



# Shepherdswell Academy RE Curriculum - Overview

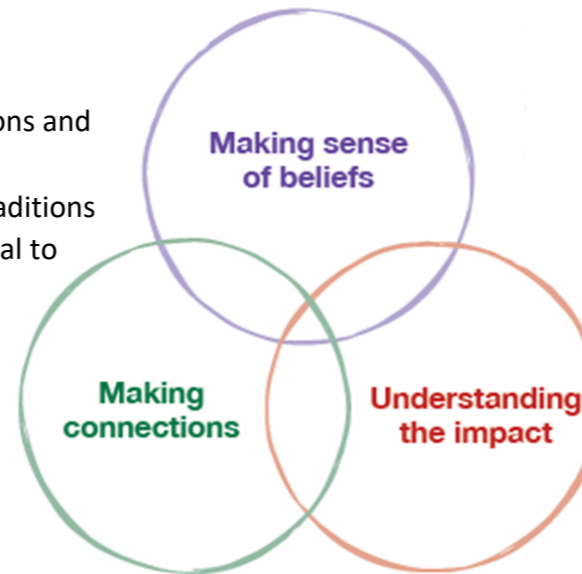


## Why Teach RE?

Studying religious education allows pupils to explore what people believe and what difference this makes to how they live. They gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. It provides opportunities for pupils to reflect and analyse, to discuss and debate, to explore and discover, provoking challenging questions about meaning and purpose in life, beliefs, issues of right and wrong and what it means to be human.

Through the RE curriculum, we aim for pupils:

- to acquire and develop knowledge and understanding of a range of religions and beliefs, enabling them to develop their own ideas, values and identities.
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies, and cultures from a local to national to global scale.
- 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, weighing up the value of wisdom from different sources with reference to the principal religions and world views represented locally and in the United Kingdom.



## Teaching and Learning Approach

Make sense of a range of religious and non-religious beliefs, so that they can:



- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Understand the impact and significance of religious and non-religious beliefs, so that they can:



- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:



- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

## RE Syllabus

The sets out a clear path of progression of knowledge, skills and understanding to enable pupils to develop a coherent understanding of religious and non-religious worldviews through the exploration of key questions and core concepts. There is an emphasis on helping pupils to develop a coherent understanding of several religions, by studying one religion at a time (systematic study) before bringing together and comparing different traditions (thematic study). The thematic study allows pupils to draw together their learning each year, as well as offering planned opportunities for retrieval and recall. Clarity about identifiable core concepts of religions and beliefs helps teachers and pupils to understand how beliefs and practices connect, so that pupils are able to build effectively on prior learning as they progress through the school. The syllabus forms a 'spiral curriculum', so that pupils encounter and engage with the core concepts on a number of occasions, embedding their learning.

Faiths Taught by Year Group		R	1	2	3	4	5	6
	Christian							
	Jewish							
	Muslim							
	Hindu							
	Thematic Multi-Faith							

