

Curriculum Intent & Implementation

Subject Overview for Religious Education (RE)



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Purpose of Study from Agree Syllabus & Expectations set out in the 'Religious Education in Church of England Schools: A Statement of Entitlement' (2016)

'Religious Education in Church of England Schools: A Statement of Entitlement' (2016)

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

St Peter's Curriculum Intent Statement for Religious Education (RE)

Our curriculum promotes a love and appreciation of life and learning enabling children to *SHINE*, realise a passion for what is possible and enjoy life in all its fullness. We are clear that our curriculum, is a collection of academic subjects in which children learn about key concepts within the subject and develop a secure understanding of the subject discipline. At the point of planning we always ask '*What will children learn about Religious Education though the study of Islam*'.

Our implementation of RE teaches children to 'look through the window' - learning about other religions and gaining a strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.

It also teaches our children to 'look in the mirror' - learning from religion by linking the study of religion and belief to personal reflections on meaning and purpose. We consider why one aspect is important to a believer and help children to relate the aspect to their own life.

Aims (from agreed syllabus)

Principal aim (Agreed Syllabus)

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and world views, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

The St Peter's Way (School Context)

Quality first curriculum implementation in RE supports children in becoming secure and fluent in the identified agreed core knowledge and skills. Fluency and security in this core knowledge allows children to explore concepts in greater depth whilst allowing children to find their own place within a diverse, multi-religious society. This then enables children to articulate informed responses about religion and non-religion and provides them with the opportunity to discover their own place in our world.

At St Peter's the journey to becoming RE literate begins in the Early Years. Our youngest children learn about RE following the appropriate EY units from the agreed syllabus which connect with the EYFS areas of learning known as 'Understanding of the World' and 'Personal, Social and Emotional Development'. These will also be complemented by exploration of children's interest and the 'here and how' gained from the observation, assessment and planning cycle. For instance, children will explore their own identity and listen to ideas of those around them, when taking part in circle time. Positive conversations are modelled and shared, to develop positive attitudes about the differences between people.

By the time children reach the end of Year Six they will have developed a secure religious understanding and will be working in line with age related national expectations. All children will have had the opportunity to visit several religious buildings in their time at St Peter's.

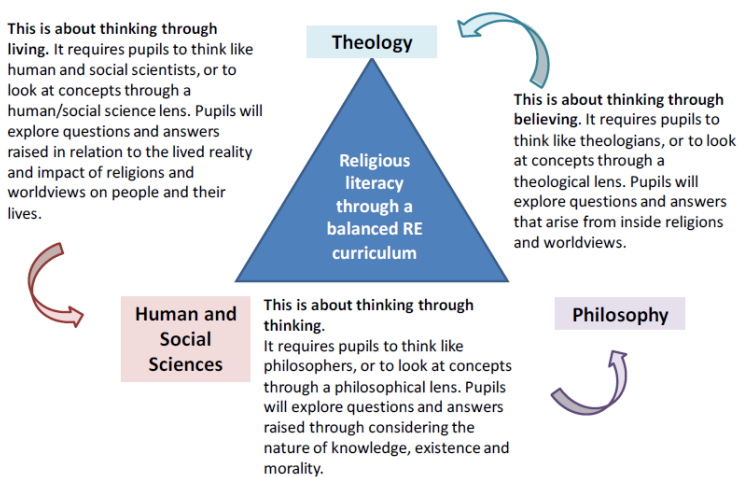
Our RE curriculum allows children to develop a deep knowledge and secure understanding of the Christian faith. Our children will also learn about the Islam, Judaism, Hinduism and Sikhism faiths to reflect upon our diverse society. Through the teaching of RE, children will develop a wide range of lifelong skills including investigation, interpretation, evaluation and reflection. RE helps children to combat prejudice, appreciate diversity and promotes the essential values of tolerance and respect. During RE lessons, children are encouraged to participate in philosophical discussions, exploring some of life's big questions. They will reflect upon their own ideas and beliefs and listen to those of others, in an environment where everyone is listened to, respected and valued.

Religious Education Enquiry Key Skills

Enquiry skills are necessary in order that children will become critical thinkers and learners.

These skills are woven through the curriculum to help children learn and retain the relevant subject knowledge.

- Ask questions to explore concepts and ideas
- Access and interpret primary and secondary sources of information
- Make connections between what is already known and new knowledge
- Take part in discussions and debates using known information
- Describe, compare and contrast knowledge and understanding regarding beliefs and practices
- Form an opinion through analysis, empathising and interpreting
- Present information to others

Subject Key Concepts Concepts ('big ideas') provide a structure for children's learning.			
 <p>Theology This is about thinking through believing. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.</p> <p>Human and Social Sciences This is about thinking through living. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the lived reality and impact of religions and worldviews on people and their lives.</p> <p>Philosophy This is about thinking through thinking. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.</p> <p>Religious literacy through a balanced RE curriculum</p> <p>Discipline areas as taken from Religion and Worldviews in a Broad and Balanced Curriculum A Practical Tool.</p>		<p>"Concepts are 'holding baskets' for facts. They help to make sense of multiple pieces of information and this makes them efficient. Concepts are largely, but not exclusively expressions of important ideas within an academic discipline. Our pupils are entitled to know them and to use them. Concepts enable connections to be made across a disparate range of facts; they reside in the long-term memory and can be called on to make sense of new information. Concepts provide the intellectual architecture on to which new knowledge and insights can be pinned" (Mary Myatt)</p>	
Theology – Thinking through/about believing and beliefs.		Human and Social Science – Thinking about living	
<p>Beliefs and teachings</p> <p>This concept involves understanding the key teachings of some of the world's major religions.</p>	<p>Conveying beliefs</p> <p>This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<p>Practises and lifestyles</p> <p>This concept explores how religion impacts on day to day lives and practices of various religions.</p>	<p>Reflection and Appreciation</p> <p>This concept involves an appreciation of how religion and values association with a religion plays an important role in the lives of some people.</p>
<p>Believing</p> <p>Religious beliefs, teachings, sources; questions about meaning, purpose and truth.</p>		<p>Living</p> <p>Religious practises and ways of living; questions about values and commitments</p>	<p>Expressing</p> <p>Religious and spiritual forms of expression; questions about identity and diversity.</p>

