



Highcliffe St Mark Primary School

R.E. Curriculum Overview



Our R.E. curriculum at HSMP is designed to nurture an attitude of respect and understanding for the various worldviews in an increasingly diverse world, as well as a knowledge of where they have originated and how they impact people's lives. We aim to prepare our pupils for this world of diversity, to develop an understanding of their own sense of identity, self-worth and belonging, before looking beyond themselves, at the same time as recognising the significance of these beliefs whilst living harmoniously alongside each other.

Topic Knowledge

EYFS curriculum

Understand that some places, books, objects are special to members of the community.

Recognise that people have different beliefs and celebrate special times in different ways in different places.

KS1 & 2 National Curriculum— Programme of Study

Strand A—Know about and understand: beliefs, practices & diversity, sources of wisdom and ways of life expressing meaning

Strand B— Express and Communicate: influence of beliefs, practices & forms of expression, identity, diversity, meaning & value, dimensions of religion

Strand C— Gain and Deploy Skills: belonging, meaning, purpose & truth, communities living respectfully, values & commitments

Skills Progression

EYFS Listen to and talk about stories in various religions, asking questions and reflecting on their own feelings and experiences which may relate. Ch will develop their own narratives in relation to these stories from different traditions and be able to use the ideas of these stories in context to their own lives.

KS1 By the end of KS1 children will have heard and be able to explain the meaning of some Christian Jewish and Islamic stories and sacred texts as well as religious symbols. They will be able to name and explain a number of festivals, worship and rituals and draw some comparisons between them. They will identify and explore how religious beliefs make a difference to people's lives. This will be taught through posing questions and reflecting on how spiritual and moral values explored affects theirs or others behaviour. (Strands A,B,C)

KS2 Describe and make connections between named worldviews discovering more about celebrations, worship, symbols pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas. Using these ideas ch will discuss ways in which diverse communities can live together for the well being of all. Describe and understand links between stories and other aspects, responding thoughtfully to a range of sources and beliefs and teachings. Discuss and present views about belonging, meaning, purpose and truth, ideas about what is right and wrong, just and fair applying ideas of their own.

The Curriculum Sequence

EYFS Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

KS1 Understanding Christianity— **Creation** 'Who made the World?', (Yr 2 Digging Deeper) **Incarnation** 'Why does Christmas matter to Christians?', (Yr 2 Digging Deeper) **God** 'What do you believe God is like?' (Yr1) **Gospel** 'Why is Jesus good news?' (Yr2) and **Salvation** 'Why does Easter matter to Christians?' (Yr 2 Digging Deeper) **Discovery RE**—Judaism 'Is Shabbat important for Jewish children?' 'Are Rosh Hashana and Yom Kippur important for Jewish children?' (Yr1) 'Does praying at regular intervals help a Muslim in his/her everyday life?' 'Does going to a mosque give Muslims a sense of belonging?' and (Yr2)

KS2 u/c- Gospel 'What kind of world did Jesus want?' (Yr3) What would Jesus do? (yr 5) **Salvation** 'Why do Christians call the day Jesus died Good Friday?' (Yr3&4) What did Jesus do to save human beings? (yr5) 'What difference does the resurrection make to Christians?' (Yr6) **People of God** 'What is it like to follow God?' (Yr3) **Creation/Fall** 'What do Christians learn from the creation story?' (Yr4) 'Creation & Science: Conflict or complementary?' (yr6) **Incarnation** 'Why is Jesus the light of the world?' (Yr4 Digging Deeper) 'Was Jesus the Messiah?' (yr6) **Kingdom of God** 'When Jesus left what was the impact of Pentecost?' (Yr4) **God** 'What does it mean if God is holy and loving?' (yr 5) **Kingdom of God** 'What kind of King is Jesus?' (yr6) **Discovery RE** —**Sanatama Dharma** (yr3) —**Hindu Beliefs** 'How can Brahman be everywhere and in everything?' **Pilgrimage to the River Ganges** 'Would visiting the River Ganges feel special to a non Hindu?' (yr4) **Judaism**—How important is it for Jewish people to do what God wants them to do? (Yr4) **Sikhi** - 'Do Sikhs think it is important to share?' (Yr3) 'Are Sikh stories important?' 'What is the best way for a Sikh to show commitment to God?' (Yr6) **Islam** — **Beliefs & Practices**: What is the best way for a Muslim to show commitment to God? (Yr 5) **Humanist** - What do Humanists value?' (Yr5)

