

Curzon RE Curriculum

Our Intent

Curzon specific aims of RE

The aim at Curzon for RE is to allow all pupils to understand the world around them, different religious and non-religious world views and how the teachings of Jesus Christ and those within the bible are important today for shaping people's lives and the communities in which we live. We believe this allows "all within our school community to grow like a mustard seed, increasing in knowledge, skills and wisdom." (Curzon School Vision). We want all pupils to have a knowledge of, and be respectful towards, world religious/non religious views. We have mapped out how RE enhances all our pupils' cultural capital. The majority of our pupils are from a non-religious background so we feel it is important to give them the knowledge of Christianity and other world views, both religious and non-religious. Our curriculum is planned so that pupils can explore religious and philosophical impacts on society, culture and the wider world, enabling them to reflect upon their own views, express ideas and give insights, by building on previous learning as they progress through the school.

At Curzon we relish the opportunity to explore the fascinating "Big Questions" of life and we aim for all of our pupils to become deep and critical thinkers, not afraid to express their views. We aim to use our Christian distinctiveness to explore the "Big Questions" from a biblical perspective but we also explore these questions through a variety of world views. It is vitally important for our pupils to respect the views of others as it is imperative that our pupils learn about different beliefs, as everyone is equal within our society and world.

It is important to us that our pupils are courageous and articulate their views and that they challenge the injustices they see in creation today. This is achieved by studying our role in the world and encouraging pupils to be the change that they want to see.

We have high ambitions for all pupils. Our ethos is to allow all pupils to reach their potential. We do not place a ceiling on attainment. Through carefully designing our curriculum to include a range of different activities (e.g, diamond 9, use of art, paired work), we ensure that all pupils, including SEND, can participate fully. Our curriculum is designed to ensure that higher attainers are challenged through deepening questions and being given the opportunities for more extended thinking.

How this links with our school vision: growing in wisdom, reflection and understanding of different world views.

We have designed our own unique RE curriculum using the following criteria:

Content that challenges our pupils to think and ask big questions

We use Understanding Christianity as this scheme provides an enquiry led approach and covers challenging concepts, such as incarnation. We have created a Gifted and Talented RE group led by a local church where pupils can ask and explore some of their big questions in more depth. We include non-religious world view units in each year group where pupils can debate and discuss key concepts, e.g. rules, spirituality, what it means to lead a good life. Throughout our teaching, we encourage pupils to have the courage to reflect on and discuss what they are taught.

Units that involve art

Art is a key part of our RE curriculum as it is an effective way in enabling our pupils to express their views and thoughts. We use Picturing Jesus in upper KS2 to inspire our pupils to make high quality reflections about Jesus and how he is perceived by different people. Through art, we deliberately challenge the stereotypical portraits of Jesus, showing our pupils depictions from different cultures. We use art to encourage our pupils to think creatively, for example designing spiritual buildings.

Gaining a deeper understanding of a range of world faiths

By studying one major world faith each year, pupils gain a deeper understanding of each one, enabling them to discuss and reflect on the key knowledge. This approach gives our pupils a deeper understanding. It also enables them to make links between them and other religious world views and non-religious world views. For example in KS1, learning about the Ten Commandments in Judaism links to pupils' understanding of Christianity and also to our unit on how people know how to behave. Pupils from disadvantaged contexts are often less likely to access the lived reality of religion and belief so we ensure that we enrich our curriculum with visits and visitors from a range of religious and non-religious world views. In this way we can strengthen relationships with the local community.

Legal Requirements

When a request to withdraw is received, the request will be granted without delay. The school may offer to speak with the parent to try to understand the basis for the withdrawal but only after the request has been granted. The school will make clear that the parent's right to withdraw their child has been granted and that they are not required to give reasons for their request.

As a former VA school, we have chosen our own RE syllabus and follow the Church of England Statement of Entitlement. RE is taught in line with the school's designated C of E religious character, as outlined in its trust deed or founding documents.

Teaching of RE Knowledge and Skills

These have been adapted from the Oxford Diocese progression documents. They cover the three key strands of RE: believing (theology), living (human and social science) and thinking (philosophy) and the different types of knowledge.