St Peter's Cognitive Strategies

These are suggested strategies that might be used across the subject curriculum to support children to internalise and retain knowledge

- Summarising in own words
- Regular low stakes recall
- Recall and explain to others
- Make connections between knowledge within concepts
- Elaborate in more detail
- Describe events in a logical sequence or particular chronology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	F2. Which people are special and why?	F4. Which times are special and why?	F1 Which stories are special and why?	F3. Which places are special and why?	F5. Being special: where do we belong?	F6. What is special about our world?
Y1/2 Year A	1.1 Who is a Christian and what do they believe?		1.4 What can we learn from sacred books?	1.6 How and why do we celebrate special and sacred times?	1.5 What makes some places sacred?	
Y1/2 Year B	1.7 What does it mean to belong to a faith community?		1.3 Who is Jewish and what do they believe?	1.8 How should we care for others and the world and why does it matter	1.2 Who is Muslim and what do they believe	
Y3/4 Year A	L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious communities?	L2.2 Why is the Bible so important for Christians today?	L2.4 Why do people pray?	L2.9 What can we learn from religions about deciding what is right and wrong?	
Y3/4 Year B	L2.1 What do different people believe about God?	L2.6 Why do some people think that life is a journey and what significant experiences mark this?	L2.8 What does it mean to be a Hindu in Britain today?		L2.7 What does it mean to be a Christian in Britain today?	
Y5/6 Year A	U2.1 Why do some people believe God exists?	U2.7 What matters most to Christians and Humanists?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.4 If God is everywhere, why go to a place of worship?	U2.6 What does it mean to be a Muslim in Britain today?	
Y5/6 Year B	U2.2 What would Jesus do? Can we live by the values of Jesus in the 21 st century?		U2.3 What do religions say when life gets hard?		U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	

- Year 4/5 split input supported with additional staffing during RE blocks heading towards single year groups.
- Other world religion units given extended time as they are newer concepts and require more time explore in greater depth as most children have less experience.

Three core concepts of North Yorkshire Agreed Syllabus, highlighted in LTP.	
Believing	Religious beliefs, teachings, sources; questions about meaning, purpose and truth.
Expressing	Religious and spiritual forms of expression; questions about identity and diversity.
Living	Religious practises and ways of living; questions about values and commitments

Religious traditions are to be studied in depth as follows. Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:

	Locally Agreed Syllabus	The St Peter's Way
EYFS	Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	
KS1	Christianity and Muslims or Jewish people.	Muslims and Jewish people
KS2	Christians, Muslims, Hindus and Jewish people.	

Connected Knowledge Throughout the Sequence

	Early Years	Key Stage 1 - Year 1&2	Lower Key Stage 2 – Years 3&4	Upper Key Stage 2 – Years 5&6
Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	F1 Which stories are special and why?	1.1 Who is a Christian and what do they believe?	L2.1 What do different people believe about God? <i>Christians, Hindus and/or Muslims</i>	U2.1 Why do some people think God exists?
		1.2 Who is a Muslim and what do they believe?	L2.2 Why is the Bible so important for Christians today?	U2.2 What would Jesus do?
		1.3 Who is Jewish and what do they believe?	L2.3 Why is Jesus inspiring to some people?	U2.3 What do religions say to us when life gets hard?
	F2 Which people are special and why?	1.4 What can we learn from sacred books?		
Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	F3 Which places are special and why?	1.5 What makes some places sacred? <i>Christians, Muslims and/or Jewish people</i>	L2.4 Why do people pray? <i>Christians, Hindus and/or Muslims</i>	U2.4 If God is everywhere, why go to a place of worship? <i>Christians, Hindus and/or Jewish people</i>
			L2.5 Why are festivals important to religious communities? <i>Christians, Hindus and/or Muslims and/or Jewish people</i>	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Christians, Muslims and non-religious (e.g. Humanists) (Y6)</i>
	F4 Which times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	
Living <i>(Religious practices and ways of living; questions about values and commitments)</i>	F5 Where do we belong?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be a Christian in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?
			L2.8 What does it mean to be a Hindu in Britain today?	
	F6 What is special about our world and why?	1.8 How should we care for others and the world, and why does it matter?	L2.9 What can we learn from religions about deciding what is right and wrong?	U2.7 What matters most to Christians and Humanists? (Y6) U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? <i>Christians, Hindus and/or Muslims (Y6)</i>

Outcome Milestones

Aims in RE (taken from the North Yorkshire Syllabus)	End of Key stage 1 Outcomes	End of Key stage 2 Outcomes
Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;
Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;
Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;
Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;
Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;
Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;	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;
Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.