



RE



St Stephen Churchtown Academy

2024-2025

RE Lead: Mrs L Longworth-Riggs

Curriculum Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Myself	Special times	The natural world	My senses	People who help us	Belonging
Reception	Being special- where do we belong?	F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas ?	What times/stories are special and why?	F3 SALVATION: Why do Christians put a cross in an Easter garden?	F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	What places are special and why?
Year 1 and Year 2	1.2 CREATION: Who Made the World? Harvest	1.1 GOD: What do Christians believe God is Like?	Who is Jewish and how do they live? (PART 1)	Who is Jewish and how do they live? (PART 2)	What does it mean to belong to a faith community?	How should we care for the world and for others, and why does it matter?
Year 3 and Year 4	2a.1: CREATION/ FALL: What do Christians learn from the creation story?	How do festivals and family life show what matters to Jewish people?	2a.2 PEOPLE OF GOD: What is it like to follow God?	How do festivals and worship show what matters to a Muslim?	2a.4 GOSPEL: What kind of world did Jesus want?	How and why do religious and non-religious people try to make the world a better place?
Year 5 and Year 6	What does it mean to be a Muslim in Britain today?	2b.4 INCARNATION Was Jesus the Messiah? Christmas	2b.1: GOD: What does it mean if God is Holy and Loving? To include at least 2 sessions from digger deeper.	Why is the Torah so important to Jewish people?	2b.5 GOSPEL: What would Jesus do? To include at least 2 sessions from digger deeper.	Why do some people believe in God and some people not? OR What matters most to Humanists and Christians?

Progression Overview 2024-2025

End of Phase Outcomes	<u>Making sense of beliefs</u> Identify and make sense of religious and non-religious beliefs and concepts; understand what these beliefs mean within their traditions; recognising how and why sources of authority (e.g. texts) are used, expressed and interpreted in different ways; and developing skills of interpretation	<u>Understanding the impact</u> Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world	<u>Making connections</u> Evaluate, reflect on, and connect the beliefs and practices studied; allow pupils to challenge ideas studied and the ideas studies to challenge pupils thinking; discern possible connections between these and pupils' own lives and ways of understanding the world
Nursery	Birth to five- Understanding the World: People and communities	<ul style="list-style-type: none"> • Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Is interested in photographs of themselves and other familiar people and objects • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Learns that they have similarities and differences that connect them to, and distinguish them from others 	
	Development Matters- Birth to three	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. 	
	Development Matters- Three to four	<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. 	
Reception	Outcomes relating to Development Matters 21 End of Reception-		
	Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary • Articulate their ideas and thoughts in well-formed sentences. • Engage in non-fiction books. 	

		<ul style="list-style-type: none"> Engage in story times. Ask questions to find out more and to check they understand what has been said to them. 	
	Personal, Social and Emotional	<ul style="list-style-type: none"> Think about perspectives of others. Express their feelings and consider the feelings of others. Build constructive and respectful relationships. See themselves as a valuable individual. 	
	Understanding the World	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play. 	
End of Phase Outcomes	<p><u>Making sense of beliefs</u></p> <p>Identify and make sense of religious and non-religious beliefs and concepts; understand what these beliefs mean within their traditions; recognising how and why sources of authority (e.g. texts) are used, expressed and interpreted in different ways; and developing skills of interpretation</p>	<p><u>Understanding the impact</u></p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world</p>	<p><u>Making connections</u></p> <p>Evaluate, reflect on, and connect the beliefs and practices studied; allow pupils to challenge ideas studied and the ideas studies to challenge pupils thinking; discern possible connections between these and pupils' own lives and ways of understanding the world</p>
Year 1			
Year 2	<p>End of KS 1 pupils can</p> <ul style="list-style-type: none"> - Identify core beliefs and concepts studied and give a simple description of what they mean - Give examples of how stories show what people believe in? (e.g. the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers 	<p>End of KS1 pupils can</p> <ul style="list-style-type: none"> - Give examples of how people use stories, texts, and teachings to guide their beliefs and actions - Give examples of ways in which believers put their beliefs into practice 	<p>End of KS1 pupils can</p> <ul style="list-style-type: none"> - Think, talk and ask questions about whether the ideas they have been studying, have something to say to them <p>Give a good reason for the views they have and the connections they make</p>

Year 3			
Year 4	<p>End of lower KS2 pupils can</p> <ul style="list-style-type: none"> - Identify and describe the core beliefs and concepts studied - Make clear links between texts/ sources of authority and core concepts studied <p>Offer informed suggestions about what texts /sources of authority can mean and give examples of what these sources mean to believers</p>	<p>End of lower KS2 pupils can</p> <ul style="list-style-type: none"> -Make simple connections between stories, teachings and concepts studied and how people live, individually and in communities -Describe how people show their beliefs in how they worship and in the way they live - Identify some differences in how people put their beliefs into practice 	<p>End of lower KS2 pupils can</p> <ul style="list-style-type: none"> - Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly - Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live <p>Give good reasons for the views they have and the connections they make</p>
Year 5			
Year 6	<p>End of upper KS2 pupils can</p> <ul style="list-style-type: none"> - Identify & explain the core beliefs & concepts studied, using examples from texts/ sources of authority in religion - Describe examples of ways in which people use texts/ sources of authority to make sense of core beliefs & concepts - Give meanings for texts/ sources of authority studied, comparing these ideas with some ways in which believers interpret texts/ sources of authority 	<p>End of upper KS2 pupils can</p> <ul style="list-style-type: none"> - Make clear connections between what people believe and how they live. Individually and in communities <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p>	<p>End of upper KS2 pupils can</p> <ul style="list-style-type: none"> - Make connections between the beliefs & practices studied, evaluating & explaining their importance to different people (e.g. believers & atheists) - Reflect on & articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently <p>-Consider & weigh up how ideas studied in this unit relate to their own experiences & experiences of the world today, developing insights of their own & giving good reasons for the views they have & the connections they make</p>

Curriculum Area in Action - RE

Intent

Subject Intent:

At Stephen Churchtown Academy, we have devised an RE curriculum which develops a **coherent understanding of several religions**, by studying one religion at a time, before bringing together and **comparing different traditions**. Pupils will learn about identifiable, core concepts of different religions and **beliefs**.

