

Religious Education Curriculum Overview

<p>Intent With these aspirations, our INTENT for the RE curriculum is:</p>	<p>For children to know, appreciate and respect a range of ideas, religions and worldviews.</p>	<p>Adopt an enquiry- based approach, beginning with the children’s own life experience before moving into learning about and from religion.</p>	<p>For children to build their sense of identity and belonging, to help them flourish within their communities and as citizens in a diverse society.</p>	<p>For children to be encouraged to explore their own beliefs (religious or non-religious), in the light of what they learn and to express their responses respectfully.</p>	<p>For children to be encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p>	<p>To prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. To encourage empathy, generosity and compassion.</p>
<p>Implementation</p>						
<p>Planning</p> <p>Lindfield Primary Academy follows the Jigsaw RE scheme of work which covers the whole of the Primary Curriculum and locally agreed syllabus for the teaching and learning of Religious Education. There is a clear structure of progression which builds upon prior knowledge and allows the children to make links. Jigsaw RE focuses on critical thinking skills, on personal reflection into the child’s own thoughts and feelings, on growing subject knowledge and nurturing spiritual development and uses the following 4-step mode which is inclusive of: Engagement, Investigation, Evaluation and Expression. In their learning, children will also engage with our ‘Golden threads’ of spiritual, moral, social and cultural concepts. Every lesson contributes to at least one of these aspects of children’s development. The structure of each lesson allows for a great deal of spiritual reflection through the ‘Pause Points’ and ‘Help Me Reflect’.</p> <p>The ‘Connect Our Learning’ section in each lesson allows children to work with and share ideas with their peers.</p> <p>Children will be able to answer questions such as ‘how will Jewish people lead a good life?’</p> <p>The diversity within religions and the context given both in planning, allows teachers to be explicitly aware of as much cultural background as we can meaningfully supply.</p>		<p>Recording</p> <p>In EYFS and KS1 children will record their work in their learning journal and also through whole class discussions.</p> <p>In KS2, children will record their work in their green journals where the date and enquiry questions are recorded. A knowledge organiser or key words list is used to support retrieval.</p>		<p>Assessment</p> <p>RE is assessed at the end of each half-termly unit on Insight, which links directly to the objectives used for planning from the Jigsaw RE programme. Teachers use their professional judgement based on both oral and written responses to the ‘big’ enquiry questions. The subject leader looks at assessments and discusses with teachers any trends in gaps or misconceptions.</p>		

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EYFS

Our children's journey in RE starts in EYFS, this is reflected in our progression documents as well as our EYFS weekly planners. Chronological knowledge begins in EYFS when looking at important celebrations and traditions within the locality before moving out and looking at other celebrations and traditions. Books and stories are carefully chosen to provide children with an understanding of the world around us. Key vocabulary is introduced and modelled to prepare the children to begin RE in KS1.

SEND

Our children with SEND access the RE curriculum through careful teacher assessment. Lessons are planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Teachers use a range of methods to support children with SEND including adult or peer support, providing alternative ways of recording for example having a scribe or using an iPad and pre-teaching key vocabulary. Children with more complex SEND will access similar content to their peers but at their own level.

Impact

KS1

By the end of their time at Lindfield children will be able to:

- Recall and name different beliefs, practices, major festivals, rituals, artefacts and ways of life particular to the religions and worldviews studied.
- Retell and suggest meanings to some religious and moral stories.
- Identify and make connections between religious communities.
- Gain a deeper understanding of communities and their importance towards wellbeing, as well of make note of their role in society.
- Identify and evaluate religious and cultural differences between religions.
- Reflect upon personal values of identity and belonging.
- Explore questions about belonging and truth, and express their own ideas and opinions to these questions.
- Explore the ideology of right and wrong.

KS2

By the end of their time at Lindfield children will be able to:

- Discuss and present their own and other's views on challenging questions about belonging, meaning, purpose and truth.
- Draw upon a variety of creative means to further understand their knowledge and understanding of key religious concepts.
- Consider ways in which diverse communities can live together for the well-being of all and how these might be applied.
- Respond thoughtfully to ideas about community, values, and respect.
- Describe and make connections between religions and worldviews.
- Talk about celebrations, worship, pilgrimages and the rituals which mark important points in life.
- Reflect their own ideas and make a personal response.

