



RE INTENT - what do we aspire for our children?

Through the teaching of RE, children's critical thinking skills can be developed and they can build their understanding and empathy towards others regardless of their beliefs, religious or otherwise. Our curriculum equips children with the skills to evaluate and reflect upon what has been learnt and how it relates to their lives. Specific links are made across the curriculum with British Values. At Stoke Park Primary, RE is taught using the Discovery RE Scheme.

Statement from RE Non-Statutory Guidance for Religious Education in English Schools 2010
'Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.'

Our school's key drivers and how they are manifested through RE:

Be Proud

- Children feel proud of their religion and have regular opportunities to celebrate it and share key elements of it.
- Children feel proud to be part of a diverse community

Be Kind

- Children demonstrate tolerance by listening and valuing other religions
- Children are inspired by key religious concepts i.e. commitment and apply them to their own lives

Strive for Success

- Children know and understand key knowledge regarding a range of different religions
- Children understand different perspectives using their critical thinking skills
- The curriculum is designed to build complexity and challenge through a spiral model, where enquiries are built upon each other to ensure children make progress in the attainment targets
- Children are able to talk about their progress in understanding different religions and learning from a religion

Subject Specific Pillars

Learning about a religion

1. Beliefs, teachings and sources
2. Practices and ways of life
3. Forms of expressing meaning

Learning from a religion

4. Identity, diversity and belonging
5. Meaning, purpose and truth
6. Values and commitments



Long term sequence Including EYFS

Early Years:

Educational Programme Statement: **Understanding The World.** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

RE is covered in	Understanding the world.	Nursery – how is this achieved?	Reception – how is this achieved?	Key vocabulary	Core Books that link to foundational experiences & knowledge
Early Learning Goals	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. 	Photos of ourselves and others. Jigsaw. Birthdays and Celebrations. Circle times. Stories. Visits to places. Finding out about themselves, family and community. Finding a sense of place in their family, community and the world. Themes <i>I am special</i> Special people - family, friends, people who help us. Special times - birthdays and events. Special Places - Home, school, holiday.	Photos of ourselves and others. Discovery RE and Jigsaw. Birthdays and Celebrations. Circle Times. Stories. Visits to places. Finding out about themselves, family and community. Finding a sense of place in their family, community and the world. Themes <i>I am special</i> Special people - family, friends, people who help us. Special times - birthdays and events. Special Places - Home, school, holiday.	Celebrations Special Community Religion	We Are All Welcome What I like about Me Amazing The World Made a Rainbow Once There Were Giants The Boy Who Loved Everyone My Mum My Dad Pancakes Pancakes Sammy Spider's first Hanukah On This Special Night The Nativity Play We're going on an Egg Hunt

Continuous Provision Play experiences with provocations for History based thinking and talk

Puppets/toys, visuals (photos/pictures), mirrors, real artefacts, roleplay, creativity, books, discussion.]

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1/2	Theme: Special People Key Question: What makes people special? Religions: Christianity, Islam, Judaism	Theme: Christmas Key Question: What is Christmas? Religions: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Islam, Judaism	Theme: Easter Key Question: What is Easter? Religions: Christianity	Theme: Story Time Key Question: What can we learn from stories? Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
1	Theme: Creation Story Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Story Key Question: What gift would I have given to Jesus if he had been born in my town not in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Easter-Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Chanukah Key Question: Does celebrating Chanukah make Jewish children feel close to God? Religion: Judaism
2	Areas of Focus: Believing Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Christmas-Jesus as gift from God Key Question: Why did God give Jesus to the world? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Theme: Prayer at home Key Question: Does praying at regular intervals every day help a Muslim in his/her everyday life? Religion: Islam	Theme: Easter; resurrection Key Question: Is it true that Jesus came back to life again? Religion: Christianity	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism Theme: Community and Belonging Key Question: Does going to the Mosque give Muslims a sense of belonging? Religion: Islam	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Key Question: Could Jesus really heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Key Question: What is 'good' about Good Friday? Religion: Christianity	*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	*Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism
	*Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh? Religion: Sikhism				*Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? Religion: Sikhism	*Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism
4	Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism	Theme: Christmas Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Easter Key Question: Is forgiveness always possible? Religion: Christianity	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
	*Theme: Belief into action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism	Theme: Christmas Key Question: Is the Christmas story true? Religion: Christianity	*Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism	Theme: Easter Key Question: Did God intend Jesus to be crucified? Religion: Christianity	*Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity
5	*Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism		*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism		*Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism	
	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity	Theme: Beliefs and Meaning Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam <i>NB: This enquiry is taught over a term</i>	

