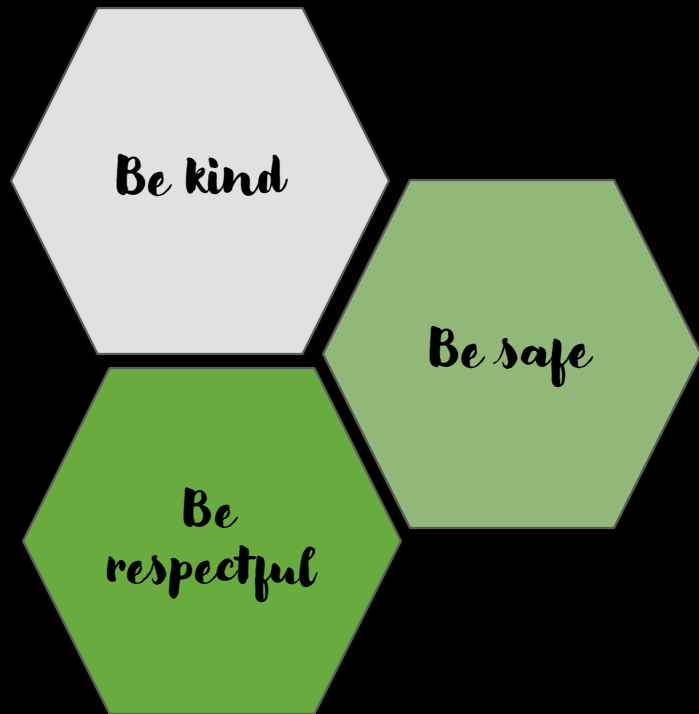


# Vision and Values



# *Intent*

At Strathmore school, the aim of the RE curriculum is to enable the children to develop their knowledge of world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures.

Our RE curriculum develops throughout the school years and promotes the use of the knowledge and skills stated in the National Curriculum. These skills and the knowledge acquired, combined with the stimulating topics, inspire our pupils to think and act as theologians.

The high quality teaching develops the subsequent skills and knowledge:

## Knowledge and understanding:

To recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, in order to find out about meanings behind them.

To retell and suggest meanings to some religious moral stories, exploring and discussing sacred writings and sources of wisdom and recognising traditions from which they come.

## Expressing ideas and insights:

To 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.

To observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

To notice and respond sensitively to some similarities between different religions and world views.

## Gaining and deploying skills:

To recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.

We also focus on Cultural Capital to ensure that all children have access to a curriculum that fully engages them and allows them to have a variety of experiences.



# *Big Ideas*

Our Strathmore Curriculum Intent is based around our 10 big ideas. We use cornerstones as our scheme for RE and our learning is linked to these big ideas in a variety of ways. For example:

**Humankind:** looking at how cultures and communities worship and believe in different religions. They will understand that there are both similarities and differences between community's religions.

**Creativity:** learning about the art, architecture and objects linked to different religions and places of worship.

**Investigation:** using sources to find out information about different religions.

**Significance:** looking at significant individuals and events linked to different religions over time.

**Change:** understanding why and how beliefs, customs and festivals have changed over time.

**Comparison:** comparing different beliefs, customs, places of worship to draw conclusions.

# *Curriculum Implementation*

As a school, we have adapted the Cornerstones topics to fit the requirements of our children and create a level of progression that will match with the Big Ideas that are introduced in the Early Years.

RE falls into the Understanding the World aspect of the new EYFS Framework and as a school, we strongly believe that encouraging our children to secure an understanding of different beliefs, customs, festivals, worship and ways of life will help to foster an interest and enthusiasm in this area of the curriculum, providing them with a greater advantage as they move forward into Key Stage One.

The RE projects across Key Stage One are well sequenced to provide a coherent subject scheme that develops children's knowledge of each of the major world religions, their customs, festivals and beliefs.

RE is taught throughout the school year with specific links and timings to be relevant to major festivals. Weekly lessons throughout the year are in line with the statutory guidance and requirement for weekly RE lessons to be taught.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust RE curriculum.

