

R.E. Curriculum Overview



WORKING TOGETHER TO MAKE A POSITIVE DIFFERENCE FOR EVERY CHILD

The Curriculum – our approach

Introduction

Our curriculum raises the ambition of our pupils. It ensures that all pupils have the chance for success, regardless of their starting points. We strive to provide meaningful experiences, allowing children to appreciate the wider world and recognise the opportunities that exist outside of our community. We have a clear focus on progression by carefully sequencing knowledge, providing clarity about what ‘getting better’ at a subject means and making explicit connections and links between the different subjects and experiences. **Key concepts, knowledge and skills** have been identified and organised into subject specific progressive objectives. These are sequenced to ensure they build and develop as pupils’ move through the school; ensuring learning becomes embedded. These progressive objectives are used to inform planning and sequences of lessons across all subjects. Clear end points are identified in all subjects and teaching and learning builds towards achieving these. The whole curriculum is underpinned by 5 Pastoral Drivers (see below). These drivers ensure we meet the holistic needs of our pupils and allow them to **REACH** their full potential.



Subject Specific Sequencing:

Each subject discipline has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6.

Key Concepts:

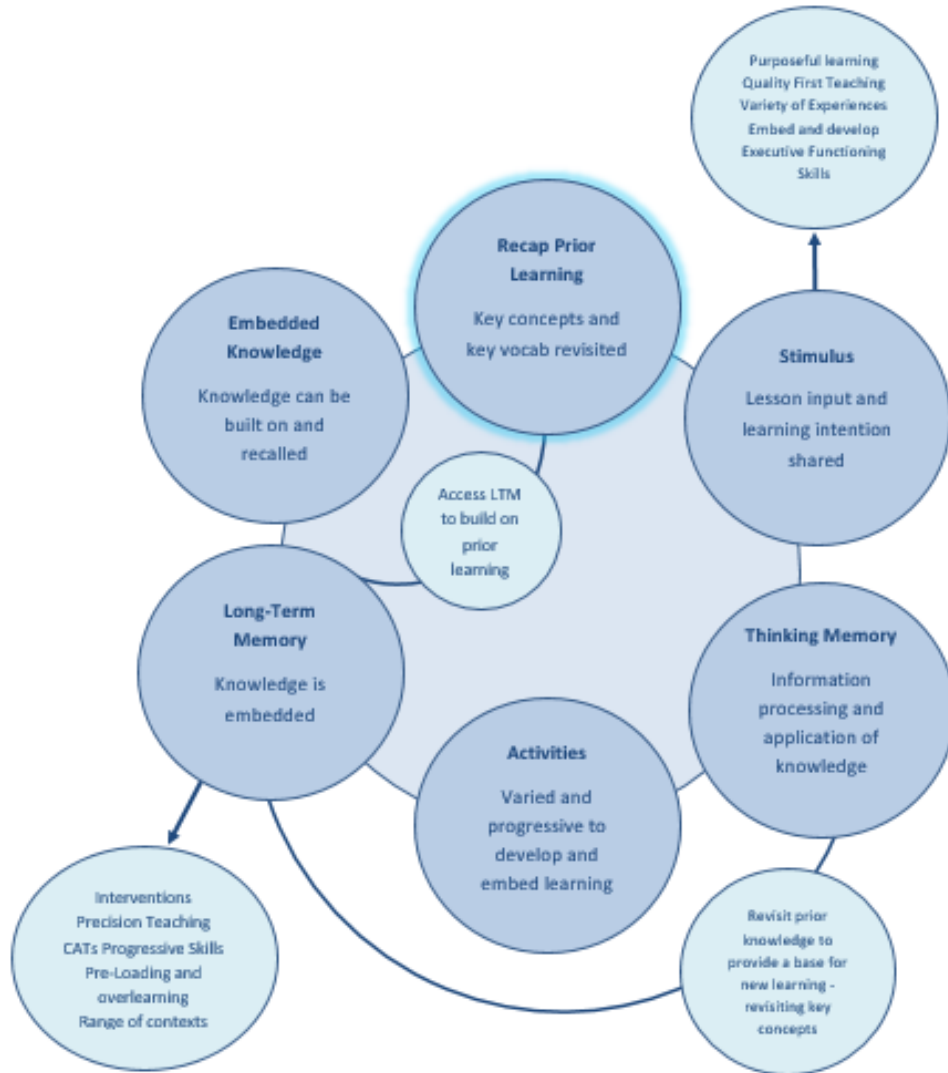
For each subject, a set of key concepts have been identified. These are the subject specific 'big ideas' that children will learn about, return to and revisit and they progress through the school. They will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn. The subject overviews provide specific, progressive objectives that allow teachers to be precise in planning. Retrieval practice forms part of regular teaching to allow pupils to secure long-term knowledge.

