

Maryport Church of England Primary School

RE Curriculum Overview 2020/21



The Mission for RE at Maryport Church of England Primary School

Teach children to choose the right path and when they are older they will remain on it.’ – Proverbs 22:6

At Maryport Church of England Primary School, our mission is to create a happy, safe and successful learning environment which will clearly reflect Christian values. This will enable our pupils to develop their unique potential and a love of learning which promotes aspirations and prepares them well to live life in all its fullness. As a Church of England School, we encourage our children to live a life rooted in faith and love.

Our Aims

The aims of RE are to enable young people to be:

Informed: to know about and understand a range of religions and worldviews

Expressive: to be able to express ideas and insights about the nature, significance and impact of religions and worldviews

Enquiring and Reflective: to gain and deploy the skills needed to engage seriously with religions and worldviews

For further information and greater detail, please see the Maryport C of E Primary School RE Policy (March 2020 update)

Subject Coverage

Maryport C of E Primary School uses the Cumbria SACRE Agreed Syllabus to cover the RE Curriculum. The agreed syllabus was a range of teaching and learning opportunities and elements of subject coverage which the school responds to with planning for each year group. These can be summarised as:

| EYFS Teaching and learning opportunities |
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| Experience a rich language environment; to develop their confidence and skills in expressing themselves. |
| Speak and listen in a range of situations. |
| Be active and interactive and to develop their co-ordination, control and movement. |
| Find out about food from a range of cultures and make healthy choices in relation to food. |
| Develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. |
| Enjoy a range of reading materials (books, poems and other written materials) to ignite their interest in reading, writing and the world around. |
| Provide meaningful opportunities for exploring number, shapes, spaces and measures. |
| Make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. |
| Enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. |

| Key Stage 1 Subject Content |
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| A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. |
| A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. |
| A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. |
| B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. |
| B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. |
| B3. Notice and respond sensitively to some similarities between different religions and worldviews. |
| C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. |
| C2. Find out about and respond with ideas to examples of co-operation between people who are different. |
| C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response. |

| Key Stage 2 Subject Content |
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| A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. |
| A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. |
| A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. |
| B1- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. |
| B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. |
| B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. |
| C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. |

- C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
- C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Overview across all year groups

Note: The medium-term plans for each year group present greater detail on each subject and the source resources (e.g.: The Understanding Christianity Programme)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|---|--|---|--|--|--|
| EYFS | Weekly Bible Story Understanding Christianity Creation: Creation Story / Harvest Moses and the 10 Commandments - Rules for living / Class Rules | Weekly Bible Story Understanding Christianity Incarnation: Introduction to the Christmas story St Andrew's Day Hinduism Workshop Diwali - November Hanukkah celebration - December | Weekly Bible Story Holi Festival – End March Chinese New Year St David's Day | Weekly Bible Story Understanding Christianity Salvation: Easter Church Visit Easter Experience Easter Activities - Arts, Crafts, Easter Story, Make an Easter Garden St Patrick's Day | Weekly Bible Story Ramadan - April Eid al Fitr -May St George's Day | Weekly Bible Story Eid al Adha - July |