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	<ul style="list-style-type: none"> - Ask and explore questions about what communities do and why, whilst giving ideas about why belonging to a community is important. - Reflect on personal values. - Identify and evaluate religious and cultural differences between religions to promote mutual respect. 	<ul style="list-style-type: none"> - Describe and make links between stories and communities, whilst responding thoughtfully to beliefs and teachings that arise from different communities. - Explore and describe the meaning of a range of beliefs, symbols and practices, whilst understanding their importance and significance. - Discuss and present their own and other's views on challenging questions about belonging, meaning, purpose and truth. - Draw upon a variety of creative means to further their knowledge and understanding of key religious concepts. - Consider ways in which diverse communities can live together for the well-being of all and how these might be applied. - Respond thoughtfully to ideas about community, values, and respect. - Discuss and apply their own, and other's ideas about ethical questions, including ideas about what is right or wrong and what is just and fair. - Express their own views clearly and respectfully in response to this enquiry.
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The Four Step Enquiry Method

Engagement	Investigation	Evaluation	Expression
How children are making connections between their world and the world of religion.	What children need to learn about the religion in order to answer the 'big questions.'	How well can children apply this knowledge to the big question, using critical thinking and evaluation skills?	Can the children express what difference the enquiry has made to them, their thinking and their starting point?

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Lindfield Curriculum Map



Age Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What makes people special? Christianity and Judaism	What is Christmas? Christianity concept: Incarnation	Celebrations Hinduism concept: Sanatana Dharma	What is Easter? Christianity concept: Salvation	What can we learn from stories? Christianity, Islam and Sanatana Dharma.	What makes places special? Christianity, Islam, Judaism
YEAR 1	What do Christians believe about God? Christianity	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Christianity	Who is God to the Jews? Judaism	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Christianity	Is Shabbat important to Jewish Children? Judaism	Does visiting the synagogue help Jewish children feel closer to God? Judaism
	Visit to All Saints Church- Christianity					
YEAR 2	Is it possible to be kind to everyone all of the time? Christianity	Why do Christians believe God gave Jesus to the world? Christianity	Who is god to Muslims? Islam	How important is it to Christians that Jesus came back to life after his crucifixion? Christianity	How important is the prophet Muhammad to Muslims? Islam	How important is the Qur'an to Muslims? Islam
	Visit to a mosque- Islam					
YEAR 3	What might Sanatanis learn from the story of Rama and Sita in the celebrations of Diwali? Hinduism (SD)	Has Christmas lost its true meaning? Christianity	Could Jesus heal people? Did He perform miracles or was there some other explanation? Christianity	What is 'good' about Good Friday? Christianity	Does visiting the Ganges make a person a better Sanatani? Hinduism (SD)	What is the best way for a Sanatani to lead a good life? Hinduism (SD)

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YEAR 4	What is the best way for a Jew to lead a good life? Judaism	What is the most significant part of the nativity story for Christians today? Christianity	How do Jewish beliefs, teachings and stories impact on daily life? Judaism	Is forgiveness always possible for Christians? Christianity	Do people need to go to church to show they are Christians? OR Why are there four Gospels and how are they relevant for Christians? Christianity	How does celebrating Shavuot help Jewish children feel closer to God? Judaism
	Visit to a Synagogue- Judaism					
YEAR 5	What is the best way for a Sanatani to show commitment to God? Hinduism (SD)	Is the Christmas story true? Christianity	How can Brahman be everywhere and in everything? Hinduism (SD)	How significant is it for Christians to believe that God intended Jesus to die? Christianity	Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives? Hinduism (SD)	What is the best way for a Christian to show commitment to God? OR Does belief in the Trinity help Christians make better sense of God as a whole? Christianity
	Visit to a Mandir- Hinduism					
YEAR 6	What is the best way for a Muslim to show commitment to God? Islam	How significant is it that Mary was Jesus' mother? OR Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born? Christianity	Is anything ever eternal? Christianity	Is Christianity still a strong religion over 2000 years after Jesus was on Earth? Christianity	How is the Qur'an vital to Muslims today? Islam	Does belief in Akhirah (life after death) help Muslims lead a good life? Islam
	Speaker from the Islamic faith or Christian faith.					

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