

RE Curriculum overview

Intent

The Blue Hills Federation Governing Body have chosen to follow the Agreed Shropshire Syllabus for RE. As stated within this curriculum, the main purpose of RE is to explore what people believe and what difference this makes to how they live, so that pupils 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.

We believe this to be an essential part of pupils' education as by encouraging this exploration to gain knowledge, our children will better understand the area, country and world in which they live and be able to accept and understand how different beliefs and diversity belong within our society. Pupils are encouraged to discuss and actively take part in dialogue to give their opinions whilst respecting the opinions of others.

We live in a country with a diverse society and it is essential that we allow our children to learn to appreciate that society, celebrate difference and be comfortable to express their opinion in a respectful and courteous way. This is particularly important as the immediate area that the three schools are situated in is predominantly of one ethnic and religious demographic.

Implementation

The Blue Hills Federation allocates a regular time within the weekly timetable for the teaching of RE as it is a core part of the curriculum. We have chosen units from within the Syllabus that we believe allow the children to develop and build knowledge and make connections between elements of the same religion and between different religions using the three elements of the curriculum:

Making sense of beliefs

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.

Making connections

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.

Understanding the impact

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.

The majority of the curriculum focuses on Christianity, whilst also allowing time for the study of Judaism and Islam in Key Stage 1, and Judaism, Islam and Hinduism in Key Stage 2. The RE Curriculum is delivered over a two year rolling programme allowing children at each key stage to build and develop their knowledge making connections with previous learning whilst gaining a greater understanding as they progress. The units for study and when they will be taught are identified below:

Key Stage 1 and EYFS

Year	Autumn	Spring	Summer
Year A Christianity Judaism More than one religion's viewpoint	Unit 1.2: Who do Christians say made the World? Values Harvest Remembrance Festival of Lights Christmas	Unit 1.7: Who is Jewish and how do they live? Lent The Story of Easter	Unit 1.5: Why does Easter matter to Christians? Unit 1.9 How should we care for others and for the world and why does it matter?
Year B Christianity Islam More than one religion's viewpoint.	Unit 1.1: What do Christians believe God is like? Values Harvest Remembrance Unit 1.3: Why does Christmas Matter to Christians?	Unit 1.8: What makes some places sacred to believers? Lent Unit 1.4: What is the Good news people believe Jesus brings? Easter	Unit 1.6: Who is a Muslim and how do they live?

Lower Key Stage 2

Year	Autumn	Spring	Summer
Year A Christianity Islam More than one religion's viewpoint.	Unit L2.1: What do Christians learn from the Creation Story? Harvest Remembrance Unit 2.11: How and why do people mark the significant events of life? Christmas	Unit L2.9: How do festivals and worship show what matters to Muslims? Lent Easter	Unit L2.5: Why do Christians call the day Jesus died 'Good Friday'? Pentecost and The Holy Trinity. Unit L2.12: How and why do people try to make the world a better place?
Year B Christianity Judaism Hinduism	Unit L2.2: What does it mean for someone to follow God? Remembrance Unit L2.3: What is the Trinity and why is it important for Christians? Christmas	Unit L2.8: What does it mean to be Hindu in Britain today? Lent Unit L2.4: What kind of World did Jesus Want? Easter	Unit L2.6: For Christians, what was the impact of Pentecost? Unit L2.10: How do festivals and family life show what matters to Jewish people?

Upper Key Stage 2

Year	Autumn	Spring	Summer
Year A: Christianity Islam More than one religion's viewpoint.	Unit U2.2: Creation and Science: conflicting or contemporary? Harvest Remembrance Unit U2.11: Why do some people believe in God and some people not? Christmas	Unit U2.8 What does it mean to be a Muslim in Britain today? (UKS2) Lent Easter	Unit U2.5: What do Christians believe Jesus did to 'save' people? Pentecost and The Holy Trinity. Unit: U2.10: What matters most to Humanists and Christians?
Year B: Christianity Judaism Hinduism	Unit U2.1: What does it mean if Christians believe God is loving and Holy? Harvest Remembrance Unit U2.3: Why do Christians believe that Jesus is the Messiah?	Unit U2.7: Why do Hindus want to be good? (UKS2) Lent Unit 2.4: How do Christians decide how to live? What would Jesus do? Easter	Unit 2.6: For Christians, what kind of King was Jesus? Pentecost and The Holy Trinity. Unit U2.9: Why is the Torah so important to Jewish people?