**EYFS:** RE is taught through the celebration of a range of festivals linked to the children's shared reading.

**Year 1:** children are taught the following projects: Harvest, Christianity; Milad un Nabi, Islami; Diwali, Hindu/ Sikhism; Naam Karan, Sikhism; Purim, Judaism; and, Escala Perahera, Buddhism.

**Year 2:** children are taught the following projects: Anand Karai, Sikhism; Christmas, Christianity; Hanukkah, Judaism; Jumu'ah, Islam; Losar, Buddhism; and, Navratri, Hinduism.

# *Inclusive Learning*

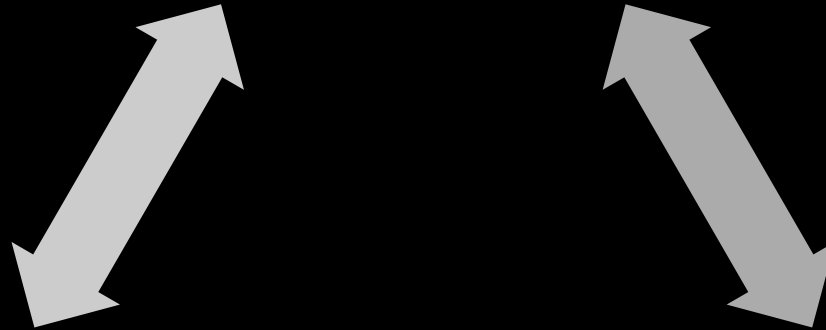
RE is taught throughout the school year with specific links and timings to be relevant to major festivals. Weekly lessons throughout the year are in line with the statutory guidance and requirement for weekly RE lessons to be taught.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust RE curriculum.



Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art and poetry.

## *Key Skills*



Find out about questions of right and wrong and begin to express their ideas and opinions in response.



Find out about questions of right and wrong and begin to express their ideas and opinions in response.



*Key Words:*



**Christianity**

	Year 1	Year 2
Harvest	Bible, charity, Christian, creation, grateful, harvest, hymns, miracle, share, thankful, worship	
Christmas		Advent, angel, candle, card, carol, celebration, Christian, Christingle, gift, Jesus, joy, message, nativity, prayers, stable, star, traditions, wreath

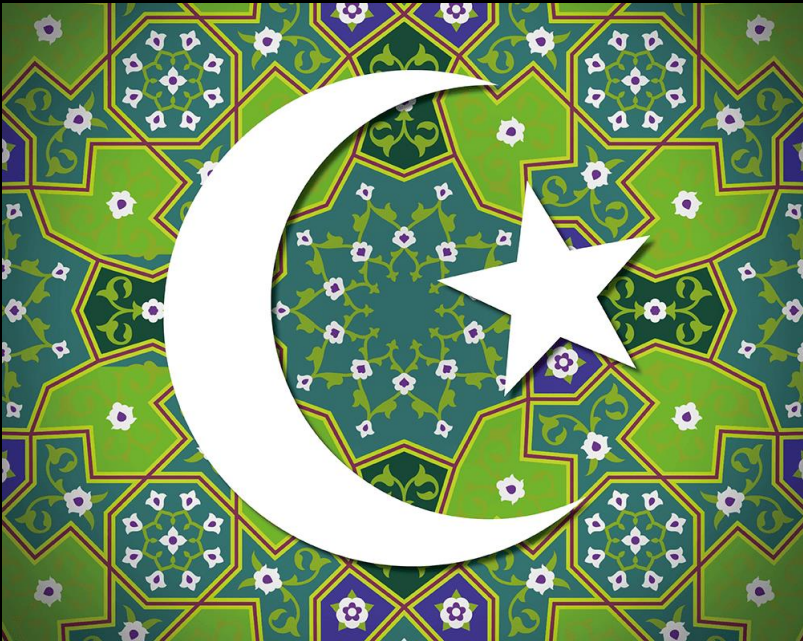
# Key Words:



