

St Helen's CE Primary School



Religious Education Curriculum

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Our Vision

'Looking Forward in Faith'

"Looking Forward in Faith" has been our motto for over 20 years. Being a Church of England school, the Christian Faith is at the heart of everything we do, although we are always welcoming to those of all faiths and none.

The Christian Faith foundation gives us the stability which means our school is a place of safety to support and nurture our children through good times and bad.

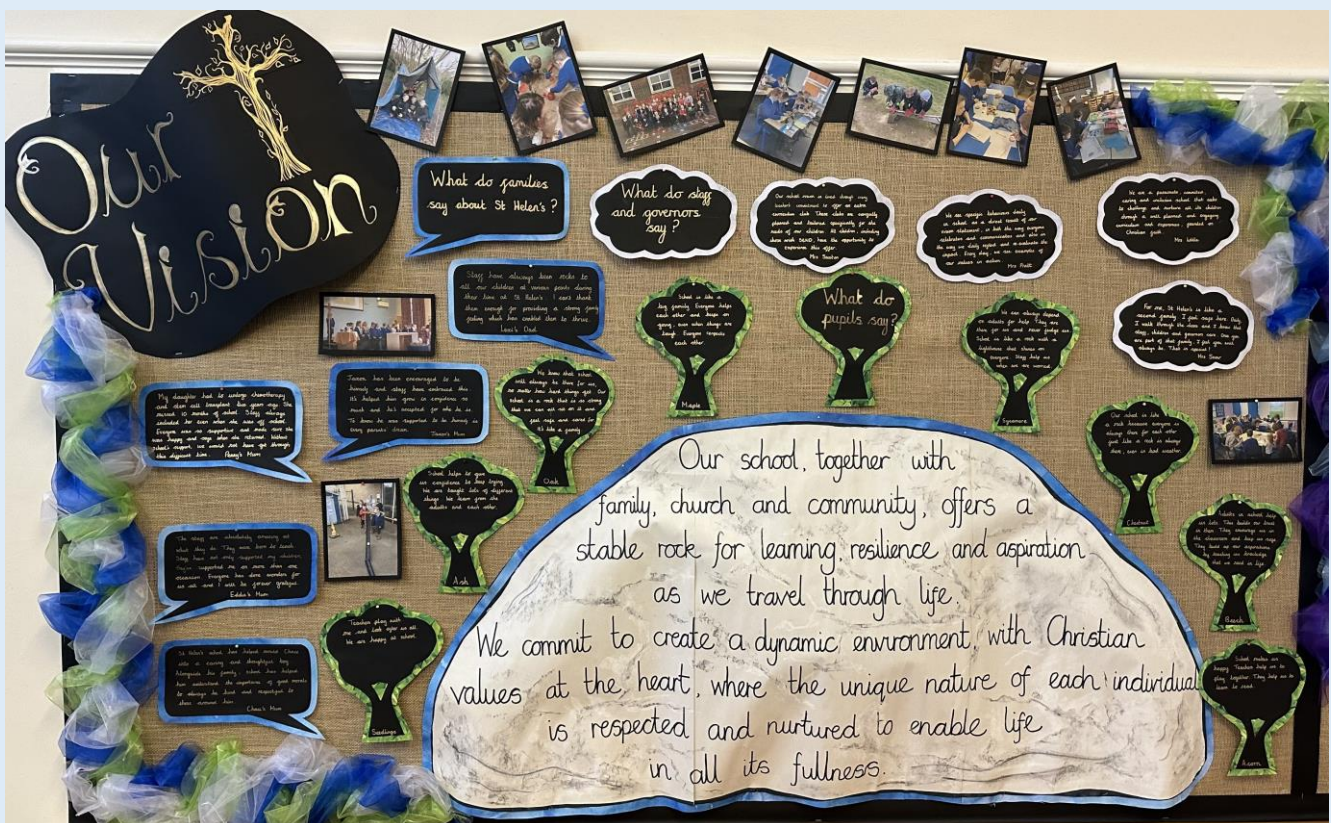
The Christian Faith foundation gives us the hope which recognises the potential in every child and the aspiration that we can reach that potential through a dynamic learning environment. We 'Look Forward' because the Christian faith teaches that Jesus has "come in order that you might have life - life in all its fullness" John 10.10

Our Christian Vision

Our school, together with family, church and community, offers a stable rock for learning, resilience and aspiration as we travel through life.

