

## Sparkenhoe RE Curriculum

### Rationale

The majority of children start school with a good knowledge and understanding of their own religion. They bring into school a knowledge of their own traditions and festivals celebrated. Although as Leicester is a diverse city, some children will be aware of some of the traditions and celebrations celebrated in their community such as Christmas, Diwali, Vaisakhi and Eid. They have an understanding of a sense of belongingness and are aware that some people go to a place of worship to pray. As they start their educational journey, children will learn about the religions followed by their friends, in the wider community and across the world. They will learn about how they celebrate festivals, how they view different events, how they pray and their places of worship. The children will get the opportunity to experience visiting different places of worship and speak to members of different religious communities. Throughout the later years, children will be able to make comparisons and understand similarities between religions and traditions. They will leave school with a good attitude towards others and be tolerant and respectful to all regardless of their religion or views rooted in understanding of the beliefs of others.

### Organisation

In the Foundation Stage, RE is taught through themes and stories linked to all the major festivals. Children in Foundation 1 typically spend 3 hours focusing on each festival while children in Foundation 2 will spend approximately 5 hours. Teaching is focused on talking about who celebrates, places of worship and traditions. Children take part in special activities such as craft, cooking, role play, dancing and singing.

In KS1 and 2, RE is taught over three units of work in each year group. In every unit, the children are taught between 30 minutes and an hour of RE a week. We follow the Leicester City Agreed Syllabus and guidance, teaching a unit based upon Christianity in both Key Stage 1 and 2, whilst also teaching all of the major religions. Each unit has a Medium Term plan, which comprises of the rationale for the unit, the progression from previous linked units and all relevant objectives. The objectives taught to the children in RE are taken from the Leicester City Agreed Syllabus, with some tweaking to ensure that the objectives are progressive. Throughout the school, children learn about RE through these discrete units and a series of Festival Days. The latter are based upon Diwali, Eid, Christmas, Spring Festivals and Vaisakhi. During these, children focus on a key question appropriate to their age which is built upon each year.

### Foundation Stage

In F1, children typically spend a session focusing on a religious holiday/festival while F2 typically spend a full day. Sessions cover who celebrates, places of worship, traditions and children take part in special activities such as craft, cooking, role play, dancing, and singing. Planned activities and resources available in provision ensure children gain an appropriate understanding for their age. Festivals covered include: Diwali, Hanukkah, Christmas, Eid Ul Adha, Eid Ul Fitr, Chinese New Year, Easter and Vaisakhi.

**Through a variety of planned and changing topics that are related to the children's interests, the children will:**

	Foundation 1	Foundation 2
Understanding the World People, Culture and Communities	<ul style="list-style-type: none"><li>• Make connections between the features of his/her family and other families.</li><li>• Continue to develop positive attitudes about the differences between people.</li><li>• Notice differences between people.</li></ul>	<ul style="list-style-type: none"><li>• Understand that some places are special to members of his/her community.</li><li>• Recognise that people have different beliefs and celebrate special times in different ways.</li><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>

## Key Stage 1

In KS1, children learn about Christianity and Islam, but also look at features of religions represented in Leicester that are generic to all as a foundation to learn more about religions later in KS2. Through the RE curriculum and additional festival days, the children will:

