

## 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 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. Our curriculum is planned so that pupils can 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.

At Curzon we relish the opportunity to explore the fascinating "Big Questions" of life and we aim for all of our children 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 children 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 steadfast in 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 children to be the change that they want to see.

We have high ambitions for all pupils. Our ethos is to allow all children 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 minister where children can ask and explore some of their big questions in more depth.

## Units that involve art

Art is a key part of our RE curriculum as it is an effective way in enabling our children 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 children depictions from different cultures.

## Gaining a deeper understanding of other world faiths

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. This approach gives our pupils a deeper understanding of a whole set of beliefs or world views rather than comparing content between the religions.

## Teaching of RE Skills

We have identified three key enquiry foci strands and have mapped the development of each of these skills throughout the year groups, identifying what children in each year group need to attain in each of the strands by the end of each academic year.

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
<b>Knowing it...</b> Core knowledge and understanding of texts, stories and key beliefs	Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism)	<i>Give a simple account of some of the core beliefs and symbols of the religions and non-religious world views studied</i>  <i>Retell a selection of key stories,</i>	Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.)  Identify different types of texts within sacred	<i>Describe the lives of the most important religious figures and their place within the belief system</i>  <i>Suggest meaning for the various kinds of writing</i>	Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders  Use technical & religious language	<i>Recognise the role of inspiration in the creation of sacred texts and the lives of leaders</i>  <i>Explain the connections between sacred texts and beliefs</i>

	Recall a variety of religious stories used for different purposes	<i>making links to the core beliefs</i>	writings (laws, narratives, prayers, poems, story)	<i>found within sacred texts</i>	to identify the different writings within sacred texts	<i>using theological terms</i>
<b>Living it...</b> Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally	Give simple examples of how the stories and beliefs influence the behaviour of believers, with reference to the local area  Identify some elements of practice that arise from these beliefs	<i>Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot)</i>  <i>Give examples of how beliefs are linked to worship and prayer</i>	Identify the key practices of a faith and some of the differences between denominations or sects  Describe how beliefs influence worship and guide lifestyle choices	<i>Make links between the texts studied and the practice of faith in the community and family</i>  <i>Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God</i>	Make clear links between the texts and concepts studied and common practice across denominations  Describe the actions of believers in their communities, locally and globally that demonstrate commitment	<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>  <i>Show how inspiration might play a part in how believers interpret the texts</i>
<b>Linking it...</b> Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives	Take part in discussions about experiences using some of the religious knowledge gained  Express their own opinions in an age appropriate way  Suggest ways that belief affects the way believers live	<i>Talk confidently about their own experiences in the light of the religious knowledge gained</i>  <i>Express their opinions simply with justification from religious sources</i>  <i>Talk about the differences that</i>	Raise questions about the way that the key faiths studied influence the attitudes and values of groups in the local area  Show knowledge of the links between teachings of religious figures and current leaders	<i>Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society.</i>  <i>Make links between the teachings of religious figures and current leaders</i>	Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life  Show awareness of the way believers' actions impact communities, locally and nationally.	<i>Raise questions about the key ideas from the faiths studied that help of inspire believers' life choices.</i>  <i>Compare, contrast and evaluate the impact that believers' actions have on their</i>

	<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>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>Begin to describe the stories and teachings studied and how they make a difference to the way pupils think and behave</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>Compare a range of responses to the major questions of how people live their lives</p>	<p><i>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)

## **Our Implementation**

### **Organisation of topics**

#### 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. In EYFS children have discrete RE sessions each week. RE activities are included in continuous provision. For example, role play characters of Noah’s Ark.

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'?	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						

				<b>Salvation</b>		
	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>

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
<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> <b><u>Ethics Morals and Issues</u></b>	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? Link to evolution <b>Creation and Fall</b>	2b.7 What difference does the resurrection make to Christians? <b>Salvation</b>	What type of King was Jesus? <b>Kingdom of God</b>	World Faith - Year 6 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? <i>Our World All About me</i>  <i>What makes some things Sacred?</i>	1.4 What is the good news that Jesus brings? <i>Special People, Special Stories, Special Occasions</i>	1.1 What do Christians believe God is like? <i>Belonging All About Me</i> <i>Special Stories</i> <i>Moses</i>
	Half Term 2	1.3 Why does Christmas matter to Christians? <i>Special Occasions</i>  <i>Who was Abraham?</i>	1.5 Why does Easter matter to Christians? <i>Special Occasions – Why does it not matter to others?</i> <i>Hanukah and Joseph Maccabee</i>	World Faith - Judiasm <i>Important places Ed visit</i>



## **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 other world faiths.

Key elements of our RE teaching are activities such as 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 use chilli challenges (choice of 3 levels or work) to allow children 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 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.

### **Assessment**

Strategies such as, true/false, thumbs up/down and low stakes quizzes are used to assess understanding during lessons. At the end of each unit, pupils complete a written assessment task around the enquiry foci and key knowledge. Summative data for each term is recorded on Target Tracker and analysed by the subject leader.

### **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 SEND pupils, who struggle with writing, achieve highly in RE. The diocesan adviser judges RE to be a strength of Curzon.

By the time our children leave Curzon they 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.

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

develop their own personal sense of understanding and belonging.  
develop a sense of justice and seek to address inequality and unfairness.  
demonstrate a respect and understanding of other world views.