Second Order Concepts:

These relate to the transferable knowledge that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of 'significance'; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from history etc.... These are summarised on pages 8 to 10 of our whole school curriculum overview to outline how these apply across a range of subjects. They aim to develop **flexible knowledge and skills** that children can apply to multiple curriculum areas.

Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.



Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to different subjects are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Written and oral expression	Enquiry
Religion and worldviews	Significant people, places, events, places of worship, rituals, artefacts, books	Similarity and differences between faiths, beliefs, places of worship, rituals, artefacts, books		How religions and beliefs have changed over time	Understanding and respect for different faiths and beliefs		Research, visits, exploring holy buildings, meeting representatives from different faiths, taking part in rituals and events

Key concepts (Big Ideas) in RELIGION and WORLDVIEWS

*The school follows the locally agreed syllabus for Religion and Worldviews. Young people are growing up in a world where there is increasing awareness of the diversity of religious and other worldviews and the impact this diversity can have on individuals and society. Learning about religion and worldviews contributes dynamically to young people's education by provoking **challenging questions** about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.*

In RE, young people learn about religion and worldviews in local, national and global contexts, to discover, explore, consider and interpret different responses to life's big questions. Studying religion and worldviews gives opportunity to develop knowledge and understanding of important aspects of human experience.

The curriculum for RE aims to ensure that all pupils develop religious literacy through:

- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of **Theology**, **Philosophy** and **Social Sciences**
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them
- Gaining and deploying skills taken from the disciplines of **Theology**, **Philosophy** and **Social Sciences** to enhance learning about religions and different worldviews

Pupils will have a broad, inclusive Religious Education, including studies of religious communities and non-religious worldviews.

At all key stages more time will be spent on **Christianity** than on any other individual religion or worldview 'to reflect the fact that the religious traditions in Great Britain are in the main Christian' (Education Act 1988). **Principal religions** represented in Great Britain are usually regarded as: **Buddhism, Islam, Judaism, Sanatana Dharma (Hinduism), Sikhi**

Theology



Theology is about believing, asking questions about the concept and nature of god, where beliefs come from and about sources of authority and influence. Pupils will be given opportunities to think about the beliefs and concepts underpinning different faiths, and where those beliefs come from. Consideration will be given to how beliefs may have changed over time, and are similar and different both within a faith and across different faiths. In addition, it considers how these beliefs and concepts provide a framework for understanding life, the universe and everything

Philosophy



Philosophy is about thinking, asking questions about morality and ethics, about the nature of reality and what it means to be human. Using philosophy helps pupils to understand how and why people do certain things and how to live a good life. Through engaging with philosophical questions and reflecting on different responses, pupils will develop their powers to reason, to engage in dialogue and discussion, to deepen understanding about belief, about truth and what is real, about what it means to be good or evil, right or wrong.

Social Sciences



Social sciences are about living, asking questions about the influence of religions and beliefs on individuals, communities, culture and how people live their lives. Using the discipline of Social Sciences to investigate the impact of religious belief and practice in different cultures and societies, pupils will develop an appreciation of the diversity of religious traditions and the way religious beliefs are expressed through, for example, the arts. They will explore personal and community rituals and celebrations in religions and other worldviews and consider the impact of these on individuals and communities.

