

# Silver Springs Primary Academy

## RE Curriculum Overview

### Rationale

At Silver Springs Primary Academy, we realise that the teaching of RE is not merely a matter of talking about religion. The responsibility lies much deeper than that, and encompasses the spheres of morality, spirituality, and the consideration of how different religions are connected and yet at the same time unique and equal. We want our pupils to develop their levels of religious literacy and conceptual understanding, so that they are able to articulate, with confidence, their ideas about religious beliefs and spirituality – and then to change their minds, if they choose to do so.

Children at Silver Springs will be helped to understand that religion has intertwined with it a commitment to morality and social justice, to responsible stewardship of the environment and to deepening the experience of what it means to be 'human', and it is this value that closely allies RE with British Values, and indeed our own SHINE rules that we hold so dear and follow in our daily school lives.

In EYFS, RE sits very firmly within the areas of personal, social and emotional development and understanding the world. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

In Middle Years, develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

In the Upper Years at Silver Springs, they begin to consider some profound and thought-provoking questions concerning faith, humanity, as well as religious understanding and belief. It is these elements that will see our children agree to disagree on matters that they themselves hold dear, while still being able to appreciate and value the viewpoints of others.

## **RE in Nursery**

- Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of pupils' learning at this stage.
- Some ideas for Religious Education in the nursery can include:
  - Creative play, make-believe, role play, dance and drama
  - Dressing up and acting out scenes from stories, celebrations or festivals
  - Making and eating festival food
  - Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
  - Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books
  - Seeing pictures, books and videos of places of worship and meeting believers in class
  - Listening to religious music
  - Starting to introduce religious terminology
  - Work on nature, growing and life cycles or harvest
  - Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
  - Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.

Themes which lend themselves to opportunities for RE work include the following:

Myself	People Who Help Us	Special Times
My Life	Friendship	Our Community
My Senses	Welcome	Special Books
My Special Things	Belonging	Stories
People Special to Me	Special Places	The Natural World

Good teaching in the EYFS will always build on children's interests and enthusiasms as well as their learning and development needs, and themes should be developed accordingly.

## **RE in Reception**

### **Non-statutory guidance for RE for all 4–5 year olds in the reception class**

The approach outlined for nursery will also serve reception class teachers, especially in the earlier months of the reception year. In addition to this, the following pages are suggestions of questions, outcomes and content that will ensure good provision for RE in reception.

The questions, outcomes and content below are non-statutory but should be read by all schools and settings to ensure that their provision is effective. For teaching to be good quality the questions, learning outcomes and content need to be taught together. It is not satisfactory to simply use the questions:

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
F1 Which stories are special and why? F4 Which times are special and why?	F2 Which people are special and why? F5 Where do we belong?	F3 Which places are special and why? F6 What is special about our world and why?

## RE in Key Stage One

### Aims:

The aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning should enable pupils to:

<b>A. Know about and understand a range of religions and worldviews.</b>	<b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</b>	<b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b>
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### End of Key Stage One outcomes

RE should enable pupils to:

<b>Expressing</b>	<b>Believing</b>	<b>Living</b>
<b>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.</b>	<b>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.</b>	<b>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.</b>
<b>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.</b>	<b>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</b>	<b>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</b>
<b>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</b>	<b>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</b>	<b>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</b>

These end of key stage outcomes are achieved through delivery of the following SACRE units of study.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year One</b>	1.1 Who is Christian, and what do they believe?	1.5 What makes some places sacred?	1.7 What does it mean to belong to a faith community?
<b>Year Two</b>	1.2 Who is a Muslim and what do they believe?	1.6 How and why do we celebrate special and sacred times?	1.8 How should we care for others and the world and why does it matter?

## **RE in Key Stage Two**

### **Aims:**

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

RE teaching and learning should enable pupils to:

<b>A. Know about and understand a range of religions and worldviews.</b>	<b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</b>	<b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b>
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### **End of Key Stage Two outcomes**

RE should enable pupils to:

<b>Expressing</b>	<b>Believing</b>	<b>Living</b>
<b>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.</b>	<b>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.</b>	<b>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.</b>
<b>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.</b>	<b>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.</b>	<b>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</b>
<b>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</b>	<b>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.</b>	<b>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.</b>

These end of key stage outcomes are achieved through delivery of the following SACRE units of study.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year Three</b>	1.3 Who is Jewish and what do they believe?	L2.2 Why is the Bible so important for Christians today?	L2.4 Why do people pray?
<b>Year Four</b>	L2.5 Why are festivals important to religious communities? ( <i>Diwali</i> ) L2.8 What does it mean to be a Hindu in Britain today?	L2.3 Why is Jesus inspiring to some people? ( <i>Easter Story</i> ) L2.9 What can we learn from religions about deciding what is right and wrong?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this? ( <i>Christianity/Hinduism</i> )
<b>Year Five</b>	U2.1 Why do some people think God exists? What is a God?	U2.2 What would Jesus do? ( <i>Can we live by the values of Jesus in the twenty-first century?</i> ) U2.4 If God is everywhere, why go to a place of worship?	U2.6 What does it mean to be a Muslim in Britain today?
<b>Year Six</b>	U2.7 What matters most to Christians and Humanists?	U2.3 What do religions say to us when life gets hard?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?