



STEETON PRIMARY SCHOOL

R.E CURRICULUM



BELIEFS AND PRACTICES



**MEANING, PURPOSE
AND VALUE**



**MORALITY, IDENTITY
AND DIVERSITY**

R.E CURRICULUM AT STEETON PRIMARY SCHOOL

INTENT

Religious Education 'should explore the important role that religious and non-religious worldviews play in all human life. This is an essential area of study if pupils are to be well prepared for life in a world where controversy over such matters is pervasive and where many people lack the knowledge to make their own informed decisions. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.' Commission on RE, September 2018.

Our vision for RE is based on the national guidance issued by the RE Council in 2013 and the local agreed syllabus, 2019. This syllabus is called *Believing and Belonging* because it weaves two key threads: First, it is about beliefs and values. It aims to develop pupils' understanding of religions and worldviews, exploring their commonality and diversity.

Secondly, the syllabus is about 'belonging'. It aims to nurture pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity and share this patch of the Earth. In this way it plays a part in helping pupils to discover their own place and journey through life.

Our RE curriculum focuses on specific core religions at each key stage: Christianity and Islam from KS1, adding Sikhism and Judaism at KS2. RE starts in the EYFS where we have selected the Early Learning Goals that link most closely to the RE National Curriculum taught in the rest of the school: Understanding the World and Personal Social and Emotional Development.

In RE lessons pupils discover, explore and consider different answers to questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.

IMPLEMENTATION

A broad and balanced curriculum has been designed. Teaching is based on a sequence of units of work. Representing a progression of learning in the areas of study. RE is taught in blocks every term through the key concepts outlines in the syllabus:



Investigate the **BELIEFS AND PRACTICES** of religions and worldviews



Investigate how religions and worldviews address questions of **MEANING, PURPOSE AND VALUE**



Investigate how religions and worldviews influence **MORALITY, IDENTITY AND DIVERSITY**.

This means that, in each year group, there should be a combination of systematic study of specific religions and worldviews, and enquiry into wider themes and application.

RE starts in the EYFS where we have selected the Early Learning Goals that link most closely to the RE National Curriculum taught in the rest of the school: Understanding the World and Personal Social and Emotional Development. At Key Stage 1, teaching and learning is focused around Christianity and Islam, alongside understanding of non-religious approaches to life. At Key Stage 2, teaching and learning is extended to include Christianity, Islam, Judaism and Sikhism, alongside understanding of non-religious approaches to life. Other faiths will be studied alongside the core religions. RE also recognises that there is wide diversity within faiths and in our local community. RE should recognise and reflect the huge variety within different religions and the many other faiths and systems of belief beyond the six defined world faiths. RE should challenge stereotypes, not reinforce them.

Each unit of work should focus around a key question related to the subject content of the syllabus. Enquiry and investigation of the key question should include:

- Analysis of the question;
- Critical investigation into relevant beliefs, practices and ways of life;
- A reasoned and critical response.

RE lessons will be enriched with school trips to places of worship of religions studied, religious leaders visiting school, assemblies celebrating the major religious festivals and full enrichment weeks for Christianity and Islam.

IMPACT

Through Religious Education lessons at Steeton Primary School our pupils will have knowledge and understanding of world religions that have been studied in their year groups. They will have understanding and respect for different religions, beliefs, values and traditions through exploring similarities and differences within and between faiths. Children will have an understanding of the influence of faith and belief on individuals, societies, communities and cultures. Above all we nurture a learning environment that teaches our children to be tolerant of other faiths and cultures by promoting mutual respect.

Assessment is based on progress towards the end of key stage statements, outlined in the agreed syllabus. Pupils do not need to be assessed formally after every unit of work, however teachers assess children's learning in every lesson and give support and challenge where appropriate. Parents are kept informed of their child's progress at parents' evenings, through school reports and work is celebrated through School Ping.

RELIGIOUS EDUCATION AGREED SYLLABUS FOR EDUCATION AND EYFS STATUTORY FRAMEWORK

EYFS

We have selected the Early Learning Goals that link most closely to the RE National Curriculum taught in the rest of the school. Level expected at the End of EYFS:

Understanding the World

Past and Present ELG:

- talk about the lives of people around them and their roles in society
- know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- understanding the past through settings, characters and events encountered in books and read in class and storytelling

Understanding the World

People, Culture and Communities ELG:

- 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

Personal, Social and Emotional Development

Self-Regulation ELG:

- show and understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involved several ideas or actions

Personal, Social and Emotional Development

Managing Self ELG:

- be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- explain the reasons for rules, know right from wrong and try to behave accordingly

Personal, Social and Emotional Development

Building Relationships ELG

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Key Stage 1

Pupils should develop their knowledge and understanding of religions and world views, recognising local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions about beliefs and find out about questions of right and wrong and begin to respond with their own views.