'Golden Thread': Oracy

At Stoke Park Primary, we recognise the vital role that oracy plays in the lives of our children, both during their time in primary school and for the rest of their lives. Research shows that oracy not only acts as a powerful tool for learning but is a key skill in itself which employers actively seek. By ensuring that children have explicit opportunities to develop their oracy skills as well as opportunities to learn through oracy across the curriculum, we aspire to create young adults who are able to work confidently, articulately and collaboratively.

We promote oracy through RE by teaching vocabulary that allows the children to share their own beliefs and key elements of their own religion or the religion of others. Children are given the vocabulary to explain key concepts of a range of religions and discuss why certain concepts might be important. Additionally they are able to reflect and explain how key religious concepts relate to them, regardless of religion, and how they can apply key teachings. Children can be respectful of opposing or contrasting views and engage in discussion surrounding this.

Knowledge organisers are vital tools to help children and teachers to understand the content of each topic. They outline the core knowledge and key terms within a unit, historical context, impact, curriculum links and suggest ideas for home learning. Children can refer to knowledge organisers throughout a unit to consolidate knowledge and scaffold learning. We chose the Discovery RE Scheme as they provide high quality knowledge organisers for every Discovery RE enquiry for every year group.



Below are samples of Knowledge organisers of Discovery RE Enquiries from a range of year groups.

Religion /Worldview: Christianity	Enquiry Question: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?	Age: 5/6 Year Group: 1 Autumn 2
The enquiry is focussed on the first Christmas and more specifically the gifts that Jesus received, their meaning and symbolism and how that compares with gifts today.		

Core Knowledge (see also background information documents)		Link to other aspects of belief	Personal connection / resonance
<ul style="list-style-type: none"> Mary was a young Jewish woman whom God chose to be the mother of his son, Jesus, and he sent his angel, Gabriel, to ask this of her. Mary agreed (this is called her "Fiat") and Jesus was born in Bethlehem. This is the Christian concept of incarnation: God becoming man or literally being "made flesh". The star in the sky symbolises Jesus' importance and how he could be a light for other nations. The gifts show that Jesus was a type of both king and God, and would die. 		<ul style="list-style-type: none"> Christians believe in the Trinity. This is the complete relationship between God (the Father), Jesus (his son) and the Holy Spirit. Christians believe that Jesus is the Son of God. Jews at the time were awaiting their Messiah, but many would have believed he would be an earthly king who would lead them out of Roman occupation. 	<ul style="list-style-type: none"> What do I feel about the gifts Jesus was given? Are they the sorts of gifts I would give a baby today? What gifts can I consider which may have a deeper symbolism or meaning which is relevant to life today?
Key Terms and Definitions	History/Context	Impact on believer/daily life	Spiral curriculum link
<p>Magi/wise men: visitors from Eastern lands who travelled to find a king because they had seen a star</p> <p>Gold symbolises kingship on earth.</p> <p>Frankincense (an incense) is a symbol of deity.</p> <p>Myrrh (an embalming oil) is a symbol of death.</p>	<ul style="list-style-type: none"> Tradition says that there were three wise men (or kings). This is not actually specified in the Bible account and is probably the number chosen because of the giving of three gifts. Rather than arriving at the stable, it is more likely, in view of their long journey and of Herod's command that all children under two years of age be killed, that they arrived when the infant Jesus had already become a young child. The Roman occupation of Israel at the time meant that the Magi looked for Jesus in King Herod's palace. 	<ul style="list-style-type: none"> The magi and the gifts that they brought, symbolise to Christians that Jesus was meant to be different to earthly kings and be a "king" for people from all nations, for Gentiles (non-Jews) as well as Jews. This allows Christians the world over to feel a unity. Many Christians would consider Jesus a gift from God. 	Link/recap to EYFS "What is Christmas?" enquiry.
<p>Home learning ideas/questions: If we celebrate Christmas, what gifts do we like to give and receive? Have we ever received anything which had a lot of significance? If we don't celebrate Christmas, do we ever give gifts to each other and what significance might they have?</p>			