EYFS RE is taught mainly through discrete sessions covering the following key skills and following the same broad units as KS1:

Past and Present

Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, culture and communities

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Our EYFS RE curriculum also provides rich opportunities for pupils to develop skills in other areas e.g. listening and attention; speaking (including using past and present tenses); self-regulation (Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly); managing self (Explain the reasons for rules, know right from wrong and try to behave accordingly); Literacy skills (especially understanding what is read to them and developing subject specific vocabulary); natural world (linked to creation)

EYFS	Core knowledge (substantive) and key Vocabulary	Disciplinary knowledge (Ways of knowing)	Disciplinary skills
Believing (Theology)	<ul style="list-style-type: none"> Some people believe that there is a God, some people believe in some divine being and others believe there is no God. Humans are free to make their own choice. Christians believe God came to earth as Jesus. Christians believe God is loving. Ideas can be explained using stories and symbols. 	<ul style="list-style-type: none"> Pupils know that the special stories are still valued today. Pupils know that some important people and events link to what people do and celebrate. 	<ul style="list-style-type: none"> Pupils are starting to be with familiar with simple religious texts. Pupils are starting to make comparisons between what they have learned and their own lives. Pupils make simple links between important people and events.
Living	<ul style="list-style-type: none"> People live in different groups such as 	<ul style="list-style-type: none"> Pupils can name some different ways in 	<ul style="list-style-type: none"> Pupils are questioning and observing

(Human and social science)	<p>families and communities.</p> <ul style="list-style-type: none"> • Places of worship and community are important to some people. • Actions and rituals show what some people believe and value. • People like celebrating the important events in life for example baptism. • Celebrations help people to feel part of a community. • There are lots of ways to celebrate. • Celebrations often involve special food and gathering together. For most Christians this involves gathering in a church. 	<p>which people show that they belong to a group.</p> <ul style="list-style-type: none"> • Pupils begin to know that actions can show beliefs. 	<p>what it might mean to belong to a community.</p> <ul style="list-style-type: none"> • Pupils are starting to ask questions and make simple observations.
Thinking (Philosophy)	<ul style="list-style-type: none"> • People have different ideas about right and wrong. • People get their ideas from stories including from the Bible 	<ul style="list-style-type: none"> • Pupils begin to name different sources for ideas about right and wrong. 	<ul style="list-style-type: none"> • Pupils are beginning to engage in simple reasoning, using • 'because'.
KS1	<ul style="list-style-type: none"> • Core knowledge (substantive) and key vocabulary 	<ul style="list-style-type: none"> • Disciplinary knowledge 	<ul style="list-style-type: none"> • Disciplinary skills
Believing (Theology)	<ul style="list-style-type: none"> • Christians and Jews are taught that there is one God. • Christians and Jews believe that God is the creator. • The beauty of the world reflects God's love of the world. • The Jewish religion began in Israel when Abraham was called by God. • Jews believe that God set rules for life. • The Bible and Torah are a model for living for Christians and Jews respectively 	<ul style="list-style-type: none"> • Pupils know that stories influence the beliefs of some people. • They know that the same texts are read in different ways by people. (interpretation). • Pupils know that symbols, stories and art can express theological and spiritual meanings. 	<ul style="list-style-type: none"> • Pupils can make simple links between texts. • Pupils can offer simple interpretations of symbols, works of art and stories. • Pupils can read simple stories and annotate or interpret them to explain the meaning. • Pupils can use symbols, stories, and art to express understanding of God.

	<ul style="list-style-type: none"> • Christians find out more about the character of God using the Bible: pictures, stories, parables, and the teachings of Jesus. • The Torah is the holy book of the Jewish people and tells the stories of the early Jewish people and their relationship with God. • The Exodus story teaches Jewish people that God had a plan to rescue them from Egypt. 		
Living (Human and social science)	<ul style="list-style-type: none"> • Christians celebrate important events in the life of Jesus. Christmas is when they celebrate his birth. Easter celebrates his resurrection. Many Christian celebrations happen in church as well as at home. • Shabbat is a weekly celebration for most Jewish people. Most Jewish people will do no work on Shabbat and will go to the synagogue. Shabbat helps most Jewish people to remember that God rested after creating the world. • Christians and Jewish people go to church or the synagogue respectively to learn about God. • Christians often serve the wider community by participating in activities organised by their church • The synagogue is the centre of community life for many Jewish people. • Key features of Christian worship may include prayers, bible readings, sermons and 	<ul style="list-style-type: none"> • Pupils know that beliefs may be lived out in different ways. • Asking questions is a way to find out what people think and do. • Observing religious practice in a place of worship can help people to understand what is important to members of different communities. • 	<ul style="list-style-type: none"> • Pupils can generate simple, short questions to help them find out and understand. • Pupils can observe and draw conclusions from first hand experiences. • Pupils can observe and draw conclusions from first hand experiences. Y2 can start to justify the importance of these.

