

RE Curriculum Intent 2021

Summary Statement

At Beechwood, the RE curriculum is rooted in the school's underlying aims, ethos and values. It is carefully designed to equip our pupils with the knowledge, skills and attitudes about different belief systems that exist in our society and the wider world, that will both prepare them for the next stage in their education and enable them to live successful lives in the present and future.

The Beechwood RE curriculum aims to:

- help our pupils to develop as tolerant young people with respect and understanding of the views of others, including the beliefs and practices of religions and other world views;
- develop pupils' ability to articulate clearly and coherently their personal beliefs, values, ideas and experiences, while respecting the rights of others;
- give pupils a greater understanding of the identity and diversity of their local community;
- give pupils the opportunity to consider and respond to ethical questions for individuals and the wider community.
- equip pupils with the understanding and attitudes to grow up to live and work as active, purposeful citizens alongside people of all beliefs and cultures, and be challenged to reflect on difficult questions such as the meaning and purpose of life.

The Beechwood RE curriculum aims to play an important role in preparing pupils for their future, for employment and lifelong learning. It enhances their spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them;
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
- Reflecting on their own beliefs, values and experiences in the light of their study.

Key Concepts and Ideas

There are a number of important concepts that will be revisited in each RE unit as children progress throughout school. This will ensure children learn that these are the key elements of religious understanding.

- Investigate the beliefs and practices of religions and other world views; (Religious Studies)
- Investigate how religions and other world views address questions of meaning, purpose & value; (Philosophy)
- Investigate how religions and other world views influence morality, identity and diversity. (Ethics and community)

RE body of knowledge – a rationale

Key Stage One

Christmas About this unit: This set of units explores Christmas from the perspectives of giving and receiving (Year 1) and light (Year 2). Children become familiar with the Christmas story, and some of the symbols and customs associated with Christmas, which reflect Christian beliefs about Jesus.

Easter **About this unit:** The Key Stage 1 units explore Easter from the perspectives of symbols (Year 1) and from a church visit (Year 2). Pupils become familiar with the Easter story, and some of the symbols and customs associated with Easter, which reflect Christian beliefs about Jesus

Year 1 –

1.1 Which books and stories are special? About this unit: Pupils start by thinking about **special books and stories** for themselves, offering important links to literacy. They reflect on the meanings (or ‘morals’) in stories, including secular tales and fables. The unit goes on to investigate special books and writings for religious believers, in particular the Bible and the Qur’an. **Where this unit fits in:** This unit introduces pupils to religious texts, a theme that will be built upon in subsequent years. Units in Years 4 and 5 extend learning by further work on stories and texts.

1.2 How do we celebrate special events? About this unit: This unit allows the pupils to consider the concept of **celebration**. It links a number of ideas together: the ways in which we celebrate special events and how religions mark festival days.

1.3 What does it mean to belong to a church or a mosque? About this unit: The pupils will learn about what it means to belong to a **church or mosque**. They will learn what they might see in a mosque or church building, and what the people do when they go there.

The religion studied in this unit: *Christianity and Islam*

1.4/1.5 How and why do we care for others? Who brought messages about God and what did they say

About this unit: This unit links well with a ‘Local Area’ cross curricular focus. It will develop skills in **reflection** and **communication** and encourage **self-esteem** and **empathy**. **Where this unit fits in:** This unit prepares children for the Year 2 unit ‘: How can we look after our planet?’

Year 2 –

2.1 How is new life welcomed? About this unit: Pupils will learn how babies are welcomed into families. They will think about how it is important to welcome people and especially new babies.. **The religion studied in this unit:** *This unit specifically addresses Christianity and Islam*

2.2 How can we make good choices? About this unit: The unit of work explores how people always face moral choices. It starts with a consideration of what makes a happy classroom, and why rules are important. Pupils then study moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars. **Where this unit fits in:** This unit develops prior learning on belonging, understanding the world, people and communities.

