



Curriculum Overview St Andrew's Church of England Junior School



Curriculum Area: RE

Subject Lead: Hannah Kittridge

Our curriculum approach to RE reflects our ethos statement:

'Shining a light of a world of Possibilities'.

It is also based around our 'curriculum drivers':

- Curiosity, enquiry and creativity
- Community
- Possibilities

In particular, we are keen for pupils to discover their own passion for RE learning.

Intent

RE is an exciting and interesting subject that helps us to understand people's beliefs and practices all over the world. RE allows children to be curious and ask big questions about the wider world. We enquire about people's beliefs and what they do because of them. Children are encouraged to be curious and ask questions. RE allows children to think of not only their local community but the global community. We also encourage children to think about possibilities for themselves and others in RE. All of these link to our Curriculum Drivers.

At St Andrew's, we want children to:

- Know about and understand Christianity as a living faith and the influences worldwide.
- Know and understand about other major world religions and views while developing their ability to express ideas and insights.
- Contribute to pupil's own spiritual, moral, social and cultural development.
- Explore and enrich their own beliefs and values.
- Show an informed and respectful attitude to beliefs that are different from their own.
- Engage in meaningful dialogue with people who have faith or no faith.
- Reflect on their spiritual, philosophical and ethical beliefs in a critical and responsible way.
- Become successful, confident learners and responsible citizens.

Implementation

Our curriculum is designed to allow children to broaden and deepen their knowledge through the school. To ensure this happens:

- RE and Christianity is at the heart of what we do. It is rooted in the person and work of Jesus Christ.
- RE is a core subject and is part of the weekly timetable.
- Teaching and planning follows the local agreed syllabus, AMV.
- Understanding Christianity is used to deliver the Christian elements of the RE curriculum.
- Through teaching and learning, community is celebrated. We explore and celebrate all communities, religions and worldly views, fostering respect.
- Christianity is taught for two thirds of the year, alongside Hinduism, Judaism, Buddhism, Humanism and Islam in year groups
- As outlined in the framework act 1998 we provide a basic curriculum (RE, sex education and the National Curriculum). This includes RE provision for all registered pupils, except for those that have been withdrawn (see guidance in RE folder).
- As a Church school, children are taught RE for the equivalent of 5% - 10% of curriculum time.
- Further teaching and learning time is allocated to RE. E.g. Inter-Faith week allows in-depth study of festivals and religious ideas. As a church school, we teach Christianity 2/3rds of the school year, alongside Hinduism, Buddhism, Judaism and Islam; Humanism is also taught to represent non-religious views.
- RE floor books are used to record our work; discussions and children's thoughts are recorded alongside their work for the lesson.
- Key questions are shown at the start of the unit and are referred to throughout the unit. This approach encourages deeper learning, using the core knowledge as a basis. For the other world religions, the agreed local AMV syllabus is used, the core knowledge being the basis of teaching and learning.

- Each unit of learning refers to a core concept of the Bible and we use the big freeze and concept pictures to help teaching and learning.
- Questioning is used in RE to promote critical thinking and deeper thought and learning. Whole class discussions, group and individual work are all used during RE teaching. This allows time for reflection, deep thought and allows children to develop their responses and own ideas and thoughts.
- Visits and visitors are encouraged to promote learning- this can be done in a range of ways. E.g. An opportunity to ask questions and learn from real life experiences. Inter-Faith week is used to further promote tolerance and understanding of different faiths.
- Skills are central in RE and they are presented in various learning opportunities. Investigation, interpretation, reflection, empathy, evaluation, analysis, synthesis, application, expression and self-understanding are used across the school to promote deep thinking and reflection to help children's progress in RE.
- We use a variety of mediums such as storytelling, reflection and role-play. We have a wide range of religious artefacts for the children to look at and discuss. We encourage children to research aspects of religion using research and Information Technology including the internet. We may have visiting speakers to talk to children about their faith community and their religious beliefs. We encourage visits to places of worship such as Churches, Temples, Mosques etc.
- Children are encouraged to explore their own thoughts and ideas in a safe environment, promoting tolerance and respect. Children are given the opportunity to ask and reflect on 'big questions'.

