

RE Curriculum

Definition of Religious Education

Religious Education is the teaching and study of a particular religion and its varied aspects such as its beliefs, doctrines, rituals, customs, rites and personal roles.

Whole-school purpose of RE

- To develop religious literacy
- To acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom
- To develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures
- To develop attitudes of respect towards other people who hold views and beliefs different from their own
- 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.

Definition of Religious Literacy

Religious literacy is the knowledge of, and ability to understand, religion, beliefs, practices, spiritual insights and secular world views. It plays an important part in preparing pupils for life in modern Britain. Its importance is increasing as globalisation has created greater links and migration between societies of different faiths and cultures. Someone who is religiously literate is able to talk with fluency and understanding about religion and belief. It is firmly rooted within educational practice. A crucial aspect of religious literacy is through school RE.

The Agreed Syllabus for Religious Education 2018-2023

Key concepts

There are ten key concepts that will repeat throughout the curriculum. These provide a vehicle through which to compare and contrast different religions and philosophical views.

(Other important related concepts are in brackets.)

attributes of God/gods (omnipotence, omnipresence, omniscience, incarnation)

creation (creation stories)

holy texts

laws and ethics (commandments, charity, tolerance)

relationships with God/gods (covenant)

rituals and celebrations (pilgrimage, festival)

sacrifice and redemption

theism and atheism (monotheism, polytheism, atheism, deism)

transcendence (dharma, enlightenment, reincarnation, sacredness)

worship (prayer, places of worship, leaders in worship)

RELIGIOUS FESTIVALS: [Festival Calendar - RE:ONLINE \(reonline.org.uk\)](http://reonline.org.uk)

Teaching (statutory)

	What to teach	Approach	Entitlement
EYFS	Will follow EYFS framework. Minimum 30hrs teacher-led activities		
KS1	Christianity. Schools should also draw on the background of the pupils to choose one or more other faiths.	Experiential and enquiry approach. Starting with family, neighbourhood and special times. Concentrating on the similarities of religions	Minimum of 36hrs in a school year
KS2	Christianity, five other world religions, humanism and an acknowledgement of other world views.	Experiential and enquiry approach. Moving from the local to the national and international examples of religion. Exploring diversity, similarities and differences within and between religions, humanism and other world views.	Minimum of 45hrs in a school year

Attainment Targets (statutory)

There are two attainment targets in RE; good and outstanding RE will achieve a close relationship and a balance between these targets over a unit of work.

AT1 – Learning about religion and belief. Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

AT2 – Learning from religion and belief. Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

Year 1

Christianity and Islam

Year 1 Overview

Block 1	Our Wonderful World - Creation and Harvest
Block 2	Celebrations – Advent, Christingle and Christmas (Church visit)
Block 3	Belonging to a community (Visitor from a Muslim and Christian family)
Block 4	Jesus' parables and Easter
Block 5	Stories from Islam
Block 6	Stories from Christianity

Year 2

Christianity and Islam

Year 2 Overview

Block 1	Signs and Symbols (visit Cathedral, visit from a Muslim)
Block 2	Giving and Receiving
Block 3	Special places (visit Mosque and Church)
Block 4	Jesus' miracles and Easter
Block 5	Religious Leaders
Block 6	Same but Different

Year 3

Christianity and Hinduism

Year 3 Overview

Block 1

Beliefs and Practices (Hinduism)

Block 2

Beliefs and Practices (Christianity)

Block 3

Sacred Stories

Block 4

Block 5

People of Faith

Block 6

Same but Different

Year 4

Christianity and Sikhism

Year 4 Overview

Block 1	Sikhism – beliefs and practices
Block 2	Sacred Stories
Block 3	Christianity – beliefs and practices
Block 4	Christian festivals at Home and Abroad
Block 5	Sikh festivals at Home and Abroad
Block 6	Challenging Questions – different answers

Year 5

Abrahamic religions: Judaism, Christianity, Islam

Year 5 Overview

Block 1

Abrahamic Religions – beliefs and practices of Christianity, Judaism, Islam

Block 2

Block 3

Same but different – The Catholic and Protestant Churches

Block 4

Block 5

Sacred stories

Block 6

Challenging Questions – different answers

Year 6

Buddhism and Humanism

Year 6 Overview

Block 1

Humanism-what do people believe?

Block 2

Block 3

Buddhism-what does it mean to be a Buddhist? Can we all be enlightened?

Block 4

Block 5

Challenging questions-**Good & Evil**

Block 6

What makes a good or bad person? What do religions say?

Using the curriculum document

RE: A Planning Approach

Throughout the RE curriculum pupils should be encouraged to explore religions, engage with their knowledge, and reflect on their learning and their lives. When planning units of work a range of approaches to learning that match different types of enquiry should be used, for example:

- 'Big Questions' are used as the focus of an enquiry
- Use of key vocabulary introduced at the beginning of a lesson and revisited to check understanding
- Use of experiential and creative activities where pupils can develop their insight into the 'experience' of religion such as through the medium of Religious Stories, Art, Music and Drama
- Use of reasoned argument and debate where pupils can explore controversial issues
- Using investigative and interpretative skills where pupils need to gather, analyse and present information
- Planning sequences and enquiries to make sure pupils build effectively on prior learning and can see the relevance of their investigations
- The enquiry process allows pupils' to progress in RE and this progression is defined and assessed

- Where new learning is based on previous learning, the block starts with a revision session from previous block(s)'s learning
- Overview includes learning intentions that need to be covered
- The lesson-by-lesson knowledge may be taught and learned more flexibly than is exactly specified in the curriculum document to ensure responsive teaching
- New vocabulary to be taught is given, along with previously taught vocabulary
- Key concepts (and related concepts) to be discussed across a block are shown