

RE Curriculum Overviews including the development of equity, diversity and justice.

At St Mary's, we follow the Diocese of Blackburn Questful RE syllabus. Within each unit, there are substantive knowledge strands to meet alongside key disciplinary

EYFS Substantive Knowledge.

Unit 2 - Harvest - Why do people of faith say thank you to God at Harvest time?

- give pupils an understanding of why Christians say thank you to God at harvest time and talk about him being creator.

Unit 3 - Special People -Why do Christians believe Jesus is special?

- give pupils an opportunity to explore Christian values through their own actions and the actions of others.
- highlight the role of significant/special people in pupils' lives.
- emphasise the ways in which Jesus was a special person.

Unit 4 - Christmas - How do Christians celebrate Jesus' birthday?

- explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth.

Unit 5 and 6 - Stories Jesus heard - Which stories did Jesus hear when he was a child?

- Why did Jesus tell stories?

- introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.
- explore the stories that Jesus told and know that he told them to teach us about God.

Unit 7 - Easter - Why do Christians believe that Easter is all about love?

- explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know that for Christians it is a celebration of Jesus' death and resurrection.
- enable pupils to begin to understand that Christians believe that Jesus died because he loves us and that he came back to life to save us and mend the relationship with God that was broken at the Fall. (God's Big Story)

Unit 9 - Special Places - What makes a place holy?

- begin to develop pupils' understanding of a place being considered as a special/holy place where believers go to worship.

KS1.

Year 1 substantive knowledge.

Unit 1.1 - Harvest - How can we help those who don't have a good harvest?

- develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the gifts of the harvest.
- increase awareness that the food we eat is harvested and distributed all around the world
- raise awareness that in the UK our harvest is usually plenty but in some other countries around the world the harvest fails.
- discuss what the response of Christians should be to the needs of others.

Unit 1.2 - Creation - What are your favourite things in creation?

- give children the opportunity to develop their perceptions and understanding of God.
- provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.
- to explore the creation stories in world faiths.

Unit 1.3 - Christmas - Why do we give and receive gifts?

- deepen the children's understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God.
- discuss the thoughts and feelings associated with giving and receiving gifts.

Unit 1.4 - Jesus - What made Jesus special?

- explore Bible stories that reveal Jesus' power and divine nature.

- talk about how and why Jesus was special

Unit 1.5 - Easter - What do you think is the most important part of the Easter story?

- give children an opportunity to reflect upon the miracles of nature and new life during springtime.
- for pupils to hear and be able to retell the Easter Story.
- make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.

Unit 1.7 - Baptism - Why is baptism special?

- deepen children's understanding of what it means to belong through exploring the celebration of baptism and the ways in which people of faith welcome babies.

Unit 1.8 - Joseph -Why is Joseph a Bible hero?

- explore one of the most well-known epic stories of the Old Testament.
- help pupils to talk about the actions and feelings of the characters and relate them to their own experiences.
- consider what we can learn from this story.
- learn more about the nature and characteristics of God

Unit 1.9 - My world, My Jesus - How is the place where Jesus lived, different to where we live now?

- help children understand that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago
- talk about the human nature and experience of Jesus as he lived in the world at that time.

Year 2 Substantive Knowledge.

Unit 2.1 - The Bible - Why is the Bible such a special book?

- widen the children's understanding of the Bible, its contents, presentation and importance to Christians.
- begin to develop children's understanding of holy books in the lives of people of all world faiths.

Unit 2.2 - Christmas - Why was the birth of Jesus such good news?

- explore the story of Christmas from the perspective that it was good news then and now.

Unit 2.3 - Jesus - Why did Jesus welcome everyone?

- to increase the children's awareness that Jesus was an extraordinary person who welcomed everyone as a friend.
- develop knowledge and understanding that Jesus had the power to miraculously heal people.

Unit 2.4 - Easter - How do symbols help us understand the Easter story?

- give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell.
- extend pupils' knowledge of the details of the Easter story.
- develop pupils' understanding of the importance of Easter and the concept of salvation.

Unit 2.5- The Church - Why is church a special place for Christians?

- give pupils an understanding of 'church' as a holy place and a body of people.
- begin developing in pupils an understanding of what happens in church and why.
- give pupils an opportunity to begin exploring places of worship across world faiths.

Unit 2.6 - Ascension and Pentecost - What happened at the Ascension and Pentecost?