Religion /Worldview: Buddhism	Enquiry Question: Could the Buddha's teachings make the world a better place?	Age: 8/9 Year Group: 4 Spring 1
This enquiry focusses on key teachings given by the Buddha and the children have the opportunity to consider how they could apply some of these to their own life		

Core Knowledge (see also background information documents)		Link to other aspects of belief	Personal connection / resonance
<p>The focus of this unit is some of the Buddha's teachings namely the Three Marks of Existence and the Noble Eightfold Path</p> <p>The Three Marks of Existence/universal truths (enquiry focus is on the first 2)</p> <ul style="list-style-type: none"> Dukkha (suffering) is everywhere all the time Anicca – the belief that nothing lasts, everything changes Anatta (the belief that there is no 'self'). <p><u>Noble Eightfold Path</u></p> <ul style="list-style-type: none"> Right Viewpoint – You should look at life in the right way (i.e. being positive) Right Thought - You should think about others, not just yourself Right Speech – You should talk to people properly, with respect Right Action – You should act in a way that does not hurt people e.g. no stealing Right Living – Your job must help, not harm other people or animals Right Effort - You should do the best that you can Right Awareness - You should be sensitive to the needs of others Right Concentration - You should focus your mind on what needs to be done - especially solving problems - Concentrate by using meditation 		<ul style="list-style-type: none"> Four Noble Truths Five Precepts Nirvana 	<ul style="list-style-type: none"> What do I think would make the world a better place? How could I use Right Speech? What Right Actions could I do? How do I feel about changes in life?
Key Terms and definitions	History/Context	Impact on believer/daily life	Spiral curriculum link
Dukkha : (suffering) is everywhere all the time	Wherever Buddhists live they will need to apply the teachings to the society	The teachings focus on two key points	This enquiry refers back to the life of the Buddha in the first enquiry

<p>Anicca: the belief that nothing lasts, everything changes</p> <p>Anatta: the belief that there is no 'self'</p>	they live in e.g. Western society can find talking about death difficult whereas it is a part of life for Buddhists	<ol style="list-style-type: none"> They have to understand and accept some difficult truths about life They have a responsibility for our own thoughts, words, and deeds and for the impact they have 	(Yr4 Autumn 1). Recap the story and the impact of the 4 sights on the prince.
<p>Home learning ideas/questions: What could we put more effort into? Could we use kind speech a little more? What impact would this have in our homes and lives?</p>			



IMPLEMENTATION - how will we deliver the curriculum?

Linking curriculum and pedagogy:

Spiral curriculum taught weekly in Years 4-6 by the RE lead, following the Discovery RE scheme. RE is covered in EYFS through Understanding the World. KS1 and LKS2 teach RE weekly using the discovery RE scheme. Retrieval questions from the previous lesson's learning will ensure that children are retaining information. Enquiry topics follow a four step process to sequence the learning: engagement, investigation, evaluation and expression.

Lesson design

Expect to see in every lesson:

- key question should be introduced and referred back to
- specific link to prior knowledge & key concept
- key vocabulary taught/recapped every lesson
- a personal reflection that supports children transfer the key understanding into their own context

Curriculum enrichment

- Visits to places of worship
- Visitors
- Assemblies followed up with school-wide celebrations/projects
- High quality displays around the school

Reading Across the Curriculum

Children have access to a range of books highlighting other cultures and religions in both book corners and the library. Children are exposed to passages of text from the Bible and other religious texts and are encouraged to both read and listen in order to analyse, evaluate and understand.

IMPACT - how do we know our curriculum is effective?

Pupil Voice

- Children can and are expected to use accurate vocabulary and terminology when discussing topics in RE.
- Children can make connections both to prior learning and knowledge, and to their own experiences. In doing so they can develop a more open-minded perspective of the world around them, and find a sense of place. Through the broad and varied curriculum, all children have the opportunity to feel recognised and celebrated regardless of their own religious beliefs.
- Children are expected to be proactive in contributing to and promoting a safe and respectful school environment rooted in tolerance and mutual respect.

High quality outcomes:

book study i.e. demonstrates pride, effort, captures increasing understanding of subject specific concepts and knowledge, demonstrates a clear sequence of learning, vocabulary clearly seen.

- High quality displays around school demonstrate pride of a range of religions.
- Books show a clear sequence of learning around each enquiry.
- Children are able to engage in meaningful discussions about a range of religions.
- Children have secure knowledge of subject specific content and and understanding of vocabulary relating to each religion.