RE: Concept Map

	Autumn	Spring	Summer
Y6 Key concepts	6.1 People of God, Kingdom of God, God, justice and freedom, authority, universal	6.2 Kingdom of God, identity, spiritual, worship, belonging, religion	6.3 God, creation, faith, peace, truth
Prior learning	Recall learning about making choices in Unit 2.1 <i>Lead us not into temptation.</i>	Recall work from Units 3.3 <i>Sacred Places</i> and 4.1 <i>Communities</i> on the journey of life and identity.	This unit builds on work from Unit 5.2 <i>Faith in action</i> about key religious teachings and follows on directly from 6.2 <i>Living a faith.</i>
Y5 Key concepts	5.1 People of God, gospel, worship, spiritual, community	5.2 People of God, holy, belief, ethics & morality	5.3 holy, sacred, ritual
Prior learning	The unit builds on Unit 1.2 <i>Worship</i> and Unit 3.3 <i>What is sacred?</i>	This unit follows on from 5.1 <i>Expressions</i> to build upon Unit 3.2 <i>Founders of faith.</i>	This unit builds upon Unit 5.1 <i>Expressions</i> looking at pilgrimage as a different expression of faith.
Y4 Key concepts	4.1 People of God, religion, community, spiritual, unity	4.2 commitment, spiritual, belief, right and wrong	4.3 creation, worldview
Prior learning	This unit builds upon work covered in Unit 1.1 <i>Belonging</i> and Unit 3.2 <i>Founders of faith</i> ; links to prior learning about British values.	This unit builds on prior learning in Unit 2.1 <i>Lead us not into Temptation.</i>	This unit builds upon work covered in Unit 1.3 <i>What a wonderful world.</i>
Y3 Key concepts	3.1 belonging, ritual, peace, universal	3.2 gospel, authority, faith	3.3 sacred, holy, belief, worship
Prior learning	Recall times of celebration to remember key events.	Recollection of some facts about key figures from different faiths.	Recollection of previous visits to sacred places; recall baptism in Unit 1.1 <i>Belonging</i> as a first milestone.
Y2 Key concepts	2.1 gospel, right and wrong	2.2 God, sacred, holy, belief, religion	2.3 God, creation
Prior learning	This unit builds on learning in Unit 1.3 <i>What a wonderful world</i> and draws upon a basic understanding of community.	Recap work covered in Unit 1.1: <i>Belonging.</i>	Recap learning from Year 1 about <i>creation</i> stories from different <i>religions/traditions</i> , attempting to explain how the world began.
Y1 Key concepts	1.1 belonging, commitment, faith, community, ritual, worldview	1.2 gospel, worship, sacred	1.3 creation, God, sacred, peace
Prior learning	Draw on children's own experience of <i>belonging.</i>	Be able to talk about their special place, where is it? Why is it special?	Recall previous learning about special places.

The Golden Thread

Key concept	Times taught	Y1	Y2	Y3	Y4	Y5	Y6
AUTHORITY	2			3.2			6.1
BELIEF	4		2.2	3.3	4.2	5.2	
*BELONGING	3	1.1		3.1			6.2
COMMITMENT	2	1.1			4.2		
COMMUNITY	3	1.1			4.1	5.1	
CREATION	4	1.3	2.3		4.3		6.3
ETHICS/MORALITY	1					5.2	
FAITH	3	1.1		3.2			6.3
*GOD	5	1.3	2.2/2.3				6.1/6.3
GOSPEL	4	1.2	2.1	3.2		5.1	
HOLY	4		2.2	3.3		5.2/5.3	
IDENTITY	1						6.2
JUSTICE/FREEDOM	1						6.1
KINGDOM OF GOD	2						6.1/6.2
PEACE	3	1.3		3.1			6.3
PEOPLE OF GOD	4				4.1	5.1/5.2	6.1
*RELIGION	3		2.2		4.1		6.2
*RIGHT/WRONG	2		2.1		4.2		
RITUAL	3	1.1		3.1		5.3	
SACRED	5	1.2/1.3	2.2	3.3		5.3	
SPIRITUAL	4				4.1/4.2	5.1	6.2
TRUTH	1						6.3
UNITY	1				4.1		
UNIVERSAL	2			3.1			6.1
*WORLDVIEW	2	1.1			4.3		
WORSHIP	4	1.2		3.3		5.1	6.2