# Judaism

	Year 1	Year 2
<b>Purim</b>	Celebration, Esther, gragger, Haman, King Ahasuerus, Mishloach Manot, mitzvah, Mordecai, Purim	
<b>Hanukkah</b>		Dreidel, gelt, Hanukkah, kosher, latke, menorah, Shamash candle

*Key Words:*



Islami

	Year 1	Year 2
Milad un Nabi	Allah, Arabic, beliefs, calligraphy, honest, Mecca, Muhammad, prophet, Saudi Arabia, trustworthy	
Jumu'ah		Ablutions, area, adhan, dome, headscarf, Imam, Jumu'ah, mihrab, minaret, minbar, mosque, muezzin, prayer hall, Prayer mat, Qibla compass, worship, worshippers

# Key Words:



# Hinduism

	Year 1	Year 2
<b>Diwali</b>	Arti, barfi, demon, dhal, diva lamps, Lakshmi's footsteps, mandir, mehndi, murti, puja, rangloi	
<b>Navratri</b>		Dandiya, diva lamp, fast, garba, God, goddesses, gods, Kum Kum powder, mantra, prasad, prayer, puja, puja thalis, sari



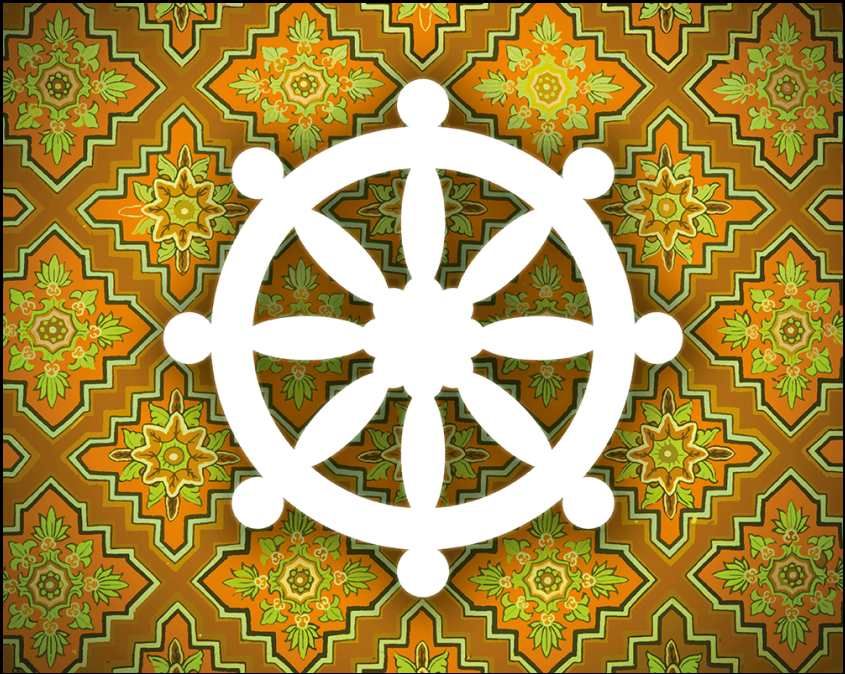
# *Key Words:*



# **Sikhism**

	Year 1	Year 2
<b>Naam Karan</b>	Amrit, chauri, Granthi, Gurdwara, Guru Granth Sahib, Kaur, Mool Mantra, Punjabi, Sikh, Singh	
<b>Anand Kara</b>		Aisle, Anand Karaj, best man, bhangra, bride, bridesmaid, cake, celebration, churas, church, cloth, family, food, gifts, Granthi, groom, guests, Gurdwara, Guru Granth sahib, hymns, kaleera, Karah Parshad, Lavan, mehndi, pageboy, promise, reception, register, register office, rings, romalla, vow, wedding, wedding car, witnesses

