

## Curzon RE Curriculum July 2020

### Curzon specific aims of RE- our intent

Our Christian values underpin everything that we do.

All children are taught the Big Picture of Christianity and the importance of the life of Jesus.

All children ask and explore the big questions of life.

All children understand and respect different beliefs and world views.

All children are challenged to reflect on their beliefs whilst learning how to respect the beliefs of others.

All children have the opportunity to discuss and explore important issues.

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

### How the RE curriculum is tailored to our pupils-our implementation

The aim at Curzon for RE is to allow all pupils to understand the world around them 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). In addition to this, we want all pupils to have a knowledge of, and be respectful towards, other world faiths and views. 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 religions.

This is achieved by using an enquiry based approach to knowledge acquisition and retention to enable pupils to know about and understand Christianity as a living faith that influences the lives of people world-wide today. It also teaches pupils to know about and respect other major world religions and world views. Pupils explore religious 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.

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 children to grow their thinking skills of reflection and curiosity.

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

### Teaching of Christianity using Understanding Christianity

Pupils at Curzon follow “Understanding Christianity” Units and explore the key concepts of; The Creation and Fall, Incarnation, Salvation, Kingdom of God and The People of God throughout all year groups. This helps to create sequential learning and knowledge retention. 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 children depictions from different cultures.

EYFS and Key Stage 1: Within EYFS and Key Stage 1, the children are taught 6 different units. When they are in EYFS and Year 1, they approach the unit by using the “core” knowledge blocks and during Year 2 they use the “Digging Deeper” material.

Key Stage 2: Children follow a two year (Year A and Year B) curriculum for Key Stage 2. The units are therefore taught to all children during the “phase” (Year 3 and 4 or Year 5 and 6) that they are in.

### Teaching of other Faiths

In Key Stage 1 and EYFS children study Judaism for three years. This is to help give a solid foundation of the Old Testament stories so when they continue to learn the “Big Picture” or the “meta-narrative” of the bible. For their studies in Key Stage 2 they will, along with their Understanding Christianity units, have committed key stories of the bible to long term memory so they are able to evaluate their impact today and the world that we live in and so they can apply it to their own lives. The children 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. Some of this content is from the agreed Bucks SACRE syllabus, with the addition of Buddhism and Sikhism as we want to cover all six major world religions, and links with the themes in the Understanding Christianity units, although direct comparisons between the religion and Christianity are not expected unless appropriate. 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 have been chosen deliberately as Hinduism and Sikhism 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 children are better placed to explore issues around respect for other faiths and the way Islam is sometimes represented in the media and it links with other humanities subjects in line with our cross curricular approach.

Year 3 – Hinduism

Year 4 – Sikhism

Year 5 – Buddhism

Year 6 - Islam

### Curzon Long Term Curriculum Planning for RE

**KS2 – 2 YEAR ROLLING PROGRAMME** – 70% Christianity 30% Other World Faith

Each term will have a Christian unit and a supporting world faith mini unit linking the same themes

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

Underlined= Bucks Sacre themes

**Bold = UC theme**

		<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>
<b>YEARS 3 &amp; 4</b>	Year A	2a.3 What is the Trinity? <b>Incarnation</b>	World Faith: Festival link (Diwali)	2a.5 Why do Christians call the day Jesus died 'Good Friday'? <b>Salvation</b>	World Faith: Year 3 Hinduism Year 4 Sikhism	2a.4 What kind of world did Jesus want? <b>Gospel</b>
Year 3 Hindu Year 4 Sikhism						

	Year B	2a.1 What do Christians learn from the Creation Story? <b>Creation and Fall</b>	World Faith: Festival link (Diwali)	2a.6 When Jesus left, what was the impact of Pentecost? <b>Kingdom of God</b>	World Faith:  Year 3 Hinduism  Year 4 Sikhism	2a.2 What is it like to follow God? <b>People of God</b>

		Autumn	Spring	Summer	
<b>YEARS 5 &amp; 6</b>  Year 5 Buddhism Year 6 Islam	Year A	2b.1 What does it mean if God is holy and loving? <b>God</b> <u>Ethics Morals and Issues</u>	2b.6 What did Jesus do to save Human Beings? <b>Salvation</b> <b>Rites of Passage</b> <u>What makes life so important?</u>	Picturing Jesus	<b>Year 5 Buddhism</b> Three Universal Truths and 8 Spoke Wheel <b>Year 6 Islam</b> Islam - Teachings from the Qur'an, Hadith and Sunnah of Muhammad about living together and our duties to others and the world. Fundamentalism
	Year B	2b.2 Creation and Science – Complimentary or Contradictory?	2b.7 What difference does the resurrection make to Christians?	What type of	World Faith - Year 6

		Link to evolution <b>Creation and Fall</b>	<b>Salvation</b>	King was Jesus? <b>Kingdom of God</b>	Islam Year 5 Buddhism <b>Year 5 Buddhism</b> Three Universal Truths and 8 Spoke Wheel <b>Year 6</b> <b>Islam</b> - Teachings from the Qur'an, Hadith and Sunnah of Muhammad about living together and our duties to others and the world. Fundamentalism
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**KEY STAGE 1** – Different content will be covered using the same theme title for the unit topic as they are studied in half termly blocks.

