> <p>Self sacrifice</p> <p><i>What do Buddhists learn from the Monkey King?</i></p>         | <p><b>Hindu</b></p> <p>Raksha Bandhan</p> <p><i>How do Hindu brothers and sisters show love?</i></p>                   | <p><b>Jewish</b></p> <p>Tu Bishvat</p> <p><i>Why do Jewish children help plant trees?</i></p>              |

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# Scheme of work –KS1

## The Emmanuel Project for KS1 using the Suffolk RE Syllabus 2023

KS1 Summary of changes from previous LTP –Parable unit moved from Y1 to Y2 summer 2. The Resurrection unit moved to Y1 spring 1 from Y2. However there is the option to keep the Pentecost unit in Y1 instead of the resurrection unit. Otherwise the Pentecost is to be removed. A unit on Hinduism is introduced.

| Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   | YEAR<br><b>1</b> |
|---|--|--|--|---|--|------------------|
| <b>BQ1 - Is it important to belong?</b>   |  | <b>BQ2 – Why do people celebrate?</b>  |  | <b>BQ3 – Should everyone learn to pray?</b>   |  |                  |
| <b>Christian</b><br>church<br><i>Why is belonging to God and the church family important to Christians?</i> | <b>Jewish</b><br>mitzvot<br><i>Why is learning to do good deeds so important to Jewish people?</i> | <b>Christian</b><br>Resurrection<br><i>What are the best symbols of Jesus' death &amp; resurrection at Easter?</i> | <b>Hindu</b><br>devotion<br><i>How does a Hindu celebrate devotion to a deity at the festival of Holi?</i> | <b>Jewish</b><br>tefillah<br><i>Why do Jewish families say so many prayers and blessings?</i> | <b>Christian</b><br>worship<br><i>Why do Christians pray to God and worship him?</i>   |                  |
| Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   | YEAR<br><b>2</b> |
| <b>Big Question 4: What do people believe is important?</b>   |  | <b>Big Question 5: Who is it right to follow?</b>  |  | <b>Big Question 6: Can books and stories be good teachers?</b>                                |  |                  |
| <b>Jewish</b><br>teshuvah<br><i>Why do Jewish families talk about repentance at New Year?</i>               | <b>Christian</b><br>saviour<br><i>Why was Jesus given the name 'saviour'?</i>                      | <b>Muslim</b><br>compassion<br><i>How do some Muslims show Allah is compassionate and merciful?</i>                | <b>Christian</b><br>trust<br><i>Why do Christians trust Jesus and follow him?</i>                          | <b>Jewish</b><br>Torah<br><i>Why is the Torah such a joy for the Jewish community?</i>        | <b>Christian</b><br>parable<br><i>What did Jesus teach about God in his parables?</i><br><br><i>IN 2023-4 YEAR DO THE PENTECOST UNIT HERE AS THE CHILDREN WILL HAVE DONE PARABLES ALREADY.</i> |                  |

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# Scheme of work –LwKS2

## The Emmanuel Project for LKS2 using the Suffolk RE Syllabus 2023 onwards

KS2 Summary of changes from previous LTP – New humanist unit in Y3. Sikh guru unit moved from Y4 to Y3. Jewish covenant unit moved from Y3 to Y4.

| Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |                  |
|--|---|--|---|--|--|------------------|
| BQ1 – Do beliefs make any difference to someone's life?  |   |  | BQ2 - What beliefs drive people to make a difference in the world?  |  |  | YEAR<br><b>3</b> |
| <b>Christian</b><br><i>How do Christians show that <u>reconciliation</u> with God and others is important?</i>           | <b>Muslim</b><br><i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i> | <b>Hindu</b><br><i>Why do Hindus want to collect good <u>karma</u>?</i>                                  | <b>Christian</b><br><i>Why is good <u>stewardship</u> and generous giving important for every Christian?</i>  | <b>Humanist</b><br><i>Why do Humanists use the golden rule as a basis for <u>morality</u>?</i> | <b>Sikh</b><br><i>How does the teaching of the <u>gurus</u> move Sikhs from dark to light?</i> |                  |
| Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   | YEAR<br><b>4</b> |
| BQ3 - What makes some people an inspiration to others?   |   |  | BQ4 - What beliefs bind a community together?   |  |  |                  |
| <b>Christian</b><br><i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i> | <b>Muslim</b><br><i>Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'?</i>               | <b>Hindu</b><br><i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i> | <b>Jewish</b><br><i>What symbols and stories help Jewish people remember their <u>covenant</u> with God?</i><br><br><b>IN 2023-4 DO THE NEW HUMANIST UNIT (SEE ABOVE) TO PREVENT A REPEAT</b> | <b>Christian</b><br><i>Why do Christians believe they are people on a <u>mission</u>?</i>      | <b>Sikh</b><br><i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>      |                  |

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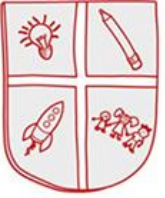
# Scheme of work –UpKS2

## The Emmanuel Project for UKS2 using the Suffolk RE Syllabus 2023

No changes.