We commit to create a dynamic environment, with Christian values at the heart, where the unique nature of each individual is respected and nurtured to enable life in all its fullness.

"The rain came down, the streams rose, and the winds blew and beat against that house; yet it did not fall, because it had its foundation on the rock." Matthew 7: 25-27



Rationale & Intent

The purpose of religious education in schools is to enable each child and young person to gain knowledge and understanding of Christianity, other religions and worldviews, to learn to show respect for and build bridges between different beliefs and practices, people of different faiths and life stances, and to contribute towards their own spiritual, moral, social and cultural development.

Religious education plays an important and unique role in each child's and young person's education enabling them to understand their spiritual identity, to adhere to moral values and to learn to play their role in promoting community cohesion and inclusion in our increasingly diverse society.

Teaching in Religious Education will:

- Provoke challenging questions about the meaning and purpose of life, moral choices, and the spiritual dimensions of life and death. It will therefore develop pupils' knowledge and understanding of principal religions, other religions and worldviews.
- Enable each child to investigate both their own religious belief system (or none) and those of others. They will therefore learn to express personal views and develop an understanding of the impact these may have on others.
- Build a sense of identity and belonging as an individual, within their communities and as part of humankind.
- Challenge prejudice, including that based on religious background, race, culture or gender and to show respect to all.
- Develop understanding of moral virtues such as truthfulness, honesty, empathy, generosity and compassion and explore how they can positively contribute to living within the local and global community.
- Encourage each child and young person to learn from different religions and worldviews, to explore the global phenomenon of belief in God, the moral values inherent in sacred texts, and understanding the differences arising from diverse cultures and traditions. It is important in preparing children and young people for responsibilities and challenges of adult life.

Religious Concepts & Lenses

To further support the children to know more and remember more, we return to key substantive and disciplinary concepts as we learn about different areas of RE. This supports children to make links and comparisons in their learning.

Religious Lenses

We want our pupils to be able to know more, remember more and make connections between religions. When studying different religions, we focus six lenses in order for pupils to be able to make connections. They are:

- Special People
- Special Beliefs
- Special Objects
- Special Stories
- Special Times
- Special Places

Early Years Foundation Stage

Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. Approaches to learning in Religious Education in the Early Years Foundation Stage linked to personal, social and emotional development could include:

- Children use stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways;
- Children learn about a story and its meanings through activity and play. They reflect on the words and actions of characters and decide what they would have done in a similar situation;
- Using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important;
- Children think about issues of right and wrong and how people help one another;
- Children begin to know about their own cultures and beliefs and those of other people.

Approaches to learning in Religious Education in the Early Years Foundation Stage linked to knowledge and understanding of the world could include children:

- Asking and answering questions about religions and culture as they occur within their everyday experiences.
- Visiting places of worship, show respect and learn new words.
- Listening and responding to a range of stimuli about and from different religious and ethnic groups and from the natural world.
- Handling artefacts with curiosity and respect.

Children will learn about: themselves and their families and friends, giving and receiving, belonging and why belonging is important. They will learn about people who are special to particular religions and special festivals and places of worship. They will be involved in practical activities, listen to stories and take part in visits and listen and talk to special visitors.

Nursery Learning Journey



Autumn 1

Who is special and where do we belong?

Religion: Christianity



Autumn 2

Special Times

Religion: Christianity



Spring 2

Special People

Religion: Christianity & Islam



Spring 1

What is special about our world?