	music.		
Thinking (Philosophy)	<ul style="list-style-type: none"> Christians use the Bible for guidance to what is right and wrong and how to live There are many shared rules on how to live a good life, notably the golden rule and the ten commandments. A person's world view will affect what they think is right or wrong. 	<ul style="list-style-type: none"> Y1 Ideas about right and wrong often come from ancient texts or people from the past. Y2 People give different reasons and cite different sources for what is important to them. 	<ul style="list-style-type: none"> Pupils are beginning to ask important questions about life and share their own possible answers. Pupils can engage in simple debates. Y2 Pupils are beginning to be able to justify their opinions and beliefs, using simple reasons. Pupils can use statements for expressing their ideas and Y2 give reasons.
Year 3,4	Core knowledge <ul style="list-style-type: none"> (substantive) and key vocabulary 	<ul style="list-style-type: none"> Disciplinary knowledge 	<ul style="list-style-type: none"> Disciplinary skills
Believing (Theology)	<ul style="list-style-type: none"> Beliefs about God are expressed in different ways by different religious groups. Many religions have a sacred text that informs peoples' beliefs. People with non- religious beliefs can refer to texts and stories too. Texts are read literally and others symbolically or metaphorically. Hindus and Christians have different beliefs about how the world was created. Sikhs believe in one God and that everyone is equal. 	<ul style="list-style-type: none"> Pupils know that sacred texts can be interpreted literally, metaphorically, and symbolically. Pupils know that beliefs are often drawn from a range of texts. Pupils know that texts can often be hard to understand. Pupils know that theological and spiritual ideas can be expressed in a wide variety of artistic ways. Beliefs that are shared are often taught by leaders and teachers. 	<ul style="list-style-type: none"> Pupils engage in interpretation of texts – and make their own interpretations. Pupils summarise some of the different beliefs that they have encountered about God and the divine, using the texts that they have read. Pupils explain some of the spiritual ideas that they encounter through art and looking at buildings and places of pilgrimage. Pupils read texts in a variety of ways. Considering who is reading it, where its being read and the historical context, as well as considering possible meanings.
Living (Human and social science)	<ul style="list-style-type: none"> Actions and rituals and symbols will often demonstrate, and be influenced by, beliefs and values e.g. Palm Sunday, giving to charity, 5 Ks, Langar. 	<ul style="list-style-type: none"> Pupils know that routines and rituals can be important to religions and worldviews. Pupils know that they can learn about rituals and practice, by observing and asking 	<ul style="list-style-type: none"> Pupils can compare, contrast and interpret information from multiple sources.

	<ul style="list-style-type: none"> • Key events express some of the core ideas that adherents of a religion hold to be important e.g. Holy Week, Diwali. • Christian, Hindu and Sikh worship practices are examined and compared. 	<p>questions.</p> <ul style="list-style-type: none"> • Pupils know that there are a variety of ways that people will demonstrate their sense of belonging and community. • Pupils will know there are a variety of religious places in Christianity, Hinduism and Sikhi. • How they live is important to most Sikhs. 	
Thinking (Philosophy)	<ul style="list-style-type: none"> • Most Christians and Sikhs communicate with God through prayer and this impacts their lived experience. • There are different thoughts on why stories are important. For instance, do they need to be true? How do they influence our behaviours? • People identify different locations as having spiritual importance (focus on Temple, Mandir, Gurdwara, Church) 	<ul style="list-style-type: none"> • Pupils can identify some aspects of a religion need to be interpreted in non-literal sense. • Pupils can identify some of the reasons that people use to articulate why some people may consider a place spiritual. • Pupils will know that people use a variety of reasons to articulate the importance of given stories. 	<ul style="list-style-type: none"> • Pupils can ask philosophical questions about the reasons people give for their beliefs. • Pupils give their own opinions in answer to some of these questions. • Pupils make simple evaluations of the logic of theirs or others' conclusions. • Pupils ask important questions about life and share their own possible answers.
Year 5,6	<p>Core knowledge (substantive) and key</p> <ul style="list-style-type: none"> • Vocabulary 	<ul style="list-style-type: none"> • Disciplinary knowledge 	<ul style="list-style-type: none"> • Disciplinary skills
Believing (Theology)	<p>Pupils will know:</p> <ul style="list-style-type: none"> • What different Christians believe about the death of Jesus. • The resurrection of Jesus as interpreted by the Church and Christians today. • The importance of Muhammad in being the last prophet of Islam. • The significance of Karma in Buddhist traditions. 	<ul style="list-style-type: none"> • Pupils will know that many sacred texts are still read today to provide meaning and justification for actions. • Pupils will know that there are ways of reading a text that are agreed on by particular groups of people. • Pupils will know that the same people can figure in stories in completely different ways and with different interpretations. 	<ul style="list-style-type: none"> • Pupils will be able to compare and contrast different ways of reading and interpreting text. • Pupils are increasingly confident at interpreting text/art, considering the historical and social contexts in which they were created • Pupils can make links between the texts and their use in religious and non- religious