Note: IN EYFS learning is often responsive to Children's experiences. For example, if a child told the adult about attending a Christening, we would respond and let the child share their experience with others and expand learning through the week through use of resources. E.g. a baptism candle, reading a book about baptism, role playing the event.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|--|--|---|---|---|
| Year 1 | <p>Multi-Faith</p> <p>Discuss holy books, rules advice.</p> <p>Rules for a happy classroom.</p> <p>Understanding Christianity -</p> <p>God:</p> <p>Forgiveness and the story of Jonah.</p> | <p>Understanding Christianity</p> <p>Creation:</p> <p>Consider that some Christians experience God in the beauty, pattern and order of the natural world.</p> <p>Explore the Genesis creation story.</p> <p>Incarnation:</p> <p>Listen and respond to the Christmas story.</p> <p>Explore how and why Christmas is a Christian festival.</p> | <p>Islam</p> <p>Listen and respond to stories about the life of the Prophet Muhammad p.b.u.h.</p> <p>Listen to stories about what Jesus taught and did.</p> <p>Understanding Christianity - Gospel:</p> <p>Listen to some stories from the Old and New Testament, poems and psalms.</p> <p>Read some paraphrased psalms for Psalms for Young Children.</p> | <p>Understanding Christianity</p> <p>What is heaven like?</p> <p>Islam</p> <p>Go on a virtual tour of a mosque.</p> <p>Look at describe items associated with Salah.</p> <p>Understanding Christianity - Salvation:</p> <p>Listen and respond to the Easter story.</p> <p>Explore how and why Easter is a Christian festival.</p> | <p>Multi-Faith</p> <p>Find out about organisations which show care and concern</p> <p>Charity in the community.</p> <p>Muslim family life</p> <p>Christian Family Life.</p> | <p>Multi-Faith</p> <p>Visit local church and take part in a church service.</p> <p>Examine some symbols associated with worship.</p> <p>Role play a wedding—read the story of the wedding in Cana.</p> <p>Muslim festivals</p> <p>Prayer—focus on talking to God anytime and anyplace—through the holidays.</p> |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|---|--|---|---|---|
| Year 2 | <p>Understanding Christianity</p> <p>God:</p> <p>Introduce the 10 commandments and discuss their importance /or Christians and others. Church visit.</p> <p>Islam</p> <p>Explore Qur'an, and find out the Muslim attitude to creation and living things.</p> | <p>Understanding Christianity</p> <p>Incarnation:</p> <p>Learn that God is important to Christians. Talk about and discuss different ideas about God being Creator and listen and respond to the Christmas Story.</p> <p>Make festival food and investigate festival symbols.</p> | <p>Islam</p> <p>Discuss how stories from the life of the Prophet Muhammad p.b.u.h. might guide people in their daily life.</p> <p>Understanding Christianity Gospel</p> <p>Explain the qualities Christians believe Jesus showed e.g. compassion and friendship.</p> | <p>Understanding Christianity</p> <p>Salvation:</p> <p>Listen and respond to the Easter Story Listen to some stories from the Old and New Testament, poems and psalms.</p> <p>Islam</p> <p>Explore what Muslims mean by respect and how this is demonstrated in action.</p> <p>How do Muslims show they care through hospitality?</p> | <p>Understanding Christianity</p> <p>Creation:</p> <p>Consider the life of St Francis of Assisi.</p> <p>Look at charities who take care of our planet.</p> <p>Islam</p> <p>Special places for Muslims.</p> <p>Special places /day for Christians.</p> | <p>Invite Rev Susan to school and interview her about her role.</p> <p>Examine some symbols of worship.</p> <p>Role play a baptism.</p> <p>Muslim festivals.</p> <p>Prayer— participate in periods of stillness and quiet reflection.</p> |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|--|---|--|---|--|
| Year 3 | <p>Understanding Christianity - Creation and Fall: Creation Story.</p> <p>People of God: What is it like to follow God?</p> <p>Buddhism: The Buddha Reflect on people in our lives and discuss our idea of a perfect person.</p> <p>People who guide our life and behaviour.</p> | <p>Buddhism</p> <p>Reactions to Buddha, Prose and Poetry.</p> <p>Understanding Christianity Incarnation/God: What is the trinity?</p> <p>Advent: The meaning of Christmas.</p> | <p>Understanding Christianity - Gospel: What kind of world did Jesus want?</p> <p>Salvation: Why do Christians call the day Jesus died Good Friday?</p> | <p>Understanding Christianity - Kingdom of God: When Jesus left, what was the impact of Pentecost?</p> | <p>Islam - Who and where?</p> <p>Main beliefs</p> <p>Special places</p> <p>Special Festivals</p> <p>Holy Book,</p> <p>Symbols and Meanings.</p> | <p>Continuation of Islam work.</p> <p>Humanism</p> <p>(Humanist Visitor)</p> |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|--|--|--|---|
