

Scarcliffe Primary School
Subject Specific Curriculum Intent – RE (V5)

What is RE?

RE is a subject, which explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.

RE links to our core abilities of questioning and curiosity and critical thinking and open-mindedness.

What is the curriculum INTENT for this area of the curriculum?

1. To know about and understand a range of religions and worldviews.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews.

Rationale – Why is this what you want our children to know?

1. The study of RE can help to promote the fundamental British Values – particularly tolerance.
2. There are 7 main world religions that are represented by many people within Derbyshire. Although our school is not culturally diverse, it is vital that our pupils gain an understanding of world religions and beliefs so they can live alongside people with different beliefs to their own.
3. This can promote critical thinking and questioning skills – some of the core abilities in our curriculum intent.

	Class 1	Class 2	Class 3	Class 4
A. To know about and understand a range of religions and worldviews.	<ol style="list-style-type: none"> 1. Children begin to learn about special people from world religion (including Jesus, Guru Nanak, Prophet Muhammed) 2. Children begin to know special stories – particularly from Christianity and how these can teach Christians how to live their lives. <p style="text-align: center;"><i>Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.</i></p>	<ol style="list-style-type: none"> 3. 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. 4. 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. 5. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities <p style="text-align: center;"><i>Christians and Muslims or Jewish people</i></p>	<ol style="list-style-type: none"> 6. 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. 7. 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. 8. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. <p style="text-align: center;"><i>Christians, Muslims, Hindus, Jewish people and Humanists.</i></p>	
Encounters with other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.				
B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	<ol style="list-style-type: none"> 1. Children begin to learn about special places – including places of worship. 2. Children begin to times – including some key religious festivals. 	<ol style="list-style-type: none"> 3. 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. 4. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. 5. Notice and respond sensitively to some similarities between different religions and worldviews. 	<ol style="list-style-type: none"> 6. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. 7. 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. 8. 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. 	

C. Gain and deploy the skills needed to engage seriously with religions and worldviews.	<ol style="list-style-type: none"> Children begin to understand the concepts of belonging, care and love – relating this to their own lived experiences. Children begin to consider what is special about the world and where they believe things have come from. Children begin to share their own thoughts about their own beliefs. 	<ol style="list-style-type: none"> 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. Find out about and respond with ideas to examples of cooperation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response. 	<ol style="list-style-type: none"> 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. 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. 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. 		
D. EYFS	Statements from Development Matters		Statements from the Early Learning Goals (EYFS Statutory Framework)		
	Personal, Social and Emotional Development	<ol style="list-style-type: none"> See themselves as a valuable individual. <i>(F2 – Which people are special and why?)</i> Think about the perspectives of others. <i>(Throughout all units)</i> 	Personal, Social and Emotional Development	Building Relationships	<ol style="list-style-type: none"> Show sensitivity to their own and others' needs. <i>(Throughout all units)</i>
	Understanding the World	<ol style="list-style-type: none"> Talk about members of their immediate family and community. <i>(F2 – Which people are special and why?)</i> <i>(F5 – Where do we belong?)</i> Name and describe people who are familiar to them. <i>(F2 – Which people are special and why?)</i> Understand that some places are special to members of their community. <i>(F3 – Which places are special and why?)</i> Recognise that people have different beliefs and celebrate special times in different ways. <i>(F4 – Which times are special and why?)</i> 	Understanding the World	Past and Present	<ol style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. <i>(F2 – Which people are special and why?)</i> <i>(F5 – Where do we belong?)</i> (Understand the past through settings, characters and events encountered in books read in class and storytelling.) <i>(F1 – What stories are special and why?)</i>
				People and Communities	<ol style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. <i>(Throughout all units)</i>

Implementation

- Topics are planned around one of three strands – believing, expressing, living.
- When planning, teachers follow 5 steps: 1) Key question, 2) select learning outcomes, 3) Select specific content, 4) Assessment: write specific pupil outcomes, 5) Develop teaching and learning activities.
- Believing is about religious beliefs, teachings, sources; questions of meaning purpose and truth.
- Expressing is about religious forms of expression; questions of identity, diversity and belonging.
- Practices and ways of living; questions of values and commitments.
- RE is taught in 1 lesson per week or in one week blocks in most classes – with at least one hour per day dedicated to RE during that week.
- Trips to the Open Centre in Derby, as well as trips to our local church aid the children's understanding of RE.
- Assemblies are led by Rev. Judy from Scarcliffe Church on a half termly basis and often centre around bible stories.
- Each unit shows the emerging, expected and exceeding levels of understanding – these support teachers in their assessments.
- Key Religious festivals and bible stories are regularly shared in assembly.
- See Curriculum Overview for RE to see the order units are delivered.