Religion: Christianity & Islam



Summer 1

Special Stories

Religion: Various



Summer 2

Special Places

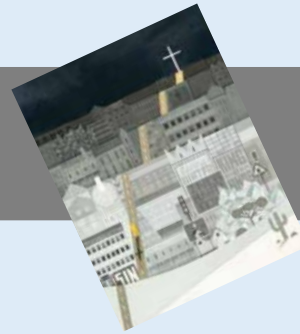
Religion: Various

Reception Learning Journey



Autumn 1

Being Special: Where do we belong?
Religion: Christianity & Islam



Autumn 2

Incarnation: Why do Christians perform Nativity plays at Christmas?
Religion: Christianity



Spring 2

Salvation: Why do Christians put a cross in an Easter Garden?
Religion: Christianity

Spring 1

Creation: Why is the word God so important to Christians?
Religion: Christianity & Islam



Summer 1

Thematic: Which stories are special and why?
Religion: Judaism & Hinduism



Summer 2

Thematic: Which places are special and why?
Religion: Various

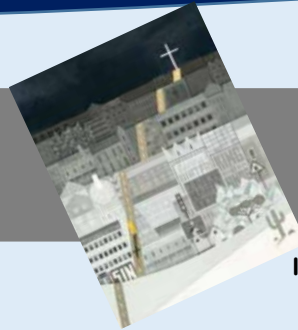
Year One Learning Journey



Autumn 1

God: What do Christians believe God is like?

Religion: Christianity



Autumn 2

Incarnation: Why does Christmas matter to Christians?

Religion: Christianity



Spring 2

Salvation: Why does Easter matter to Christians?

Religion: Christianity

Spring 1

World Faith: Who is Muslim and what do they believe?
(Part 1)

Religion: Islam



Summer 1

World Faith: Who is Muslim and what do they believe?
(Part 2)

Religion: Islam



Summer 2

Thematic: Who am I and what does it matter to belong?

Religion: Various

Year Two Learning Journey



Autumn 1

Creation: Who made the world?

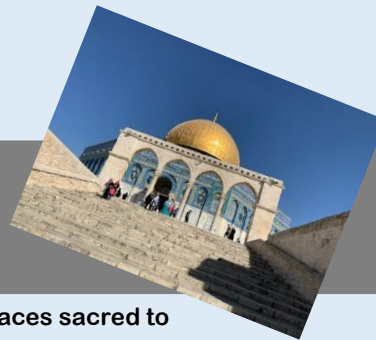
Religion: Christianity & Islam



Autumn 2

Thematic: Caring for the World: How should we care for the world and for others and why does it matter?

Religion: Various



Spring 2

Thematic: What makes some places sacred to believers?

Religions: Various



Spring 1

World Faith: Who is Jewish and how to they live? (Part 1)

Religion: Judaism



Summer 1

Gospel: What is the good news that Jesus brings?

Religion: Christianity



Summer 2

World Faith: Who is Jewish and how to they live? (Part 2)

Religion: Judaism

Year Three Learning Journey



Autumn 1

God/Incarnation: What is the trinity?

Religion: Christianity



Autumn 2

Thematic: What is the deeper meaning of festivals?

Religion: Various



Spring 2

Salvation: Why do Christians call the day that Jesus died Good Friday?

Religions: Christianity

Spring 1

World Faith: What does it mean to be a Sikh in Britain today? (Part 1)

Religion: Sikhism



Summer 1

Gospel: What kind of world did Jesus want?

Religion: Christianity



Summer 2

World Faith: What does it mean to be a Sikh in Britain today? (Part 2)

Religion: Sikhism

Year Four Learning Journey



Autumn 1

Creation: What do Christians learn from the creation story?

Religion: Christianity



Autumn 2

People of God: What is it like to follow God?

Religion: Christianity



Spring 2

Kingdom of God: When Jesus left, what was the impact of Pentecost?

Religions: Christianity

Spring 1

World Faith: What does it mean to be a Hindu in Britain today? (Part 1)

Religion: Hinduism



Summer 1

Thematic: How and why do believers show their commitment during the journey of life?

