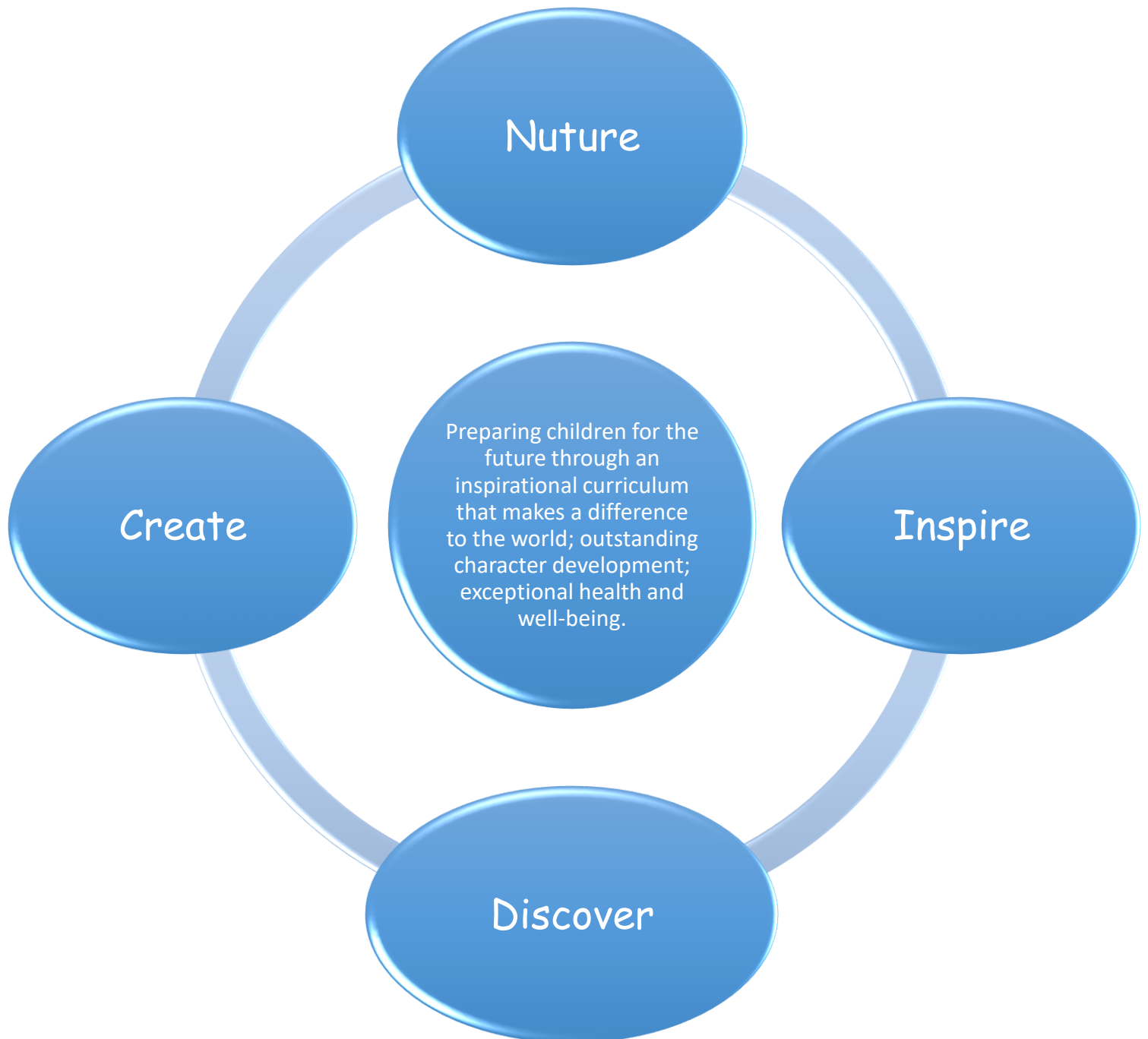


'Nurture, Inspire, Discover, Create'

RE Curriculum Vision and Skills



RE Curriculum Vision and Skills

Intent and Design – What are we trying to achieve?

Vision

•As a school we aim to:

- Preparing children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being.

