

Religious Education Curriculum Overview



Make it Matter: 'What is the impact of religion?' Every Moment Matters

Purpose of study

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

Aims

The aim of Religious Education is to help pupils to engage confidently, constructively and reflectively with beliefs, values and lifestyles in a religiously diverse world. A Religiously Educated pupil in Cornwall must have had the opportunity to:

- acquire knowledge and understanding of religions in Cornwall in the present day
- acquire knowledge and understanding of how religious traditions have shaped the identity of Cornwall
- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures

- develop the ability to make reasoned and informed judgements about issues arising from the study of religions
- reflect on their own beliefs, values and experiences as part of their study

Attitudes

Respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to Religious Education in that they are prerequisites for entering fully into the study of religions and learning from that experience.

The following attitudes should be fostered:

- Commitment
 - understanding the importance of commitment to a set of values by which to live one's life; willingness to develop a positive approach to life; the ability to be challenged; willingness to develop values and commitments.
- Fairness
 - listening to the views of others with respect; careful consideration of other views; willingness to consider evidence and argument; readiness to look beyond surface impressions.
- Respect
 - respecting those who have different beliefs and customs to one's own; recognising the rights of others to hold their own views; avoidance of ridicule; discerning between what is worthy of respect and what is not; appreciation that people's religious convictions are often deeply felt, recognising the needs and concerns of others.
- Self-understanding
 - developing a sense of self-worth and value; developing the capacity to discern the personal relevance of religious questions.
- Enquiry
 - curiosity and a desire to seek after truth; developing a personal interest in metaphysical questions; an ability to live with ambiguities and paradox; the desire to search for the meaning of life; being prepared to reconsider existing views; being prepared to acknowledge bias and prejudice in oneself; willingness to value insight and imagination as ways of perceiving acknowledged realities.
- Openness
 - developing a sense of awe, wonder and delight.

EYFS/Reception

The time allocation for R.E. in Reception for full time pupils is 5% of curriculum time. This approximates to 36 hours over the course of the year for pupils entering the school in the Autumn term. R.E. in Early Years should promote the spiritual, moral, social and cultural development of the child. In order to do this effectively, times for quiet reflection should be built into lessons. Teaching in R.E. should primarily focus on Christianity as this is the main cultural and religious heritage that pupils will encounter in Cornwall and other religious traditions should be brought in where they are relevant to the context or the outcome of a particular piece of work.

The early learning goals set out what most pupils should achieve by the end of the foundation stage. Religious education can make an active contribution to all these areas but has a particularly important contribution to make to: personal, social and emotional development; communication, language and literacy; knowledge and understanding of the world; creative development.

Key Stage 1

Christianity should figure in no less than 60% of the R.E. delivered in any one year and any other religion taught no more than 40% in any one year. The programme of study is intended to occupy approximately 36 hours per year in this key stage which is 5% of curriculum time in Community and Controlled schools.

Learning about religion

Pupils should be taught to:

- explore a range of religious stories and sacred writings and talk about their meanings
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives explore how religious beliefs and ideas can be expressed through the arts and communicate their responses
- explore how religious believers communicate with God, each other and people outside their community identify and suggest meanings for religious symbols and begin to use a range of religious words explore how faith communities make a difference to communities in Cornwall

Learning from religion

Pupils should be taught to:

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas
- identify what matters to them and others, including those with religious commitments, and communicate their responses
- reflect on how spiritual and moral values relate to their own behaviour
- recognise that religious teachings and ideas make a difference to individuals, families and the local community
- reflect on how living in Cornwall is shaped by its religious traditions from the earliest times.

Key Stage 2

Christianity should figure in no less than 60% of the RE delivered in any one year and any other religion taught no more than 40% in any one year. The programme of study is intended to occupy approximately 45 hours per year in this key stage, which is 5% of curriculum time in Community and Controlled schools.

Learning about religion

Pupils should be taught to:

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- identify key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- identify and begin to describe the similarities and differences within and between religions
- investigate the significance of religion in the local, national and global communities
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them

- describe how people seek to communicate with God and how this informs the language of prayer and how they seek to communicate their beliefs within and beyond their communities
- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding
- use and interpret information about religions from a range of sources.

