

# 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.

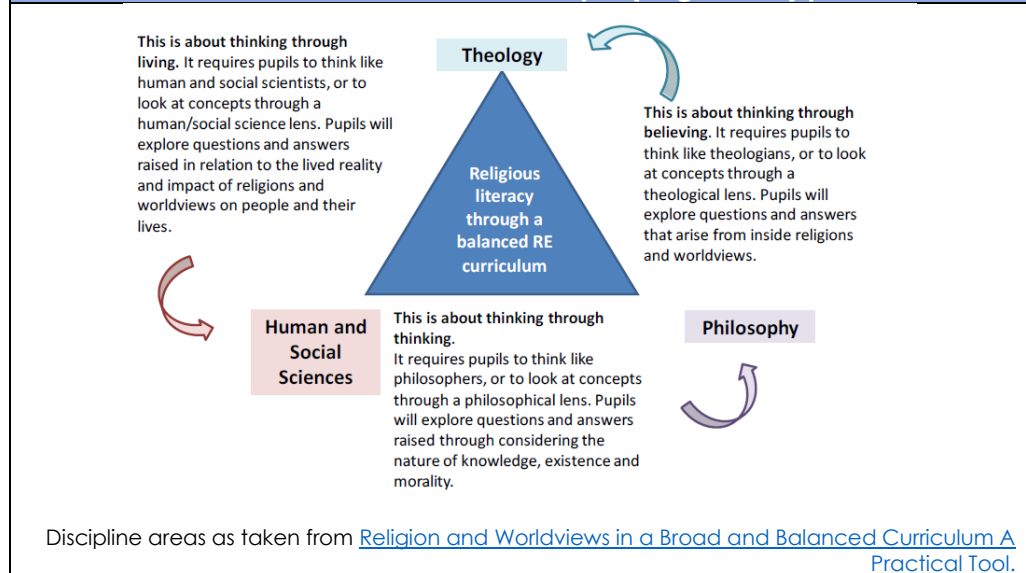
### Religious Education Enquiry Key Skills

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.**



“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)

|   |  |  |  |   |   |
|---|--|--|--|---|---|
| <i>Theology – Thinking through/about believing and beliefs.</i>   |  | <i>Human and Social Science – Thinking about living</i>  |  | <i>Philosophy – Thinking about thinking</i>   |   |
| <b>Beliefs and teachings</b><br>This concept involves understanding the key teachings of some of the world's major religions. |  | <b>Conveying beliefs</b><br>This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs. |  | <b>Practises and lifestyles</b><br>This concept explores how religion impacts on day to day lives and practices of various religions. | <b>Reflection and Appreciation</b><br>This concept involves an appreciation of how religion and values association with a religion plays an important role in the lives of some people. |
| <b>Believing</b><br>Religious beliefs, teachings, sources; questions about meaning, purpose and truth.                        |  |  |  | <b>Living</b><br>Religious practises and ways of living; questions about values and commitments                                       | <b>Expressing</b><br>Religious and spiritual forms of expression; questions about identity and diversity.   |

### 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

#### **Religious traditions are to be studied in depth as follows:**

|                       |  |
|-----------------------|--|
| 4–5s<br>Reception     | Children will encounter Christians and people of other faiths, as part of their growing sense of self, their own community and their place within it.  |
| 5–7s<br>Key Stage 1   | Christians and Muslims or Jewish people  |
| 7–11s<br>Key Stage 2  | Christians, Muslims, Hindus and Jewish people  |
| 11–14s<br>Key Stage 3 | Christians, Muslims, Sikhs and Buddhists   |
| 14–16s<br>Key Stage 4 | Two religions required, usually including Christianity. This will be through a course in Religious Studies or Religious Education leading to a qualification approved under Section 96 <sup>14</sup> |
| 16–19s RE for all     | Religions and worldviews to be selected by schools and colleges as appropriate.  |

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a **minimum allocation of 5 per cent of curriculum time for RE**. This is set out in the table below, and based on the most recent national guidance.

|               |   |
|---------------|---|
| <b>4–5s</b>   | <b>36 hours of RE per year</b> (e.g. 50 minutes a week or some short sessions implemented through continuous provision)   |
| <b>5–7s</b>   | <b>36 hours of tuition per year</b><br>(e.g. an hour a week, or less than an hour a week plus a series of RE days)  |
| <b>7–11s</b>  | <b>45 hours of tuition per year</b><br>(e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)  |
| <b>11–14s</b> | <b>45 hours of tuition per year</b><br>(e.g. an hour a week)  |
| <b>14–16s</b> | <b>5% of curriculum time, or 70 hours of tuition across the key stage</b><br>(e.g. an hour a week for 5 terms, or 50 minutes per week, supplemented with off-timetable RE days) |
| <b>16–19s</b> | <b>Allocation of time for RE for all should be clearly identifiable.</b>  |