The Golden Thread: God

Key concept	Times taught	Y1	Y2	Y3	Y4	Y5	Y6
AUTHORITY	2			3.2			6.1
CREATION	4	1.3	2.3		4.3		6.3
*GOD	5	1.3	2.2/2.3				6.1/6.3

HOLY	4		2.2	3.3		5.2/5.3	
SACRED	5	1.2/1.3	2.2	3.3		5.3	
SPIRITUAL	4				4.1/4.2	5.1	6.2
TRUTH	1						6.3
UNIVERSAL	2			3.1			6.1

The Golden Thread: Belonging

Key concept	Times taught	Y1	Y2	Y3	Y4	Y5	Y6
*BELONGING	3	1.1		3.1			6.2
COMMUNITY	3	1.1			4.1	5.1	
IDENTITY	1						6.2

The Golden Thread: Right and Wrong

Key concept	Times taught	Y1	Y2	Y3	Y4	Y5	Y6
ETHICS/MORALITY	1					5.2	
JUSTICE/FREEDOM	1						6.1
PEACE	3	1.3		3.1			6.3
*RIGHT/WRONG	2		2.1		4.2		
UNITY	1				4.1		

The Golden Thread: Religion and Worldviews

Key concept	Times taught	Y1	Y2	Y3	Y4	Y5	Y6
BELIEF	4		2.2	3.3	4.2	5.2	
COMMITMENT	2	1.1			4.2		
FAITH	3	1.1		3.2			6.3
GOSPEL	4	1.2	2.1	3.2		5.1	
KINGDOM OF GOD	2						6.1/6.2
PEOPLE OF GOD	4				4.1	5.1/5.2	6.1
*RELIGION	3		2.2		4.1		6.2
RITUAL	3	1.1		3.1		5.3	
*WORLDVIEW	2	1.1			4.3		
WORSHIP	4	1.2		3.3		5.1	6.2

EYFS	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following Early Learning Goals
Understanding of the world.	<p>Children will recognise and describe a special time or event. They will be able to talk about events in their living memory which may include talking about their own family and their own religious experiences within it.</p> <p>Children will be able to talk about celebrations such as Diwali, birthdays, Christmas, Chinese New Year Celebrations, Easter & Eid.</p> <p>Children will be able to talk about people they have come across within their community which will include the local Reverend.</p> <p>Children will listen to stories and look at books, pictures and artefacts relation to different celebrations.</p> <p>Children will be able to suggest why things may have changed – for example; why does Mary and Joseph travel to Bethlehem on a donkey?</p>	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and story telling.
Y1 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
1.1 Belonging	<p>Recall some of the symbols, artefacts and rules associated with belonging to a faith group.</p> <p>Recognise some similarities between faith groups</p> <p>Talk about what it means to belong and understand the importance of a promise.</p>	<ul style="list-style-type: none"> • Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them. • Tell of the ways people express identity in belonging to a faith group and show how they are similar to another faith group.
1.2 Worship	<p>Recall the important features of a place of worship and say how they are used.</p> <p>Say why a local place of worship is important for many people.</p> <p>Recognise which holy books are special to different religions.</p>	<ul style="list-style-type: none"> • Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences.
1.3 What a wonderful world	<p>Recall Christian/Jewish beliefs about God and creation stories, adding some details</p> <p>Retell a creation story using relevant vocabulary and say where the story comes from</p> <p>Ask their own 'wondering' questions about the world</p> <p>Talk about ways of caring for the world</p>	<ul style="list-style-type: none"> • Retell and suggest meanings for some religious and moral stories and say how they influence people today. • Consider and make responses to big questions from different worldviews.
Y2 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
2.1 Lead us not into temptation	<p>Respond sensitively to decisions about what's right and what's wrong.</p> <p>Respond respectfully to people of different faiths and cultures.</p> <p>Recognise differences and similarities between school rules and religious rules.</p>	<ul style="list-style-type: none"> • Express ideas and opinions about moral questions of right and wrong. • Share ideas and examples of cooperation between people who are different.