Learning from religion

Pupils should be taught to:

- reflect on what it means to belong to a faith community, communicating their own and others' responses
- reflect on the impact of living in Cornwall and how this place helps to form their own and others' view of the world and the place of religion within it
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- discuss their own and others' views of religious truth and belief, expressing their own ideas
- reflect on ideas of right and wrong and their own and others' responses to them
- reflect on sources of inspiration in their own and others' lives.

Cornwall Agreed Syllabus for Religious Education provides the content that must be taught to each age group.

Cornwall Agreed Syllabus for Religious Education

The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

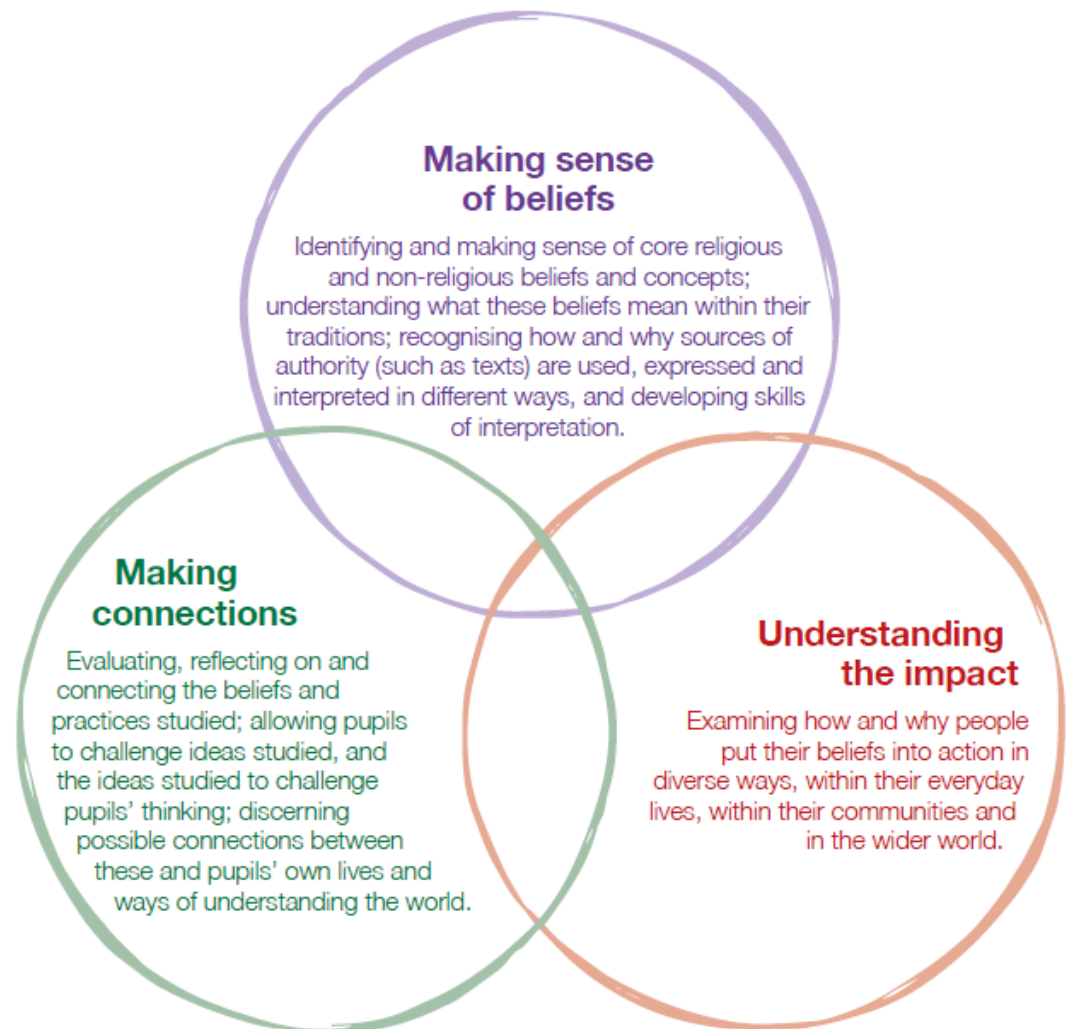
2. understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE in Cornwall, and how they help pupils to achieve the threefold aims above.



