



# Religious Education Curriculum Policy

## ACHIEVE, BELIEVE AND CREATE TOGETHER

Jeremiah 29:11 For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future.

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### Intent

**Why do we teach this? Why do we teach it in the way we do?**

The intent of our Religious Education (RE) curriculum is:

- To design a curriculum that supports pupils to reach and exceed their potential.
- To deliver a curriculum which is accessible to all and provides:
  - Challenging questions that generate curiosity about the ultimate meaning of life, beliefs about God, the nature of reality and morality.
  - *A deepening of pupils' knowledge and understanding of Christianity, other principal world religions, religious traditions and world-views.*
- To encourage pupils to develop their sense of identity and belonging, in order to flourish within communities, as responsible citizens in society and global communities,
- To teach pupils to develop respect for others and their beliefs, and to challenge prejudice.
- To provide opportunities for pupils to reflect on their own ideas and ways of living.
- To encourage personal reflection and action on how they may contribute to the wider society, encouraging empathy, generosity and compassion.

### Implement

**What do we teach? What does this look like?**

Kingskerswell follows the Devon and Torbay Agreed Syllabus for Religious Education (2019-2024). Teaching follows the Understanding Christianity units of work for Christianity, and the Agreed Syllabus scheme of work for other faiths and worldviews.

This curriculum:

- Uses an enquiry-approach driven by a key question to explore the three elements: Making sense of the Text /Belief, Making Connections, and Understanding the Impact.
- Ensures prior learning is identified and built upon *through its 'spiralling' and layered structure.*

R.E. has a high profile and teachers decide whether to teach their units as a block or as a weekly lesson. The minimum tuition time per year is: EYFS /Key Stage 1: 36 hours, Key Stage 2: 45 hours.

Pupils are taught knowledge, skills and understanding through systematic and thematic units that focus on Christians, Muslims, and Jewish in Key Stage 1, as well as Hindus and Humanists in Key Stage 2. (See Appendix 1 – Long-term plan)

We provide our pupils with opportunities to extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts, through:

- Well-resourced R.E. artefacts, which include music and reading resources.
- Physical and virtual visits to places of worship
- Interaction with a variety of faith leaders – invited to join us physically in school or via a virtual platform, such as Zoom.
- Celebrating religious festivals and celebrations.
- Participating in our biennial Experience RE Week and the exploration of faiths and worldviews through the arts, drama, food, and faith visitors.
- Cross-curricular learning
- Knowledge Organisers that summarise each unit and provide key questions, knowledge *‘building blocks’, vocabulary and relevant links, for example to local charities and demographics.*

Assessment is made across the three elements against end-of-phase outcomes.

## Impact

### What is the impact of what we do?

The delivery of a balanced and broad R.E. curriculum ensures that our pupils will:

- Make at least good progress from their last point of statutory assessment.
- Demonstrate an increase in their theological literacy, and be able to make sense of texts and varied interpretations,
- Understand the impact of beliefs in the lives of Christians and followers of other faiths and worldviews.
- Make connections to wider learning and to themselves through a deepened and more thoughtful approach to their learning, particularly in understanding how this influences day to day life in their local context and beyond.
- Demonstrate a greater tolerance, sensitivity, and respect towards a range of religious beliefs and worldviews, as well as towards the contributions made by their peers and others.
- Have the courage to stand up to prejudice and the knowledge not to stereotype.

Reviewed by: L Twamley

Date: 8<sup>th</sup> September 2020

Signed on behalf of Governors: .....

Date: .....