We aim for pupils to be able to:

- **'make sense'** of the religions and beliefs studied
- **'understand the impact'** of these beliefs on people's lives
- **'to make connections'** in their learning and their wider experience of the world
- demonstrate confidence when using subject specific **vocabulary**

Implementation for Teaching RE

Example to demonstrate expectations

Timetabled RE lessons

- In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of five per cent of curriculum time for RE. This is set out in the table below, and based on the most recent national guidance

4-5s	36 hours of RE (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
5-7s	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7-11s	45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Cornwall Agreed Syllabus

- Within nursery, RE is non-statutory, however, within the curriculum overview themes have been carefully planned to match the topics covered within the setting. This will offer opportunities for discussions and activities to take place both organically and within structured sessions affording the pupils a foundational start to RE before entering Reception.
- Each unit taught is to be taken from the Cornwall Agreed Syllabus 2020-2025. Each unit will aim to answer an over-arching question, for example, Unit 1.7, Who is Jewish and how do they live? Lessons are to be planned and sequenced using the objectives and outcomes stated in the Cornwall Agreed Syllabus to enable pupils to answer the unit question by the end of the unit of study.
- Pupils are to study in depth the religious traditions of the following groups-

4-5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
5-7s Key Stage 1	Christians, Jews and Muslims.
7-11s Key Stage 2	Christians, Muslims, Hindus and Jews.

When following the planned curriculum overview (as shown above), these religions will be covered and developed over a 2 year rolling programme.

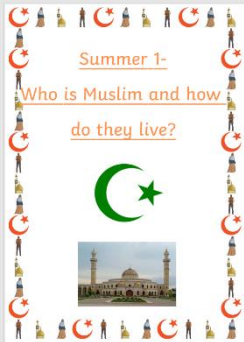
- In addition to the Cornwall Agreed Syllabus, lesson content and planning can be guided and supported by the resource 'Understanding Christianity' when teaching units exploring the Christian faith.
- Children are to be given the opportunity to engage within their locality through organised celebrations such as Christingle service and Harvest festival. As well as visits to the local church when this suits the unit being taught.
- RE lessons are intended to explore faith and the impact on faith on people through a range of activities, such as art, music, song, dance, literature and writing, exploring artefacts and special objects, as well as referring to key texts and scriptures. This will allow RE to be rich and inviting, varied and engaging which in turn will reflect the faiths which are being explored.



Understanding Christianity

Local Links

Engaging lessons

<p><u>Unit expectations</u></p>	<ul style="list-style-type: none"> Start each unit with a 'Never Heard the Word' quiz which focuses on RE specific vocabulary. This is then to be repeated at the end of the unit to support formative assessment. When teaching a double unit on a specific faith, include a mid-point assessment which is to review what the children have learnt and what they would like to still learn. This will also help to highlight any ongoing misconceptions. Quizzes are to be age appropriate and include a range of questioning styles such as; true or false, circle the correct answer, draw and label, include a caption etc. They are not intended to take place of a lesson but to discretely sit at the beginning and end of a unit.  <ul style="list-style-type: none"> Each unit is to start with a title page. This is to include the over-arching question being explored throughout the unit of study.
<p><u>Marking expectations</u></p>	<ul style="list-style-type: none"> Marking – KS1 and KS2 are to have marking ladders in line with expectations set out across all other lessons.
<p><u>Implementation of Curriculum Kernewek</u></p>	<p><u>Examples to demonstrarte expectations</u></p>
<p><u>Expectations</u></p>	<ul style="list-style-type: none"> In line with the Cornwall Agreed Syllabus, 4 alternative units will be planned in across the 2 year rolling programme. These units form part of 'Curriculum Kernewek'. Planning using the learning outcomes and suggested activities when these 4 units will ensure pupils encounter 'the rich spiritual and religious heritage of Cornwall, as well as explore the relevance of this heritage for many people living in Cornwall and beyond today' (Cornwall Agreed Syllabus, pg.158)

	<ul style="list-style-type: none">• Pupils are to be given the opportunity to 'develop and apply knowledge and understanding of the spiritual and cultural character of Cornwall. These opportunities should include reference to the historical, environmental and linguistic life of Cornwall' (Cornwall Agreed Syllabus, pg. 158)
<u>Impact</u>	<ul style="list-style-type: none">• The desired impact of following the RE curriculum is not simply about an accumulation of knowledge but about allowing pupils to make connections for themselves, to become reflective learners and to develop skills such as, interpretation, evaluation and reflection.• Pupils will be able to experience opportunities of challenge and provocation to discover 'the underlying messages...behind religious traditions, stories, artefacts and ceremonies (Agreed Syllabus, pg. 156).• By using the planned curriculum overview, pupils will be able to develop their knowledge and understanding, skills, concepts and attitudes throughout a key stage and by also building on previous key stages.• Children will have the opportunity to develop their capital culture of world faiths, non-faiths and of the local heritage of Cornwall through the Agreed Syllabus and the Curriculum Kernewek units.