



CALVERLEY PARKSIDE



RE Curriculum Overview

Curriculum Intent

The Religious Education curriculum will enable children to learn and practice the key skills and knowledge as set out in the Leeds Agreed Syllabus. Through RE at Calverley Parkside Primary School, pupils will:

- develop positive attitudes and values and reflect on and relate their learning in RE to their own experience.
- have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.

In addition to the Leeds Agreed Syllabus aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality RE sequences of learning:

- Pupils who feel happy when learning
- Pupils who are prepared for modern life- understanding diverse religions and beliefs
- Pupils who have access to an engaging, ambitious and inclusive curriculum
- Pupils who have a positive mindset as a result of their love for learning

The RE curriculum reflects our school values in the following ways:

Ready: *'We keep going when things get difficult'*- A key aspect of RE is ensuring pupils develop an understanding of the wider society and beliefs. When learning becomes difficult, pupils are taught tolerance and to accept differences. They are supported at all times to develop the best understanding of a diverse community.

'We prepare for the future by setting high expectations of ourselves'- We ensure that pupils set high expectations of themselves by allowing individuals to have a voice and reflect on their personal beliefs. It is vital for pupils to understand they are entitled to their own beliefs and values as this allows them to gain a sense of identity and individuality. Creating a comfortable and inclusive environment is important to allow effective learning to go on in the classroom.

Respectful: *'We respect differences and know we are equal'*- In RE we foster a 'be respectful' attitude as we take responsibility for accepting the differences we have. We encourage respect and tolerance for everyone. This is embedded in lessons as pupils are encouraged to ask questions and share ideas.

'We always listen when others are talking'- We endeavour to listen to each other's ideas to build on or add to our own values. Expectations are reinforced as we promote a respectful environment both in and out of the classroom.

Responsible: *'We know who to go to for help and support'*- It is important for pupils to know who to come to when they need help so they can access the support they need when they have any concerns.

Substantive Knowledge		
The beliefs and practices of religions and others world views	Address questions of meaning, purpose and value	How other religions and worldviews influence morality, identity and diversity
<ul style="list-style-type: none"> • Beliefs and authority: Core beliefs and concepts; sources of authority including written traditions and leaders • Worship and spirituality: how individuals and communities express belief, commitment and emotion 	<ul style="list-style-type: none"> • The nature of religion and belief and its key concepts • Ultimate questions of belonging, meaning, purpose of truth 	<ul style="list-style-type: none"> • Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses • Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.

RE Skills Progression

<p>Early years</p>	<p>Where do we live and why is it special? Talk about members of their immediate family and community Name and describe people who are familiar to them.</p>	<p>How do people celebrate in Autumn and Winter? Talk about members of their immediate family and community. Compare and contrast characters from stories including from the past. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Who makes a good helper and who helps us? Talk about members of their immediate family and community Name and describe people who are familiar to them. Understand that some places are special to members of their community</p>	<p>How do people celebrate in Spring and Summer? Talk about members of their immediate family and community. Compare and contrast characters from stories including from the past. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>What do believers believe about creation? Talk about members of their immediate family and community. Compare and contrast characters from stories including from the past. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>	<p>Which places are special and why? Talk about members of their immediate family and community Name and describe people who are familiar to them.</p>
<p>Year 1</p>	<p>Which books and stories are special? Talk about books which are special to religious believers. Notice how some books are special to religious believers, and talk about how they are treated Talk about some religious stories Respond to questions about the meanings of stories</p>	<p>How do we celebrate special events? Name some celebrations and talk about how these are celebrated Talk about their experiences and feelings connected to celebrations or customs Notice what happens and respond to questions about the meanings of religious celebrations</p>	<p>What does it mean to belong to a church or mosque? Talk about places of worship and the objects and symbols they might see. Notice what happens in special places or on special occasions and respond to questions about this</p>	<p>How and why do we care for others? Recall and talk about some religious stories Respond to questions about stories Respond with ideas about how to care for others</p>	<p>Who brought messages about God and what did they say? Recall and name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph. Retell, respond to questions and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'.</p>	