•In RE we aim to:

- explore what people believe and what difference this makes to how they live, so that people can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

•Child Speak:

- RE explores big questions about life and helps us make sense of religion and belief. It allows us to share our ideas.

Motto

- Nurture** – We care for each other and celebrate our differences, achievements and contributions to the world. We support each other through challenges and difficulties, recognising that the mental health and well-being of both ourselves and those around us is one of the key factors in our happiness and success.

- Inspire** – We inspire each other to greater heights through our communication, actions, support and achievements. We take inspiration from the people, places and events all around us. We recognise that whether a situation is good or bad, there is always learning and growth to be gained. These situations inspire us to make positive change a reality.

- Discover** – We are excited to discover new knowledge, skills, people and places. We are open to alternative ideas beyond our own and enjoy exploring the thoughts, conversations and solutions that others bring to different situations and experiences.

- Create** – We enjoy working together to create new and exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small. Our school is a place where we can experiment and take risks in order that we might better ourselves and the world we live in.

School Values

- We believe in...

- Developing outstanding character** and attitudes to learning in preparation for future challenges in a changing world.

- Promoting physical and mental health** in a happy caring environment that is supportive and encouraging.

- Making a difference** to the world we live in through creating enterprising solutions to local and global issues.

- Developing social skills and an appreciation of **each person's unique strengths**, respecting and embracing different cultures, races and religions.

- Fostering a **deep sense of care and nurture** for the world we live in and the people around us.

- Creating a broad range of **inspiring experiences** that allows children to develop skills and find their place in the world.

- Working in **partnership with our school community and beyond to build brighter futures**.

- High expectations alongside a **culture of self-awareness, reflection and self-improvement**.

Aims of our RE Curriculum

- Our syllabus asserts the importance and value of RE for all pupils, with on-going benefits for an open, articulate and understanding society. The following aims underpin the syllabus, which is constructed to support pupils and teachers in fulfilling them:

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.

- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.

- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.

- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.

- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ

Learning Intentions

- **1. Make sense of a range of religious and non-religious beliefs so that they can:**

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

- **2. Understand the impact and significance of religious and non-religious beliefs, so that they can:**

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

- **3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:**

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding



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Implementation and Organisation – How will we arrange our learning?

School Focus

Reading

Challenge

Vocabulary and
Communication

Progressive
Skills

Transferable skills

Positive
Mental Health
and wellbeing

Children of all abilities, whether SEND, lower attainers or our most able, will have equal opportunities to access our amazing curriculum and personal development provision. Children will be supported to 'Dig Deeper' using the skills and knowledge taught, and will have the same high expectations of achievement and be scaffolded, supported and assisted to make the best progress possible.

Texts in RE are shared, understood and discussed for meaning and different beliefs and spiritual ways of life.

Lessons are planned to challenge pupils both academically and developmentally

Children are able to use the correct vocabulary to discuss different beliefs and religions. They can discuss and reflect on their own understanding with clarity.

An RE specific, progressive and challenging skill set is explicitly taught and assessed

Work written and recorded in RE must reflect and reinforce the key skills in Reading, Writing and Maths

Our RE curriculum supports children by providing opportunities for them to learn about their own and others beliefs and spiritual ways of life. They will also have the opportunity to understand why certain items/stories/people are special and important to others.

RE Developmental Foci

EYFS

Religious Education to be taught through topics using a holistic approach following the EYFS Curriculum. *Refer to EYFS Vision Document.* RE will be primarily developed through the Understanding of the World strand of the curriculum.

Contexts

Exciting, topic-based learning supported by a rich and diverse array of texts and activities.

Big questions in topics and RE specific areas

Overview of RE elements taught throughout the school

RE lesson themes and knowledge

RE skills

RE Curriculum Vision and Skills

Overview of RE elements
taught throughout the school

	R (Discovering)	Y1/2 (Exploring)	Y3/4 (Connecting)	Y5/6 (Connecting)	
Skills Progressions 'RE Today Services'	<u>Element 1:</u> <u>Making sense of beliefs</u> Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.				Routes to resilience School Values No Outsiders
	<u>Element 2:</u> <u>Understanding the impact</u> Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.				
	<u>Element 3:</u> <u>Making connections</u> Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.				