2.2 Believing	<p>Recall and name key beliefs from different religions</p> <p>Recognise similarities and differences between the key beliefs of different faiths.</p> <p>Suggest two examples of religious beliefs which lead into action.</p>	<ul style="list-style-type: none"> Recall different beliefs and practices, naming key words, key figures and core beliefs.
2.3 Questions, questions	<p>Suggest answers to Big Questions from different religious perspectives</p> <p>Describe what different religions believe about God</p>	<ul style="list-style-type: none"> Consider and make responses to big questions from different worldviews.
Y3 Units of learning	<p>Essential core knowledge, skills and understanding</p> <p>Theology-Philosophy-Social sciences</p>	<p>These contribute to the following End of Key Stage statements</p>
3.1 Remembering	<p>Compare the ways in which festivals are celebrated in the community and across the world.</p> <p>Explain the link between the rituals associated with celebrations and the stories behind them.</p>	<ul style="list-style-type: none"> Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.
3.2 Founders of Faith	<p>Recognise the key events in the lives of some faith founders and the impact they made.</p> <p>Describe and make links between the teachings of faith founders.</p>	<ul style="list-style-type: none"> Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.
3.3 Sacred Places	<p>Discover the milestones in life for different religions and respond to the way they offer a sense of identity and belonging.</p> <p>Recognise what makes a place sacred and suggest reasons why.</p>	<ul style="list-style-type: none"> Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.
Y4 Units of learning	<p>Essential core knowledge, skills and understanding</p> <p>Theology-Philosophy-Social sciences</p>	<p>These contribute to the following End of Key Stage statements</p>
4.1 Communities	<p>Explain what makes a community.</p> <p>Describe the contribution of a religious group to their community.</p>	<ul style="list-style-type: none"> Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
4.2 People who inspire us	<p>Explain what prompts people to commit to an ethical cause</p> <p>Explain and give reasons why a person of faith devoted themselves to a cause.</p> <p>Give examples of altruistic actions in the community.</p>	<ul style="list-style-type: none"> Demonstrate understanding of how people of faith express their identity and their spirituality through symbols and actions. Articulate the responses of different religions and non -religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair.

4.3 Our world	<p>Reflect and present ideas about the origin of the universe Offer reasons why it is important to look after the Earth. Describe what different religions say about the attributes of God.</p>	<ul style="list-style-type: none"> Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. Offer some answers to ultimate questions from different religious and non-religious perspectives.
Y5 Units of learning	<p>Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences</p>	<p>These contribute to the following End of Key Stage statements</p>
5.1 Expressions	<p>Identify the importance of symbolism in the expression of beliefs. Describe different forms of worship and spiritual expression and explain where they might take place.</p>	<ul style="list-style-type: none"> Demonstrate understanding of how people express their identity and their spirituality through symbols and actions.
5.2 Faith in action	<p>Identify the origins and make connections between the different faith teachings. Give a considered response to the challenges of following a faith.</p>	<ul style="list-style-type: none"> Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.
5.3 Pilgrimage	<p>Identify and explain why people may participate in a pilgrimage. Describe and show understanding of actions carried out by a pilgrim.</p>	<ul style="list-style-type: none"> Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals. Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable.
Y6 Units of learning	<p>Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences</p>	<p>These contribute to the following End of Key Stage statements</p>
6.1 Justice and Freedom	<p>Explain hopes and dreams for a just community and a just world. Discuss barriers to reconciliation and harmony and the power of forgiveness.</p>	<ul style="list-style-type: none"> Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief. Articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair.
6.2 Living a Faith	<p>Explain and give reasons about how personal milestones engender a sense of identity. Discuss and give examples of how participating in rites of passage have an impact on religious communities.</p>	<ul style="list-style-type: none"> Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages, and rituals. Demonstrate understanding of how people express their identity and their spirituality through symbols and actions.
6.3 Hopes and visions	<p>Debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view. Explain and give examples of how people of different faiths respond to the question 'Who is god?'</p>	<ul style="list-style-type: none"> Offer some answers to ultimate questions from different religious and non-religious perspectives.