		<ul style="list-style-type: none"> • Pupils will know that the same people can figure in stories in completely different ways and with different interpretations. 	<p>contexts today.</p>
<p>Living (Human and social science)</p>	<ul style="list-style-type: none"> • How Christians believe they should act to make the world a better place. • The ways the Mosque contributes to a sense of belonging and community for some Muslims. • The importance of meditation for Buddhists. • Buddhist Monasteries 	<ul style="list-style-type: none"> • Pupils will know with increasing confidence that a worldview, whether organised or individual is lived out in peoples' actions and choices. • Pupils know that religions and beliefs change over time and are shaped by experiences. • Pupils know that time, culture, practice and place influence religions and worldviews, and that religions, practices and beliefs in their turn, impact on cultures and traditions. 	<ul style="list-style-type: none"> • Pupils can make connections between beliefs and actions. • Pupils can examine their own position and be reflective when exploring other their own beliefs and beliefs of others. • Pupils can analyse data and information, both qualitative and quantitative, and communicate their analysis.
<p>Thinking (Philosophy)</p>	<ul style="list-style-type: none"> • The bible is examined for different interpretations of wisdom. • Different historical and philosophical explanations of a good life are examined. • Compare and contrast the scientific and Christian explanation for the creation of the world. Examine whether they can be considered as complimentary or contradictory. • Peoples' worldview, religious or non-religious, influences their choices and actions. 	<ul style="list-style-type: none"> • Pupils know that all knowledge comes from somewhere. • Pupils know that the ideas from religions and worldviews can be debated and discussed. • Pupils know that people have different ideas and beliefs about self, death, life after death and the supernatural or spiritual worlds. 	<ul style="list-style-type: none"> • Pupils can debate and discuss ideas from organised worldviews that are applied to current issues. • Pupils are increasingly able to put forward alternative ideas and statements, taking account of a variety of positions and arranging arguments and counterarguments in an increasingly logical manner. • Pupils are developing an awareness of morality – gaining knowledge of values and ethics and deciding what these mean for them and for others. • Be respectfully curious when asking • Pupils ask important questions about life and explain clearly their own possible answers.

Each units covers all these strands but has a key strand focus.

Year group	Believing (theology)	Living (Human and social science)	Thinking (Philosophy)
Ks1 and EYFS Year A	Who made the world? What do Jewish people believe about God? Why does Easter matter to Christians? What do Christians believe God is like?	How and why is Shabbat important to Jewish people?	What are the best reasons for following a leader?
KS1 and EYFS Year B	Why does Christmas matter to Christians? What is the good news that Jesus brings? What does the Torah mean for Jewish people?	Why do Christians meet regularly and what do they do? What is the good news that Jesus brings? In what ways is the synagogue important for Jewish people?	How do people know how to behave?
Year 3,4 Year A	What is the Trinity? Year 3 Hinduism Year 4 Sikhi Why do Christians call the day Jesus died 'Good Friday'?	What kind of world did Jesus want? Year 3 Hinduism Year 4 Sikhi	Does it matter if a story is true?
Year 3,4 Year B	When Jesus left, what was the impact of the Holy Spirit? Year 3 Hinduism Year 4 Sikhi	What do Christians learn from the Creation Story? People of God Year 3 Hinduism Year 4 Sikhi	How and why do people argue that some places can be spiritual?
Year 5,6 Year A	What does it mean if God is loving and holy? Was everyone pleased at Christmas? Year 5 Buddhism Year 6 Islam	Who was Jesus and what did he teach us? (What would Jesus do? Picturing Jesus) Year 5 Buddhism Year 6 Islam	What does it mean to live a good life? Do we need a deity to be committed to creating a better world?

Year 5,6 Year B	What difference does the resurrection make to Christians? Year 5 Buddhism Year 6 Islam	Spirituality Around The World Year 5 Buddhism Year 6 Islam	What does it mean to live a good life? Do we need a deity to be committed to creating a better world? Creation and Science – Complimentary or Contradictory?
--------------------	--	--	--

Our Implementation

Organisation of topics

Teaching of Christianity using Understanding Christianity

Pupils at Curzon follow “Understanding Christianity” Units. The units are divided into 3 phases: KS1, lower keys stage 2, upper key stage 2 with the elder year group in each phase being challenged with digging deeper materials.

Within EYFS and Key Stage 1, the pupils are taught 5 different units. These are on a two-year rotation (Year A and B). In EYFS pupils have discrete RE sessions each week. RE activiities are included in continous provision. For example, role playing characters of Noah’s Ark. Year 2 pupils are challenged by the use of digging deeper materials.