RE lesson themes and
knowledge

RE Curriculum Vision and Skills

R (Discovering)	Y1/2 (Exploring)	Y3/4 (Connecting)	Y5/6 (Connecting)
Christianity			
		Hinduism	
	Islam		
	Judaism		
			Non- religious world views
Thematic			

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 (Reception)	Yearly	F4 Being special: where do we belong?	F2 Why is Christmas Special for Christians	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Class 2 (Year 1/2)	Cycle A	1.2 Who do Christians say made the world? Harvest	1.10 What does it mean to belong to a faith community?	1.1 What does Christians believe God is like?	1.7 Who is Jewish and how do they live? (PART 1)	1.7 Who is Jewish and how do they live? (PART 2)	1.9 How should we care for the world and for others and why does it matter?
	Cycle B	1.6 Who is Muslim and how do they live? (PART 1)	Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (PART 2)	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
Class 3 (Year 3/4)	Cycle A	L2.1 What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?
	Cycle B	L2.7 What do Hindus believe God is like?	L2.3 What is the 'Trinity' and why is it important for Christians? Christmas	L2.5 Why do Christians call the day Jesus dies 'Good Friday'?	L2.8 What does it mean to be a Hindu in Britain today?	L2.6 For Christians, what was the impact of Pentecost ?	L2.11 How and why do people mark the significant events in life?
Class 4 (Year 5/6)	Cycle A	U2.8 What does it mean to be a Muslim in Britain today?	U1.2 What does it mean if Christians believe God is holy and loving?	U2.9 Why is the Torah so important to Jewish people?	U2.5 What do Christians believe Jesus did to 'save' people? Easter	U2.4 How do Christians decide how to live? 'What would Jesus do?'	U2.12 How does faith help people when life gets hard?
	Cycle B	U2.6 For Christians,	U2.3 Why do Christians	U2.2 Creation & Science –	U2.7 Why do Hindus want to be good?		U2.11 Why do some people



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		what kind of king is Jesus?	believe Jesus was the Messiah? Christmas	Conflicting and Complementary		believe in God and some people not? OR U2.10 What matters most to Humanists and Christians
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RE skills

	Year 1/2	Year 3/4	Year 5/6
Element 1: Making sense of beliefs	<ul style="list-style-type: none"> identify core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/ sources of authority and the core concepts studied offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/ sources of authority and the core concepts studied offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers
Element 2: Understanding the impact	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
Element 3: Making connections	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make



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RE in the Early Years Foundation Stage

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Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In line with the DfE's new 2020 EYFS Profile schools are to plan RE which, through purposeful play and a mix of adult-led and child-initiated activity, provides these opportunities for pupils.

Prime area: Communication and Language.

RE enables children to:

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional Development. *RE enables children to:*

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peacefully

- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Prime area: Physical Development. *RE enables children to:*

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

Specific area: Literacy. *RE enables children to:*

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Mathematics. *RE enables children to:*

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply.

Specific area: Understanding the World.

RE enables children to:

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.

- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design.

RE enables children to:

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.



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Impact – How well are we achieving our aims?

Impact seen in:

Teacher Assessment

Pupil Voice

Moderation

Work scrutiny

Parental surveys and feedback

Observations and Blinks

Data analysis

Progress of pupils across the curriculum

Staff Questionnaires

Our children will:

Making great progress and have high standards of achievement and attainment

Have a lifelong love of reading and learning and be able to communicate clearly

Be respectful of themselves and demonstrate excellent behaviour

Be confident, positive and independent learners with high aspirations

Have mental wellbeing and make healthy lifestyle choices

Participate in the community and have excellent attendance

Know more and remember more

Work Sample Analysis:	What do our books show?
Lesson Observations:	How is the quality of teaching, learning and use of assessment in the lesson? How good is the questioning in the lesson?
Surveys:	What do parents and children say about this subject?
Interviews:	What do the children say about their learning in this subject? What do the staff say about their learning in this subject?
Coaching and Mentoring:	Is there a need for coaching and mentoring in this subject? What support do colleagues need in this subject?
Training:	What training has taken place? What is the impact of any training given?
Learning environment:	How does the learning environment support the learning in this subject area?