



Deighton Gates Primary School

Curriculum Overview: Religious Education



Intent

At Deighton Gates Primary School, our intent is to deliver a high-quality R.E curriculum that celebrates the profound diversity of cultures and beliefs. The teaching will develop pupils' understanding of four of the defined world faiths (Christianity, Islam, Judaism and Sikhism) and other non-religious world views, enabling them to build their own ideas, values and identities. Lessons should provide a safe, respectful context for the discussion of challenging questions about the meaning of life, beliefs about God, morality and what it means to be human. The teaching should nurture informed and resilient responses to misunderstanding, stereotyping and division. Children will learn to articulate clearly and coherently their personal stances and experiences while respecting the right of others to differ.

Aims

The RE curriculum is based on the Local Agreed Syllabus for Calderdale, Kirklees and Leeds produced by SACRE for teaching from September 2019-2024. The Syllabus aims to ensure that all pupils:

- A) Investigate the beliefs and practices of religions and world views
 - 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.
- B) Investigate how religions and worldviews address questions of meaning, purpose and value
 - The nature of religion and belief and its key concepts.
 - Ultimate Questions of belonging, meaning, purpose and truth.
- C) Investigate how religions and world views influence morality, identity and diversity
 - 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.

In order to achieve these aims, in each year group there should be a combination of systematic study of specific religions and worldviews, and enquiry into wider themes and application.

We have identified the key 'Threshold Concepts' which set out the fundamentals of the subject. We use these threshold concepts to ensure that our curriculum offer in R.E is coherently planned and enables pupils to make progress across Reception to Year 6.

The Threshold Concepts:

- A. Investigate the beliefs and practices of religions and worldviews (study of religious and non-religious beliefs)
- B. Investigate how religions and worldviews address questions of meaning, purpose and value (philosophy)
- C. Investigate how religions and worldviews influence morality, identity and diversity (ethics)



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Sequencing

At Key Stage 1, teaching and learning is focused on Christianity and Islam, alongside an understanding of non-religious approaches to life.

At Key Stage 2, teaching and learning is extended to include Christianity, Islam, Judaism and Sikhism, alongside an understanding of non-religious approaches to life. The syllabus recognises that there is wide diversity within faiths and in our local community; and wherever possible, teachers will respond to the needs of their cohort.

The units of work are from Reception to Year 6, representing a progression of learning in each area of study. Within each year group, units can be taught in any order (linked to teachers' half-termly topic themes if they wish). They build upon the knowledge and skills linked to religious and non-religious beliefs taught in previous year groups. Please see below for the units of work covered throughout school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F.1 Where do we live and why is it special?	F.2 How are special times celebrated in Autumn and Winter?	F.5 What makes us a good helper and who helps us?	F.4 How are special times celebrated in Spring and Summer?	F.3 Which places are special and why?	F.6 What do believers believe about Creation? ...
Year 1	1.1 Which books and stories are special?		1.2 How do we celebrate special events?	1.3 What does it mean to belong to a church or mosque?	1.4 How and why do we care for others?	1.5 Who brought messages about God and what did they say?
Year 2	2.1 How is new life welcomed?	2.2 How can we make good choices?	2.2 How can we make good choices? (continued)	2.5 What did Jesus teach and how did he live?	2.3 How and why do people pray?	2.4 How can we look after our planet?
Year 3	3.3 What do Christians believe about a good life?	3.1 How do Jews remember God's covenant with Abraham and Moses?	3.4 What do the creation stories tell us?	3.5 Who can inspire us?	3.2 What is Spirituality and how do people experience this?	
Year 4	4.1 How are important events remembered?	4.3 How do the Five Pillars guide Muslims?		4.4 Why are the Gurus at the heart of Sikh belief and practice?		4.2 What faiths are shared in our country?
Year 5	5.1 Why are some journeys and places special?		5.2 What values are shown in codes for living?	5.3 Should we forgive others?	5.4 What do Christians believe about the old and new covenants?	
Year 6	6.1 How do Sikhs Show Commitment?	6.2 What Do Christians Believe About Jesus' Death and Resurrection?		6.3 How Does Growing Up Bring Responsibilities?	6.4 How Do Jews Remember The Kings and Prophets in Worship and Life?	

Implementation

The intended R.E curriculum is implemented through the planning, teaching and assessment of the subject. Each year group has a set number of units of work (4, 5 or 6 units) to teach. These will be delivered in sessions that are equivalent to one hour a week. Teachers will timetable R.E, deciding whether to teach weekly hour-long sessions, to carry out half or full day blocks or to combine some aspects of R.E with other subjects in a cross-curricular pattern.

The Local Agreed Syllabus for Calderdale, Kirklees and Leeds has been designed with non-specialists in mind and provides detailed planning, alongside ready-made resources and links to online information and activities.



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During each unit, teachers collect evidence and make half-termly assessments of each child's progress and attainment against the defined milestones. This is also used to inform end of year assessments which are reported to governors and parents (outlined below).

The aim is to ensure that all children develop at least a basic grasp of the threshold concepts, with many mastering the defined concepts by the end of each year group. The curriculum is adapted to suit the needs of all children, including those with an identified specific talent or special educational need.

The progress of pupils is assessed against the end of key stage statements in the syllabus. The units of work specify age-related expectations within the key stages.

R.E Assessment		
Class:		Year: 2021-22
Unit:		
Expectations for unit:		
Pupils working towards the age-related expectations for their year group will be able to:	Pupils working at the age-related expectations (ARE) for this year group will be able to:	Pupils who are deepening and widening their knowledge and understanding will be able to:
Objectives:	Objectives:	Objectives:
Children:	Children:	Children:

Impact

Impact can be measured in lessons through key questioning and child-led assessment such as success criteria grids.

Senior leaders, subject leads and teachers are able to use the evidence collected alongside the assessment information to monitor and track the implementation of the subject's curriculum to ensure that our intentions are achieved.

Annual reports are created and shared with governors to highlight the impact of the implemented curriculum, its strengths and areas for review.