This knowledge is built on in KS2 with the following units:

God Creation and Fall People of God Incarnation Gospel Salvation Kingdom of God

We have included Picturing Jesus as discussing and creating art inspires our pupils and gives rise to high quality reflections about Jesus and how he is perceived by different people. We deliberately challenge the stereotypical portraits of Jesus, showing our pupils depictions from different cultures.

Teaching of a range of religious world views

In Key Stage 1 and EYFS pupils study Judaism for three years. This gives them a deep understanding of Judaism and enables them to compare and contrast with Christianity. This also helps give a solid foundation of the Old Testament stories for when they continue to learn the “Big Picture” or the “meta-narrative” of the bible in Key Stage 2. The pupils obtain a deeper understanding of the Christian and Jewish faiths by being able to link and contrast the two faiths.

In Key Stage 2, each year group studies a major world faith. Most of the units are from the 2023 Oxford Diocese scheme of work. By studying one major world faith and Christianity each year, pupils gain a deeper understanding of each one, enabling them to make links between them and Christianity. We believe that this approach enables deeper understanding of a whole set of beliefs or world views rather than comparing content between the religions. The order of the world faiths has been chosen deliberately: Hinduism and Sikhi have clear links as they both originated from the Indian subcontinent and share some beliefs, such as Karma and Dharma. Islam is taught in Year 6 as we believe that the older pupils are better placed to explore issues around respect for faiths and the way Islam is sometimes represented in the media. Islam also links with our humanities subjects in line with our cross curricular approach.

Year 3 – Hinduism

Year 4 – Sikhi

Year 5 – Buddhism

Year 6 - Islam

Teaching of non-religious world views

In each phase (KS1, lower KS2, upper KS2), there are two units on non-religious world views. This cover themes such as spiritual buildings, reality and truth of stories, do people need a deity. These units give pupils and opportunity to consider different world views and debate and discuss issues. Pupils have the opportunity to express their views, listen to others and then re-evaluate their own views. We have chosen units that link with our units on Christianity and other religious world views e.g. sacred places links to churches and mandirs and KS1 unit on rules links to Judaism with a lesson on Joshua. We have deliberately placed the unit on Humanism and ‘do people need a deity?’ in Year 6 as by this time, children will have built up a bank of knowledge about deities in different religions.

Curzon Long Term Curriculum Planning for RE

KS1

EYFS RE is taught mainly through discrete sessions covering the following key skills and following the same broad units as KS1.

Based on Understanding Christianity units for Y1,2 for Christianity.5 key areas: Creation, Incarnation, God, Salvation, Gospel.

Based on Oxford Diocese 2023 RE scheme for non-religious world views and Judaism.

Suggested questions for each unit.

All the way through, links are made between each unit. Each unit is approx. 6 weeks long.

YEAR A

Autumn	Spring	Summer
<p>Who made the world? Creation How did God sequence the creation of the world? What did God do on the sixth day? Why is it important to look after creation? What do Christians believe is their job in creation? What is the impact on Christians' lives due to the creation story? How do Christians help others? Aroacha example</p> <p>What do Jewish people believe about God? What are the key beliefs in Judaism? Covenant with Abraham Prayer of Shema 10 Commandments Hannukah</p>	<p>What are the best reasons for following a leader? What makes a good leader? Who is your role model and why? Story of Joshua in Canaan How was Joshua a good leader? Compare Joshua to Jesus Do all leaders have the same qualities? Do we all need to follow leaders?</p> <p>Why does Easter matter to Christians? Salvation Was Easter part of God's plan? Last Supper and Garden of Gethsemane. Why did Jesus die?</p>	<p>What do Christians believe God is like? God How do we know God is loving? Parable of Lost Sheep How powerful is God? Jesus calming the storm How is God good? Providing manna in the desert God is always with us-Daniel in the lion's den God knows everything-psalm 139 God keeps his promises-Abraham and Sarah</p> <p>How and why is Shabbat important to Jewish people? What do Jewish people do during Shabbat? What are they not allowed to do? How is Shabbat celebrated? Explain why it is celebrated in this way What is most important about Shabbat for different Jewish people?</p>

Compare Jewish understanding of God to other beliefs	<p>What do Christians do to remember Holy week- visit by Rev Daf</p> <p>Who saw Jesus on Easter morning?</p> <p>Where is Jesus now? Ascension</p> <p>Who is the Holy Spirit? Pentecost</p> <p>Why are eggs used as symbol at Easter?</p> <p>What might Heaven be like?</p>	Is Shabbat an important time for all Jewish people?
--	--	---