*Key Words:*



**Buddism**

	Year 1	Year 2
<b>Escala Perahera</b>	architecture, belief, Buddha, Buddhist, casket, celebration, festival, memories, mundras, offerings, perahera, procession, relic, religion, sacred, Sri Lanka, statues stupa, temple	
<b>Losar</b>		Auspicious, symbols, Cham dancing, chants, chemar bo, compassion, generosity, Guthuk soup, karma, khapse, khata scarf, Losar, loving-kindness, luck, Mahayanan, Buddhism, mantras, merit-making, monasteries, New Year resolution, offerings, sentient, shrine, Songkran, Theravada, Buddhism, Tibet, Tibetan, Tibetan prayer flags, torma

# Knowledge:



# Christianity

	Year 1	Year 2
Harvest	<p><b>Why and how do Christians celebrate Harvest?</b></p> <p>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.</p> <p>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.</p> <p>Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities</p>	
Christmas		<p><b>Why and how do Christians celebrate Christmas?</b></p> <p>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.</p> <p>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.</p> <p>Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities</p>



# Knowledge:

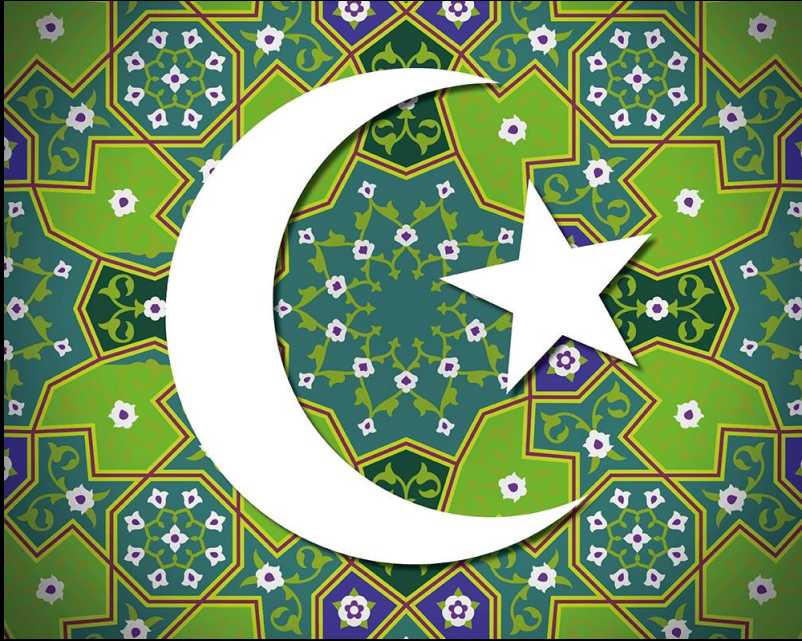


## Judaism

	Year 1	Year 2
<b>Purim</b>	<p><b>Why and how do Jews celebrate Purim?</b></p> <p>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.</p> <p>Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities</p>	
<b>Hanukkah</b>		<p><b>Why and how do Jews celebrate Hanukkah?</b></p> <p>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.</p> <p>Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p> <p>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.</p>



# Knowledge:



# Islami

	Year 1	Year 2
<b>Milad un Nabi</b>	<b>Why and how do Muslims celebrate Milad un Nabi?</b> 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.	
<b>Jumu'ah</b>		<b>Why and how do Muslims celebrate Jumu'ah?</b> 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.  Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities

# Knowledge:



# Hinduism

	Year 1	Year 2
Diwali	<p><b>Why and how do Hindus celebrate Diwali?</b></p> <p>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.</p> <p>Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p>	
Navratri		<p><b>Why and how do Hindus celebrate Navratri?</b></p> <p>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.</p> <p>Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p> <p>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.</p>

# Knowledge:

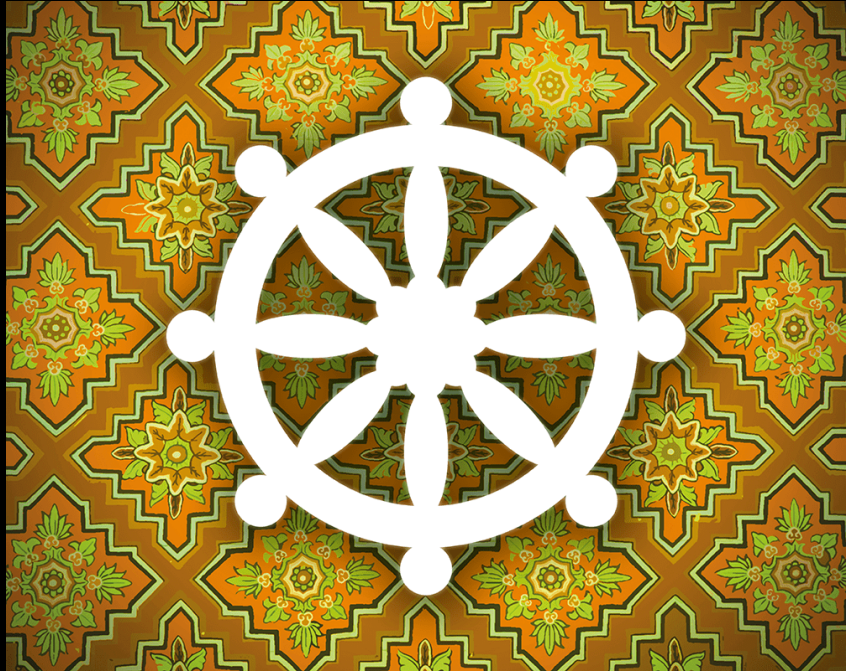


# Sikhism

	Year 1	Year 2
Naam Karan	<b>Why and how do Sikhs celebrate Naam Karan?</b> Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.	
Anand Kara		<b>Why and how do Sikhs celebrate Anand?</b> Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.  <b>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.</b>



# Knowledge:



# Buddism

	Year 1	Year 2
<b>Escala Perahera</b>	<p><b>Why and how do Buddhists celebrate Escala Perahera?</b></p> <p>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.</p> <p>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.</p> <p>Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p>	
<b>Losar</b>		<p><b>Why and how do Buddhists celebrate Losar?</b></p> <p>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.</p> <p>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.</p> <p>Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</p>

# *Diversity*

**"An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity."  
~ Martin Luther King, Jr**



Celebrating diversity is fundamental to a successful R.E curriculum.

Enabling our children to gain knowledge, understanding and experience of a full range of cultures, beliefs and celebrations, we and empowering them to view everyone as equal and worthy.

Through Cornerstones we have a skills and knowledge-based curriculum which encompasses each of the World's major religions.

To fully explore the diversity presented to the children here at school and wider community, our next steps in development need to be to recognise and embrace local faith leaders and visit places of worship.

# *Assessment*

As a school we use Cornerstones. Each lesson comes with a key skill attached as a school we use Cornerstones. Each lesson comes with a key skill attached that teachers can measure children's progress against.

Once a topic has been completed children complete quizzes to ensure that they have consolidated their learning.

The subject leader and class teachers also ensure that children are confident in key vocabulary through regular questioning and retrieval activities.

# *Enrichment Opportunities*

At Strathmore we recognise the importance of every child gaining the key skills of:

- exploring questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art and poetry.
- finding out about questions of right and wrong and begin to express their ideas and opinions in response.
- finding out about questions of right and wrong and begin to express their ideas and opinions in response.

Trips to our local areas, including places of worship, also enable children recognise faiths in our local communities.

# *Subject Impact*

As a result of our curriculum, children from all backgrounds will have an understanding of each of the major world religions.

As a school we want children to have a genuine interest in RE, to ensure that they continue to develop the key skills that will aid them in many areas of their lives.



# *Future Opportunities*

Moving forward, it is an aim to introduce increased opportunities for children to meet people from other faiths and learn about them through the use of assembly times and topic-led visits.

The subject leader will also work with staff to ensure that they all have access to the CPD that gives them the confidence to teach RE effectively.