Religion: Various



Summer 2

World Faith: What does it mean to be a Hindu in Britain today? (Part 2)

Religion: Hinduism

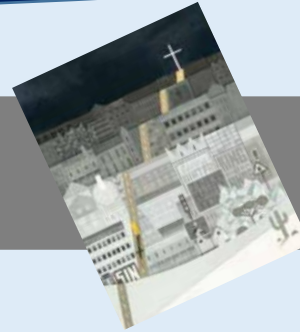
Year Five Learning Journey



Autumn 1

God: What does it mean if God is holy and loving?

Religion: Christianity



Autumn 2

Incarnation: Was Jesus the Messiah?

Religion: Christianity



Spring 2

Salvation: What did Jesus do to save human beings?

Religions: Christianity

Spring 1

World Faith: What does it mean for a Jewish person to follow God?

Religion: Judaism



Summer 1

Gospel: What would Jesus do?

Religion: Christianity



Summer 2

Thematic: How does religion help people live through good and bad times?

Religion: Various

Year 6 Learning Journey



Autumn 1

Creation: Creation vs Science: Conflicting or complementary?

Religion: Christianity



Autumn 2

People of God: How can following God bring Freedom and Justice?

Religion: Christianity & Judaism



Spring 2

Salvation: What difference does the resurrection make for Christians?

Religion: Christianity

Spring 1

World Faith: What does it mean for a Muslim person to follow God?

Religion: Islam



Summer 1

Thematic: Why is pilgrimage important to some religious believers?

Religion: Various



Summer 2

Kingdom of God: What kind of King is Jesus?

Religion: Christianity

End of Phase Outcomes

End of EYFS Outcomes			
Communication and Language	Personal, Social and Emotional Development	Understanding the World	Expressive Arts & Design
Pupils can:	Pupils can:	Pupils can:	Pupils can:
<ul style="list-style-type: none"> • Listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources. • Talk about how they and others show feelings. • Develop their own narratives in relation to stories they hear from different communities. 	<ul style="list-style-type: none"> • Understand that they can expect others to treat their needs, views, cultures and beliefs with respect. • Work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously. • Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. • Think and talk about issues of right and wrong and why these questions matter. • Respond to significant experiences showing a range of feelings when appropriate. • Have a developing awareness of their own needs, views and feelings and can be sensitive to those of others. • Have a developing respect for their own cultures and beliefs, and those of other people. • Show sensitivity to others' needs and feelings, and form positive relationships. 	<ul style="list-style-type: none"> • Talk about similarities and differences between themselves and others, among families, communities and traditions. • Begin to know about their own cultures and beliefs and those of other people. • Explore, observe and find out about places and objects that matter in different cultures and beliefs. 	<ul style="list-style-type: none"> • Use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings. • Respond in a variety of ways to what they see, hear, smell, touch and taste.

Element	End of Key Stage One	End of Lower Key Stage Two	End of Upper Key Stage Two
<p>Making Sense of Beliefs/Text</p> <p><i>Identifying and making sense of religious and non-religious concepts and beliefs understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</i></p>	<ul style="list-style-type: none"> • Identify the core beliefs and concepts studied and give a simple description of what they mean • Give examples of how stories show what people believe (e.g. the meaning behind a festival) • Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied • Make clear links between texts/sources of authority and the key concepts studied • Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations
<p>Understanding the Impact</p> <p><i>Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.</i></p>	<ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities • Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • Describe how people show their beliefs in how they worship and in the way they live • Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> • Make clear connections between what people believe and how they live, individually and in communities • Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
<p>Making Connections</p> <p><i>Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.</i></p>	<ul style="list-style-type: none"> • Think, talk and ask questions about whether the ideas they have been studying have something to say to them • Give a good reason for the views they have and the connections they make • Talk about what they have learned 	<ul style="list-style-type: none"> • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • Give good reasons for the views they have and the connections they make • Talk about what they have learned and if they have changed their thinking 	<ul style="list-style-type: none"> • Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. • Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make • Talk about what they have learned, how their thinking may have changed and why