



Religious Education



RE Curriculum Intent

At Dame Tipping Church of England Primary School, we believe that a high-quality religious education will help our pupils gain a coherent knowledge and understanding of the nature, role and influence of religion in the world. We aim to enable our pupils to flourish and develop their own spirituality. Pupils develop through our trust and school values of Courageous Optimism, Boundless Creativity and Heartfelt Compassion. Pupils will be equipped to think critically, ask perceptive questions, formulate reasoned opinion and handle controversial issues and beliefs. Pupils will be provided with opportunity to pursue a personal quest for meaning, purpose and value, and to develop an understanding of, and respect for, different beliefs and lifestyles. Our RE Curriculum enables pupils to recognise that the development of human culture and the lives of millions of people have been influenced by religious beliefs, pupils will be able to respond to this as they learn more about themselves and their place in the world. RE has a key role in preparing pupils for the opportunities, responsibilities and experiences of life.

Implementation

As a Church of England Voluntary Controlled School, we approach Religious Education in a way that will not only introduce children to an understanding of the nature of Christian beliefs and practices, but will provide a foundation for lifelong learning. Pupils will be encouraged in their exploration of the spiritual dimension of life and they will have the opportunity to engage with challenging questions where there is no correct answer, to discuss and justify their views while treating the views of others respectfully. Opportunities will be given for children to learn about other world faiths and belief systems. The school works closely with the Chelmsford Diocese, following their guidelines and tailoring them to meet the specific needs of the pupils in our care. RE is taught through an enquiry model, encouraging active learning styles, for example using art, drama, music and poetry to enhance the pupil's learning experience and encourage them to think for themselves. We also learn through visits and visitors. Key questions are used to engage the children and encourage them to think broadly and deeply about questions associated with religious beliefs and practices. Our aim is to weave the three strands of theology, philosophy and human and social sciences through our RE lessons so that children are equipped to think critically and form their own views about religion and beliefs, and develop religious literacy.

IMPACT

We recognise that assessment needs to provide value to teachers, and inform their planning, helping them to meet the needs of the children in their classes. In each classroom there will be a working wall display. This will help the teacher with formative assessment. For each unit taught there will be a title page containing questions to assess pupil's prior knowledge, each unit will end with a quiz to help teachers to assess pupil's knowledge and understanding. In addition to assessing knowledge, however, we also recognise that 'soft skills' such as learning to express opposing views respectfully need to be learnt and developed. Teachers employ a number of different strategies to enable them to make both formative and summative assessments. The information learnt from these will help to inform future planning.

Through our RE Curriculum and our Christian Vision and Values, we aim to develop and strengthen the distinctive Christian character of the school.

RE Topic Overview

	Autumn		Spring		Summer	
EYFS	Which people are special and why?	What stories are special and why?	What places are special and why?	What times are special and why?	Where do we belong?	What is special about our world and why?
Year 1/2 Year A	1.9 How do religions celebrate the birth of a baby?	1.6 What festivals do different religions celebrate?	1.7 Who is a Christian and what do they believe?		1.4 What can we learn from the creation stories?	1.5 In what ways are a church/ mosque etc. important to believers? (Church focus)
Year 1/2 Year B	1.2 Who influences our lives?	1.3 How do the stories of Jesus inspire Christians today?	1.1 What do Christians do at Easter and why is it important to them?	1.8 Who is a Muslim and what do they believe?		1.5 In what ways are a church/ mosque etc. important to believers? (Mosque focus)
Year 3/4 Year A	2.1 Why is Jesus important to Christians?	2.5 Why do religious people celebrate?	2.9 What does it mean to be Jewish?		2.3 How do people express their faith through the arts?	2.4 Where, how and why do people worship?
Year 3/4 Year B	2.10 What does it mean to be a Hindu?		2.2 Who should inspire us?	2.6 How and why do religious believers show their commitments during the journey of life?	2.7 What matters most to Humanists and Christians?	2.8 What do religions teach about the natural world and why we should care about it?
Year 5/6 Year A	2.18 What does it mean to be a Christian?		2.11 What do different people believe about God?	2.20 What does it mean to be a Sikh?	2.17 Justice and poverty: Can religions help to build a fair world?	2.13 Why is prayer important for religious believers?