Impact:

It is our intention that through engaging sessions, pupils should enthusiastically develop an understanding of world religions. We believe that this is essential to ensure that pupils are prepared to flourish both in their own communities and the world beyond. We support pupils to be able to demonstrate understanding and acceptance of the rich diversity of the world in which they live and to appreciate the importance of faith to different people.

Developing Knowledge, Skills and Attitudes

Skills	EYFS	KS1	Lower KS2	Upper KS2
Investigating Asking relevant questions. Knowing how to use different types of sources as ways of gathering information. Knowing what may constitute evidence for understanding religion(s).	Begin to ask questions.	Beginning to ask question about religious stories and festivals.	Begin to ask questions about religious practices and beliefs.	Ask increasingly deep and complex questions about religion. Use a widening range of sources to pursue answers.
Reflecting Reflecting on religious beliefs and practices and ultimate questions. Reflecting upon feelings, relationships and experiences. Thinking and speaking carefully about religious and spiritual topics.	Identify and talk about own feelings. Know some similarities and differences between religious and cultural communities.	Begin to describe how actions and atmosphere makes them feel.	Describe how action and atmosphere makes themselves and others feel.	Experience the use of silence and thoughtfulness in religion and in life.
Expressing Explaining concepts, rituals and practices. Identifying and articulating matters of deep conviction and concern and responding to religious issues through a variety of media.	Recognise and describe special times for themselves and begin to think of other celebrations.	Begin to recognise and identify religious words and actions.	Explain what words and actions might mean to believers.	Articulate their own reactions and ideas about religious questions and practices. Confidence in recognising aspects of religion in which they find interesting.
Interpreting Drawing meaning from, for example artefacts, works of art, poetry and symbols.	Show interest and explore special/unfamiliar objects.	Recognise religious objects and symbols.	Say what an object means or explain a symbol.	Begin to understand the diverse ways in which religious and spiritual

Interpreting religious language. Suggesting meanings of religious texts.				experience can be interpreted.
Empathising Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others. Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow. Seeing the world through the eyes of others and to see issues from their point of view, deepening understanding of beliefs and practices.	Show sensitivity to their own and others' needs.	Connect their feelings with those of others, including those in religious stories and contexts.	Imagine with growing awareness how they would feel in a different situation from their own.	Identify respectfully and thoughtfully with other people from a range of communities and stances for life.
Applying Using RE learning in new situations. Making the association between religions and individual community, national and international life. Identifying key religious values and their connections with secular values.	Be confident to try new activities.	Recognise religious materials and take note of their details and style.	See links and simple connections between aspects of religions.	Make increasing links between religious material and their own ideas. Apply learning from one religious context to new contexts with growing awareness and clarity.
Discerning Developing insight into personal experience and religion. Exploring the positive and negative aspects of religious and secular beliefs and way of life. Relating learning to life. Making thoughtful judgements about the personal value of religious beliefs and practices.	Experience the awe and wonder of the natural world.	Explore the awe and wonder of the natural world and of human relations.	Be willing to look beyond the surface at underlying ideas and questions.	Make thoughtful judgements about the impact of religious and secular ways of living.
Analysing Distinguishing between opinion, belief and fact.	Describe their immediate environment using	Compare features of different religions.	Explore what kinds of reasons are given to explain religious aspects of life.	Use reasons, facts, opinions, examples and experience to

<p>Distinguishing between the features of different religions. Recognising similarities and distinctiveness of religious ways of life.</p>	<p>knowledge from observation, discussion and stories.</p>			<p>justify or question a view of a religious issue.</p>
<p>Synthesising Linking significant features of religion together in a coherent pattern. Connecting different aspects of life into a meaningful whole. Making links between religion and human experience, including the pupil's own experience.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives. Take part in important events.</p>	<p>Notice similarities between stories and practices from religions and their own experiences.</p>	<p>Make links between stories and practices from religions, explaining similarities and differences.</p>	<p>Make links between different aspects of one religion and compare and contrast aspects of two or more religions.</p>
<p>Evaluating Debating issues of religious significance with reference to experience, evidence and argument. Weighing the respective claims of self-interest, consideration of others, religious teaching and individual conscience. Drawing conclusions which are balanced and related to evidence, dialogue and experience.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Describe the importance of symbols, key figures, texts or stories to religious people.</p>	<p>Begin to debate issues of religious significance with reference to experience and evidence.</p>	<p>Weigh up with fairness and balance the value they see in a range of religious practices. Evaluate some religious responses to moral issues and their own responses.</p>