	<u>Block 1</u>	<u>Block 2</u>	<u>Block 3</u>
Year 1	<u>Who is a Christian and what do they believe?</u>	<u>What places are sacred?</u>	<u>How do we celebrate sacred times?</u>
	<ul style="list-style-type: none"> <li>• Recognise some Christian religious stories.</li> <li>• Recognise some of the ways Christians pray.</li> <li>• Know that the Christian Holy book is the Bible.</li> <li>• Name and talk about a place of worship.</li> <li>• Learn from first-hand accounts about the Christian faith.</li> <li>• Talk about stories and experiences of religious leaders.</li> <li>• Be aware of how key beliefs affect the ways people choose to behave.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that religious traditions have special writings which believers respect.</li> <li>• Listen and respond sensitively to others views, needs and opinions.</li> <li>• Talk about what is special and of value about belonging to a group.</li> <li>• Identify special places, objects and symbols found at home or school and say why these are special.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and talk about one festival/celebration.</li> <li>• Name and describe what happens at traditional important events which occur in communities (e.g. births, naming ceremonies, weddings)</li> <li>• Name special writings.</li> <li>• Identify a special time people celebrate and explain what celebration means.</li> </ul>
Year 2	<u>Who is a Muslim and what do they believe?</u>	<u>What can we learn from sacred books?</u>	<u>How should we care for others and why does it matter?</u>
	<ul style="list-style-type: none"> <li>• Retell some religious stories which include a religious figure.</li> <li>• Name a place of worship and identify key symbols/features.</li> <li>• Use religious vocabulary to explain why people believe in God.</li> <li>• Learn from first-hand accounts about the Islamic faith and retell in own words.</li> <li>• Learn from stories and experiences of religious leaders.</li> <li>• Explain how key beliefs affect the ways people choose to behave.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell some stories from sacred texts.</li> <li>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>• Express own ideas about stories from a sacred text and give reasons for their significance.</li> <li>• Identify and discuss questions about self and God.</li> <li>• Make simple links between ideas about God and what happens in a place of worship.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain when and how people pray.</li> <li>• Name, retell and explain the significance of religious festivals/celebrations.</li> <li>• Name and describe what happens at traditional important events which occur in communities.</li> <li>• Identify ways some people make a response to God by caring.</li> </ul>
<p>Within the RE progression map and medium term plans, objectives are broken down into incremental statements to ensure skills and knowledge are built upon and progression is clear. For example, in the Year 1 Who is a Christian unit, children will have already touched on Christianity during F2, having performed the Nativity play and learnt some of the basics of Easter. This unit extends this as the children learn more about what Christians believe and stories that are important to the religion.</p>			

## Key Stage 2

As the children go through the school, their RE studies focus in on the main different religions and they start to compare and contrast. When they have a more secure understanding of the key features of main religions, they begin to gain a deeper understanding of how people practice their religions and what it means to belong. Following on from this, the children start to use their knowledge to explore more philosophical questions, which allows them to empathise with others, see things from the point of view of someone from a contrasting religion or no religion and develop their own opinions. Through the RE curriculum and additional festival days, the children will:

	<u>Block 1</u>	<u>Block 2</u>	<u>Block 3</u>
Year 3	<p style="text-align: center;"><u>Why are the Bible and Jesus important to Christians?</u></p> <ul style="list-style-type: none"> <li>• Describe aspects of the life and teachings of a religious figure.</li> <li>• Describe similarities and differences between the ways that different people pray.</li> <li>• Describe how a Christian uses the bible in their life.</li> <li>• Describe what happens at a religious ceremony from the Christian faith.</li> <li>• Understand the meanings of some religious stories and their significance for believers.</li> <li>• Understand that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>• Identify the importance of belonging to a group of importance to self and compare with the Christian religion.</li> </ul>	<p style="text-align: center;"><u>Why are festivals important?</u></p> <ul style="list-style-type: none"> <li>• Identify similarities and differences in the way festivals are celebrated within and between religions.</li> <li>• Understand the meanings of some religious stories and their significance for believers.</li> <li>• Connect stories, symbols and beliefs with what happens at key festivals. (Easter, Christmas, Eid, Diwali)</li> <li>• Ask and respond to questions raised by stories about Jesus.</li> </ul>	<p style="text-align: center;"><u>Why do people pray?</u></p> <ul style="list-style-type: none"> <li>• Recognise similarities and differences between different belonging ceremonies.</li> <li>• Make links between the actions of a believer and compare to own life.</li> <li>• Know the main events in the lives of significant religious figures and their importance to believers and impact on society.</li> <li>• Apply ideas about good and evil, truth and error.</li> </ul>
Year 4	<p style="text-align: center;"><u>What does it mean to be a Hindu?</u></p> <ul style="list-style-type: none"> <li>• Explain the key beliefs of the Hindu religion.</li> <li>• Identify the similarities and differences between prayers of the Hindu faith and another faith.</li> <li>• Describe how some people believe they can communicate with God in prayer.</li> <li>• Explain the key functions of a religious place of worship.</li> <li>• Experience the learning that comes from visiting places of worship.</li> </ul>	<p style="text-align: center;"><u>What do different people believe about God?</u></p> <ul style="list-style-type: none"> <li>• Describe how some people believe they can communicate with God in prayer.</li> <li>• Retell and suggest the meanings of stories from sacred texts about people who encountered God.</li> <li>• Identify some similarities and differences between ideas about what God is like in different religions.</li> <li>• Ask questions and suggest some of their own responses to ideas about God.</li> <li>• Describe some of the ways in which Christians Hindus and/or Muslims describe God.</li> <li>• Express their own understanding of God through words, symbols and the arts.</li> </ul>	<p style="text-align: center;"><u>What can we learn from religions about deciding what is right and wrong?</u></p> <ul style="list-style-type: none"> <li>• Make connections between stories of temptation and why people can find it difficult to be good.</li> <li>• Suggest some reasons why life is often described as a journey and express own metaphors for life, giving reasons.</li> <li>• Ask and respond to questions about religious stories/values.</li> <li>• Express own views about religious commitments and beliefs</li> <li>• What can we learn from religions?</li> <li>• Explore and express spiritual feelings and experiences.</li> <li>• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</li> </ul>