- begin to develop the children's knowledge and understanding of these two very significant events.
- give children an opportunity to begin to explore the concept of God as three in one.
- emphasise the importance of these events in the life of Jesus and the Church, then and now.

KS1 Disciplinary Knowledge.

Pupils' learning about the substantive content of RE takes place alongside the development of their disciplinary knowledge. In RE pupils need general skills such as gathering information, expressing ideas or evaluating sources. There are some skills that RE particularly needs to develop and use. This section gives examples of how pupils develop disciplinary knowledge in RE. It is intended to stimulate teachers' thinking, but there is no requirement for it to be developed in a linear fashion. As pupils progress in developing these areas, they will be increasingly able to understand the characteristics of each religion, and the similarities and differences between religions.

EYFS.

- asking relevant questions and using different types of enquiries to answer them
- using Chatterboxes to inspire children and spark their interest

Key Stage One.

- asking relevant questions and using different types of enquiries to answer them
- using different sources to gather information
- drawing meaning from artefacts, music, works of art, poetry and symbolism
- interpreting meaning from religious texts
- using mental and physical stillness to think with clarity

KS2.

Year 3 substantive knowledge.

Unit 3.1 - Called by God - What does it mean to be called by God?

- give children an opportunity to consider what it means to be called by God
- give children an opportunity to consider the responses people have made in the past and still do today when they hear a call from God

Unit 3.2 - Christmas - How does the presence of Jesus impact on people's lives?

- give children the opportunity to reflect upon Christmas as a celebration of God's presence with us 2000 years ago and now.
- deepen pupils' understanding of the concept of Incarnation

Unit 3-3 - Jesus - How did/does Jesus change lives?

- deepen children's insight into the impact Jesus had/has on people's lives.

Unit 3.4 - Easter - Is the cross a symbol of sadness or joy?

- increase pupils' knowledge and understanding of the Easter story, exploring the feelings evoked then and now by different events throughout Holy Week.
- discover how the services held in churches during Holy week reflect the sadness and joy.
- develop further the pupils' understanding of the concept of salvation.

Unit 3.5 - Rules for living - Rules for living?

- give pupils an opportunity to consider the value and purpose of rules.
- examine Christian rules for living and the source of these rules.
- encourage pupils to reflect upon their own lifestyle and the influences upon it.
- investigate the rules followed by two/three world faiths and the ways in which these rules influence behaviour and decisions.

Unit 3.6 - Harvest - How do people of faith say thank you to God for the harvest?

- build on knowledge gained in Key Stage 1, develop further pupils understanding that Harvest festivals are a traditional celebration to give thanks to God for the Gift of Harvest
- increase pupils knowledge and understanding of the ways in which communities celebrate harvest around the world
- deepen understanding of why harvest is celebrated by people of all faiths and world views
- enable pupils to reflect on their own experiences of harvest festivals

Year 4 substantive knowledge.

Unit 4.1 - David and the Psalms - What values do you consider to be important?

- explore the Story of David and his strengths and qualities.
- to read the Psalms and use them to discover more about the nature of God.
- to identify the values that the pupils consider to be particularly important.

Unit 4.2 - Christmas - Why is Jesus described as the light of the world?

- give pupils an understanding of the Christian belief that Jesus is the 'Light of the World'.
- explore the multi-faceted metaphor of bringing light into people's lives.

Unit 4.3 - Jesus - Why do Christians believe Jesus is the Son of God?

- deepen the children's understanding of Jesus, who he was, his teaching and behaviour.
- use the events covered in the stories in this unit to illustrate and emphasise the Christian belief that Jesus is the Son of God; that he was God and man, both human and divine.

Unit 4.4 - Easter - A story of betrayal or trust?

- give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness.
- deepen pupil's understanding of the concept of salvation.
- focus on the significance of the incidents of betrayal and trust in the Easter story.

Unit 4.5 - The church - Are all churches the same?

- give children an understanding of the Christian church in its widest sense.

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- ensure pupils know that Christianity is a multicultural worldwide faith.
- enable pupils to see the similarities and differences between Christian denominations and to develop further their understanding of symbolism.
- further develop children's knowledge and understanding of sacred places of worship across world faiths.

Year 5 substantive knowledge.

Unit 5.1 - The Bible - How and why do Christians read the Bible?