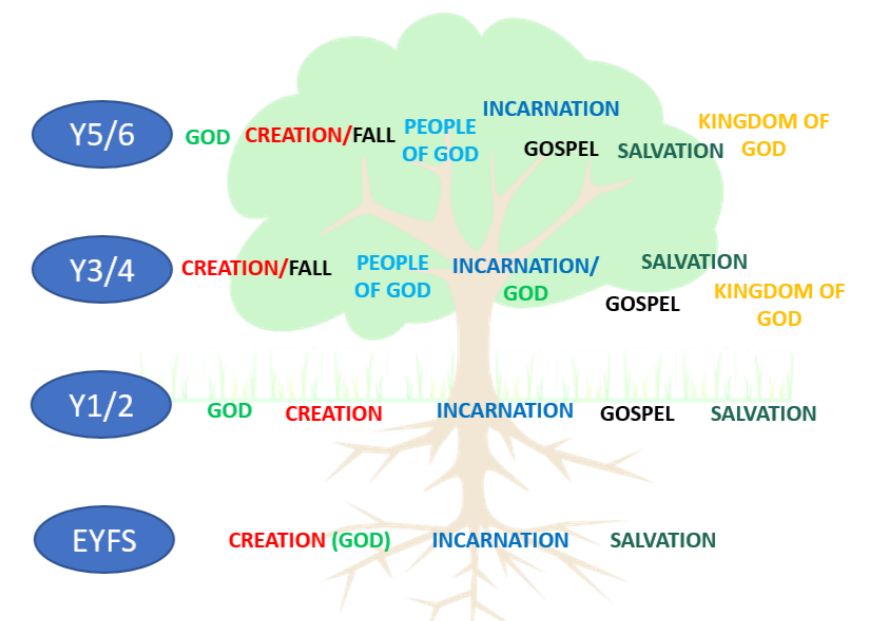
## Understanding Christianity

The Understanding Christianity approach is used to support pupils in developing their understanding of the Christian faith, as a contribution to their understanding of the world and their own experience within it. It does this by integrating pupils' developing understanding of significant theological concepts within Christianity with their own self-understanding and understanding of the world, as part of their wider religious literacy.

### Eight Core Concepts

Understanding Christianity identifies eight core concepts at the heart of Christianity that pupils need to understand. These concepts tell the 'big story' of the Bible. Pupils will encounter these concepts a number of times as they move through the school.

God	Creation	Fall	People of God
Incarnation	Gospel	Salvation	Kingdom of God





# Shepherdswell Academy

## RE Curriculum Map – EYFS and KS1



<b>Religion:</b>	<b>Christian</b>	<b>Jewish</b>	<b>Muslim</b>	<b>Hindu</b>	<b>Multi Faith</b>
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Make Sense of a range of religious and non-religious beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas
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EYFS	Reception	Year 1	Year 2
<p><b>Early Learning Goal: People Culture and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Typical learning experiences include:</b> Children engage with the appropriate SACRE materials for mainstream schools. Ourselves, Our Families and our communities</p> <p>Children are presented with stories from different religions and visitors from each religion are welcomed, sharing artefacts where appropriate</p> <p>Children begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p> <p><b>The kind of activities children might be involved in</b> Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Visiting places of worship and places of local importance to the community. Finding similarities and differences between ourselves in terms of religious practices and experiences.</p> <p>Marking religious festivals throughout the year for example; Diwali, Christmas, Chinese New Year, Eid, Harvest, Easter.</p> <p>Re-enacting different religious stories using a variety of techniques such as drawing pictures, role playing.</p> <p>Families from different religious and cultural background visit and make food with the children and eat together.</p> <p>Different celebrations: When the opportunity arises children share what happens at events such as a wedding or to celebrate when a baby is born?</p> <p><b>See Reception Units for further details.</b></p>	<p>Autumn 1</p> <p>F4 Being Special: Where do we belong?</p> <p>Thematic Multi-Faith</p>	<p>L1.10 What does it mean to belong to a faith community?</p> <p>Thematic Multi-Faith</p>	<p>L1.6 Who is a Muslim and how do they live? (Pt.1)</p> <p>Muslim</p>
	<p>Autumn 2</p> <p>F2 Why is Christmas special for Christians? (Incarnation)</p>  <p>Christian</p>	<p>1.1 What do Christians believe God is like? (God)</p>  <p>Christian</p>	<p>L1.3 Why does Christmas matter to Christians? (Incarnation)</p>  <p>Christian</p>
	<p>Spring 1</p> <p>F1 Why is the word 'God' so important to Christians? (God/Creation)</p>  <p>Christian</p>	<p>L1.7 Who is Jewish and how do they live?</p> <p>Jewish</p>	<p>L1.6 Who is a Muslim and how do they live? (Pt.2)</p> <p>Muslim</p>
	<p>Spring 2</p> <p>F3 Why is Easter special to Christians? (Salvation)</p>  <p>Christian</p>	<p>L1.5 Why does Easter matter to Christians? (Salvation)</p>  <p>Christian</p>	
	<p>Summer 1</p> <p>F6 What times/stories are special and why?</p> <p>Thematic Multi-Faith</p>	<p>1.2 Who do Christians say made the world? (Creation)</p>  <p>Christian</p>	<p>L1.4 What is the 'good news' Christians believe Jesus brings? (Gospel)</p>  <p>Christian</p>
	<p>Summer 2</p> <p>F5 What places are special and why?</p> <p>Thematic Multi-Faith</p>	<p>L1.8 What makes some places sacred to believers? (C, M)</p> <p>Thematic Multi-Faith</p>	<p>L1.9 How should we care for others and the world and why does it matter? (C, J, NR)</p> <p>Thematic Multi-Faith</p>

Every child deserves to be the best they can be