YEAR B

Autumn	Spring	Summer
<p>How do people know how to behave?</p> <p>What are rules in school and why are they important?</p> <p>What rules do I follow?</p> <p>Imagine a place with no rules, what would it be like?</p> <p>Would you like to live there?</p> <p>10 Commandments</p> <p>How does the golden rule fit with our school values?</p> <p>Moses and giving of the commandments on Mount Sinai</p> <p>What do these rules mean for Jewish people today?</p> <p>Shabbat, food rules, day of rest rules</p> <p>What makes a good rule?</p> <p>Why does Christmas matter to Christians?</p> <p>Incarnation</p>	<p>What is the good news that Jesus brings?</p> <p>Gospel</p> <p>How did Jesus show friendship?</p> <p>What is forgiveness and what does it mean to many Christians?</p> <p>How is peace important to many Christians?</p> <p>How is prayer important to many Christians?</p> <p>How do some Christians live out the good news that Jesus told?</p> <p>What does the Torah mean for Jewish people?</p> <p>What is the Torah?</p> <p>How do Jews show respect to the Torah?</p> <p>How do the teachings of the Torah impact the lives of some Jewish people? Look at creation, Abraham, Rules from the Torah</p>	<p>Why do Christians meet regularly and what do they do?</p> <p>What happens in a church on different days of the week?</p> <p>Look at different church services compare to school collective worship</p> <p>Holy Communion</p> <p>Acts 2 42-47 early church</p> <p>Church in the community e.g. foodbanks</p> <p>Celebrations in churches e.g. baptism</p> <p>In what ways is the synagogue important for Jewish people?</p>

<p>Why was Christmas a strange way to introduce Jesus? Who knew that Jesus was important? What do we expect a King to be like? Why was it important that Jesus was a baby boy? How was Jesus' birth extraordinary? How would Mary and Joseph have felt during the Nativity story? Who did Jesus come for? How is Christmas represented today?</p>	<p>How is the Torah used at special occasions? Bar Mitzvah and Bat Mitzvah, Simchat Torah festival How do Jews use Hebrew for prayers?</p>	<p>What are the features of a synagogue? Compare to a church. Why might Jewish people go to the synagogue? Festivals that centre on the synagogue. Shabbat How might a synagogue benefit the community? What makes a synagogue a special place?</p>
--	---	---

KS2 – 2 YEAR ROLLING PROGRAMME

Key Concepts: God Creation Fall People of God Incarnation Gospel Salvation Kingdom of God

Year 3 and 4 Year A (Hinduism and Sikhi are for each year group so do not rotate).

Each unit is approx. 6 weeks long. The min units are 2 weeks each.
Suggested questions for each unit.

Autumn	Spring	Summer
---------------	---------------	---------------

<p>Does it matter if a story is true? Can we explain what we see? Nobody stands Nowhere Plato's cave Can proverbs help us in our daily lives? What can a story teach us? The Promise</p> <p>2a.3 What is the Trinity? Incarnation Symbolism of water Baptism of Jesus Symbolism of water in baptism ceremonies Christian beliefs about the Trinity How can the Grace be an encouragement to Christians? Trinity expressed through art What does John's gospel celebrate? How do Christian beliefs about the Trinity affect how they live their life?</p> <p>Year 3 Hinduism- mini unit Rama and Sita What does Diwali mean to Hindus?</p> <p>Year 4 Sikhi- mini unit What does Diwali mean to Sikhs? Compare this to Hindu Diwali.</p>	<p>Year 3 Hinduism Rama and Sita What does Diwali mean to Hindus? How do Hindus express their beliefs about God? Importance of Lakshmi How do Hindus believe the world began? What connections can be made between the Hindu and Christian creation stories? What does the Om symbol mean to Hindus? What is Puja? What is the special place of worship for Hindus? Why do Hindus worship different Gods? How do Hindus celebrate the important life events? How do festivals express Hindu beliefs? What qualities does the Hindu God have? What symbols are used for God?</p> <p>Year 4 Sikhi How did Sikhi begin? What things are sacred to Sikhs? What did Guru Nanak teach about how to live? What do most Sikhs believe that Waheguru is like? What is the Guru Granth Sahib? What does worship look like for most Sikhs in the Gurdwara and at home? What is seva and why it is important to most Sikhs? How do Sikhs show commitment to their faith?</p>	<p>2a.5 Why do Christians call the day Jesus died 'Good Friday'? Salvation Why do Christians receive palm crosses? What were the events of Palm Sunday? The events of Holy Week from Mary's point of view How do Christians remember holy week? What was the most important day in Holy Week? What name would you give to Good Friday and why?</p> <p>2a.4 What kind of world did Jesus want? Gospel Pentecost How did the disciples first feel when Jesus called them to follow him? Why did Jesus touch and heal a leper? How do churches today show Jesus' love for everyone? What meaning do Christians take from the story of the Good Samaritan? What kind of world would Jesus want? Why is charity important to Christians?</p>
---	--	--

