



# St Blasius Shanklin CE Primary Academy – RE Curriculum overview

Working in partnership, we aim to embed these learning characteristics:

**Aspiration      Opportunity      Confidence**

## Intent

Our vision is for each child to 'Enjoy and achieve in life in all its fullness, following in the footsteps of Jesus' **'With God all things are possible' Matthew 19.26** We believe that with God's love, help and guidance, our pupils will develop curiosity, discover new interests and grow in their love of learning, enabling them to excel academically, socially and spiritually. RE lessons at St Blasius will develop their knowledge and understanding of Christianity as a living world faith and consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide. They will be encouraged to explore the big questions of life, meaning and purpose and to think theologically. Pupils will have knowledge and understanding of other major world religions, engaging thoughtfully with other faiths and traditions. They will reflect on their own religious, spiritual and/or philosophical convictions, developing a sense of themselves as unique and precious.

## Implementation

Class teachers deliver RE lessons and they are not given to PPA staff or other teachers; this may be weekly or can be blocked. RE units can be blocked or taught weekly ensuring the statutory hours are met (Rec/KS1 36hrs per academic year KS2 45hrs) Extra RE themed days are scheduled for some Christian festivals. All teaching staff have taken part in 'Understanding Christianity' training Training has been provided to all teachers on the RE curriculum and Spirituality by the subject leader and Local Authority Advisers. Inclusion of RE in the Academy's Strategic Action Plan keeps it high profile – it is viewed as a core subject area alongside English and Mathematics. Opportunities for monitoring the quality of teaching and learning via learning walks, book scrutiny and samples of work (assessed half termly) are frequent. New topics, taken from Understanding Christianity and Living Difference (our local syllabus), keep the subject up to date and relevant.

## Impact

We seek to ensure that all pupils in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Regular assemblies and celebrations of religious and non-religious festivals and events, implemented alongside daily worship (which is predominately Christian) weekly R.E. lessons, will help to celebrate the diversity of our country's (and the world's) wider community, including their beliefs, traditions, culture, language and history.

## Links to other subjects

RE provides opportunities to promote children and young people's spiritual, moral, social and cultural (SMSC) development. In addition, there are strong connections between religious education, British Values and Personal Development Learning through, for example:

- developing confidence and responsibility and making the most of their abilities by being taught what is fair and unfair, right and wrong, and being encouraged to share their opinions
- developing a healthy, safer lifestyle by being taught about religious and non-religious perspectives on drug use and misuse, food and drink, leisure, relationships and human sexuality, the purpose and value of religious and non-religious ways of life in relation to sex education, and enabling children and young people to consider and express their own views

- developing good relationships and respecting the differences between people by being taught about the diversity of different ethnic groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings, considering issues of marriage and family life, and meeting and encountering people with beliefs, views and lifestyles that are different from their own
- developing children and young people's knowledge and understanding regarding the diversity of national, regional, religious, non-religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

There are also opportunities for children to reinforce the skills, knowledge and understanding gained in a wide range of other subjects depending upon the nature of the tasks set and how they respond to them, such as: art, creative writing, and drama, using technology and media, which helps to enrich all areas of the curriculum.

### RE Long Term Plan

|        | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|--------|--|--|--|--|--|---|
| EYFS   | <b>God/creation</b><br>Introduce the Big Frieze                  | <b>Incarnation</b><br>Celebrating birth Jesus                    | <b>Special people</b><br><b>Jesus</b><br>Jesus the storyteller   | <b>Salvation</b><br>(Easter Gardens and candles)                   | <b>Special clothes</b><br>(Judaism)                                | <b>Special clothes</b><br>(Hinduism / Sikhism)<br>Or Special Things   |
| Year 1 | <b>Creation</b><br>(bread, food, creating)<br>(Judaism – Sukkot) | <b>Incarnation</b><br>God being on earth                         | <b>Remembering</b><br>Passover (Judaism)                         | <b>Salvation</b><br>(Easter labyrinth)                             | <b>Belonging</b><br>(Judaism)                                      | <b>Special Food</b><br>(Christianity, Hinduism etc)   |
| Year 2 | <b>Symbol</b><br>(Harvest and Sukkot<br>Bread - Judaism)         | <b>Incarnation</b><br>Light-Advent and Hanukkah (Judaism)        | <b>God (parables)</b><br>What do Christians believe God is like? | <b>Sadness to Happiness</b> Easter                                 | <b>Gospel</b><br>(forgiveness, peace)                              | <b>Special Books</b><br>(Judaism/ Sikhism / Islam)  |
| Year 3 | <b>Creation/Fall</b><br>Adam & Eve/story                         | <b>Incarnation</b><br>Angels<br><br>(Christianity)<br>(Hinduism) | <b>Good/Evil</b><br>Holi (Hindu)                                 | <b>Salvation</b><br>Last supper & Mary                             | <b>Gospel:</b><br>The first disciples & the call to others         | <b>Special Protection</b><br>Raksha Bandhan – Hinduism - also celebrated by Muslims and Sikhs – (compare with other family oriented festivals.) |
| Year 4 | <b>People of God</b><br>(idea of Covenant)                       | <b>Incarnation</b><br>Trinity                                    | <b>Myth</b><br>(Hindu)   | <b>Ritual</b><br>Paschal candle                                    | <b>Devotion</b><br>Hindu worship<br>'Mahashiviati'                 | <b>Sacred Place (Special)</b><br>comparing different places of worship  |
| Year 5 | <b>Belonging</b><br><b>Islam</b>                                 | <b>Incarnation</b><br>Two births narratives                      | <b>People of God</b><br>Bringing freedom & justice               | <b>Salvation</b><br>Sacrifice and Suffering                        | <b>Community</b><br>Islam Umma                                     | <b>Wisdom (Special)</b>   |
| Year 6 | <b>Ritual</b><br>Wudu & Eid Al Fitr<br>Islam                     | <b>Incarnation</b><br>Was Jesus the messiah?                     | <b>Kingdom of God</b><br>What kind of king was Jesus?            | <b>Salvation</b><br>Why do Christians think Jesus was resurrected? | <b>Peace</b><br>What does it mean to be a Muslim today?<br>(Islam) | <b>Power</b><br>Christians and Muslims  |