Central Substantive Concepts

Christianity From Yr 1—6 Incarnation (God in human form) Salvation. From Yr 1—6 the following are added— Creation and Fall, and Covenant (loving relationship with God) Gospel (Good news), God (Being human has shows something of God - People/Kingdom of), Judaism—One Creator God, relationship with him, Covenant, Prophets, Torah Sanatama Dharma—Brahman, Karma, Samsara, Bhakti Islam—Creator God, Taehid (monotheism)

Assessment

Summative and formative assessment is carried out from Yr1-6. Formative is through discussions and analysis of responses to inform future planning. Concepts need to be evaluated before deeper coverage is engaged in. Summative is a goal 3 times a year ensuring at least 1 is Christianity and 1 a different worldview in KS2 a Dharmic view.

SEND

Learning is personalised and differentiated with scaffolded responses, word banks and pre teaching of vocabulary.

Links Across the Curriculum

Development of Spirituality throughout. Links with reading/writing (key stories), art with festival influences. Links btwn ideas in RE lessons with the themes and ideas in collective worship allowing deeper discussions. Further use of drama and artworks is also desired.

Subject Leader: Liz Booth



Highcliffe St Mark Primary School



Experiencing R.E.

Subject Enhancements

How do children experience RE in different contexts e.g. real life, trips, visits, their immediate environment

EYFS Welcome service at the parish church. (Autumn). A visit to look around, explore and be instructed as to artefacts and features of the parish church.

KS1 All children in the school have the opportunity to attend the parish church for a school service at festival times. Children in yr 2 also experience a visit to a Synagogue or a visitor from the Jewish faith. The local vicar leads collective worship at points throughout the year. The church use 'Open the Book' for assemblies and lead a 'Church Club' run weekly

KS2 All children in the school have the opportunity to attend the parish church for a school service at festival times. The local vicar leads collective worship at points throughout the year. Keith Jewell leads assembly once a term. We use online virtual tours of The Mosque / Hindu temple where a live visit is not possible as well as visitors when we can organise to enrich the children's learning and experiences.

Resources and Texts

What are the key resources that the children will encounter and explore throughout their time in our school?

EYFS The children experience different stories from various religions through 'big books' different story boxes and story sacks, through BBC clips online and the children's Bibles.

KS1 The children experience various artefacts, texts, artworks (Picturing Christianity,). We will use online resources (BBC clips and REQuest) as well as artefacts supplied by educational suppliers. The children have access to an age appropriate Bible for reference as well as 'The Lions Storytellers Bible' for the teacher.

KS2 Various artefacts from the different religions covered. Artworks which can be interpreted (Picturing Christianity, The Bible through Art (Genesis to Esther), Jesus through Art—Margaret Cooling) We will use online resources (BBC clips and REQuest) as well as artefacts supplied by educational suppliers. The children have access to an age appropriate Bible for reference as well as 'The Lions Storytellers Bible' for the teacher.

Key Vocabulary

What is the key vocabulary that the children will encounter and explore throughout their time in our school?

EYFS Linked to different units: Christian, Hindu Celebration—Harvest, Christmas, Easter, Diwali, Baptism God, Jesus, Holy Spirit, Church, Incarnate, Messiah, Nativity Peace, compassion, courage, unique, priest,

KS1 Linked to different units: Christian, Jew Advent, Incarnation, Gospel, Forgiveness, Lent, Salvation, Hope Shabbat, Sabbath, synagogue, kippah, sedar plate, Challah, Rosh Hashanah, Yom Kippur, repentance, commandments, covenant, Bar/Bat Mitzvah Torah, mitzvoh, Menorah, Mezzuzah, yad, tallit, schema

KS2 Linked to different units: Christian, Jew, Hindu, Muslim Advent, Incarnation, Gospel, Forgiveness, Lent, Salvation, Hope, Faithfulness, Diwali, Deities, Trimurti, Tridevi, Puja, omnipresent, Allah, Five Pillars, Zakah, Sawm, Ramadam, Qur'an, Hajj, Makkah, Akhirah