Year 5	<p><u>What does it mean to be a Christian?</u></p> <ul style="list-style-type: none"> <li>• Explain key beliefs of a religion and how these affect behaviour.</li> <li>• Recognise and describe how a story from the Bible may provide inspiration.</li> <li>• Show how religious beliefs, ideas and feelings associated with light and darkness can be expressed in various ways.</li> <li>• <b>Respond to questions about how a believer's everyday life is affected by their belief.</b></li> </ul>	<p><u>If God is everywhere, why go to a place of worship?</u></p> <ul style="list-style-type: none"> <li>• Know some reasons why people pray and understand that there are different types of prayer.</li> <li>• Recognise the functions and significance of different places of worship to believers and communities.</li> <li>• Describe how a religious believer may find comfort, safety from fear through their faith.</li> <li>• Show an understanding of the value and importance of pilgrimage to believers.</li> <li>• Experience and reflect upon the learning that comes from visiting places of worship.</li> <li>• Reflect on the beliefs, values and practices that are important in own life and the school community.</li> <li>• Apply what they have learned to some of their own beliefs, values and opinions.</li> </ul>	<p><u>Why do some people think that life is a journey? What significant experiences mark this?</u></p> <ul style="list-style-type: none"> <li>• Make links between the beliefs about life after death from two religions.</li> <li>• Explain how different beliefs about death might make people live their life in different ways.</li> <li>• Describe the impact of ceremonies that mark important <b>stages in people's lives, making links to own lives.</b></li> <li>• Apply ideas about good and evil, truth and error.</li> </ul>
Year 6	<p><u>What does it mean to be a Muslim?</u></p> <ul style="list-style-type: none"> <li>• Identify and understand some of the key beliefs of the religious traditions studied.</li> <li>• Explain the importance of a religious leader and describe how they provide inspiration or guidance to other believers.</li> <li>• Explain the religious expression and beliefs shown through worship.</li> <li>• Describe how and why sacred texts are important to believers.</li> <li>• Use religious vocabulary, drama, symbols, art, music, dance, ICT to express understanding of the meaning of religious festivals for believers.</li> <li>• Understand how religious meaning is expressed through different types of language and art e.g. in parables, poems. Prayers, architecture, icons, design and celebrations.</li> <li>• <b>Describe the reasons why some religious people don't use visual symbols.</b></li> </ul>	<p><u>Why do some people believe God exists?</u></p> <ul style="list-style-type: none"> <li>• Recognise and describe the functions and significance of different places of worship to believers and communities.</li> <li>• Explain the value and importance of pilgrimage to believers.</li> <li>• Explain the process of a ritual of belonging and say why it is important for people.</li> <li>• Compare and contrast teachings from Christianity and other religions and beliefs which show human responsibility to care for the natural world (religious creation stories).</li> <li>• Compare and reflect on the beliefs, values and practices that are important in own life and the school community.</li> </ul>	<p><u>What do religions say to us when life gets hard?</u></p> <ul style="list-style-type: none"> <li>• Identify similarities between marriage vows taken by people from different religions and those with no religion.</li> <li>• Describe some examples of how the religious communities of Leicester celebrate together and work together.</li> <li>• Ask and <b>respond to questions about how a believer's everyday life is affected by their belief.</b></li> <li>• Apply the ideas of the importance of wedding vows to promises.</li> <li>• Understand how religious faith helps some people to deal with both positive and negative feelings and experiences.</li> </ul>
<p>Within the RE progression map and medium term plans, objectives are broken down into incremental statements to ensure skills and knowledge are built upon and progression is clear. For example, in the Year 6 Block 3 unit, children have previously looked at how different religions mark events in life. This unit builds upon that and examines how religions and beliefs can help explain and support through some of the more difficult times in life, not just marking different celebratory ones.</p>			