<p>Year 2</p>	<p>How is new life welcomed? Find out and talk about different ways of welcoming new life; name some artefacts Recognise similarities and differences in welcoming ceremonies for new babies Respond sensitively to the feelings and beliefs of Christians and Muslims Ask and respond to questions about belonging</p>	<p>How can we make good choices? Retell stories about religious and non-religious rules, suggesting some meanings Find out about and give examples of different religious rules Begin to express ideas about what makes a good rule and why these are important in helping people to live together cooperatively</p>	<p>How and why do people pray? Find out how Christians and Muslims pray and name some artefacts relating to prayer Recognise similarities and differences between how Christians and Muslims pray Ask questions and respond to questions about prayer Begin to express their own ideas about the meaning of prayer</p>	<p>How can we look after the planet? Ask and respond to questions about the world and creation. Recognise and retell religious and non-religious stories and beliefs about creation and suggest some meanings. Begin to express ideas and opinions about how to care for the planet.</p>	<p>What did Jesus teach and how did he live? Retell and suggest meanings of some of Jesus' parables Express ideas and respond to questions about stories from the life and teachings of Jesus. Express ideas and opinions about how beliefs affect how Christians live their lives Name and retell key events in the final days of Jesus' ministry</p>	
<p>Year 3</p>	<p>How do Jews remember the covenant with Abraham and Moses? Re-tell some Jewish stories and consider their importance. Discover how Jews express their faith through rituals and actions. Express ideas about the rituals and practices which demonstrate belonging to a community</p>	<p>What is spirituality and how do people experience this? Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms Express their beliefs and values through creating a piece of expressive art</p>	<p>What do Christians believe about a good life? Re-tell some well-known parables and teachings of Jesus and consider their meaning Observe and consider how the Bible influences Christians in the way they live Respond thoughtfully and express ideas about right and wrong</p>	<p>What do creation stories tell us? Re-tell a range of creation stories, making links between them. Express ideas about creation and suggest meanings for the stories Express different views and ideas about helping to look after the world around them</p>	<p>Additional unit: Who can inspire us? Describe and make links between different leaders (religious and non-religious), exploring similarities and differences. Explain how leaders teach through their personal qualities, actions and stories. Give examples of the ways in which communities follow their leaders</p>	

<p>Year 4</p>	<p>How are important events remembered? Describe the different festivals, making links between them Explain and give reasons for the celebration of each festival Express ideas and opinions about what light represents</p>	<p>What faiths are shared in our country? Explore and describe ways beliefs and values are expressed in different religions through symbols and actions Give examples of ways in which people show they belong Explain why belonging to a community may be valuable but also challenging</p>	<p>How do the Five Pillars guide Muslims? Describe and explain key teachings of Islam and the different ways these are interpreted by believers; Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; Explain how the pilgrimage of Hajj can affect a Muslims life.</p>	<p>Why are Gurus at the heart of Sikh belief and practice? Give examples of Sikh beliefs and stories about their Gurus Describe and show understanding of Sikh practices relating to the Guru Granth Sahib Explain and give reasons for Sikh values e.g. equality, honesty</p>		
<p>Year 5</p>	<p>Why are some journeys and places special? Identify and explain features of some special places and journeys Suggest reasons why special places and journeys inspire people Investigate places of pilgrimage and reflect on the challenges involved in the journey</p>	<p>What values are shown in codes for living? Investigate and make connections between morals and values found in religious teachings and everyday life. Identify and explain similarities and differences between Humanist, Muslim, Jewish and Christian values Apply ideas about values and how people choose to live their lives. Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty</p>	<p>Should we forgive others? Identify and show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. Explain and apply their own ideas about Jesus' teaching about forgiveness and reconciliation. Suggest reasons for the importance of forgiveness and confession in Christian communities. Discuss and give examples of how some modern individuals have faced the challenge of forgiveness.</p>	<p>What do Christians believe about new and old covenants? Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering, comparing and contrasting aspects of these world faiths Explore the narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people. Reflect on and find meanings in different titles used by and of Jesus</p>		

<p>Year 6</p>	<p>How do Sikhs show commitment? Summarise some features of Sikh practice Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols considering the meanings behind them Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community</p>	<p>What do Christians believe about Jesus' death and resurrection? Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today Explain how festivals and seasons are celebrated, including Ascension and Pentecost</p>	<p>How does growing up bring responsibilities? Describe and understand the rights and responsibilities that come with growing up Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies Reflect on and explain their own beliefs, principles and values</p>	<p>How do Jews remember the Kings and Prophets in worship and in life? Describe and express ideas about festivals and how and why they are commemorated. Give a considered response to how Jewish people follow the commandments set out in the Torah Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.</p>		
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