Religious education key questions: an overview

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
Religion/belief	Christianity plus others	Christians, Jews and Muslims	Christians, Muslims, Hindus and Jews	
<p>Christianity: <i>God</i> <i>Creation</i> <i>Fall</i> <i>People of God</i> <i>Incarnation</i> <i>Gospel</i> <i>Salvation</i> <i>Kingdom of God</i></p>	<p>F1 Why is the word 'God' so important to Christians? [God]</p> <p>F2 Why is Christmas special for Christians? [Incarnation]</p> <p>F3 Why is Easter special for Christians? [Salvation]</p>	<p>1.1 What do Christians believe God is like? [God]</p> <p>1.2 Who do Christians say made the world? [Creation]</p> <p>1.3 Why does Christmas matter to Christians? [Incarnation]</p> <p>1.4 What is the 'good news' Christians believe Jesus brings? [Gospel]</p> <p>1.5 Why does Easter matter to Christians? [Salvation]</p>	<p>L2.1 What do Christians learn from the creation story? [Creation/Fall]</p> <p>L2.2 What is it like for someone to follow God? [People of God]</p> <p>L2.3 What is the 'Trinity' and why is it important for Christians? [God/ Incarnation]</p> <p>L2.4 What kind of world did Jesus want? [Gospel]</p> <p>L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]</p> <p>L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]</p> <p>L2.7 What do Hindus believe God is like? [Brahman/<i>atman</i>]</p> <p>L2.8 What does it mean to be Hindu in</p> <p>L2.9 How do festivals and worship show what matters to a Muslim? [<i>Ibadah</i>]</p> <p>L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]</p> <p>L2.11 How and why do people mark the significant events of life?</p> <p>L2.12 How and why do people try to make the world a better place?</p>	<p>U2.1 What does it mean if Christians believe God is holy and loving? [God]</p> <p>U2.2 Creation and science: conflicting or complementary? [Creation]</p> <p>U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]</p> <p>U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]</p> <p>U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]</p> <p>U2.6 For Christians, what kind of king is Jesus? [Kingdom of God]</p> <p>U2.7 Why do Hindus want to be good? [<i>Karma/dharma/samsara/ moksha</i>]</p> <p>U2.8 What does it mean to be a Muslim in Britain today? [<i>Tawhid/ iman/ ibadah</i>]</p> <p>U2.9 Why is the Torah so important to Jewish people? [God/Torah]</p> <p>U2.10 What matters most to Humanists and Christians?</p> <p>U2.11 Why do some people believe in God and some people not?</p> <p>U2.12 How does faith help when life gets hard?</p>
<p>Hinduism: <i>Samsara and moksha</i> <i>Brahman (God) and atman</i> <i>Karma and dharma</i></p>				
<p>Islam: <i>God/Tawhid</i> <i>Iman (faith)</i> <i>Ibadah (worship)</i> <i>Akhirah (life after death)</i> <i>Akhlaq (virtue/morality)</i></p>		<p>1.6 Who is a Muslim and how do they live? [God/ <i>Tawhid/ibadah/ iman</i>]</p>		
<p>Judaism: <i>God</i> <i>Torah</i> <i>The People and the Land</i></p>		<p>1.7 Who is Jewish and how do they live? [God/Torah/ People]</p>		
Non-religious worldviews				
Thematic	<p>F4 Being special: where do we belong?</p> <p>F5 Which places are special and why?</p> <p>F6 Which stories are special and why?</p>	<p>1.8 What makes some places sacred to believers?</p> <p>1.9 How should we care for others and the world, and why does it matter?</p> <p>1.10 What does it mean to belong to a faith community?</p>		

EYFS

What do pupils gain from RE at this Key Stage?