- deepen children's understanding of the importance and impact of the contents of the Bible on the lives of Christians.
- to develop further children's understanding of the significance of holy books in the lives of the people of all world faiths.

Unit 5.2 - Christmas - How do our celebrations reflect the true meaning of Christmas?

- give children a Biblical perspective on the nativity story.
- deepen children's understanding of what Christians believe to be the true meaning of Christmas.
- increase pupil's knowledge and understanding of the place of the incarnation in God's Big Story

Unit 5.3 - Jesus - WHY do Christians believe that Jesus is a great teacher?

- emphasise Jesus' skills as a great teacher.
- consider carefully the messages of the parables and how they impact on the lives of practising Christians.

Unit 5.4 - Easter - Why do Christians believe that Easter is a celebration of victory?

- emphasise that Christians believe that Easter is the celebration of Christ's triumph and victory over death. This is at the very heart of Christian belief.
- ensure that pupils have an understanding of the importance of Jesus death and resurrection in Christian belief, as a rescue plan to restore the relationship between God and his people

Unit 5.5 - Old Testament Women - Did she make the right choice?

- widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story.
- to reflect upon the actions of these women and consider what we can learn from their stories.

Year 6 substantive knowledge.

Unit 6.1 - Life as a journey - Is every person's journey the same?

- give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian.
- enable pupils to begin to understand the concept of undertaking a religious pilgrimage.

Unit 6.2 - Advent - How do Christians prepare for Christmas?

- delve deeper into the themes of the season of Advent.
- introduce pupils to the Christian belief that Jesus will return (the second coming).

Unit 6.3 - the Eucharist - Why do Christians celebrate the Eucharist?

- identify the links between the Passover meal, Last Supper and Eucharist.
- develop pupils' understanding of the Eucharist and the symbolism connected with it.
- develop pupils' understanding of the importance of the Eucharist and why it is celebrated.

Unit 6.4 - Jesus - Why is the Exodus such a significant event in Jewish and Christian history?

- allow children the opportunity to stand back and consider 'Who was Jesus?' and 'Who is Jesus?' from their own point of view and the views of others in the past and today.

Unit 6.7 - People of Faith (build on 5.9) - How does having faith affect people's lives?

- explore what it means for a person to have faith and how having faith affects people's lives, values and decisions.

- discuss that Christian people are called to build God's kingdom here on earth.

Disciplinary Knowledge.

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Key Stage Two.

- ask increasingly deep and complex questions about religion and what it means to be human
- use a widening range of resources to pursue answers
- articulate own reactions and ideas about religious practices
- interpret and draw meaning from artefacts such as music, works of art, poetry and symbolism
- read and interpret a range of texts from various religions
- see links and connections between aspects of religions and cultures
- apply learning from one religious contexts to new contexts with growing awareness and clarity
- join in discussions using reasons, facts, opinions and experiences to justify or question religious issues.

Diversity Dexterity - developing understanding of equity, diversity and justice.

It is vital that religious education encourages pupils to develop positive attitudes to their learning, and to the beliefs and values of others. Continually throughout our lives we encounter things that are unusual, strange and sometimes puzzling. We meet people who are different from ourselves. In order to be able to make sense of these experiences and build an understanding of equity, diversity and justice across the world community, we all need, as human beings, to develop the following four attitudes.

Self-awareness in religious education includes pupils

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule.
- developing a realistic and positive sense of their own religious, moral and spiritual ideas.
- recognising their own uniqueness as human beings and affirming their self-worth.
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in religious education includes pupils

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own.
- being ready to value difference and diversity for the common good.
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society.
- being prepared to recognise and acknowledge their own bias.
- being sensitive to the feelings and ideas of others.

Open-mindedness in religious education includes pupils

- being willing to learn and gain new understanding.
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions.

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- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in religious education includes pupils

- developing their imagination and curiosity.
- recognising that knowledge is bounded by mystery.
- appreciating the sense of wonder at the world in which they live.
- developing their capacity to respond to questions of meaning and purpose.

Right to withdraw

RE is an important part of the school curriculum and is delivered in an inclusive, balanced, and educational manner that reflects a range of religions and worldviews. However, parents/carers have the legal right to request that their child be withdrawn from all or part of RE lessons. Any such request should be made in writing to the Headteacher, who will discuss the request with parents/carers to ensure they are fully informed about the RE curriculum and its aims. The school will respect this right and make appropriate arrangements for pupils who are withdrawn from lessons.