Impact

Our teachers rely on a range of tools to assess the knowledge and skills pupils have; their progress and development points. By the end of a unit we expect that:

- Children develop their knowledge and understanding of the RE unit and know and understand important parts.
- Children develop understanding and empathy.
- Children feel inspired to extend their curiosity about the World, either at home or at secondary school.
- Children's understanding of key objectives will be recorded using INSIGHT.
- Children develop their knowledge of world religions including how and why they influence people's actions.

Planning

- We use the locally agreed syllabus for RE at St Andrew's (Awareness, Mystery and Value) alongside Understanding Christianity. The RE curriculum builds in skills and knowledge each year in each religion.
- We recognise through our differentiated planning system that children have a variety of learning needs and therefore these are reflected in the activities that are planned.
- Different questions are used to target specific children. We take each child as an individual and with sensitivity, enable them to develop new skills, concepts and knowledge.

Knowledge and skills progression through the school

Lower KS2

Christianity

Key belief – Salvation

Belief – God

Belief – Incarnation

Belief – Agape (selfless, sacrificial, unconditional love) (*Gospel)

Hinduism

Key Belief – Dharma. (Right-living, respecting life, honouring Natural world)

Belief – Deity (Brahman, Deva, Devi, Avatar)

Belief – Atman (The Divine within)

Judaism

Key belief: G-d and the Covenant

Belief: Torah

Upper KS2

Christianity

Key belief – Salvation

Belief – God

Belief – Incarnation

Belief – Agape (selfless, sacrificial, unconditional love) (*Gospel)

Humanism

- Be familiar with the concepts 'material world' and 'secular'. Know that 'secular' means 'concerned with the material world' and 'not concerned with religion'.
- Be able to tell another person what is meant by 'Humanist' and 'atheist'.
- Have had the opportunity to talk with members of a Humanist family.
- Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world.
- Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies. They should know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrong-doing will be judged and/or punished by a god or gods.
- Be familiar with what the 'happy human' symbol means to Humanists.
- Be familiar with the term 'agnostic' and its two related meanings – 1) a person who holds that nothing is known or can be known about anything beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic.
- Be able to say why Humanism is a life stance but not a religion.
- Know how secular Humanists regard life and death. They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life.
- Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why.
- Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott.
- Know that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John Lennon's Imagine.
- Be aware of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.

Buddhism

- Children will learn about the life of Buddha.
- Children can identify some religious practices and know that some are characteristic of more than one religion.
- Children can retell the story of Buddha.
- Children understand the significance of Vesak and can explore ways Buddhists celebrate it.
- Children can identify the key features of the Buddhist festival of light.
- To investigate how Buddhists live their faith.
- Children can suggest meanings in religious symbols, language and stories.
- To hear and discuss Buddhists stories that have a moral message.
- Respond sensitively to the experiences and feelings of others
- Children can suggest meanings in religious symbols, language and stories.

- Realise that some questions cause people to wonder and are difficult to answer.
- To explore how Theravadin Buddhists express their faith.
- Realise that some questions cause people to wonder and are difficult to answer.
- Children can identify some religious practices and know that some are characteristic of more than one religion.

Islam

Key belief – Islam (Submission to the will of Allah)

Belief – Iman (faith) Messengers of Allah

Recording

- Recording of lessons will take place in RE floor books across all year groups.

Reporting

- On our annual reports, given to parents at the end of the year, a judgement is made regarding their child's attainment in RE relating to the national curriculum for their year group. For example, HNM (Has Not Met), ARE (Age Related Expectations), GD (Greater Depth).

Monitoring

- Curriculum leader will collate evidence including analysing how planning matches the evidence in books, learning walks, speaking to pupils about their learning and discussing with colleagues what has gone well as well as any lessons learnt. The Curriculum Leader will produce a yearly report submitted to SLT. Where relevant, implementation of school policies (such as marking) will be reviewed in light of the well-being school's agenda to ensure the workload for geography is both manageable and is making an impact on the children's learning.

Review

Spring 2023