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 the opportunity to develop their emerging moral and cultural awareness.

<i>Key Questions</i>	F1 Why is the word 'God' so important to Christians?
	F2 Why is Christmas special for Christians?
	F3 Why is Easter special for Christians?
	F4 Being special: where do we belong?
	F5 Which places are special and why?
	F6 Which stories are special and why?

Key Stage 1

What do pupils gain from RE at this Key Stage?

Pupils should 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.

End of Key Stage 1 Outcomes

<p>Make sense of a range of religious and non-religious beliefs</p> <p>Identify the core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how stories show what people believe</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p>	<p>Understand the impact and significance of religious and nonreligious beliefs</p> <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give examples of ways in which believers put their beliefs into action</p>	<p>Make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p> <p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p> <p>Give a good reason for the views they have and connections they make</p>
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<p><i>Key Questions</i></p>	<p>What do Christians believe God is like?</p>
	<p>Who do Christians say made the world?</p>
	<p>Why does Christmas matter to Christians?</p>
	<p>What is the 'good news' Christians believe Jesus brings?</p>
	<p>Why does Easter matter to Christians?</p>
	<p>Who is a Muslim and how do they live?</p>
	<p>Who is Jewish and how do they live?</p>
	<p>What makes some places sacred to believers?</p>
	<p>How should we care for others and for the world and why does it matter?</p>
	<p>What does it mean to have faith in a community?</p>

Key Stage 2

What do pupils gain from RE at this Key Stage?

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.

End of lower Key Stage 2 Outcomes

Make sense of a range of religious and non-religious beliefs	Understand the impact and significance of religious and nonreligious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas studied
Identify and describe the core beliefs and concepts studied	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities	Make links between some of the beliefs and practises studied in the world today, expressing some of their own clearly
Make clear links between texts/sources of authority and the key concepts studied	Describe how people show their beliefs in how they worship and in the way they live	Raise important questions and suggest answers about how far the beliefs and practises studied might make a difference to how pupils think and live
Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	Identify some differences in how people put their beliefs into action	Give good reasons for the views they have and the connections they make

Key Stage 2

What do pupils gain from RE at this Key Stage?

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.

End of upper Key Stage 2 Outcomes

<p>Make sense of a range of religious and non-religious beliefs</p> <p>identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</p> <p>describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority</p>	<p>Understand the impact and significance of religious and nonreligious beliefs</p> <p>make clear connections between what people believe and how they</p> <p>using evidence and examples, show how and why people put</p>	<p>Make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p> <p>make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and</p> <p>reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p> <p>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</p>
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Big Question: What is the impact of religion?

Year 3	Autumn 2		Spring 2		Summer 2	
	Key Questions	What do Christians learn from the Creation story?	Key Questions	What is the 'Trinity' and why is it important for Christians?	Key Questions	Why do Christians call the day Jesus died 'Good Friday'?
What is it like for someone to follow God?		What kind of world did Jesus want?		For Christians what was the impact of Pentecost?		

Year 4	Autumn 2		Spring 2		Summer 2	
	Key Questions	What do Hindus believe God is like?	Key Questions	How do festivals and worship show what matters to Muslims?	Key Questions	How and why do people mark the significant events of life?
What does it mean to be Hindu in Britain today?		How do festivals and family life show what matters to Jewish people?		How and why do people try to make the world a better place?		

Year 5	Autumn 2		Spring 2		Summer 2	
	Key Questions	What does it mean if Christians believe God is holy and loving?	Key Questions	Why do Christians believe Jesus was the Messiah?	Key Questions	What do Christians believe Jesus did to 'save' people?
Creation and science: conflicting or complementary?		How do Christians decide how to live? 'What would Jesus do?'		For Christians, what kind of King is Jesus?		

Year 6	Autumn 2		Spring 2		Summer 2	
	Key Questions	Why do Hindus want to be good?	Key Questions	Why is the Torah so important to Jewish people?	Key Questions	Why do some people believe in God and some people not?
What does it mean to be a Muslim in Britain today?		What matters most to Humanists?		How does faith help people when life gets hard?		