Date for review: October 2021



# Religious Education - Long Term Plan 2020-21

(Based on the Devon and Torbay Agreed Syllabus 2019-2024)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b> <b>/ Year 1</b>	<b>F1 God &amp; Creation</b> Why is the word 'God' so important to Christians?	<b>1.3 Incarnation</b> Why does Christmas matter to Christians?	<b>1.7 Jews</b> Who is Jewish and how do they live? [God /Torah/People]	<b>F3 Salvation</b> Why is <b>Easter</b> so special to Christians?	<b>1.10 Thematic – Belonging</b> What does it mean to belong to a community?	<b>F6 Special Times</b> What times/stories are special and why?
<b>Year 1</b>	<b>1.2 Creation</b> Who do Christians say made the world?	<b>1.3 Incarnation</b> Why does Christmas matter to Christians?	<b>1.7 Jews</b> Who is Jewish and how do they live? [God /Torah/People]	<b>1.5 Salvation</b> Why does Easter matter to Christians?	<b>1.10 Thematic – Belonging</b> What does it mean to belong to a community?	<b>1.9 World and Others</b> How should we care for the world and for others, and why does it matter? [Christians, Jews, non-religious]
<b>Year 2</b>	<b>1.1 God</b> What do Christians believe God is like?	<b>1.6 Muslims</b> Who is a Muslim and how do they live? Double unit [God/ Tawhid /ibadah/Iman]		<b>1.5 Salvation</b> Why does Easter matter to Christians? <b>Digging Deeper</b>	<b>1.4 Gospel</b> What is the 'good news' Christians believe Jesus brings?	<b>1.8 Sacred Places</b> What makes some places sacred to believers? [Thematic: Christians, Muslims]
<b>Year 3</b>	<b>L2.1 /2a.1 Creation &amp; Fall</b> What do Christians learn from the Creation story?	<b>L2.10 Jews</b> How do festivals and worship show what matters to Jewish people? [God /Torah /People/the Land]	<b>L2.2 /2a.2 People of God</b> What is it like to follow God?	<b>L2.9 Muslims</b> How do festivals and worship show what matters to a Muslim?	<b>L2.4 /2a.4 Gospel</b> What kind of world did Jesus want?	<b>L2.12 Make the world better</b> How and why do people try to make the world a better place? [Christians, Muslims/Jews, non-religious people]
<b>Year 4</b>	<b>L2.3 Incarnation &amp; God</b> What is the 'Trinity' and why is it important for Christians?	<b>L2.7 Hindus and God</b> What do Hindus believe God is like? [Brahman/Atman]	<b>L2.8 Hindus in Britain</b> What does it mean to be a Hindu today? [Dharma]	<b>L2.5 Salvation</b> Why do Christians call the day Jesus died 'Good Friday'?	<b>L2.6 Kingdom of God</b> For Christians, when Jesus left, what was the impact of Pentecost?	<b>L2.11 Stages of Life</b> How and why do people mark the significant events of life? [Thematic: Christians, Hindu, non-religious people]
<b>Year 5</b>	<b>U2.1 /2b.1 God</b> What does it mean if Christians believe God is holy and loving?	<b>U2.3 /2b.4 Incarnation</b> Was Jesus the Messiah? Why do Christians believe Jesus was the Messiah?	<b>U2.8 Muslims</b> <i>Build on using L2.9</i> What does it mean to be a Muslim in Britain today? [Tawhid/Iman /Ibadah]	<b>U2.9 Torah and Jews</b> Why is the Torah so important to Jewish people? [Ibadah]	<b>U2.4 /2b.5 Gospel</b> Christians and how to live: 'What would Jesus do?'	<b>U2.10 Humanists Christians</b> What matters most to Humanists and Christians? [Christians and non-religious people]
<b>Year 6</b>	<b>U2.2 / 2b.2 Creation</b> Creation and science: conflicting or complementary?	<b>U2.11 Why believe in God?</b> Why do some people believe in God and some people not? [Christians, non-religious]	<b>U2.7 Hindus</b> Why do Hindus want to be good? [Karma, dharma, samsara, moksha]	<b>U2.5 / 2b.7 Salvation</b> What do Christians believe Jesus did to 'save' people?	<b>U2.6 /2b.8 Kingdom of God</b> For Christians, what kind of king was Jesus?	<b>U2.12 Life Gets Hard</b> How does faith help people when life gets hard?

KEY

Christianity



Judaism

Islam

Hinduism

Humanism & Thematic