

## Curriculum plan for RE 2021-2022

### **RE Intent**

Shurdington Church of England Primary School has a strong reputation for Religious Education, being awarded 'Good' in the last SIAMs. The latest Ofsted report said

*'They make strong progress in (science and) RE, where teachers plan tasks which pupils help pupils to develop and apply their knowledge. June 2019*

The intent of our RE curriculum is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

### **RE Implementation**

RE is a highly valued subject of the curriculum and as a C of E school we follow the Gloucestershire Agreed syllabus and the Understanding Christianity syllabus.

The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs. The three elements are Making sense of beliefs, Making connections and understanding the impact.

RE aims

- To make sense of a range of religious and non-religious beliefs
- To understand the impact and significance of religious and non-religious beliefs:
- To make connections between religious and non-religious beliefs, concepts, practices and ideas studied,

RE is taught weekly across the school, 1 hour in KS 1 and 1 ½ hours in KS2. This is supported by RE days taught in mixed age groups across the school.

As a school we have followed the Gloucestershire Agreed Syllabus guidance and teach the following religions,

- EYFS- Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
- KS1-Christianity, Judaism and Islam.
- KS2- Christianity, Judaism, Hinduism and Islam.

We study one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.

Each year group has 6 units to teach over the academic year.

EYFS- 3 on Christianity and 3 mixed faith comparisons.

Year 1- 2 on Judaism, 2 on Christianity and 2 mixed faiths comparisons.

Year 2 – 3 on Christianity, 2 on Islam and 1 mixed faith comparison.

Year 3 – 3 on Christianity, 1 on Islam, 1 on Judaism and 1 mixed faith comparisons.

Year 4 – 3 on Christianity, 2 Hinduism and 1 mixed faith comparisons.

Year 5- 3 on Christianity, 1 on Islam, 1 on Judaism and 1 mixed faith comparison.

Year 6 – 3 on Christianity, 1 on Hinduism and 2 mixed faith comparisons.

For each unit the class teacher provides an Overview to go in the childrens book (see the end of the document.)

*This includes objectives to be taught in the unit and key vocabulary. As the unit is explored the children write definitions of the key words to develop the childrens religious literacy. Each unit starts and ends with a quick assessment task using a Bell activity (see end of the document). The grid includes key facts that the children learn over the term and are tested on twice a week.*

### ***RE Impact***

*The impact of the RE curriculum will be measured through our Knowledge Stems ,book looks, learning walks, working walls and end of unit assessments where the children are identified whether they are working below, at or above the units objectives.*