Black = Living Difference III (Local Syllabus)      Blue = Understanding Christianity – produced by the Church of England

# Curriculum Coverage and Expectations

## Early Years Foundation Stage (Early Learning Goals linked to RE)

During the EYFS, the learning environment, adult-led activities and child initiated activities will be planned and supported to encourage progress in RE. Children at the end of the EYFS who have reached the expected level of development will be able to:

### **Personal, Social and Emotional Development**

#### **Self-Confidence and Self-Awareness**

- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

#### **Managing Feelings and Behaviour**

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

#### **Making Relationships**

- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

#### **People and Communities**

- Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

#### **Understanding the World (The World)**

- Children know about similarities and differences in relation to places and objects.

# Key Stage 1

By the end of Key Stage 1 pupils will be able to:

## **Knowledge, skills and understanding**

### **1 Enquiry and skills**

Pupils should be taught how to:

- enquire into, and engage with, concepts that are important in their own experience and in religion (for example, belonging, remembering, celebration, symbols, God, worship)
- contextualise the concept within religious practices (for example, how and what Jews remember at Passover or how Christians celebrate Jesus' birthday)
- evaluate the importance and value of the concept within religious practices (for example, do pupils think it is important for the Jews to remember the story of the Jews leaving Egypt? Why/why not? Why do Christians celebrate Jesus' birthday if Jesus cannot be there, or is he there?)
- communicate their own responses to the concept (for example, what is important about remembering or celebrating for them?)
- apply the concept to their own and others' experience (for example, when, with whom, and how do they remember, celebrate, etc?).

### **2 Knowledge and understanding of concepts that are common to human experience**

Pupils should be taught how to:

- recognise concepts used to express religious and non-religious experience (for example, belonging, remembering, celebration)
- identify and describe the way a concept is expressed in religious practices and beliefs (for example, remembering at the Seder meal, celebrating at Divali, belonging at a Christian baptism and baby naming)
- comment upon what they think about a concept and the way it is expressed in the religious practice and beliefs introduced (for example, is it important to remember and is it helpful for Jews to have a meal to help them to remember?)
- express their own responses to a concept (for example, do pupils think it is important to remember some things? What things? Why?)
- talk about how a concept is expressed in their own lives (for example, how do they remember the day they were born?).

### **3 Knowledge and understanding of concepts that are common to many religions and that are used in the study of religion**

Pupils should be taught how to:

- recognise concepts that are common to many religions (for example, symbol, God, worship, ritual, creation)
- identify and describe how a concept is expressed in more than one religion (for example, the symbol of light at Divali and Advent, images of God in Hinduism and Christianity, worship in Judaism and Christianity)

- comment upon what they think about the religious practice and beliefs introduced (for example, what do pupils think about the way Hindus and Christians use light to help them to remember something important?)
- express their own responses to a religious concept (for example, what do pupils think of when they look at a candle flame? Why?)
- talk about a concept in life or in their own lives (for example, when and why is the symbol of a candle flame used to help pupils to remember something or someone important? Are there other things they use as symbols to remember something or someone important?).

#### **4 Breadth of study**

During the key stage, pupils should be taught knowledge, skills and understanding through the study of:

- Christianity and one other religion

concepts that are common to all human experience. These will include:

- remembering
- celebration
- specialness
- belonging

concepts that are common to many religions and that are used in the study of religion. These will include:

- symbol
- God

# Key Stage 2

By the end of Key Stage 2 pupils will be able to:

## **Knowledge, skills and understanding**

### **1 Enquiry and skills**

Pupils should be taught how to:

- enquire into concepts that are significant in religions and human experience (for example, freedom, sacrifice, creation, authority, holiness, God, Torah, Trinity)
- contextualise the concept within religious practices (for example, how different Christians demonstrate the authority of the Bible, or comparing Hindu and Christian beliefs about God)
- evaluate the importance and value of the concept within one or more religions (for example, what are the pupils' opinions about the way the Torah scroll is treated and the authority it has?)
- communicate their own understanding of, and response to, the concept (for example, what or who has authority in their lives? Or what does freedom mean to each pupil?)
- apply their own understanding of the concept to situations in their own and others' lives (for example, if pupils believe something or someone has authority, how does that affect the way they behave towards it or them? Or how does belief about God affect the way people behave?)