|                    | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|--------------------|---|---|---|--|--|---|
| <b>Early Years</b> | <b>Unit 1</b><br>Why is the word God so important to Christians?                  | <b>Unit 2</b><br>Why do Christians perform Nativity plays and Christmas and why is Christmas special to Christians? | <b>Unit 3</b><br>Being special; where do we belong?                           | <b>Unit 4</b><br>Why do Christians put a cross on the Easter Garden and why is Waster special to Christians? | <b>Unit 5</b><br>Which places are special and why?                                     | <b>Unit 6</b><br>Which stories are special and why?   |
| <b>Y1</b>          | <b>Unit 7</b><br>Who do Christians say made the world?                            | <b>Unit 8</b><br>Why does Christmas matter to Christians?   | <b>Unit 9</b><br>Who is Jewish and how do they live?                          | <b>Unit 10</b><br>What do Christians believe God is like?  | <b>Unit 11</b><br>What does it mean to belong to a faith community?                    | <b>Unit 12</b><br>How should we care for the world and for others and why does it matter?                         |
| <b>Y2</b>          | <b>Unit 13 &amp; 14</b><br>What is the good news Christians believe Jesus brings? |   | <b>Unit 18</b><br>What makes some places special to believers?                | <b>Unit 16</b><br>Why does Easter matter to Christians?  | <b>Unit 15 &amp; 16</b><br>Who is a Muslim and how do they live?                       |   |
| <b>Y3/4 Year A</b> | <b>Unit 19</b><br>What is it like for someone to follow God?                      | <b>Unit 26</b><br>For Christians when Jesus left what was the impact of Pentecost?                                  | <b>Unit 21</b><br>How do festivals and worship show what matters to a Muslim? | <b>Unit 28</b><br>Why do Christians call the day that Jesus died Good Friday?                                | <b>Unit 23</b><br>What do Christians learn from the creation story.                    | <b>Unit 30</b><br>How and why do people mark the significant events of life?                                      |
| <b>Y3/4 Year B</b> | <b>Unit 25</b><br>What kind of world did Jesus want?                              | <b>Unit 20</b><br>What is the trinity and why is it important for Christians?                                       | <b>Unit 27</b><br>What do Hindus believe God is like?                         | <b>Unit 29</b><br>What does it mean to Hindu in Britain today?   | <b>Unit 22</b><br>How do festivals and family life show what matters to Jewish people? | <b>Unit 24</b><br>How and why do people try to make the world a better place?                                     |
| <b>Y5/6 Year A</b> | <b>Unit 31</b><br>What does it mean if Christians believe God is holy and loving? | <b>Unit 38</b><br>Why do Christians believe that Jesus was the Messiah?   | <b>Unit 33</b><br>Why is the Torah so important to Jewish people?             | <b>Unit 40</b><br>What difference does the resurrection make to Christians?                                  | <b>Unit 35</b><br>How can following God bring freedom and Justice?                     | <b>Unit 42</b><br>Why do some people believe in God and some not? How does faith help people when life gets hard? |
| <b>Y5/6 Year B</b> | <b>Unit 37</b><br>Christians and how to live: what would Jesus do?                | <b>Unit 32</b><br>What does it mean to Muslim in Britain today?   | <b>Unit 39</b><br>Why do Hindus want to be good?                              | <b>Unit 34</b><br>Creation and Science, conflicting or complimentary?  | <b>Unit 41</b><br>For Christians what kind of king is Jesus?                           | <b>Unit 36</b><br>What matters most to Humanists and Christians?  |

- 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 |
|---|-------------|------------------------|-------------------------------|-------------------------------|
| <b>Believing</b><br><i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>    |             |                        |                               |                               |
|   |             |                        |                               |                               |
|   |             |                        |                               |                               |
| <b>Expressing</b><br><i>(Religious and spiritual forms of expression; questions about identity and diversity)</i> |             |                        |                               |                               |
|   |             |                        |                               |                               |
| <b>Living</b><br><i>(Religious practices and ways of living; questions about values and commitments)</i>          |             |                        |                               |                               |
|   |             |                        |                               |                               |

| Agreed Core Knowledge for Syllabus Units          |   |
|---|---|
| Early Years                                       |   |
| <b>Substantive Knowledge</b>                      | <b>Disciplinary Knowledge</b> <b>Yellow</b> – Knowledge been agreed and established |
| Unit F1 - Which stories are special and why?<br>• | Unit F2 Which people are special and why?<br>•                                      |
| Unit F3 - Which places are special and why?<br>•  | Unit F4 Which times are special and why?<br>•                                       |
| Unit F5 - Where do we belong?                     | Unit F6 - What is special about our world?<br>•                                     |

