

Curriculum Overview: Religious Education

'My religion is very simple; my religion is kindness' Dalai Lama

Our children live in an ever-changing, rapidly advancing world where new knowledge and new skills need to be acquired, understood and mastered at a rate previously unheard of.

We aim to enable children to learn the full range of knowledge, skills and understanding in order to appreciate their world as well as recognising and embracing their role in becoming citizens who make a positive contribution to our society; now and in the future.

Our community and its environment help shape the way in which we structure learning opportunities. We balance the celebration of all positive aspects of our local context with the ability to look beyond the Furness Peninsula in order to understand and embrace the wider world.

We are totally committed to learning of the highest standard in academic, personal and social forms and have these aspirations for all children in our care.

Our RE curriculum draws on the Cumbria Agreed Syllabus for RE 2023 guidance and 'Why use P4C in the teaching of RE?' (SAPRE). Topics are organised over a two year rolling programme due to mixed aged classes. We have a progressive approach to R.E building on previous learning.

Our RE curriculum is designed to engage and inspire learners. We want children to be able to make intellectually informed judgements about a variety of religious and non-religious world views and to have the confidence to discuss their own thoughts and views. It aims to encourage children to develop an awareness and respect for the diversity of different religious and non-religious world views. Our RE syllabus aims to use a disciplinary approach to allow children to gain and use skills rooted in theology, philosophy and the human sciences and to engage critically with these views. Teaching of R.E. links to many other aspects of our curriculum and promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. It will prepare children here for the opportunities, responsibilities and experiences of later life.

Our curriculum is...

real-life
and
relevant

progressive
and
sequenced

broad
and
balanced

local,
national &
international

So our learners are...

excited
and
inspired

co-operative
and
collaborative

confident
and
proud

independent
and strong

Planning Progression:

(to be reviewed in light of new SAPRE changes 2023-2024)

Y3/Y4 Cycle A Advent Around the World	<i>To understand the words Advent and Christmas. To share our experience of Christmas. To understand a selection of traditional Christmas symbols and their significance. To find out about Christmas in Holland, Mexico & Poland To understand the themes of Christmas: hope, peace, love and joy.</i>
Celebrations	<i>To think about what is meant by celebration. To understand how babies are welcomed into the British community. To understand the significance of marriage. To respond to ideas about death. To research other British celebrations.</i>
How Do Children Worship	<i>Understand the idea that some things are more valuable than material possessions. Explore when, where, who and what helps people to worship. Think about how worship influences the everyday life of children. Recognise the importance of food in worship. Understand what we find important in life and what we are thankful for.</i>
Parables	<i>Understand that Jesus used parables to explain what God was like To understand that Jesus taught his followers by using parables. Consider the Parable of The Lost Son and what this shows us about God To understand that forgiving one another and being forgiven are important aspects of living in a community. How does forgiveness help us The Great Banquet What does the parable of The Great Banquet tell us about the kingdom of God</i>
Cycle B World Faiths - Symbols	<i>To explore the Christian faith through symbols. To explore the Sikh faith through symbols. To explore the Hindu faith through symbols. To explore the Buddhist faith through symbols. To explore the Jewish faith through symbols. To create a symbol to represent what I stand for.</i>
Islam	<i>Explore what we already know about Islam and what questions we might have Find out about the holy book The Qur'an and why it is important to Muslims</i>
Easter	<i>To consider what we already know about Easter. To understand the Easter story. To share our learning about the Easter story. To represent the Easter story through dance / movement. To understand the symbols of Easter.</i>
Special Books	<i>To understand people have books that are special to them. To identify a special book. To know that different religions have different books that are special to them. To understand that special books are used to give people guidance. To know that the Christian special book is called The Bible To understand that special books are respected. To know that the Muslim special book is called the Qu'ran. To understand that special books are respected. To understand that special books are used to give people guidance. To know that the Jewish special book is called a Torah. To demonstrate our understanding of what is meant by 'special book'.</i>

