Religious Education

#togetherwegrow

Marches Academy Trust

Religious Education - Vision

At Grange Primary, we believe R.E is essential to allowing pupils to build their own sense of identity and belonging, enabling them to flourish within their community and as citizens of the world, having respectful understanding of the beliefs of others.

We fostered links with the local community and work closely with the Church of the Holy Spirit in Harlescott which regularly delivers assemblies for our school.



R.E - Intent



Through the delivery of our Grange R.E curriculum, we aim to develop deep thinkers who are open-minded and respectful individuals.

Our intent is to ensure that all pupils:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and worldviews,
- Gain and deploy the skills needed to engage with religions and worldviews
- Have respect and curiosity for different religions and worldviews

As citizens of the world in Modern Britain, we aim to ensure that our R.E curriculum is relevant to pupils, reflecting and preparing them for life. Through the scheme, children will secure an understanding of concepts in order to be able to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions and respond considerately to the views of others.



R.E - Implementation

Children begin to develop their awareness of religion and worldviews in the Early Years through ‘Understanding the World: People and Communities’ where they have opportunities to learn some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been learnt in class.

They then follow the Kapow scheme in Key Stage 1, focusing on conceptual knowledge through the study of a limited range of religions and worldviews represented in the UK, including Christianity.

This supports children into their transition to Key Stage 2 where they will encounter a greater range of religions and worldviews and will further consider the diverse nature of religious and non-religious lived experiences.

R.E Implementation continued…

Each unit includes overarching ‘big questions’ which will be revisited throughout Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2, allowing children to apply the breadth and depth of their learning across various concepts.

The ‘big questions’ are:

- Why are we here?
- Why do worldviews change?
- What is religion?
- How can worldviews be expressed?
- How do worldviews affect our daily lives?
- How can we live together in harmony if we have different worldviews

Lessons are designed to be varied, engaging and hands-on, allowing children to learn and record their thoughts, answers and ideas in various ways. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of diverse religions and worldviews.

Our Curriculum – EYFS

Autumn 1	<u>What makes us special?</u> 5 lessons Exploring the different ways people are special; using stories, discussions and creative activities to learn about what makes themselves, people around them and in the community special.	**Autumn 2**	<u>What are special times?</u> 5 lessons Discovering what special times are for different people; using pictures, stories and videos to explore the significance of Diwali and Christmas and how they are celebrated.
Spring 1	<u>Why are some places special?</u> 5 lessons Investigating what makes places special and significant to different people.	**Spring 2**	<u>What makes the world special?</u> 5 lessons Exploring what makes the world around them special, children will learn why the world can be special to both themselves and others. Listening to other people's ideas about caring for the world and discussing reasons why this is important.
Summer 1	<u>Why are some things special?</u> 5 lessons Exploring special things, discussing what is special and why prayer beads, symbols, books and candles can be special to others. Listening to other people's ideas about special things and discussing reasons why they are	**Summer 2**	<u>Why are some stories special?</u> 5 lessons Discussing favourite stories and exploring why some stories are special to other people.

Our Curriculum – Year1/2 Cycle A

Unit 1	Y1/2 (A): What do some people believe God looks like? 7 lessons Looking at art, avatars and images, children explore how different people understand God on Earth. They consider representations of God and how this can be challenging.	**Unit 2**	Y1/2 (A): How did the world begin? 7 lessons Exploring a range of creation stories and scientific ideas about how the world began in imaginative ways, children present their own ideas using art and language. They consider how creation stories help some people understand what God is like.
Unit 3	Y1/2 (A): Why should we care for the world? 7 lessons Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.	**Unit 4**	Y1/2 (A): Why do we need to give thanks? 7 lessons Using a range of sources including survey data, children learn about beliefs around using offerings to show gratitude. They get hands-on with artefacts used during Hindu puja and write lyrics for a song of thanks.
Unit 5	Y1/2 (A): How do we know some people feel a special connection to a god? 7 lessons Exploring how we know that some people are believed to feel a special connection to a god through looking for clues in religious stories.	**Unit 6**	Y1/2 (A): What is a prophet? 7 lessons Investigating stories that show the characteristics of a prophet and what a prophet might mean to some people; identifying similarities between prophets across different worldviews.

Our Curriculum – Year1/2 Cycle B

Unit 1	Y1/2 (B): What is God's job? 7 lessons Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people.	**Unit 2**	Y1/2 (B): Why should we care for others? 7 lessons Investigating the importance of taking care of others from different views.
Unit 3	Y1/2 (B): How do we know that new babies are special? 7 lessons Finding out about different ceremonies to welcome a new baby and exploring some of the symbolism in these ceremonies.	**Unit 4**	Y1/2 (B): Why is light important to people? 7 lessons Investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on special lights and candles.
Unit 5	Y1/2 (B): How do some people talk to God? 7 lessons Exploring why people pray; identifying different ways people talk to God; discovering objects, places and actions used in prayer; and making connections between beliefs, feelings and practices.	**Unit 6**	Y1/2 (B): Where do some people talk to God? 7 lessons Exploring different places of worship and why they are special to some people, including churches, mosques and gurdwaras. Pupils investigate the features of different places of worship before applying their understanding to design their own place of worship with appropriate features.