<p>Year 5/6</p> <p>Year B</p>	<p>2.12 Why are sources of wisdom important to people?</p>	<p>2.14 What do religions say to us when life gets hard?</p>	<p>2.15 Why do people make vows and commitments to one another?</p>	<p>2.16 What will make our city/town/borough a more respectful place?</p>	<p>2.19 What does it mean to be a Muslim</p>
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National Curriculum

KS1	
Aims:	At the end of Key Stage 1 a religiously literate pupil should be able to:
<ul style="list-style-type: none"> ● A. Know about and understand a range of religions and worldviews 	<ul style="list-style-type: none"> ● A1. 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. ● A2. 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. ● A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
<ul style="list-style-type: none"> ● B. Express ideas and insights about the nature, significance and impact of religions and worldviews. 	<ul style="list-style-type: none"> ● B1. 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. ● B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. ● B3. Notice and respond sensitively to some similarities between different religions and worldviews.

<ul style="list-style-type: none"> ● C. Gain and deploy the skills needed to engage seriously with religions and worldviews 	<ul style="list-style-type: none"> ● C1. 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. ● C2. Find out about and respond with ideas to examples of co-operation between people who are different. ● C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
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KS2	
Aims:	At the end of Key Stage 2 a religiously literate pupil should be able to:
<ul style="list-style-type: none"> ● A. Know about and understand a range of religions and world views 	<ul style="list-style-type: none"> ● A1. 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. ● A2. 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. ● A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
<ul style="list-style-type: none"> ● B. Express ideas and insights about the nature, significance and impact of religions and world views. 	<ul style="list-style-type: none"> ● B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. ● B2. 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. ● B3. 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 world views

- C1. 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.
- C2. 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.
- C3. 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.

RE Skills Progression

How do areas of learning in EYFS link to

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Prime Areas

Communication and language

3 and 4 year olds will be learning to:

- Understand 'why' questions.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Children in reception will be learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Use new vocabulary in different contexts.

Specific Areas

Understanding the world

3 and 4 year olds will be learning to:

- Continue developing positive attitudes about the differences between people.

Children in reception will be learning to:

- 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.
- Recognise that people have different beliefs and celebrate special times in different ways.

Personal Social and Emotional development

3 and 4 year olds will be learning to:

- Develop their sense of responsibility and membership of a community.

Children in reception will be learning to:

- Build constructive and respectful relationships.
- Think about the perspectives of others.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Know about and understand a range of religions and world views						
<p>A1-describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;</p> <p>A2-identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;</p> <p>A3-appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.</p>	<p>Recount outlines of some religious stories.</p> <p>Recognise features of religious life and practices.</p> <p>Recognise some religious symbols and words.</p>	<p>Retell religious stories and identify some religious beliefs and teachings.</p> <p>Identify some religious practices and know that some are characteristic of more than one religion.</p> <p>Suggest meanings in religious symbols, language and stories.</p>	<p>Describe some religious beliefs and teachings of religions and work views studied and their importance.</p> <p>Describe how some features of religious studies are used or exemplified in festivals and practices.</p> <p>Make links between religious symbols and language and stories and the belief or ideas that underlie them.</p>	<p>Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making comparisons between faiths.</p> <p>Show understanding of the ways of belonging to religions and what these involve.</p> <p>Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and languages</p>	<p>Describe practices and beliefs using a variety of resources to research and enhance learning in response to key questions</p> <p>Make links with other faiths and be able to compare and contrast religions</p> <p>Suggest own views to key questions and be able to discuss and articulate opinions</p> <p>Use religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups</p>	<p>Use a variety of techniques to describe religious practice, experience and belief</p> <p>Research key questions and be able to formulate own responses clearly, giving examples and evidence to support answers.</p> <p>Compare and contrast viewpoints from different faiths.</p> <p>Use a wide range of religious terminology accurately and be able to recall the different languages used for similar experiences in other religions.</p>
	Express ideas and insights about the nature, significance and impacts of religions and world views.					
<p>B1- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p> <p>B2- express with increasing discernment their personal reflections and critical responses to questions and teachings about</p>	<p>Recognise religious art, symbols, words and talk about them.</p> <p>Identify aspects of their own experience and feelings in religious material studied.</p> <p>Respond to questions about what it might feel like to be part of a religious community.</p>	<p>Be able to identify and explain why some Christian and Muslim symbols are used.</p> <p>Describe some religious art and express ideas about what it tells us.</p> <p>Respond sensitively to the experiences and feelings of others, including those with a faith.</p>	<p>Compare aspects of their own experiences and those of others, identifying what influences their lives.</p> <p>Understand why belonging to a faith or worldview might be valuable.</p>	<p>Compare some of the things that influences pupils with those that influence other people</p> <p>Ask questions about the significant experiences of key figures from religions studied and suggest answers from their own or others' experiences, including those of believers</p>	<p>Explain how some beliefs and teachings are shared by different religions and how these make a difference to the lives of individuals and communities.</p> <p>Explain how some forms of religious expression are valuable to individuals and communities</p>	<p>Explain in detail the significance of Christian and Muslim practice in the lives of individuals and communities</p> <p>Compare the different ways in which people of faith express their faith</p> <p>Discuss the values of faith and research the evidence in the wider world of their influence</p>

