

RE Curriculum Overview

What do we want our children to have learned by the time they leave Shebbear Community School in Year 6...

Experiences - Widening the Children's knowledge of RE

- Children to have visited a Christian place of worship each year
- Children to have visited a place of worship from another faith e.g. Mosque in Exeter or/and Synagogue in Exeter by the time they have left Shebbear Community School.
- Children to have attended a service at the Church and the Chapel in Shebbear village.
- Assemblies to be linked to units but also times of year e.g. Ramadan.
- Visitors from a variety of faiths and non- faiths visit assemblies.
- The children will have a good understanding of a range of World religions including Christianity.
- This will help the children consider their own faith and beliefs.

By the end of KS1 children should:

- identify core beliefs and concepts studied and give a simple description of what they mean
- give examples of how stories show what people believe (e.g. the meaning behind a festival)
- give clear, simple accounts of what stories and other texts mean to believers give examples of how people use stories, texts and teachings to guide their beliefs and actions
- give examples of ways in which believers put their beliefs into practice

think, talk and ask questions about whether the ideas they have been studying, have something to say to them

- give a good reason for the views they have and the connections they make

By the end of Lower KS2 children should:

*identify and describe the core beliefs and concepts studied

- make clear links between texts/ sources of authority and the core concepts studied
- offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- describe how people show their beliefs in how they worship and in the way they live
- identify some differences in how people put their beliefs into practice make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
- give good reasons for the views they have and the connections they make

By the end of Upper KS2 children should:

- *identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- *describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- *give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
- *make clear connections between what people believe and how they live, individually and in communities
- * using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or culture m
- *make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
- *reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently
- *consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Curriculum Allocation

Christianity should represent 50% of allocated time within the curriculum.

The remaining 50% should be represented by other faiths such as Sikhism, Buddhism, Islam and non-faiths such as Rastafarianism and Humanism.

Aims of RE – adapted from the 2024 – 2029 DEVON RE Syllabus

1. **Make sense of a range of religious and non-religious worldviews, so that they can:** • identify, describe, explain and analyse beliefs and concepts in the context of living religious and non-religious worldviews, using appropriate vocabulary • explain how and why these beliefs are understood in different ways, by individuals and within communities • recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.
2. **Understand the impact and significance of religious and non-religious worldviews,** so that they can: • examine and explain how and why people express their beliefs in diverse ways • recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world • appreciate and appraise the significance of different ways of life and ways of expressing meaning.
3. **Make connections between religious and non-religious worldviews, concepts, practices and ideas studied,** so that they can: • evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses • challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response • discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Ways of Knowing Outcomes (2024 – 2029 Syllabus)

Age 5 –7:

Ask questions; find things out using e.g. observation, interviews, interpreting stories, texts and art, using data and recognising where it comes from; recognise that sometimes people give different answers to questions

7–9s:

As above, also • ask questions and consider the best ways to find answers. • use the methods above with awareness of (for example) organised teachings and individual lived experiences; historical/ contemporary contexts; ritual or artistic forms of expression • weigh up how sufficient sources are (e.g. one interview or six; one quote or an extended passage; one example or several) • recognise that people disagree, and some answers leave space for mystery and wonder

9–11s:

As above, but also • recognise that different questions can fit with subject disciplines, including (for example) theology, philosophy, a social science, creative arts • become aware of basic assumptions of these (e.g. ‘insider/ outsider’ perspectives) • examine beliefs, teachings, ways of living with a range of methods (e.g. experiment, interview, qualitative and quantitative data) • basic evaluative methods (e.g. reliable methods/ sources/ findings; generalisable conclusions; coherence with tradition etc.) • recognise that some important questions leave space for mystery and paradox

RE in the EYFS

Children in the EYFS are taught RE alongside their peers in years 1 and 2 in Teddy Class. Learning tasks are adapted in class so that they meet the requirements of the EYFS curriculum. Knowledge and Understanding of the World and PSHE are key themes within the EYFS curriculum and teachers plan accordingly to ensure that these aspects are met and delivered effectively. The provision is also extended through pupil attendance in whole school assemblies where guest speakers and teacher led assemblies help to deepen pupil’s knowledge and understanding of key religions. All these provisions provide the children with the opportunity to start thinking about what is important to them. It enables them to question how they can be kind others, be helpful and overall develop a personal moral compass.

Curriculum Overview

Years 1 and 2 ‘Exploring’

Year A					
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jews Unit 1.7 Who is Jewish and how do they live? Double unit	Christians – Unit 1.2 Who do Christians say made the world? Christmas Story	Jews Unit 1.7 Who is Jewish and how do they live? Double unit	Christians – Easter Unit 1.5 Why does Easter matter to Christians?	Unit 1.10 What does it mean to belong to a faith or belief Community?	Christians Unit 1.1 What do Christians believe God is like?

Year B						
Autumn		Spring			Summer	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Muslims Unit 1.6 Who is a Muslim and how do they live?	Christians Unit 1.3 Why does Christmas matter to Christians?	Muslims Unit 1.6 Who is a Muslim and how do they live?	Christians - Unit 1.8 What makes some places sacred to believers?	Christians Unit 1.9 How should we care for the world?	Christians - Unit 1.4 What is the good news that Jesus brings?

Years 3 and 4 'Connecting'

Year A					
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Buddhists** The origins and traditions of Buddhism https://tinyurl.com/vc28w6nu	Christians – Unit 2.2 What is it like for someone to follow God? Christmas Story	Hindus Unit 2.8 What do Hindus believe God is like?	Christians - L2.6 - For Christians, what was the impact of the Pentecost? Easter Story	Non-faiths Unit 2.10 (UKS2) What matters most to Humanists and other faiths? There will also be an opportunity in this unit to look at Rastafarian beliefs	Christians Unit 2.11 How and why do people mark significant events of life? (Link to other religions and non-religious)

Year B					
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jews	Christians	Muslims	Christians – Easter	Sikhs**	Christians

Unit 2.10 How do festivals and family life show what matters to Jewish people.	Creation story Unit 2.1 What do Christians learn from the Creation story? Christmas Story	Unit 2.9 How do festivals and worship show what matters to Muslims?	Why do Christians call the day Jesus died 'Good Friday'? Easter Story	The origins and traditions of Sikhism https://tinyurl.com/25wvxd5b	L2.3 What is the 'Trinity' and why is it important for Christians?
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Year 5/6 'Connecting'

Year A					
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Buddhists The Buddhist way of life ** https://tinyurl.com/2p8vtx2c https://tinyurl.com/2p84b6w6	Christians Unit 2.3 Why do Christians believe that God was the Messiah? Christmas Story	Hindus Unit 2.7 Why do Hindus want to be good?	Christians Unit 2.5 What do Christians believe Jesus did to 'save' people? Easter Story	2.11 What does it mean to be humanist in Britain today? Non-religious, Humanist	Christians Unit 2.6 For Christians, what kind of king is Jesus?
Year B					
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jews Unit 2.9 Why is the Torah so important to Jewish people?	Christians Unit 2.2 Creation & Science – conflicting or complementary? Christmas Story	Muslims Unit 2.8 What does it mean to be a Muslim in Britain today?	Christians Unit 2.1 What does it mean if Christians believe God is holy and loving? Easter Story	Sikhs** What is important to a Sikh in Britain today? https://tinyurl.com/4e84y8u5	Christians Unit 2.4 How do Christians decide how to live? 'What would Jesus do?'