| Agreed Core Knowledge for Syllabus Units              |   |
|---|---|
| Key Stage One   |   |
| <b>Substantive Knowledge</b>                          | <b>Disciplinary Knowledge</b>                             |
| 1.1 Who is a Christian and what do they believe?<br>• | 1.2 Who is a <b>Muslim and what do they believe?</b><br>• |
| 1.3 Who is <b>Jewish and What Do they Believe?</b>    | 1.4 What Can we Learn from Sacred Books?                  |

| Agreed Core Knowledge for Syllabus Units                   |   |
|--|---|
| Key Stage One  |   |
| <b>Substantive Knowledge</b>                               | <b>Disciplinary Knowledge</b>   |
| 1.5 What makes some places sacred?<br>•                    | 1.6 How and why do we celebrate special and sacred times?<br>•                |
| 1.7 What does it mean to belong to a faith community?<br>• | 1.8 How should we care for others and the world, and why does it matter?<br>• |

| Agreed Core Knowledge for Syllabus Units           |  |
|--|--|
| Lower Key Stage Two                                |  |
| Substantive Knowledge                              | Disciplinary Knowledge                                   |
| Unit L2.1 What do different people believe in God? | Unit L2.2 Why is the Bible Important to Christians Today |
|  | •  |
| Unit L2.3 Why is Jesus inspiring to some people.   | Unit L2.4 Why do people pray?                            |
|  |  |

| Agreed Core Knowledge for Syllabus Units   |  |
|--|--|
| Lower Key Stage Two  |  |
| Substantive Knowledge  | Disciplinary Knowledge   |
| Unit L2.5 Why are Festivals important to religious communities?                    | Unit L2.6 Why do some people think that life is a journey? What significant experiences mark this? |
| •  | •  |
| Unit L2.7 What does it mean to be a Christian in Britain today?                    | Unit L2.8 What does it mean to be a Hindu in Britain today?  |
|  | •  |
| Unit L2.9 What can we learn from religions about deciding what is right and wrong? |  |
|  |  |

| Agreed Core Knowledge for Syllabus Units                   |  |
|--|--|
| Upper Key Stage Two  |  |
| Substantive Knowledge                                      | Disciplinary Knowledge   |
| Unit U2.1 Why do some people believe God exists?           | Unit U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) |
| •  | •  |
| Unit U2.3 What do religions say to us when life gets hard? | Unit U2.4 If God is everywhere, why go to a place of worship?                                    |
|  |  |

| Agreed Core Knowledge for Syllabus Units   |   |
|--|---|
| Upper Key Stage Two  |   |
| Substantive Knowledge  | Disciplinary Knowledge  |
| Unit U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? | Unit U2.6 What does it mean to be a Muslim in Britain today?  |
|  |   |
| Unit U2.7 What matters most to Christians and Humanists?   | Unit U2.8. What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)? |
| •  | •   |

**Progression in Conceptual Knowledge**

**All UNITS Knowledge Progressions from Religion Perspective**

|                        | EY | KS1 | Lower Key Stage 2 | Upper Key Stage 2 |
|------------------------|----|-----|-------------------|-------------------|
| Christian Beliefs      |    |     |                   |                   |
| Christian Values       |    |     |                   |                   |
| Islam                  |    |     |                   |                   |
| Judaism                |    |     |                   |                   |
| Hinduism               |    |     |                   |                   |
| Religious Perspectives |    |     |                   |                   |
|                        |    |     |                   |                   |

Progression in Conceptual Knowledge

All UNITS Knowledge Progressions from Concepts Perspective

|   | EY | KS1 | Lower Key Stage 2 | Upper Key Stage 2 |
|---|----|-----|-------------------|-------------------|
| <p><b>Beliefs and teachings</b><br/>This concept involves understanding the key teachings of some of the world's major religions.</p>         |    |     |                   |                   |
| <p><b>Practises and lifestyles</b><br/>This concept explores how religion impacts on day to day lives and practices of various religions.</p> |    |     |                   |                   |

**All UNITS Knowledge Progressions from Concepts Perspective**

|  | <b>EY</b> | <b>KS1</b> | <b>Lower Key Stage 2</b> | <b>Upper Key Stage 2</b> |
|--|-----------|------------|--------------------------|--------------------------|
| <p><b>Conveying beliefs</b><br/>                     This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>                  |           |            |                          |                          |
| <p><b>Reflection and Appreciation</b><br/>                     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> |           |            |                          |                          |

## Outcome Milestones

| Aims in RE (taken from the North Yorkshire Syllabus)  | End of Key stage 1 Outcomes   | End of Key stage 2 Outcomes  |
|---|---|--|
| <b>Know about &amp; Understand</b><br>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; |
| <b>Know about &amp; Understand</b> 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;                       |
| <b>Know about &amp; Understand</b><br>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;  |
| <b>Express and Communicate</b> 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;  |
| <b>Express and Communicate</b> 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;  |
| <b>Gain &amp; deploy skills:</b> 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;                    |
| <b>Gain &amp; deploy skills:</b> 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;  |
| <b>Gain &amp; deploy skills:</b> 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.   |