

## Intent

The RE curriculum at Thorplands Primary School is organised to support the development of children's knowledge of religious and non-religious beliefs, worldviews, practices and ways of life and enable children to make links between these. It also develops children's knowledge and understanding of the different members of our rich and diverse community. Knowledge and skills are mapped, based on the NPAT Trust's curriculum, to support children's understanding of religion and faith and are supported by first-hand experiences, including visits to local places of worship and visits from faith communities. The RE curriculum is designed to support positive attitudes and values and encourage children to ask and answer key questions and reflect and relate their learning to their own experience. Children learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, as part of our commitment to ensure mutual respect and tolerance for those with different faiths.

**For more information, please refer to the NPAT RE Narrative.**

## Implementation

RE is taught in a weekly lesson in KS1 and 2 and work is recorded in RE books in KS2 and in class floor books in Years One and Two. RE is taught as part of Understanding the World in EYFS where they are given an introduction that people and communities are diverse and have different beliefs. In Reception two specific religions are studied, Christianity and one other depending on the beliefs of each cohort.

Throughout school, learning is evidenced with a variety of outcomes, including written pieces, artwork and photographs. As children progress through the curriculum, they are able to look deeper into spiritual, ethical, moral and social issues and with increasing breadth across different religions and worldviews through time and around the world.

Learning is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding of key subject knowledge and specialist vocabulary around concepts focusing on Believing, Living and Thinking. As pupils move through the Religious Education curriculum and the content of the learning increases in complexity, depth and breadth, the expectations of pupils to explain 'what' the beliefs, practices and values are and the relationships between them, as well as explaining 'why' these are important and may make a difference to people, and 'how' they relate, change or impact on a wider world view also increases.

During KS1, children explore and develop their knowledge and understanding of beliefs and practices of Christianity, Judaism and Islam. They are encouraged to raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The following areas of focus have been selected: belonging to communities, caring for the world and others, Bible stories, Christmas through gifts and messages, Judaism, Islam, Easter, how Christians put their beliefs into action and Sacred Places.

During KS2, the RE curriculum provides opportunities for children to make connections between their knowledge and understanding of Christianity and the religious traditions and beliefs in Judaism, Islam, Hinduism, Sikhism, Buddhism and those of no faith. They will be provided with learning opportunities to make connections between the beliefs of others and their own lives and their way of understanding the world.

## Early Years

In the Early Years Foundation Stage, we provide a well-planned environment to ensure children are taught new skills, gain knowledge and have the opportunity to practise and apply this learning in a meaningful way through their play. Our Religious Education learning starts in the Early years where, through PSED and Understanding of the world children will learn to:

RE			
Three and Four-Year-Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul>	
	Understanding the World	<ul style="list-style-type: none"> <li>Continue to develop positive attitudes about the differences between people.</li> </ul>	
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Think about the perspectives of others.</li> </ul>	
	Understanding the World	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	
ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> <li>Show sensitivity to their own and others' needs.</li> </ul>
	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
		People and Communities	<ul style="list-style-type: none"> <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> </ul>

This knowledge and skill base will then be built upon in Year 1.

## Long Term Map

<i>Units written in italics are thematic units – refer to more than one religion to explore a religious concept</i>						
RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>1 Explore</b>	<i>Belonging to Communities</i>	Christianity: Christmas - gifts	Christianity: Bible Stories	Judaism: Jewish Home Life		<i>Caring for the World and Others</i>
<b>2 Explore</b>	Islam: Muslim Life (Part 1)	Christianity: Christmas – messages	Islam: Muslim Life (Part 2)	Christianity: Easter	Christianity: Beliefs into Practice	<i>Sacred Places</i>
<b>3 Connections</b>	Christianity: Creation	Christianity: Christmas - Festival of Light and Love	Hinduism: Hindu Life in Britain (Part 1)	<i>Festivals: Ramadan/ Easter/Passover</i>	Christianity: Jesus as a loving and caring person	<i>Sacred Books</i>
<b>4 Connections</b>	Christianity: The Old Testament (Promises)	<i>Festivals: Diwali/Christmas</i>	Hinduism: Hindu Life in Britain (Part 2)	Christianity: Holy Week	Christianity: Pentecost	<i>Commitments</i>
<b>5 Connections</b>	Faith and Humanism What matters most to Christians and Humanists?	Christianity: Christmas - Peace	Christianity: Christianity through the arts.	Judaism	<i>Stories of Faith</i>	Buddhism What does it mean to be a Buddhist?
<b>6 Connections</b>	Islam: Beliefs into Practice	Islam: Beliefs into Practice	Christianity: The Old Testament (Freedom)	Christianity: Creation and Science	Sikhism: Sikh Life in Britain	<i>Pilgrimage</i>

## Impact

Our RE curriculum opens the children's minds to the different beliefs that different people and cultures have around the world, helping them to value and appreciate diversity and difference.

Learning about different religions can help our children to make links to their own lives and can provide the opportunity to explore different religions, ask questions and find meaning in things that they may not have found meaning before.

Our curriculum enables pupils to develop the understanding and skills they need to make sense of religion and belief at an age-appropriate level. It promotes important attitudes and shared values and encourages children to reflect and relate their learning in RE to their own experiences.

By the end of Key Stage 2 at East Hunsbury Primary School, our children will have acquired skills and knowledge of the diversity of world views and beliefs. They will understand how these beliefs, values and traditions impact on communities and society. Our children will develop respect for others who hold different beliefs and views from their own. Our children will develop skills to question, discuss and evaluate information and form their own opinions. Our curriculum intent will be fulfilled.

This will be assessed through a multi-faceted approach including:

- Skilful questioning lesson by lesson,
- High quality conversations by teachers during lessons addressing misconceptions,
- Weekly retrieval practices,
- Lesson quizzes,
- Appropriate writing outcomes and
- End of unit summative tasks.

Evidence of learning will be recorded within the pupil's RE books and teachers assess against the RE learning outcomes for each lesson and/or unit.

Leaders will monitor the quality and impact of the RE Curriculum through book-looks, pupil voice and assess which pupils know more and remember more.