| Year 4 | <p>Understanding Christianity (Digging Deeper)</p> <p>Creation and Fall: What do Christians learn from the creation story?</p> <p>Understanding Christianity (Digging Deeper) People of God: What is it like to follow God?</p> | <p>Buddhism Buddhism for KS2 The Dharma</p> <p>Consider the range of ways we can respond to our personal experience of dissatisfaction and suffering.</p> <p>Interview a Buddhist visitor.</p> <p>Understanding Christianity - (Digging Deeper)</p> <p>What is the Trinity?</p> | <p>Understanding Christianity (Digging Deeper)</p> <p>Gospel: What kind of world did Jesus want?</p> <p>Understanding Christianity (Digging Deeper)</p> <p>Salvation: Why do Christians call the day that Jesus died Good Friday</p> | <p>Understanding Christianity (Digging Deeper)</p> <p>Kingdom of God: When Jesus left, what was the impact of Pentecost?</p> <p>Islam</p> <p>People of Faith: Malala Yousafzai Explain how belief has influenced Malala's life. How do my beliefs impact on my life?</p> | <p>Multi-Faith</p> <p>What can we learn from visiting sacred places?</p> <p>Cumbria SACRE</p> <p>What makes a special place?</p> <p>What can we learn from visiting places of worship?</p> | <p>Multi-Faith</p> <p>What makes a Church sacred for Christian believers?</p> <p>Islam</p> <p>Why is a Mosque a special sacred place for Muslims?</p> |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|--|---|---|--|--|
| Year 5 | <p>Understanding Christianity -</p> <p>God:</p> <p>What does it mean if God is holy and loving?</p> <p>Islam</p> <p>What does it mean to be a Muslim in British society today?</p> <p>Muslim visitor</p> <p>Muslim Calendar Ramadan</p> <p>Consider values we have been taught at home.</p> | <p>Understanding Christianity - Creation/Fall</p> <p>Creation and Science: conflicting or complimentary?</p> <p>People of God:</p> <p>How can following God bring freedom and justice?</p> | <p>Understanding Christianity</p> <p>Incarnation:</p> <p>Was Jesus the Messiah?</p> | <p>Understanding Christianity</p> <p>Gospel:</p> <p>What would Jesus do?</p> <p>Salvation:</p> <p>What did Jesus do to save human beings?</p> | <p>Buddhism – Sangha</p> <p>Read Jataka stories. Discuss which perfection or power was being taught in each story and identify what it would be like if we all cultivated these.</p> <p>Sangha: Write stories about animal characters that express important values. Share feelings about what compassion means.</p> <p>Visit Buddhist Temple.</p> | <p>Buddhism</p> <p>Talk with a monk about their lifestyle in the UK. Consider the value of living by rules or precepts. Discuss why a person may choose to take ordination and why they might find life difficult. Reflect on what it would be like to give up possessions.</p> <p>Understanding Christianity - Kingdom of God:</p> <p>What kind of king is Jesus?</p> |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|---|---|--|---|--|
| Year 6 | <p>Understanding Christianity (Digging Deeper)</p> <p>God:</p> <p>What does it mean if God is holy and loving?</p> <p>Buddhism: Wesak Festival.</p> <p>Temples.</p> <p>What is the difference between being clever and wise?</p> | <p>Understanding Christianity (Digging Deeper)</p> <p>Creation:</p> <p>Creation and Science: Conflicting or complementary?</p> <p>People of God (Digging Deeper):</p> <p>How can following God bring freedom and justice?</p> | <p>Understanding Christianity (Digging Deeper)</p> <p>Incarnation:</p> <p>Was Jesus the Messiah?</p> <p>Gospel:</p> <p>What would Jesus Do?</p> | <p>Islam</p> <p>Find out about Prophets.</p> <p>Modern Equivalent of Idols</p> <p>Consider why prophets are held as examples of people to follow.</p> <p>Understanding Christianity (Digging Deeper)</p> <p>Salvation:</p> <p>What difference does the resurrection make for Christians?</p> | <p>Multi-Faith</p> <p>Rites of Passage / Pilgrimage</p> <p>Compare how Christians, Muslims, Buddhists and Humanists celebrate marriage.</p> <p>Develop an understanding about belief about life after death in 2 religions and humanism, through seeking answers to their own questions.</p> <p>Life as a journey – Hajj, Lourdes, Bod Ghia</p> | <p>Understanding Christianity (Digging Deeper)</p> <p>Kingdom of God:</p> <p>What kind of King is Jesus?</p> |

Other religious education

Beyond the RE syllabus work, it should be noted that the school has daily collective worship and each year group has a weekly Bible story that may link to the RE topics being covered.