2.3 How can we look after the planet? About this unit: Pupils will learn about the views of different religions/beliefs regarding the origins of the world. They will consider the ways in which religious and non religious individuals and organisations show care and concern for the planet. **Where this unit fits in:** This unit also places the foundations for later units of work in Year 3 on caring for our world.

2.4 What did Jesus teach and how did he live? About this unit: This unit focuses on stories from the life and teachings of Jesus by exploring and responding to questions. **Where this unit fits in:** This unit is part of a sequence of units primarily covering Christianity. There are five strands in these Christianity units: covenant, Christ, spirituality, Kingdom and discipleship. This unit primarily covers Kingdom - the teaching of Jesus about the Kingdom of God; and Christ – Christian beliefs about the significance of Jesus’ death and the belief in his resurrection.

Key Stage 2

Christmas

About this unit: This set of 4 units explores Easter from different perspectives – Advent (Year 3), Jesus as ‘Light of the World’ (Year 4), Epiphany, Gifts and Gift Bringers (Year 5) and the Gospel accounts (Year 6). Pupils develop their understanding of the meaning of Christmas for Christians and what the Bible says by exploring the stories, rituals, customs and symbols in more depth.

Easter

About this unit: This set of 4 units explores Easter from different perspectives – joy and sadness (Year 3), loyalty and betrayal (Year 4), victory (Year 5) and the question of who Jesus was (Year 6). Pupils develop their understanding of the meaning of Easter for Christians & what the Bible says by exploring the stories, rituals, customs & symbols in more depth.

Year 3 –

3.1 How do Jews remember Abraham and Moses? **About this unit:** This unit focuses on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. **Where this unit fits in:** This unit develops on what the children have already learnt about what it might mean to belong to a faith tradition in Year 1/2. It also builds on children’s experiences of reading and hearing religious stories and finding meaning from them. It builds on the themes of belonging, celebration and community addressed in Key Stage 1.

3.2 How do people express spirituality? **About this unit:** This unit explores the concept of spirituality and focuses on creative ways in which spirituality may be demonstrated.

The religions studied in this unit: *Christianity, Judaism, Islam and Sikhism, as well as non-religious approaches.*

3.3 What do Christians believe about a good life? **About this unit:** Pupils begin this unit by learning about the importance of the Bible for Christians – what it is and how it helps Christians to live their lives. **Where this unit fits in:** They will build on their knowledge of the Bible and a basic awareness of its place in Christian life. They should have an understanding of who Jesus is and be aware of some of the stories concerning his life from previous units. (1.1, 1.5 and 2.4)

3.4 About this unit: What do creation stories tell us about our world? This unit will explore the creation stories from Christianity, Judaism, Islam and Sikhism. It will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. **Where this unit fits in:** This unit builds on from work in Y2 on how we can look after our planet.

3.5 Who can Inspire us? **About this unit:** This unit will explore the concept of leadership and will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. **Where this unit fits in:** This unit builds on others studied so far where important leaders for different faiths are mentioned. It is important throughout this unit that pupils also discover non-religious leaders who can inspire them.

Year 4 –

4.1 How are important events remembered? **About this unit:** This unit will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year, Ancient Civilisations. It will consider how some festivals use light as a representation of hope, joy, remembrance and reflection. **The religions studied in this unit:** Judaism, Sikhism and Hinduism. It also includes material related to Paganism, Ancient civilisations and Chinese New Year.

4.2 What faiths are shared in our country? About this unit: This unit looks at different places of worship in the local and wider community and their significance to believers. **The religion studied in this unit:** *Christianity, Judaism, Islam and Sikhism, as well as non-religious approaches*

4.3 How do the Five Pillars guide Muslims? About this unit: The unit of study includes work on Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him). It expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. **Where this unit fits in:** This unit of work continues on from work studied at KS1.