## *RE Unit of work*

# Gloucestershire Agreed Syllabus 2017 sample long-term plan: Model 1

|        | Unit 1                                                                                                    | Unit 2                                                               | Unit 3                                                           | Unit 4                                                                     | Unit 5                                                                  | Unit 6                                                                                  |
|--------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| FS2    | F4 Being special: where do we belong?                                                                     | F2 Why is Christmas special for Christians?                          | F1 Why is the word 'God' so important to Christians?             | F3 Why is Easter special to Christians?                                    | F5 What places are special and why?                                     | F6 What times/stories are special and why?                                              |
| Year 1 | 1.10 What does it mean to belong to a faith community?                                                    | 1.1 What do Christians believe God is like?                          | 1.7 Who is Jewish and how do they live?                          |                                                                            | 1.2 Who do Christians say made the world?                               | 1.9 How should we care for the world and for others, and why does it matter? (C, J, NR) |
| Year 2 | 1.6 Who is a Muslim and how do they live?                                                                 | 1.3 Why does Christmas matter to Christians?                         | 1.6 Who is a Muslim and how do they live? Part 2.                | 1.5 Why does Easter matter to Christians?                                  | 1.4 What is the 'good news' Christians believe Jesus brings?            | 1.8 What makes some places sacred to believers? (C,M)                                   |
| Year 3 | L2.1 What do Christians learn from the Creation story?<br>L2.2 What is it like for someone to follow God? |                                                                      | L2.9 How do festivals and worship show what matters to a Muslim? | L2.10 How do festivals and family life show what matters to Jewish people? | L2.4 What kind of world did Jesus want?                                 | L2.12 How and why do people try to make the world a better place? (C, M/J, NR)          |
| Year 4 | L2.3 What is the 'Trinity' and why is it important for Christians?                                        | L2.7 What do Hindus believe God is like?                             | L2.8 What does it mean to be Hindu in Britain today?             | L2.5 Why do Christians call the day Jesus died 'Good Friday'?              | L2.6 For Christians, when Jesus left, what was the impact of Pentecost? | L2.11 How and why do people mark the significant events of life? (C, H, NR)             |
| Year 5 | U2.1 What does it mean if Christians believe God is holy and loving?                                      | U2.8 What does it mean to be a Muslim in Britain today?              | U2.3 Why do Christians believe Jesus was the Messiah?            | U2.9 Why is the Torah so important to Jewish people?                       | U2.4 Christians and how to live: 'What would Jesus do?'                 | U2.10 What matters most to Humanists and Christians? (C, M/J, NR)                       |
| Year 6 | U2.2 Creation and science: conflicting or complementary?                                                  | U2.11 Why do some people believe in God and some people not? (C, NR) | U2.7 Why do Hindus want to be good?                              | U2.5 What do Christians believe Jesus did to 'save' people?                | U2.6 For Christians, what kind of king is Jesus?                        | U2.12 How does faith help people when life gets hard?                                   |

Note: this model allows systematic religion units to lead into the thematic units, where pupils can make some comparisons between beliefs, at the end of each year. This model keeps the study of Christmas and Easter close to the appropriate time of year.

**RE Recovery Curriculum due to COVID**

| <i>Year group</i> | <i>Unit not taught in school due to COVID</i>                                                                 | <i>Include in 2021</i>                                                                                   | <i>Include in 2022</i>                                                                       |
|-------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| R                 | <i>F 1-Why is the word 'God' so important to Christians?</i>                                                  | <i>In year 1 Autumn 2</i><br><br><i>1.1 What do Christians believe God is like?</i>                      |                                                                                              |
| 1                 | <i>1.7 Who is Jewish and how do they live?</i>                                                                | <i>In year 2</i><br><br><i>Summer 2</i><br><br><i>1.8 What makes some places sacred to believers?</i>    |                                                                                              |
| 2                 | <i>1.6 Who is a Muslim and how do they live? Part 2.</i>                                                      | <i>In year 3 Spring 1</i><br><br><i>L2.9 How do festivals and worship show what matters to a Muslim?</i> |                                                                                              |
| 3                 | <i>L2.9 How do festivals and worship show what matters to a Muslim?</i>                                       |                                                                                                          | <i>Year 5 Spring 2</i><br><br><i>U2.8 What does it mean to be a Muslim in Britain today?</i> |
|                   | <i>L2.10 How do festivals and family life show what matters to Jewish people?</i>                             |                                                                                                          | <i>Year 5 Autumn 2</i><br><br><i>U2.9 Why is the Torah so important to Jewish people?</i>    |
| 4                 | <i>Unit 2.8: What does it mean to be a Hindu in Britain today?</i>                                            |                                                                                                          | <i>Year 6 Spring 1</i><br><br><i>U2.7 Why do Hindus want to be good?</i>                     |
|                   | <i>Unit 2.5 Why do Christians call the day Jesus died 'Good Friday?' (Salvation) (taught during lockdown)</i> | <i>Year 5 Spring 1</i><br><br><i>U2.3 Why do Christians believe Jesus was the Messiah?</i>               |                                                                                              |

|   |                                                               |                                                                                    |  |
|---|---------------------------------------------------------------|------------------------------------------------------------------------------------|--|
| 5 | 1. Why do Christians believe that Jesus is the Messiah?<br>2. | Year 6 Spring 2<br><br>U2.5 What do Christians believe Jesus did to 'save' people? |  |
|   | 3. Why is the Torah so important to Jewish people?            | Judaism is not taught in year 6 could be done as one stand alone lesson.           |  |