<p>Y5/Y6 Cycle A</p> <p>Festivals of Light</p>	<p><i>To consider light as a symbol of hope.</i></p> <p><i>To understand the significance of light in the Hindu faith.</i></p> <p><i>To understand the significance of light in the Jewish faith.</i></p> <p><i>To understand how Muslims use the symbol of the moon and stars.</i></p> <p><i>To understand the significance of light in the Christian faith.</i></p> <p><i>To create a Christmas decoration that uses light.</i></p>
<p>Buddhism</p>	<p><i>To understand the main beliefs of Buddhism.</i></p> <p><i>To understand the main beliefs of Buddhism.</i></p> <p><i>To explore the life of Buddha.</i></p> <p><i>To develop an understanding of the symbols of Buddhism.</i></p> <p><i>To consider how Buddhists live their faith.</i></p> <p><i>To consider the moral code Buddhists live by (using Buddhist stories).</i></p> <p><i>To understand how Buddhists live their lives.</i></p>
<p>Betrayal</p>	<p><i>To understand Lent and recognise that it is a time for new beginnings.</i></p> <p><i>To understand what is meant by betrayal.</i></p> <p><i>To understand betrayal in the Easter story.</i></p> <p><i>To create a jelly bean poem to demonstrate understanding of the Easter story.</i></p>
<p>Inspiration - Africa</p>	<p><i>To understand what is meant by 'inspiration'.</i></p> <p><i>To understand how people can provide inspiration.</i></p> <p><i>To confirm our understanding of the word 'inspiration'.</i></p> <p><i>To understand the importance of the church community in Africa.</i></p> <p><i>To find out about Nelson Mandela / Desmond Tutu as inspirational African Christians.</i></p> <p><i>To present our findings about inspirational African Christians.</i></p> <p><i>To consider the impact of inspirational quotations.</i></p>
<p>Y5/Y6 Cycle B</p> <p>What do you believe about life? Link to Science curriculum and the Theory of Evolution.</p>	<p><i>To learn some basic facts about Christians.</i></p> <p><i>To reflect on feelings associated with changes in life.</i></p> <p><i>To reflect on how people may change.</i></p> <p><i>To consider what people might learn from the story of Zaccheus.</i></p> <p><i>To reflect on the nature of healing 'miracles'.</i></p> <p><i>To reflect on how the experience of healing may change people.</i></p> <p><i>To consider what we can learn about the treatment of social outcasts from the story.</i></p> <p><i>To know the creation story as told in Genesis.</i></p> <p><i>To know that Christians believe that God made the world, a good and beautiful place and to understand that we should take responsibility for what was created.</i></p> <p><i>To understand that it is everyone's responsibility to look after the world.</i></p> <p><i>To consider their own views about looking after the world.</i></p> <p><i>To reflect on some of the big questions of life and death</i></p> <p><i>To reflect on themes from this half-term.</i></p> <p><i>What have I learnt?</i></p>
<p>Judaism</p>	<p><i>Consider questions about the Jewish faith.</i></p> <p><i>Identify the key features of the synagogue.</i></p> <p><i>Understand why the synagogue is important to the Jewish community.</i></p> <p><i>Re-cap the features of the Synagogue</i></p> <p><i>Understand Passover and why it is important to Jewish people</i></p> <p><i>Explore the home life of Jewish children.</i></p> <p><i>Visit - Manchester - Reflect on our Manchester visit.</i></p>

Expressing spiritual ideas through the arts	
Hinduism	<p><i>Learn that the One God is very important to Hinduism</i></p> <p><i>Look at and talk about statue and pictures of Ganesh, Krishna, Shiva and discuss how they show many facets of God</i></p> <p><i>P4C discussion .What does God mean to you?</i></p> <p><i>Find out about the Hindu attitude to creation and living things</i></p> <p><i>Describe the impact of Hindu teaching about ahimsa (not harming living things).</i></p> <p><i>To find out about Ghandi and how he inspired people to live differently</i></p> <p><i>Discuss as a class what is right and wrong - linked to Hindu stories. P4C fairness discussion</i></p>