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Years R, 1 & 2	Half Term 1	1.2 Who made the world? <a href="#">Our World All About me</a> <a href="#">What makes some things Sacred?</a>	1.4 What is the good news that Jesus brings? <a href="#">Special People, Special Stories, Special Occasions –</a>	1.1 What do Christians believe God is like? <a href="#">Belonging All About Me</a> <a href="#">Special Stories</a> <a href="#">Moses</a>
	Half Term 2	1.3 Why does Christmas matter to Christians? <a href="#">Special Occasions</a>  <a href="#">Who was Abraham?</a>	1.5 Why does Easter matter to Christians? <a href="#">Special Occasions – Why does it not matter to others?</a> <a href="#">Hanukah and Joseph Maccabee</a>	World Faith - Judiasm <a href="#">Important places Ed visit</a>

### Progression of Skills

Enquiry Focus	KS1 pupils will be able to		Lower KS2 pupils will be able to		Upper KS2 pupils will be able to	
	Y1	Y2	Y3	Y4	Y5	Y6

<p><b>Knowing it...</b> Core knowledge and understanding of texts, stories and key beliefs</p>	<p>Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity &amp; Judaism)</p> <p>Recall a variety of religious stories used for different purposes</p>	<p><i>Give a simple account of some of the core beliefs and symbols of the religions and non-religious world views studied</i></p> <p><i>Retell a selection of key stories, making links to the core beliefs</i></p>	<p>Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.)</p> <p>Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)</p>	<p><i>Describe the lives of the most important religious figures and their place within the belief system</i></p> <p><i>Suggest meaning for the various kinds of writing found within sacred texts</i></p>	<p>Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders</p> <p>Use technical &amp; religious language to identify the different writings within sacred texts</p>	<p><i>Recognise the role of inspiration in the creation of sacred texts and the lives of leaders</i></p> <p><i>Explain the connections between sacred texts and beliefs using theological terms</i></p>
<p><b>Living it...</b> Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally</p>	<p>Give simple examples of how the stories and beliefs influence the behaviour of believers, with reference to the local area</p> <p>Identify some elements of practice that arise from these beliefs</p>	<p><i>Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot)</i></p> <p><i>Give examples of how beliefs are linked to worship and prayer</i></p>	<p>Identify the key practices of a faith and some of the differences between denominations or sects</p> <p>Describe how beliefs influence worship and guide lifestyle choices</p>	<p><i>Make links between the texts studied and the practice of faith in the community and family</i></p> <p><i>Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God</i></p>	<p>Make clear links between the texts and concepts studied and common practice across denominations</p> <p>Describe the actions of believers in their communities, locally and globally that demonstrate commitment</p>	<p><i>Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects) particularly in questions about life and death</i></p> <p><i>Show how inspiration might play a part in how believers interpret the texts</i></p>
<p><b>Linking it...</b></p>	<p>Take part in discussions about</p>	<p><i>Talk confidently about their own</i></p>	<p>Raise questions about the way that</p>	<p><i>Raise questions and suggest answers</i></p>	<p>Identify the key ideas from the faiths</p>	<p><i>Raise questions about the key ideas</i></p>

<p>Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives</p>	<p>experiences using some of the religious knowledge gained</p> <p>Express their own opinions in an age appropriate way</p> <p>Suggest ways that belief affects the way believers live</p> <p>Talk about how this is seen in their own lives</p> <p>Comment respectfully about the beliefs and practices of others</p>	<p><i>experiences in the light of the religious knowledge gained</i></p> <p><i>Express their opinions simply with justification from religious sources</i></p> <p><i>Talk about the differences that beliefs make to the way believers live</i></p> <p><i>Make simple comparisons to their own lives</i></p> <p><i>Ask questions about the beliefs and practices of others</i></p>	<p>the key faiths studied influence the attitudes and values of groups in the local area</p> <p>Show knowledge of the links between teachings of religious figures and current leaders</p> <p>Begin to describe the stories and teachings studied and how they make a difference to the way pupils think and behave</p>	<p><i>about the way that the key beliefs studied influence the attitudes and values of wider society.</i></p> <p><i>Make links between the teachings of religious figures and current leaders</i></p> <p><i>Suggest how the stories and teachings studied might make a difference to the way the others think and behave</i></p>	<p>studied that believers may find helpful or inspiring in guiding them to live a good life</p> <p>Show awareness of the way believers' actions impact communities, locally and nationally.</p> <p>Compare a range of responses to the major questions of how people live their lives</p>	<p><i>from the faiths studied that help of inspire believers' life choices.</i></p> <p><i>Compare, contrast and evaluate the impact that believers' actions have on their communities, locally and globally</i></p> <p><i>Contrast religious and non-religious responses to the big questions of life</i></p>
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**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 children 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)

## **Impact**

End of term Target Tracker assessments show that pupils attain well in RE. Attainment is at least in line with core subjects in all year groups. Some SEN pupils, who struggle with writing, achieve highly in RE.

Children will be confident to articulate their personal beliefs, ideas, values and experiences while respecting the right of others to have different views, values and ways of life.

Children will be reflective and curious learners with a strong understanding of Christian values, beliefs, stories and practices.

Children will develop their own personal sense of understanding and belonging.

Children will develop a sense of justice and seek to address inequality and unfairness.

Children will demonstrate a respect and understanding of other world views.