|  | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2   |                  |
|--|--|---|---|--|---|--|------------------|
|  | BQ5- Where do people look for answers to life and living?  |   |   | BQ6 – Are some things more sacred than others?   |   |  |                  |
|  | <b>Christian</b><br><i>Why is the <u>gospel</u> such good news for Christians?</i>                 | <b>Muslim</b><br><i>What does the Qur'an <u>reveal</u> about Allah and his guidance?</i>            | <b>Hindu</b><br><i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i>  | <b>Jewish</b><br><i>What is <u>holiness</u> for Jewish people: a place, a time, an object or something else?</i> | <b>Christian</b><br><i>What is the great significance of the <u>Eucharist</u> for Christians?</i>                 | <b>Buddhist</b><br><i>How did Buddha teach his followers to find <u>enlightenment</u>?</i> | YEAR<br><b>5</b> |
|  | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2   |                  |
|  | BQ7 – Why are there so many different ideas about God?   |   |   | BQ8 - What are the best ways to think about death and dying?   |   |  |                  |
|  | <b>Christian</b><br><i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i> | <b>Muslim</b><br><i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i> | <b>Hindu</b><br><i>How do questions about <u>Brahman and atman</u> influence the way a Hindu lives?</i> | <b>Buddhist</b><br><i>How does the Triple <u>Refuge</u> help Buddhists in their journey through life?</i>        | <b>Christian</b><br><i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i> | <b>Humanist</b><br><i>Why do Humanists say <u>happiness</u> is the goal of life?</i>       | YEAR<br><b>6</b> |

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# EYFS Enquiry Cycle Progression

**RESPOND TO  
THE 'BIG  
QUESTION'**

**RECOGNISE  
THAT THERE  
MAY BE  
SEVERAL  
RESPONSES**

**RETELL STORIES  
EXPLAIN THEIR  
LEARNING TO  
OTHERS**

**TOUCH ARTEFACTS**

**HEAR STORIES**

**EAT FOOD**

**LISTEN TO MUSIC**

**Enquire**

**LEARN THE KEY  
QUESTION AND  
THINK ABOUT WHAT  
IT NEEDS**

**Explore**

**IMAGINATIVE PLAY**

**MEET RELIGIOUS PEOPLE**

**VISIT PLACES OF WORSHIP**

**CONTINUOUS PROVISION  
ACTIVITIES**

**Engage**

**Extend**

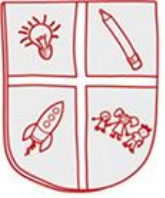
**Express**

**Evaluate**

**USE KEY  
VOCABULARY  
CORRECTLY**



**ENQUIRE**



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# KS1 Enquiry Cycle Progression

**COLLECT ANSWERS TO THE 'BIG QUESTION' LINKING THEM TO OTHER RELIGIONS**

Extend

**SHARING LEARNING THROUGH CREATIVE EXPRESSION**

Express

**RECALL IMPORTANT FACTS AND USE KEY VOCABULARY CORRECTLY**

Evaluate

**START WITH A PERSONAL EXPERIENCE THAT LINKS IN**

Engage

**BE INSPIRED BY A STORY, FILM OR IMAGE**

**Enquire** PUZZLE OVER AN ARTEFACT

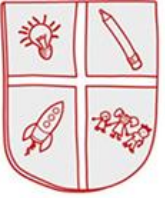
**LEARN THE ENQUIRY QUESTION**

Explore

**ASK QUESTIONS ABOUT WHERE STORIES, ART OR MUSIC COME FROM  
VISIT PLACES OF WORSHIP  
MEET VISITORS**



ENQUIRY



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# KS2 Enquiry Cycle Progression

**RESPOND TO  
THE 'BIG  
QUESTION'**

**PRACTISE  
DEBATE -  
REASON  
FULLY**

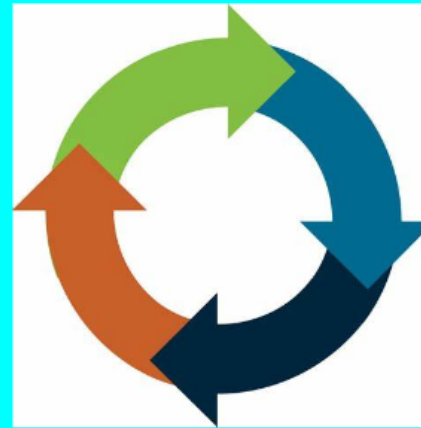
**RESPECT  
OTHERS**

**COMMUNICATE OWN  
AND OTHER'S  
INSIGHTS -  
CREATIVE MEANS -  
SHARE WITH WIDE  
AUDIENCE**

Extend

Express

Engage



Evaluate

**USE KEY VOCABULARY  
CORRECTLY - GROUP, PAIR  
AND INDIVIDUAL ANSWERS**

**UNPACK A CONCEPT IN ITS CONTEXT- ISSUES,  
EVENTS, ARTEFACTS, SYMBOLS OR STORIES**

**Enquire** **LEARN THE KEY  
QUESTION AND  
ANALYSE IT**

Explore

**STUDY THE ORIGIN OF BELIEFS  
AND DIFFERING INTERPRETATIONS  
INVESTIGATE THE IMPACT OF  
BELIEFS ON COMMUNITY  
FIND THE LIVED REALITY  
THROUGH MEETING BELIEVERS  
AND UNDERSTAND DIVERSITY IN  
RELIGION**

**INQUIRY**