### **2 Knowledge and understanding of concepts that are common to human experience**

Pupils should be taught how to:

- describe concepts that are important to both religious and non-religious people (for example, sacrifice, peace, freedom, community, reflection)
- explain how a concept is expressed in one or more religions (for example, how Buddhists and Christians create situations in which to feel peaceful explain their views about how a concept is expressed in religions (for example, what do pupils think about meditation or confession as a way to help a person to feel at peace?)
- describe and explain their own responses to a concept (for example, what do pupils think about peace and being peaceful?)
- describe when and how a concept has applied to experiences in their own or others' lives (for example, do pupils have times when they want to feel peaceful and how do they achieve it? What stops them feeling peaceful?)

### **3 Knowledge and understanding of concepts that are common to many religions and that are used in the study of religion**

Pupils should be taught how to:

- describe and explain concepts that are common to many religions (for example, deity, sacred, myth, symbol, ritual, rites of passage, pilgrimage)
- describe and explain how a concept is expressed in different ways in Christianity and one (or more) other religions (for example, how different denominations in Christianity regard pilgrimage and the significance of the Hajj to Muslims)
- describe and explain their own opinions about the way religious concepts are expressed (for example, what do pupils think about the value of Christians making a pilgrimage to Lourdes or Muslims making a pilgrimage to Makkah?)
- describe and explain their own views about a concept (for example, do pupils value the idea of going on a journey to remember something significant?)
- describe and explain when and how a concept has applied to events or experiences in their own or others' lives (for example, pupils describe where, when and why they have been or would like to go on a journey to remember something significant – such as to the house where dad was born or a revered football ground).

### **4 Knowledge and understanding of concepts that are particular to specific religions**

Pupils should be taught how to:

- describe and explain concepts that are particular to specific religions (for example, Trinity in Christianity, moksha in Hinduism, sangha in Buddhism, Khalsa in Sikhism, mitzvot in Judaism, or umma in Islam)
- describe and explain how a concept is expressed in religion (for example, how Christians explain the Trinity in visual form, or some different ways in which Jews show that they are keeping mitzvot (the laws) – such as the strict rules of Shabbat followed by Orthodox Jews)
- explain their own opinions about a concept and the religious beliefs and practices associated with the concept (for example, what opinions do pupils have about mitzvot (the laws) and why and how they are followed?)
- explain their own responses to a concept (for example, how do pupils interpret and explain the idea of laws, guidance and authority?)
- describe and explain how a concept can be applied to situations in their own and others' lives (for example, in what situations do they think laws, guidance and authority are important, and in what situations do they think laws are restricting?)

### **5 Breadth of study**

During the key stage, pupils should be taught knowledge, skills and understanding through the study of:

- Christianity and two other religions
- concepts that are common to all human experience. These will include:
  - community

- sacrifice
- identity
- authority
- concepts that are common to many religions and that are used in the study of religion. These will include:
  - holiness/sacredness
  - God/deity
  - rites of passage
  - symbol
  - ritual
  - worship
- concepts that are particular to specific religions such as:
  - Trinity and incarnation in Christianity
  - Buddha and sangha in Buddhism
  - Brahman and samsara in Hinduism
  - tawheed (the oneness of Allah) and umma in Islam
  - Torah and mitzvot in Judaism
  - Khalsa and langar in Sikhism

# Living Difference III Age-related Expectations

## Key Stage 1

| By the end of Year 1 |  |
|----------------------|--|
| Communicate          | Children can talk about their own responses to their experiences of the concepts explored  |
| Apply                | They can identify how their responses relate to events in their own lives.   |
| Enquire              | They can identify and talk about key concepts explored that are common to all people (Group A concepts).   |
| Contextualise        | They can recognise that the concept is expressed in the way of life of the people studied.   |
| Evaluate             | They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.              |
| By the end of Year 2 |  |
| Communicate          | Children can describe in simple terms their responses to their experiences of the concepts studied.  |
| Apply                | They can identify simple examples of how their responses relate to their own lives and those of others.  |
| Enquire              | They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts)       |
| Contextualise        | They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.                            |
| Evaluate             | They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised |

## Key Stage 2

| By the end of Year 4 |  |
|----------------------|--|
| Communicate          | Children can describe their own responses to the human experience of the concepts studied.   |
| Apply                | They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.  |
| Enquire              | They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).   |
| Contextualise        | They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.   |
| Evaluate             | They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.   |
| By the end of Year 6 |  |
| Communicate          | Children and young people can explain their own response to the human experience of the concepts explored  |
| Apply                | They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others   |
| Enquire              | Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts)             |
| Contextualise        | They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.   |
| Evaluate             | They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise |