Re Curriculum Overview

‘Living life in all its fullness’ John 10.10

Love, Inspiration, Fellowship and Encouragement

Curriculum Statement

Intent

At Woodbury Salterton C of E Primary School, our Christian vision, **‘Living life in all its fullness’ (John 10:10)**, is at the heart of our approach to Religious Education. Through our **LIFE values of Love, Inspiration, Fellowship and Encouragement**, we aim to give every child strong foundations for their future. The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. In doing so, religious education supports every child to grow spiritually, develop understanding and compassion, and flourish as a thoughtful and valued member of our diverse world.

Implementation:

(Please see Appendices 1 – 5)

As the children progress through the school, they will encounter different religious and non-religious world views. In EYFS and KS1 children will encounter Christians, Jews and Muslims, as well as non-religious world views. In KS2 children will revisit these religious and non-religious world views, but will also encounter Hindu Dharma. See our Curriculum Rolling Programme for more details.

We provide a space for all children to express their home faith or worldview, however our teaching is rooted in the Church of England.

We follow the Devon and Torbay Agreed Syllabus 2024- 2029 and use both Understanding Christianity and the Primary Curriculum scheme of work produced by Natre to complement this.

Impact:

In RE we aim to give children a grounded understanding of Christianity and religious and non-religious views through encounters with living world views. An important aim of RE is that children are encouraged to reflect on their learning and make their own decisions about what they believe. The aim of RE is not to make children into religious believers, but to understand that religion and world views still influence and sustain many people in the world today. Also, to consider the wisdom of traditions within religious and non-religious world views, and to reflect on what they might take from these.

Appendix 1

Rolling programme

Reception:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Mainly Christian but with reference to Islam, Hinduism and Judaism	Unit 1 UC God/Creation Why is the word of God so important to Christians?	*F2 Why is Christmas special for Christians* Unit 2 UC Incarnation Why do Christians perform Nativity plays at Christmas?	F3 Unit 3 Being special: where do we belong?	*F3 Why is Easter special for Christians?* Unit 4 UC Salvation Why do Christians put a cross in the garden?	F5 Unit 5 Which places are special and why?	F6 Unit 6 Which stories are special and why?

Key Stage One:

Cycle	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A Christianity and Islam	1.6 (Unit 15) Who is Muslim and how do they live? (Builds on units 3,5,6)	1.3 (Unit 8) Why does Christmas matter to Christians? (Builds on Unit 2)	1.4 (Unit 13) What is the good news that Christians believe Jesus brings? (Builds on unit 2,4,6,8)	1.5 (Unit 16) Why does Easter matter to Christians? (Builds on unit 4,13,14)	1.6 (Unit 17) Who is Muslim and how do they live? (part 2) (Builds on units 3,5,6,15)	1.9 (Unit 12) How should we care for the world and for others, and why does it matter? (Builds on unit 1 and 7)
B Christianity and Judaism	1.2 (Unit 7) Who do Christians say made the world? (Builds on Unit 1)	1.7 (Unit 9) Who is Jewish and how do they live? (Builds on unit 6)	1.1 (Unit 10) What do Christians believe God is like? (Builds on unit 1)	1.4 (Unit 14) What is the good news that Christians believe Jesus brings (Builds on 2,4,6 and 8)	1.8 (Unit 18) What makes some places sacred to believers? (Builds on unit 5,8,10,13,16,17,14,15)	1.10 (Unit 11) What does it mean to belong to a faith or belief community? (Builds on unit 3)

Key Stage Two :

Cycle	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A Christianity and Islam	L2.1 WHAT DO Christians learn from the creation story? (unit 23) (builds on units 1,7,12)	L2.9 How do festivals and worship show what matters to Muslims? (Unit 21) (Builds on units 3,15 and 17)	Why do Christians call the day that Jesus died Good Friday? (Unit 28) Builds on units 4 and 16)	What difference does the resurrection make to Christians? (Unit 40) Known as 'What did Christians believe Jesus did to save people? (Builds on units 4,16 and 28)	U2.8 What does it mean to be Muslim in Britain today? (unit 32) Builds on units 3,5,6,15,17 and 21)	U2.2 Creation and Science : conflicting or complimentary? (unit 34) Builds on units 1,7,12and 23)

B Christianity and Judaism	L2.2 (Unit 19) What is it like for someone to follow God?	L2.10 How do festivals and family life show what matters most to Jewish people? (Unit 22) (Builds on unit 9)	L2.6 For Christians what was the impact of the Pentecost? (Unit 26) (Builds on units 4 and 16)	u.9 Why is the Torah so important to Jewish people? (Unit 33) (Builds on units 3,5,6,15,17 and 21)	U2.6 For Christians what kind of king is Jesus? (Unit 41) (Builds on unit 26)	U2.13What can be done to reduce racism? Can religion help?
C Christianity and Hindu Dharma	L2.3 What is the Trinity and why is it important for Christians? (unit 20) (Builds on units 1,2,8 and 10)	L2.7 What do Hindus believe God is like?(Unit 27) (Builds on unit 3)	U2.1what does it mean if Christians believe God is holy and loving? (unit 31) (Builds on units 10 and 20)	Why do Christians believe that Jesus was the Messiah (Unit 38) (Builds on units 2,8 and 20)	L2.8 What does it mean to be Hindu in Britain today? (Unit 29) (Builds on unit 3 and 27)	Why do some people believe in God and some not? How does faith help people when life gets hard? (unit 42) This is a combination of U2.11 what does it mean to be a humanist in Britain today and unit 2.12 How does faith help when life gets hard (Builds on units 30,34 and 36)
D Christianity and Hindu Dharma	L2.12 How and why do people try to make the world a better place? (Unit 24) (Builds on unit 12)	L2.13 How do people from religious and non-religious communities celebrate key festivals? (Builds on unit 3)	U2.4 How do Christians decide how to live? What would Jesus do? (Unit 37) (Builds on units 13,14 and 25)	U2.7 Why do Hindus want to be good? (Unit 39) Builds on unit 3, 27 and 29)	U2.14 Green religion? What do religious and non-religious worldview leaders teach about caring for the Earth?	What matters most to Humanists and Christians (Unit 36) (Builds on unit 30)

Appendix 2:

Time for religious education

Schools have a statutory responsibility to deliver religious education to all pupils, except those withdrawn by parents (see p. 10).

Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in this agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.

There is no single correct way of making appropriate provision for RE as long as the outcomes are met.

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is **a minimum allocation of five per cent of curriculum time for RE**. This is set out in the table below, and based on the most recent national guidance.

4–5s	**36 hours of RE** (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
5–7s	**36 hours of tuition per year** (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7–11s	**45 hours of tuition per year** (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)
11–14s	**45 hours of tuition per year** (e.g. an hour a week)
14–16s	**5% of curriculum time, or 70 hours of tuition across the key stage** (e.g. an hour a week for 5 terms, or 50 minutes per week, supplemented with off-timetable RE days)
16–19s	**Allocation of time for RE for all should be clearly identifiable**

Appendix 3:

What religions are to be taught?

This agreed syllabus requires that all pupils develop understanding of Christianity in each key stage. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, the Hindu Traditions, Sikhi, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study in thematic units.

Pupils are to study in depth the religious traditions of the following groups:

4–5s **Reception**	Children will encounter Christianity and other religious and non-religious worldviews, as part of their growing sense of self, their own community and their place within it.	Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context. Humanism is a recognised example of a non-religious worldview to be studied within this syllabus.
5–7s **Key Stage 1**	Christians, Jews, Muslims.	
7–11s **Key Stage 2**	Christians, Muslims, Hindus, Jews and non-religious worldviews (e.g. Humanists).	
11–14s **Key Stage 3**	Christians, Muslims, Sikhs, Buddhists and non-religious worldviews (e.g. Humanists).	
14–16s **Key Stage 4**	Two religions are required, usually including Christianity. This will be through a course in Religious Studies or Religious Education leading to a qualification approved under Section 96.[19]	
16–19s **RE for all**	Religions and worldviews to be selected by schools and colleges as appropriate.	

Appendix 4:

End of phase outcomes

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them.
Below are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcomes.

Teaching and learning approach	End KS1 Pupils can …	End lower KS2 Pupils can …	End upper KS2 Pupils can …	End KS3 Pupils can …
Element 1: **Making sense of beliefs** Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	• identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers	• identify and describe the core beliefs and concepts studied • make clear links between texts/ sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	• identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority	• give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied • taking account of context(s), explain how and why people use and make sense of texts/sources of authority differently • in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas
Element 2: **Understanding the impact** Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	• give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice	• make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice	• make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures	• give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities) • show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today

Teaching and learning approach	End KS1 Pupils can …	End lower KS2 Pupils can …	End upper KS2 Pupils can …	End KS3 Pupils can …
Element 3: **Making connections** Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	• think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make	• make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make	• make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make	• give coherent accounts of the significance and implications of the beliefs and practices studied in the world today • evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world • respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses

The outcomes for EYFS are the Early Learning Goals (see p. 31).

Appendix 5:

Religious education key questions: an overview

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
Religion/belief	**Christianity plus others**	**Christians, Jews and Muslims**	**Christians, Muslims, Hindus and Jews**		**Christians, Muslims, Buddhists, Sikhs**
Christianity *God* *Creation* *Fall* *People of God* *Incarnation* *Gospel* *Salvation* *Kingdom of God*	F1 Why is the word 'God' so important to Christians? [God] F2 Why is Christmas special for Christians? [Incarnation] F3 Why is Easter special for Christians? [Salvation]	1.1 What do Christians believe God is like? [God] 1.2 Who do Christians say made the world? [Creation] 1.3 Why does Christmas matter to Christians? [Incarnation] 1.4 What is the 'good news' Christians believe Jesus brings? [Gospel] 1.5 Why does Easter matter to Christians? [Salvation]	L2.1 What do Christians learn from the creation story? [Creation/Fall] L2.2 What is it like for someone to follow God? [People of God] L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation] L2.4 What kind of world did Jesus want? [Gospel] L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation] L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	U2.1 What does it mean if Christians believe God is holy and loving? [God] U2.2 Creation and science: conflicting or complementary? [Creation] U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation] U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] U2.5 What do Christians believe Jesus did to 'save' people? [Salvation] U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]	3.1 What does it mean for Christians to believe in God as Trinity? [God] 3.2 Should Christians be greener than everyone else? [Creation] 3.3 Why are people good and bad? [Fall] 3.4 Does the world need prophets today? [People of God] 3.5 What do people do when life gets hard? [Wisdom] 3.6 Why do Christians believe Jesus was God on Earth? [Incarnation] 3.7 What is so radical about Jesus? [Gospel]
Buddhism *Buddha* *Dhamma* *Sangha*					3.8 The Buddha: how and why do his experiences and teachings have meaning for people today? [Buddha/dhamma/sangha]
The Hindu Traditions *Samsara and moksha* *Brahman (God) and atman* *Karma and dharma*			L2.7 What do Hindus believe God is like? [Brahman/*atman*] L2.8 What does it mean to be Hindu in Britain today? [*Dharma*]	U2.7 Why do Hindus want to be good? [*Karma/dharma/samsara/moksha*]	3.9 Why don't Hindus want to be reincarnated and what do they do about it? [*Samsara/moksha/atman/karma/dharma*]
Islam *God/Tawhid* *Iman (faith)* *Ibadah (worship)* *Akhirah (life after death)* *Akhlaq (virtue/morality)*		1.6 Who is a Muslim and how do they live? [God/*Tawhid/ibadah/iman*]	L2.9 How do festivals and worship show what matters to a Muslim? [*Ibadah*]	U2.8 What does it mean to be a Muslim in Britain today? [*Tawhid/iman/ibadah*]	3.10 What is good and what is challenging about being a Muslim teenager in Britain today? [*Iman/ibadah/akhlaq*]

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Religion/belief	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/Interpreting)
Judaism *God* *Torah* *The People and the Land*		1.7 Who is Jewish and how do they live? [God/Torah/People]	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]	**3.11** What is good and what is challenging about being a Jewish teenager in Britain today? [People and the Land]
Sikhi *God* *Values (Nam Simran, kirat karna, vand chhakna, seva)* *The Gurus* *Panth (community)*					**3.12** How are Sikh teachings on equality and service put into practice today? [God/the Gurus/values/*Panth*]
Non-religious worldviews				U2.11[b] What does it mean to be a Humanist in Britain today?	**3.13** What difference does it make to be non-religious in Britain today?
Thematic	F4 Being special: where do we belong?	1.8 What makes some places sacred to believers?	L2.11 How and why do people mark the significant events of life?	U2.10 What matters most to Humanists and Christians?	**3.14** Good, bad; right, wrong: how do I decide?
	F5 Which places are special and why?	1.9 How should we care for others and the world, and why does it matter?	L2.12 How and why do people try to make the world a better place?	U2.12 How does faith help when life gets hard?	**3.15** How far does it make a difference if you believe in life after death?
	F6 Which stories are special and why?	1.10 What does it mean to belong to a faith or belief community?	L2.13[a] How do people from religious and non-religious communities celebrate key festivals?	U2.13[c] What can be done to reduce racism? Can religion help?	**3.16** Why is there suffering? Are there any good solutions?
				U2.14[c] What do religious and non-religious worldviews teach about caring for the Earth?	**3.17** Should happiness be the purpose of life?
					3.18 How can people express the spiritual through the arts?

a This is an additional unit that models a multidisciplinary approach.
b This is an adjusted question and unit to explore Humanism more directly.
c Two additional, optional units addressing contemporary moral issues.