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*Curriculum Development Document*

# Religious Education

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**Achieve Believe Care**



At Howley Grange we strive to ensure that our curriculum enables all children to gain the wisdom and courage to make positive choices now, and in their futures.

Howley Grange is committed to providing children with an ambitious curriculum that is broad and balanced. We recognise the utmost importance of ensuring children gain fundamental literacy and numeracy skills and that they have opportunities to develop their individual interests and specialisms in a wide variety of subjects.

Staff plan key questions to encourage the use of enquiry, as well as focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout our school. Our curriculum is designed to help learners to remember the content they are taught in the long term and to integrate new knowledge into larger concepts. Parents, staff and most importantly our children tell us that they enjoy their learning and are eager to find out about the topics and themes, often choosing to take their learning beyond the classroom.



### National Curriculum

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998. Schools have to teach RE but parents can withdraw their children for all or part of the lessons. Pupils can choose to withdraw themselves once they're 18.

### Local Councils – 'Discovery RE'

Local councils are responsible for deciding the RE syllabus. As a school we have chosen to adopt a scheme of work called 'Discovery RE' and is taught through 6 different units in each year group. These units of work explore the different religions and worldwide faiths and each unit can be taught within each half term. Six sessions are suggested per unit plus a further one for assessment and concluding any ideas. Each lesson can be delivered in 40-minute slots or can be "blocked" across a longer period. A range of didactic and interactive teaching is used.



## Implementation of the school RE curriculum

### EYFS

The EYFS framework is structured differently to the National Curriculum as it is organised into seven areas of learning rather than subject areas, having said this, the skills taught in EYFS feed into National Curriculum subjects.

This table outlines the most relevant statements taken from the EYFS statutory framework and Development Matters . These are the prerequisite knowledge and skills for Religious Education within the National Curriculum.

The most relevant statements for Religious Education are taken from the following area of learning: ‘Personal, Social and Emotional Development and ‘Understanding the World’. These are planned for and delivered through discrete ‘Understanding the World’ teaching sessions but are also incorporated into ‘Choosing to Learn time’.

Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Think about the perspectives of others.</li> </ul>
	Understanding the World		<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>
ELG	Personal, Social and Emotional Development-Building Relationships		<ul style="list-style-type: none"> <li>• Show sensitivity to their own and others' needs.</li> </ul>
	Understanding the World	People, Culture and Communities	<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>
		Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

## Key Stage One: Progression

	Year One	Year Two
Christianity	<p>Does God want Christians to look after the world?</p> <ul style="list-style-type: none"> <li>re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</li> </ul> <p>What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?</p> <ul style="list-style-type: none"> <li>reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</li> </ul> <p>Was it really easy for Jesus to show friendship?</p> <ul style="list-style-type: none"> <li>Identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.</li> </ul> <p>Why was Jesus welcomed like a King on Palm Sunday?</p> <ul style="list-style-type: none"> <li>know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</li> </ul>	<p>Is it possible to be kind to everyone all of the time?</p> <ul style="list-style-type: none"> <li>re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</li> </ul> <p>Why do Christians believe God gave Jesus to the world?</p> <ul style="list-style-type: none"> <li>reflect on the Christmas story and the reasons for Jesus' birth.</li> </ul> <p>How important is it to Christians that Jesus came back to life after His crucifixion?</p> <ul style="list-style-type: none"> <li>retell the Easter story and understand what Jesus' resurrection means for Christians.</li> </ul>
Hinduism		
Judaism	<p>Is Shabbat important to Jewish children?</p> <ul style="list-style-type: none"> <li>empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</li> </ul> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <ul style="list-style-type: none"> <li>empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</li> </ul>	
Sikhism		

## Islam

Does praying at regular intervals help a Muslim in his/her every day life?

- explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day

Does going to a mosque give Muslims a sense of belonging?

- understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.

Does completing Hajj make a person a better Muslim?

- understand what happens during Hijj and to explore the importance of this to Muslims

## Key Stage Two: Middle Years Progression

	Year Three	Year Four
<b>Christianity</b>	<p>Has Christmas lost its true meaning?</p> <ul style="list-style-type: none"> <li>find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.</li> </ul> <p>Could Jesus really heal people?</p> <ul style="list-style-type: none"> <li>retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.</li> </ul> <p>What is 'good' about Good Friday?</p> <ul style="list-style-type: none"> <li>recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</li> </ul>	<p>What is the most significant part of the Nativity story for Christians today?</p> <ul style="list-style-type: none"> <li>understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</li> </ul> <p>Is forgiveness always possible for Christians?</p> <ul style="list-style-type: none"> <li>understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</li> </ul> <p>Do people need to go to Church to show they are Christians?</p> <ul style="list-style-type: none"> <li>understand how important going to church is to show someone is a Christian.</li> </ul>
<b>Hinduism</b>	<p>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <ul style="list-style-type: none"> <li>investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus</li> </ul> <p>How can Brahman be everywhere and in everything?</p> <ul style="list-style-type: none"> <li>understand the Hindu belief that there is one God with many different aspects.</li> </ul> <p>Would visiting the River Ganges feel special to a non-Hindu?</p> <ul style="list-style-type: none"> <li>understand the significance of the River Ganges both for a Hindu and non-Hindu.</li> </ul>	
<b>Judaism</b>		<p>How special is the relationship Jews have with God?</p> <ul style="list-style-type: none"> <li>understand the special relationship between Jews and God and the promises they make to each other.</li> </ul> <p>How important is it for Jewish people to do what God asks them to do?</p> <ul style="list-style-type: none"> <li>understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</li> </ul> <p>What is the best way for a Jew to show commitment to God?</p> <ul style="list-style-type: none"> <li>understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.</li> </ul>

Sikhism		
Islam		





## Key Stage Two: Upper Years Progression

	Year Five	Year Six
<b>Christianity</b>	<p>Is the Christmas story true?</p> <ul style="list-style-type: none"> <li>evaluate different accounts of the Christmas story and understand that stories can be true in different ways.</li> </ul> <p>Did God intend for Jesus to be crucified and if so did Jesus know this?</p> <ul style="list-style-type: none"> <li>question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</li> </ul> <p>What is the best way for Christians to show commitment to God?</p> <ul style="list-style-type: none"> <li>understand how Christians show their commitment to God and to evaluate if there is a best way.</li> </ul>	<p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <ul style="list-style-type: none"> <li>Evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.</li> </ul> <p>Is anything ever eternal?</p> <ul style="list-style-type: none"> <li>evaluate different beliefs about eternity and to understand the Christian perspective on this.</li> </ul> <p>Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <ul style="list-style-type: none"> <li>examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.</li> </ul>
<b>Hinduism</b>		
<b>Judaism</b>		
<b>Sikhism</b>	<p>How far would a Sikh go for his/her religion?</p> <ul style="list-style-type: none"> <li>compare the different ways Sikhs put their religion into practice.</li> </ul> <p>Are Sikh stories important today?</p> <ul style="list-style-type: none"> <li>understand the relevance of Sikh stories today.</li> </ul> <p>What is the best way for a Sikh to commit themselves to God?</p> <ul style="list-style-type: none"> <li>understand how Sikhs show their commitment to God and to evaluate if there is a best way.</li> </ul>	
<b>Islam</b>		<p>What is the best way for a Muslim to show commitment to God?</p> <ul style="list-style-type: none"> <li>understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</li> </ul> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <ul style="list-style-type: none"> <li>Identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this.</li> <li>challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</li> </ul>