<p>identity, diversity, meaning and value, including ethical issues;</p> <p>B3- appreciate and appraise varied dimensions of religion or a worldview.</p>					<p>Make informed responses to questions of identity and experiences in the light of their learning.</p>	<p>Analyse pupils' views on questions about who we are, where we belong and the challenges of belonging and explain what or who inspires and influences use</p>
<p>Listen and Appraising knowledge and understanding.</p>						
<p>C1- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p> <p>C2- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all</p> <p>C3- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</p>	<p>Identify things pupils find interesting or puzzling in religious materials studied.</p> <p>Identify what is of value and concern to themselves in the religions studied</p>	<p>Realise that some questions that cause people to wonder are difficult to answer</p> <p>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p> <p>Explore and respond with ideas to examples of cooperation between people who are different</p>	<p>Compare their own and others' ideas about questions that are difficult to answer</p> <p>Make links between values and commitments, including religious ones, and their own attitudes and behaviours.</p> <p>Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, using a variety of media</p>	<p>Ask questions about puzzling aspects of life and experiences and suggest answers, making references to the teachings of religions studied</p> <p>Ask questions about matters of right and wrong and suggest answers that show understanding or moral and religious issues</p>	<p>Make informed responses to questions of meaning and purpose in the light of their learning</p> <p>Make informed responses to people's values and commitments in the light of their learning</p> <p>Ask questions about moral decisions they all make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs, values and groups</p>	<p>Discuss and express their views on fundamental questions of identity, meaning, purpose and morality, related to Christianity and Islam.</p> <p>Make informed responses of people's values and commitments in the light of their learning</p> <p>Use different techniques to reflect deeply</p> <p>Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth in their own and others' lives.</p>
<p>Enquiring, investigating and interpreting.</p>	<p>Identify what they find interesting and puzzling in life.</p> <p>Recognise clues and symbols that will help them answer questions</p>	<p>Recognise that some questions about life are difficult to answer</p> <p>Ask questions about their own and others' feelings and experiences</p>	<p>Identify and connect features of religions and beliefs.</p> <p>Ask significant questions about religions and beliefs.</p>	<p>Gather, select and organise ideas about religion and belief.</p> <p>Suggest answers to some questions raised by the study of religions and beliefs.</p>	<p>Suggest lines of enquiry to address questions raised by the study of religions and beliefs/</p> <p>Suggest answers to some questions raised by the study of religions and</p>	<p>Identify the influence on, and distinguish between different viewpoints within religions and beliefs</p> <p>Interpret religions and beliefs from different perspectives.</p>

		Identify possible meanings for symbols and other forms of religious expression	Describe meanings for symbols and other forms of expression	Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.	beliefs, using relevant sources and evidence. Recognise and explain diversity within religious expression using appropriate concepts	Interpret the significance and impact of different forms of religions and spiritual expression.
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