Teaching and learning should be focused around Christianity and Islam, alongside understanding of non-religious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about specific festivals or rituals.



As part of investigating the beliefs and practices of religions and other world views, pupils should be taught to:

- Recall and name different beliefs and practices, including prayer, worship, festivals, rituals and ways of life, in order to find out about the meanings behind them
- Retell and suggest meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come
- Recognise some ways that people express beliefs and belonging through prayer, worship, symbols and actions, appreciating some similarities between communities



As part of investigating how religions and other world views address questions of meaning, purpose and value, pupils should be taught to:

- Explore questions about beliefs, expressing their own ideas and opinions in response, using words, music, drama, art or poetry
- Observe and recount different ways of expressing belief, responding sensitively for themselves



As part of investigating how religions and other world views influence morality, identity and diversity, pupils should be taught to:

- Find out about questions of right and wrong and begin to express their ideas and opinions in response
- Notice and respond sensitively to some similarities between different religions and other world views in their approach to questions of beliefs and meaning

Key Stage 2

Pupils should extend their knowledge and understanding of religions, beliefs and values, recognising personal, local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask and discuss increasingly challenging questions about beliefs, values and human life, drawing on the insights of religions and other world views. Pupils should respond with their own ideas, identifying relevant information, selecting examples and giving reasons to support their ideas and views. At key stage 2, teaching and learning should build on the KSI focus around Christianity and Islam, and be extended to the study of Judaism and Sikhism, alongside developing understanding of nonreligious approaches to life. Aspects of other faiths may be included as appropriate, such as teaching about a specific concept, festival or practice.



As part of investigating the beliefs and practices of religions and other world views, pupils should be taught to:

- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them
- Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life



As part of investigating how religions and other world views address questions of meaning, purpose and value, pupils should be taught to:

- Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry



As part of investigating how religions and other world views influence morality, identity and diversity, pupils should be taught to:

- Discuss and respond to ethical questions, including what is right, wrong, just and fair, and the complexity of these questions
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect

STEETON PRIMARY SCHOOL RELIGIOUS EDUCATION OVERVIEW

EYFS Knowledge and Understanding of the World - R. E	Celebrating Festivals - Diwali	Celebrations - Christmas story Celebrating Festivals - Hanukah	Celebrations - Chinese New Year	Celebrations - Easter	Celebrations - Eid	Father's Day
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YEAR A	KSI	LKS2	UKS2
Autumn 2	Which books and stories are special? (1.1)	How do Jews remember God's covenant with Abraham and Moses (3.1)	Why are some places and journeys special? (5.1)
Spring 2	What does it mean to belong to a church or mosques? (1.3)	What is Spirituality and how do people express spirituality? (3.2) What do Christians believe about a good life? (3.3)	Why are some places and journeys special? (5.1) What values are shown in codes for life? (5.2)
Summer 2	Who brought messages about God and what did they say? (1.5)	What do creation stories tell us about our world? (3.4)	What values are shown in codes for life? (5.2) Should we forgive others? (5.3) What do Christians believe about old and new covenants? (5.4)

YEAR B	KSI	LKS2	UKS2
Autumn 2	<p>How is new life welcomed? (2.1)</p> <p>How can we make good choices? (2.2)</p>	<p>How are important events remembered in ceremonies? (4.1)</p>	<p>How do Sikhs show commitment? (6.1)</p>
Spring 2	<p>How and why do people pray? (2.3)</p> <p>How can we look after the planet? (2.4)</p>	<p>What faiths are shared in our community (4.2)</p> <p>How do the Five Pillars guide Muslims in life (4.3)</p>	<p>What do Christians believe about Jesus' death and resurrection? (6.2)</p> <p>How does growing up bring responsibilities and commitments? (6.3)</p>
Summer 2	<p>How can we look after the planet? (2.4)</p> <p>What did Jesus teach and how did he live? (2.5)</p>	<p>How do the Five Pillars guide Muslims in life? (4.3)</p> <p>Why are Gurus at the heart of Sikh belief and practice? (4.4)</p>	<p>How do Jews remember the Kings and Prophets in worship and life? (6.4)</p>