Firs Primary

Updated: September 2026

RE

Firsy Foundation

RE supports the aims for education, outlined in the National Curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society as well as prepare pupils for the opportunities, responsibilities and experiences of later life.

At Firs we use the Derby City Agreed Syllabus for Religious Education (2025). It provides the legal framework for a syllabus for Religious Education for Derby City schools.

Intent

At our school, Religious Education (RE) enables pupils to explore questions of meaning, purpose, identity and values in a diverse and respectful way. Guided by the Derbyshire and Derby City Agreed Syllabus our curriculum ensures that pupils:

- Develop knowledge and understanding of Christianity, which reflects the majority of our school community
- Encounter and learn from other principal world faiths represented in our school — including Christianity, Islam, Hinduism, Sikhism, Buddhism — as well as non-religious worldviews.
- Appreciate the diversity within and between religions, recognising that faith is lived differently by individuals
- Gain the skills to engage respectfully in dialogue, challenge prejudice and develop empathy, preparing them for life in Derby, Britain and the wider world.

Implementation

Curriculum design: We follow the Agreed Syllabus, ensuring that Christianity is studied in depth at each key stage, alongside a balance of Islam, Hinduism, Sikhism, Buddhism, Judaism, and worldviews such as Humanism. Given our school context, Christianity, Islam, Hinduism, and Sikhism receive particular depth of study, with opportunities to explore Jehovah's Witnesses and Buddhism in ways relevant to pupils' lived experience.

· **Enquiry-based learning:** Pupils engage with key questions that encourage investigation, reflection and debate (e.g. "What does it mean to belong to a faith community?").

· **Experiential learning:** We aim to provide meaningful, planned opportunities for pupils to encounter religion and worldviews beyond the classroom. This includes visits to local places of worship, such as churches, mosques, mandirs and gurdwaras, opportunities to handle and explore religious artefacts, and hearing directly from believers about their faith, beliefs and lived experiences. These experiences are carefully linked to curriculum learning to deepen pupils' understanding and challenge misconceptions.

· **Developing first-hand experiences:** We will continue to build a programme of purposeful visits, visitors and practical experiences across each year group, ensuring that pupils have regular opportunities to encounter different faith communities and worldviews throughout their time at the school. Where visits are not possible, artefacts, photographs, virtual tours and first-hand accounts will be used to bring learning to life.

· **Cross-curricular links:** RE connects with PSHE, British Values, Picture News, Lyfta, history and geography, deepening pupils' understanding of culture, identity and ethical living.

Impact

Develop **religious literacy**: confidently describing, explaining and analysing beliefs, practices and ways of life

Show **respectful attitudes** towards others, recognising diversity both within and beyond our school community. They will recognise that religion is lived in diverse ways by individuals and communities, avoiding stereotypical or over-simplified understandings.

Demonstrate **critical thinking** skills: weighing up different views, forming and articulating their own reasoned perspectives.

Make **good or better progress** in RE, as shown in their ability to reflect, discuss and apply their learning to real-world issues of identity, values, and belonging.