Year 3 and 4 Year B

Autumn	Spring	Summer
<p>How and why do people argue that some places can be spiritual? Definition of spirituality Different types of mandirs and common features Different types of churches and common features, including symbolism How do these buildings make people feel? Design own spiritual building Pilgrimages (Christian, Hindu) Why do people go on pilgrimages? How is a pilgrimage different from a holiday? Where would you like to go when you want to feel quiet, calm, thoughtful, spiritual?</p> <p>2a.1 What do Christians learn from the Creation Story? Creation and Fall What did God create? What did God intend when he made the world? How should human beings treat God’s creation and what can they do? How do Christians try to look after God’s world? How did humans spoil their friendship with God? How does God show he wants people to feel close to him?</p>	<p>Year 3 Hinduism Rama and Sita What does Diwali mean to Hindus? How do Hindus express their beliefs about God? Importance of Lakshmi How do Hindus believe the world began? What connections can be made between the Hindu and Christian creation stories? YEAR B?? What does the Om symbol mean to Hindus? What is Puja? What is the special place of worship for Hindus? Why do Hindus worship different Gods? How do Hindus celebrate the important life events? How do festivals express Hindu beliefs? What qualities does the Hindu God have? What symbols are used for God?</p> <p>Year 4 Sikhi How did Sikhi begin? What things are sacred to Sikhs? What did Guru Nanak teach about how to live? What do most Sikhs believe that Waheguru is like? What is the Guru Granth Sahib?</p>	<p>2a.6 When Jesus left, what was the impact of the Holy Spirit? Kingdom of God Day of Pentecost How do artists show Pentecost? What do Christians mean by ‘the Holy Spirit’? How does it help them live their lives? How do Christians understand the Lord’s Prayer? What are the Fruits of the Spirit?</p> <p>2a.2 What is it like to follow God? People of God What was it like for Noah and his family to follow God? What is a covenant? Do promises make a difference in the world today? How are promises made at a Christian wedding? What was Abraham’s relationship with God? What is it like to follow God? Examples of Christians who give up parts of their lives to follow God- Salvation army.</p>

<p>Forgiveness What do Christians learn from the creation story?</p> <p>Year 4 Sikhi- mini unit What does Diwali mean to Sikhs? Compare this to Hindu Diwali.</p>	<p>What does worship look like for most Sikhs in the Gurdwara and at home?</p> <p>What is seva and why it is important to most Sikhs? How do Sikhs show commitment to their faith?</p>	
--	--	--

Year 5 and 6 Year A

<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
----------------------	----------------------	----------------------

<p>2b.1 What does it mean if God is holy and loving?</p> <p>What is God like? What do people say God is like? How do Christians reflect the characteristics of God? How do Christians respond to a loving God? How do worship songs reflect God's character? What if God's characteristics changed? Is it always easy to love?</p> <p>Was everyone pleased at Christmas?</p> <p>Who were the rulers at the time? Why were some people frightened about the birth of Jesus?</p> <p>Theology</p>	<p>Year 5 – What does it mean to live a good life?</p> <p>What is a good life? How can we live using the 'Golden Mean'? Are religions the same in how they try to live a good life?</p> <p>Philosophy</p> <p>Year 6 – Humanism - Do we need a deity to be committed to creating a better world?</p> <p>How do we get our worldviews? Do you need a deity to create change? Does your worldview change what is right and wrong?</p> <p>Philosophy</p> <p>2B. Who was Jesus and what did he teach us? (What would Jesus do? Picturing Jesus) Gospel</p> <p>How do people imagine Jesus? What messages did Jesus teach? What foundations did Jesus want Christians to have? Why do Christians pray? How important was forgiveness to Jesus? How have people's faith influenced their forgiveness of others?</p>	<p>Year 5 – Buddhism</p> <p>Who was the Buddha? – leaders What are the universal truths? – beliefs How do Buddhists choose to live their lives? – the eightfold path and the four noble truths – beliefs and social Science How do Buddhists live their life in the UK? – Social Science What festivals do Buddhists celebrate and why? Vesak – Social Science and beliefs</p> <p>Year 6 – Islam</p> <p>What are my perceptions of Islam? Social Science What makes someone a Muslim? Beliefs Is it easy to follow the 5 pillars in the UK today? Beliefs and Social Science What were the teachings of Muhammad? Theology What is the importance of the Mosque? Worship</p>
---	--	--