4.4 Why are Gurus at the heart of Sikh belief and practice? About this unit: This unit explores the concept of 'guru' in Sikhism as an introduction to Sikh religious belief and practice. It aims for pupils to be able to link the significance of Sikh scripture, the Guru Granth Sahib, to the importance of the lineage of the ten Sikh gurus. **The religion studied in this unit:** Sikhism

Year 5 –

5.1 Why are some journeys and places special? About this unit: This unit explores the special journeys that people make. It includes pilgrimages and spiritual journeys as well as metaphorical journeys through faith. **The religion studied in this unit:** Islam, Christianity, Judaism, Sikhism

5.2 What values are shown in codes for living? About this unit: This unit enables pupils to identify values in human life, and think about their own values, with special reference to the values of Christians, Humanists, Jews and Muslims. **Where this unit fits in:** The unit builds upon earlier learning about Christianity, Judaism and Islam, and introduces pupils to Humanism in a clear and simple manner. The unit anticipates further studies of non-religious ideas and ways of life in RE in Key Stage 3.

5.3 Should we forgive others? About this unit: This unit will explore the partner concepts of forgiveness and reconciliation in Christianity. **Where this unit fits in:** This unit builds on earlier learning on living a good life.

5.4 What do Christians believe about the old and new covenants ? About this unit: This unit explores some of the different covenants between God and various key figures in the Bible in both the Old and New Testament, including Abraham, Moses, David and Jesus. **Where this unit fits in:** This unit is part of a sequence of units primarily covering Christianity.

Year 6 –

6.1 How do Sikhs show commitment? About this unit: This unit further develops the knowledge and understanding of Sikhism including worship practices and invites pupils to reflect on areas of faith in action in Sikhism. **The religion studied in this unit:** Sikhism

6.2 What do Christians believe about Jesus' death and resurrection? About this unit: This unit explores how Christians understand the significance of **Jesus' death and resurrection**. Pupils explore stories from the Gospels around Holy Week and the Easter story, and study the celebrations of Jesus' death and resurrection, in an attempt to explain links between scripture sources and Christian beliefs. **Where this unit fits in:** This unit is part of a sequence of units primarily covering Christianity.

6.3 How does growing up bring responsibilities? About this unit: One of the core purposes of RE is to develop pupils' ability to reflect on their own beliefs, values and feelings about their own lives and about the world around them. This unit focuses on this personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood. **The religion studied in this unit:** These include Christianity, Judaism and Sikhism

6.4 How do Jews remember the Kings and Prophets in worship and life? **About this unit:** This is a second unit on Judaism in KS2. It builds on previous learning about the covenant with God and how Jewish people live and celebrate their faith today. **The religion studied in this unit: Judaism and links to Christianity and Islam**

Relevance to School Curriculum Aims

An explicit development of pupils' creative skills

Learning is meaningful, relevant and enjoyable

First, it is about beliefs and values. It aims to develop pupils' understanding of world faiths and other beliefs, exploring their commonality and diversity. The scheme we use ensures that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions).

Secondly, it is about 'belonging'. It aims to nurture pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity and we share this patch of the Earth.

An awareness of community at local, national and international level

The scheme ensures that the pupils study religious and non-religious approaches to life which aim to help to equip our young people with the opportunity to explore personal questions of meaning, and to engage with the profound issues and contemporary questions that face our communities now and in the future.

An extended concept of curriculum provision

Diversity is multi-faceted and does not only apply to ethnicity or faith. Nevertheless, engagement with people of different faiths is a critical element of this. At Beechwood this can take the form of a visit to a faith community (church visits) or receiving a visitor in an assembly (Advent Assemblies and visitors from the Muslim Community), class or special event.

These occasions can:

- Contribute to our obligation to promote fundamental values of respect and tolerance;
- Broaden pupils' experience and perspectives and develop their critical thinking skills;
- Build bridges in our local communities;
- Enrich the provision for religious education and fulfil requirements of the syllabus.

A key role for research and enquiry

The teaching of Religious Education is focused around rigorous investigation of key questions, an 'enquiry model'. Questions for enquiry aim to be contemporary, relevant and engaging.