



## RE INTENT - to 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
<b>Early Learning Goals</b>	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>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.</li> <li>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.</li> </ul>	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.  <b>Themes</b> <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.  <b>Themes</b> <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
<b>F1/2</b>	<b>Theme:</b> Special People <b>Key Question:</b> What makes people special?  <b>Religions:</b> Christianity, Islam, Judaism	<b>Theme:</b> Christmas <b>Key Question:</b> What is Christmas?  <b>Religions:</b> Christianity	<b>Theme:</b> Celebrations <b>Key Question:</b> How do people celebrate?  <b>Religions:</b> Islam, Judaism	<b>Theme:</b> Easter <b>Key Question:</b> What is Easter?  <b>Religions:</b> Christianity	<b>Theme:</b> Story Time <b>Key Question:</b> What can we learn from stories?  <b>Religions:</b> Buddhism, Christianity, Islam, Hinduism, Sikhism	<b>Theme:</b> Special Places <b>Key Question:</b> What makes places special?  <b>Religions:</b> Christianity, Islam, Judaism
<b>1</b>	<b>Theme:</b> Creation Story <b>Key Question:</b> Does God want Christians to look after the world?  <b>Religion:</b> Christianity	<b>Theme:</b> Christmas Story <b>Key Question:</b> What gift would I have given to Jesus if he had been born in my town not in Bethlehem?  <b>Religion:</b> Christianity	<b>Theme:</b> Jesus as a friend <b>Key Question:</b> Was it always easy for Jesus to show friendship?  <b>Religion:</b> Christianity	<b>Theme:</b> Easter-Palm Sunday <b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?  <b>Religion:</b> Christianity	<b>Theme:</b> Shabbat <b>Key Question:</b> Is Shabbat important to Jewish children?  <b>Religion:</b> Judaism	<b>Theme:</b> Chanukah <b>Key Question:</b> Does celebrating Chanukah make Jewish children feel close to God?  <b>Religion:</b> Judaism
<b>2</b>	<b>Areas of Focus:</b> Believing <b>Theme:</b> What did Jesus teach? <b>Key Question:</b> Is it possible to be kind to everyone all of the time? <b>Religion:</b> Christianity	<b>Theme:</b> Christmas-Jesus as gift from God <b>Key Question:</b> Why did God give Jesus to the world?  <b>Religion:</b> Christianity	<b>Theme:</b> Passover <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?  <b>Religion:</b> Judaism  <b>Theme:</b> Prayer at home <b>Key Question:</b> Does praying at regular intervals every day help a Muslim in his/her everyday life? <b>Religion:</b> Islam	<b>Theme:</b> Easter; resurrection <b>Key Question:</b> Is it true that Jesus came back to life again?  <b>Religion:</b> Christianity	<b>Theme:</b> The Covenant <b>Key Question:</b> How special is the relationship Jews have with God?  <b>Religion:</b> Judaism  <b>Theme:</b> Community and Belonging <b>Key Question:</b> Does going to the Mosque give Muslims a sense of belonging? <b>Religion:</b> Islam	<b>Theme:</b> Rites of Passage and good works <b>Key Question:</b> What is the best way for a Jew to show commitment to God?  <b>Religion:</b> Judaism  <b>Theme:</b> Hajj <b>Key Question:</b> Does completing Hajj make a person a better Muslim? <b>Religion:</b> Islam



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

### IMPLEMENTATION - how will we deliver the curriculum?

#### Linking curriculum and pedagogy:

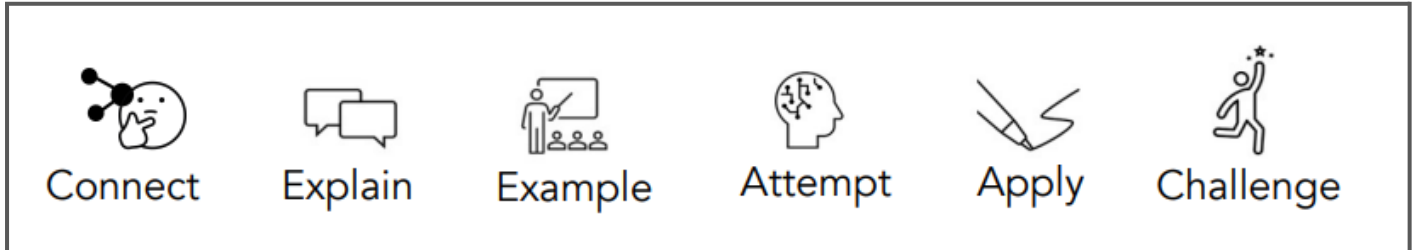
It is our intention that pupils become a little more expert as they progress through the curriculum, accumulating and connecting substantive and disciplinary RE knowledge. Our curriculum follows the principles of instruction and is guided by understanding how the memory works and cognitive load theory.

The curriculum is taught weekly in Years 3-6 by the RE lead, following the Discovery RE scheme. RE is covered in EYFS through Understanding the World. KS1 teach RE weekly using the Discovery RE scheme.



Retrieval questions from the previous 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



Each lesson follows the model above.

- CONNECT to prior knowledge
- EXPLAIN new content
- give an EXAMPLE of new learning
- Pupils ATTEMPT new learning with scaffolding
- APPLY new learning independently
- Pupils are CHALLENGED to integrate learning with prior knowledge

Expect to see in most lessons:

- 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.
- Explain how they contribute to and promote a safe and respectful school environment

#### High quality outcomes:

- High quality displays around school demonstrate pride of a range of religions.
- Books show a clear sequence of learning around each enquiry.



STOKE  
PARK  
NURSERY &  
PRIMARY



CATHEDRAL  
SCHOOLS  
TRUST

- Children are able to engage in meaningful discussions about a range of religions.
- Children have secure knowledge of subject specific content and an understanding of vocabulary relating to each religion.