Years 5 and 6 Year B

Autumn	Spring	Summer
<p>2b.2 Creation and Science – Complimentary or Contradictory? Link to evolution Creation and Fall</p> <p>Who is Genesis for? Can you look at the Genesis story scientifically? How should Christians view science? How are science and creation shown through art? How is creation celebrated through worship songs? Have people been good stewards? Is poor stewardship ever acceptable?</p> <p>Spirituality Around The World Do all Christians worship in the same way? What is worship like around the world? Why do people worship differently?</p>	<p>Year 5 – What does it mean to live a good life? What is a good life? How can we live using the ‘Golden Mean’? Are religions the same in how they try to live a good life?</p> <p>Year 6 – Humanism - Do we need a deity to be committed to creating a better world? How do we get our worldviews? Do you need a deity to create change? Does your worldview change what is right and wrong?</p> <p>2.b.7 What difference does the resurrection make to Christians?</p> <p>What evidence is there that Jesus was resurrected? Why do Christians believe in the resurrection? What are the different emotions that believers might feel on Good Friday and Easter Sunday? Does the resurrection affect the emotions attached to worship songs? What different views are there on the afterlife? (atheism, agnostics and believers) How does the resurrection help with loss? How did Jesus’ resurrection inspire his disciples?</p>	<p>Year 5 – Buddhism Who was the Buddha? – leaders What are the universal truths? – beliefs How do Buddhists choose to live their lives? – the eightfold path and the four noble truths – beliefs and social Science How do Buddhists live their life in the UK? – Social Science What festivals do Buddhists celebrate and why? Vesak – Social Science and beliefs</p> <p>Year 6 – Islam</p> <p>What are my perceptions of Islam? Social Science What makes someone a Muslim? Beliefs Is it easy to follow the 5 pillars in the UK today? Beliefs and Social Science What were the teachings of Muhammad? Theology What is the importance of the Mosque? Worship</p>

How we teach RE

We use question-based lesson objectives and an enquiry based approach to knowledge acquisition and retention to enable pupils to know about and understand Christianity and a range of religious/non-religious world views.

Each unit starts with a vocabulary grid allowing pupils to demonstrate what they already know. These initial tasks are revisited during each unit by the pupils who add their new knowledge to them. The completed mind maps/vocabulary grids are evidence of progress in knowledge through a unit. Pupils complete an end of unit reflection task as well showing that they can apply the vocabulary and knowledge learnt.

Key elements of our RE teaching are activities such as drama, Diamond 9, Conscience Alley, Silent Debates. These techniques ensure that all pupils are involved in discussing and reasoning.

In each lesson, there are opportunities for revising and recapping key learning. Strategies used include chanting key facts, low stakes quizzes and paired discussion where one pupil teaches another.

We sometimes use chilli challenges in KS2 (choice of 3 levels of work) to allow pupils to challenge and extend themselves, allowing higher attainers the opportunities for deeper reflection.

RE has a high profile within the school and is often cross-referenced during the teaching of other disciplines such as, but not exclusively, the teaching of the Science curriculum. Christian values underpin all aspects of school life. We aim for all our pupils to grow their thinking skills of reflection and curiosity.

We have a popular Gifted and Talented RE group run by a local church where pupils explore some of the big questions in more depth.

Assessment

Assessment of pupils' learning in RE is an ongoing monitoring of pupils' learning by the class teacher throughout lessons. As in all subjects, lessons start with a recap of previous learning. Teachers use quick fire formative assessment activities in lessons to check retention of knowledge, such as true/false, thumbs up/down and low stakes quizzes. They also observe and listen carefully to pupils' contributions. This formative assessment is then used to inform support and challenge for each pupil and to make adaptations to future lessons. Teachers use the /vocabulary grids and tasks carried out during the unit to summatively assess pupils' learning. This is recorded on Bromcom and analysed by the subject leader. At the end of each unit, pupils complete a written assessment task around the enquiry foci and key knowledge. This informs summative data for each term which is recorded on Bromcom and analysed by the subject leader.

Impact

Pupils review their mind maps/vocabulary grids during units and are actively encouraged to reflect on the knowledge and skills they are learning. End of term assessments show that pupils attain well in RE. Attainment is at least in line with core subjects in all year groups. Some SEND pupils, who struggle with writing, achieve highly in RE. Our RE curriculum builds towards our goals for all pupils: the Curon Child.

- Is respectful to those from different world views and accepting of different needs.
- Has a deep understanding of the Christian faith and its role within the world today.
- Collaborates well with their peers.
- Enjoys supporting younger pupils and others within their community.
- Is able to step outside their comfort zone and challenge themselves.
- Is able to reflect, revisit and improve on their work.
- Shows care towards the environment.
- Is able to use technology respectfully and to enhance their learning.
- Is curious and asks questions about their learning and the world around them.
- Is articulate in explaining thoughts and opinions.
- Advocates for what is fair and just.
- Is keen to raise money for charity and make a difference.
- Seeks to help those who need it.
- Knows what is right and wrong and can make the right behaviour choices.

