



# Religious Education Curriculum

## Curriculum Vision and Rationale

The Key Threshold Concepts aim to develop children's knowledge and understanding of Religions in Britain and the wider world. Throughout the RE curriculum pupils should be encouraged to explore religions, engage with their knowledge, and reflect on their learning and their lives.

We use Discovery R.E, which is in line with Northamptonshire's locally Agreed Syllabus, as our chosen teaching and learning programme and tailor it to our children's needs. Teachers build on the children's prior knowledge at the start of each topic to ensure lessons are pitched accurately for the children's age and stage to ensure knowledge is built progressively.

## The Key Threshold Concepts for Religious Education are:

### Understand beliefs and teachings

- This concept involves understanding the key teachings of various religions.

(to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom)

### Understand practices and lifestyles

- This concept involves understanding the day to day lives and practices of various religions.

(to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures)

### Understand how beliefs are conveyed

- This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.

### Reflect

- This concept involves an appreciation of how religion plays an important role in the lives of some people.

(to develop attitudes of respect towards other people who hold views and beliefs different from their own)

### Understand values

- This concept involves an appreciation of how many people place values as an important aspect of their lives.

(to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom)

## Intent

At Kingsthorpe Grove Primary School. the study of Religious Education is based on our three drivers of 'Communication', 'Aspiration' and 'Respect'. It enables our pupils to become inspired and curious about the world and people around them.

Our vision for R.E is that we work collectively across the school , via an enquiry approach to:

- Develop religious Literacy
- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented within Great Britain.

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- Develop a positive attitude of respect towards other people regardless of their gender, race, religion or belief.
- Make links between faiths and within their own lives to develop a deeper understanding of different faiths
- Develop the skills to live harmoniously within a diverse society, respecting the right of people to hold views and beliefs or have feelings which are different from their own.
- Develop the ability to make reasoned and informed judgements about religious and moral issues.
- Develop an understanding of the influence of the beliefs, values and traditions on individuals, communities and cultures.
- Develop an understanding of what it means to be committed to a religious tradition
- Reflect on their own experiences and develop a personal response to the fundamental questions of life
- Develop the ability to make reasoned and informed judgements about religious issues.
- Develop an awareness of the spiritual and moral issues in life experiences.
- Be prepared for the opportunities, responsibilities and experiences presented to them in later life.

## Implementation

Religious Education is taught using the threshold concepts that build progressively to deepen knowledge, understanding and build schemas, following the Discovery R.E programme which is in line with Northamptonshire's locally Agreed Syllabus. The medium term planning documents for Key Stage 1 and 2 identify the different purposes and intentions of the lessons within the 'Big Question'. Each sequence of learning provides opportunity for the concept to be covered in sufficient depth so that the learning is embedded.

Teachers follow a precise overview of units of study, which is progressive across year groups and key stages. These units follow an enquiry approach that adds challenge and requires children to retain knowledge and apply it to 'big questions' using their critical thinking skills. Christianity is taught in each year group and other principle religions are covered across the school. It aims to activate and build on prior learning to ensure better understanding and respect.

Religious Education should be taught throughout the year, either weekly or in small blocks to ensure that the content is covered in sufficient depth so that the learning is embedded.

Teachers are able to seek advice and guidance from Year Groups and Subject Leaders.

Where possible links are made with local religious figures to support community ties and provide opportunity for the children to develop their religious experiences.

## Impact



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At Kingsthorpe Grove Primary School, the impact for the learners in Religious Education will be seen not only through their learning but through their whole school respect and tolerance for each other and each other's differences. Furthermore, pupil voice will evidence confident learners who are able to discuss what they have learnt in Religious Education, making connections and using subject specific vocabulary.

By the end of each key stage, pupils will be able to apply the knowledge and skills learned within the two attainment targets., (1. learning about religion and beliefs, 2. Learning from religion and belief). They will be able to speak confidently and articulately about the knowledge they have acquired in their R.E lessons. All children in a class are able to have respectful discussions about beliefs which differ from their own, and are able to explain the significance of that which is sacred in each religion they have studied.