Our Curriculum – Year 3/4 - Cycle A

Unit 1	Y3/4 (A): What makes us human? 7 lessons Interpreting and using art to express beliefs about spirituality, inner self and the soul, the children design the cover and blurb for a book titled 'What makes us human?'.	**Unit 2**	Y3/4 (A): Why is water symbolic? 7 lessons Looking at the many ways water is used in rituals and ceremonies, children experience its symbolic use and learn about the historical connections water has in some religions.
Unit 3	Y3/4 (A): What makes some texts sacred? 7 lessons Looking at different ways scriptures are used, what this shows about the value placed on them and why this might be. Children consider how and why beliefs about revelation and the origins of texts affect how they are viewed looking at a range of sources.	**Unit 4**	Y3/4 (A): Who was Jesus really? 7 lessons Considering Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection.
Unit 5	Y3/4 (A): Why is fire used ceremonially? 7 lessons Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance.	**Unit 6**	Y3/4 (A): Why is the Bible the best-selling book of all time? 7 lessons Using historical skills and knowledge, the children explore how the Christian Bible that exists today developed by finding out about how some Christians use their Bibles.

Our Curriculum – Year 3/4 - Cycle B

Unit 1	Y3/4 (B): Is scripture central to religion? 7 lessons Exploring the origins of religious texts and considering their value to some followers.	**Unit 2**	Year 3/4 (B): Where do our morals come from? 7 lessons Thinking about how people decide what it means to live a good life, children reflect on their own opinions about what is right and wrong and explore the reasons behind these beliefs.
Unit 3	Y3/4 (B): Are all religions equal? 7 lessons Exploring the origins of various religions, children discover geographical and historical connections among them by investigating Sikh and Bahá'í beliefs and practices.	**Unit 4**	Y3/4 (B): What happens if we do wrong? 7 lessons Investigating who has the authority to decide the consequences of wrongdoing.
Unit 5	Y3/4 (B): Just how important are our beliefs? 7 lessons Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways.	**Unit 6**	Y3/4 (B): Does the language of scripture matter?

Our Curriculum – Year 5/6 - Cycle A

Unit 1	Y5/6 (A): Why do people have to stand up for what they believe in? 7 lessons Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs to discuss controversial issues.	**Unit 2**	Y5/6 (A): Why do Dharmic religions look different around the world? 7 lessons Considering how people practise their religion and worldview, children think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions.
Unit 3	Y5/6 (A): What happens when we die? (Part 1) 7 lessons Interpreting different sources of wisdom and beliefs from Abrahamic and non-religious perspectives, children explore what happens when we die and the importance of funerals.	**Unit 4**	Y5/6 (A): What place does religion have in our world today? 7 lessons Thinking about their own worldview and the religious make-up of their class, children use census data and digital mapping to explore what it can suggest about religion and what its limits are.
Unit 5	Y5/6 (A): What happens when we die? (Part 2) 7 lessons Continuing to investigate concepts relating to death, exploring the concepts of reincarnation and karma and comparing these ideas with those studied in Part 1.	**Unit 6**	Y5/6 (A): Who should get to be in charge? 7 lessons Exploring how laws are created, the concept of succession, where religious laws come from and how leaders can be chosen for leadership characteristics.

Our Curriculum – Year 5/6 - Cycle B

Unit 1	Y5/6 (B) Why doesn't Christianity always look the same? 7 lessons Exploring the spread of Christian beliefs worldwide, children will look at how geography and history influenced Christian practices.	**Unit 2**	Y5/6 (B): Why are some places in the world significant to believers? 7 lessons Exploring why some places are significant to some religions and what they can tell us about beliefs and culture using maps, images and texts.
Unit 3	Y5/6 (B): Why do Abrahamic religions look different around the world? 7 lessons Building on comparisons about the origins of the Abrahamic religions and considering how culture, tradition, migration and interpretation can affect how some religious practices are observed.	**Unit 4**	Y5/6 (B): Why is there suffering? (Part 1) 7 lessons Using critical thinking skills to consider their own and others' ideas and beliefs about why there is suffering in the world.
Unit 5	Y5/6 (B): Why is it better to be there in person? 7 lessons Thinking back to learning about prayer and worship, children find out about significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people.	**Unit 6**	Y5/6 (B): Why is there suffering? (Part 2)

R.E- Right to Withdraw

Parents and carers have the Legal Right to withdraw their child from R.E and you are not required to provide a reason for the withdrawal.

If this is what you would prefer, please contact your Class Teacher.

To find out more information on the R.E curriculum in Shropshire go to:

https://www.shropshirelg.net/media/w4pomxte/21-20408-shropshire-agreed-syllabus_extract.pdf