## EYFS

RE in Nursery and Reception is taught through Understanding of the World to include:

Nursery:

- make connections between features of their family and other families. (Similarities and differences)
  - notice differences in people (race and religion, support acceptance of difference)
  - continue to develop positive attitudes about the differences between people (diversity in Britain, celebrate and value cultural differences)
- ☐ The above statements are linked to the lives and experiences of the children each year, focusing on noticing, talking about, accepting and celebrating the similarities and differences between us.

Reception Early Learning Goals

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between different religious and cultural communities in this country
- Explain some similarities and differences between life in this country and life in other countries

## Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS - Nursery</b>	Christian beliefs in the story of Christmas and Easter and any other celebrations our children are celebrating. Main focus on noticing, talking about, accepting and celebrating the differences between people.					
<b>EYFS – Reception</b>	Harvest Festival	Halloween Remembrance Day	Chinese New Year	Pancake Day Easter	Eid	

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	All about Me- talk about differences in families	Bonfire Night Diwali Christmas People in the community e.g. doctors, firemen, farmer	Places of worship- Mosque, church, temple.			
<b>Year 1</b>	<b>Christianity</b> - Does God want Christians to look after the world?	<b>Christianity</b> - What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	<b>Christianity</b> - Was it always easy for Jesus to show friendship?	<b>Christianity</b> - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	<b>Judaism</b> - Is Shabbat important to Jewish children?	<b>Judaism</b> - Are Rosh Hashanah and Yom Kippur important to Jewish children?
<b>Year 2</b>	<b>Christianity</b> - Is it possible to be kind to everyone all of the time?	<b>Christianity</b> - Why do Christians believe God gave Jesus to the world?	<b>Islam</b> - Does prayer at regular intervals help a Muslim in his/her everyday life?	<b>Christianity</b> - How important is it to Christians that Jesus came back to life after his crucifixion?	<b>Islam</b> - Does going to a mosque give Muslims a sense of belonging?	<b>Islam</b> - Does completing Hajj make a person a better Muslim?
<b>Year 3</b>	<b>Hinduism 1</b> - Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	<b>Christianity</b> - Has Christmas lost it's true meaning?	<b>Christianity</b> - Could Jesus heal people? Were these miracles or is there some other explanation?	<b>Christianity</b> - What is good about Good Friday?	<b>Buddhism 1</b> - Is it possible for everyone to be happy?	<b>Sikhism 1</b> - How far would a Sikh go for his/her religion?
<b>Year 4</b>	<b>Buddhism 1</b> - Is it possible for everyone to be happy?	<b>Christianity</b> - What is the most significant part of the nativity	<b>Buddhism 2</b> - Can the Buddha's teachings make the world a better place?	<b>Christianity</b> - Is forgiveness always possible for Christians?	<b>Buddhism 3</b> - What is the best way for a Buddhist to lead a good life?	<b>Christianity</b> - Do people need to go to church to show they are Christians?

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		story for Christians today?				
<b>Year 5</b>	<b>Sikhism 1</b> - How far would a Sikh go for his/her religion?	<b>Christianity</b> - Is the Christmas story true?	<b>Sikhism 2</b> - Are Sikh stories important today?	<b>Christianity</b> - How significant is it for Christians to believe God intended Jesus to die?	<b>Sikhism 3</b> - What is the best way for a Sikh to show commitment to God?	<b>Christianity</b> - What is the best way for a Christian to show commitment to God?
<b>Year 6</b>	<b>Islam</b> - What is the best way for a Muslim to show commitment to God?	<b>Christianity</b> - How significant is it that Mary was Jesus' mother?	<b>Christianity</b> - Is anything ever eternal?	<b>Christianity</b> - Is Christianity still a strong religion 2000 years after Jesus was on Earth?	<b>Islam</b> - Does belief in Akhirah (life after death) help Muslims lead good lives?	<b>Islam</b> - Does belief in Akhirah (life after death) help Muslims lead good lives?