

## RE: Whole School Curriculum Map



### **RE Intent Statement:**

In RE at Hallsville we bring together the processes of learning about and expressing and deploying skills around the study of religion and world views. RE enables pupils to develop an understanding of concepts and themes that underpin religion and human experience. The RE taught at Hallsville contributes to spiritual, moral, social and cultural development (SMSC). This makes a significant contribution to helping “pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.” Through practising the skills of tolerance and mutual respect as seen in fundamental British values, RE at Hallsville provides opportunities to develop pupils’ learning and understanding around people they will meet, work and live alongside.

#### **RE Non Negotiables at Hallsville**

At Hallsville we follow the Newham Agreed Syllabus 2016. There is a yearly ‘Big Question’ and all 6 half-termly topics link up to this. Every year group has 6 half termly topics over the year.

At the start of the year, the yearly ‘Big Question’ should be on display and stay for the whole year. The half termly ‘Big Question’ which links to the yearly one, should be displayed each half term. Specific key vocabulary for the topic should be displayed and referred back to when teaching weekly lessons. The topic vocabulary should be relevant to the topic. Every RE topic should include one P4C lesson. Real-life artefacts should be used when teaching lessons. There should be at least one visit in the year to a place of worship in each year group. RE should be taught in a creative way with lots of drama and art.

The expectation is that there should be at least three pieces of work in the RE books per half term. Each topic is followed by a half termly assessment.

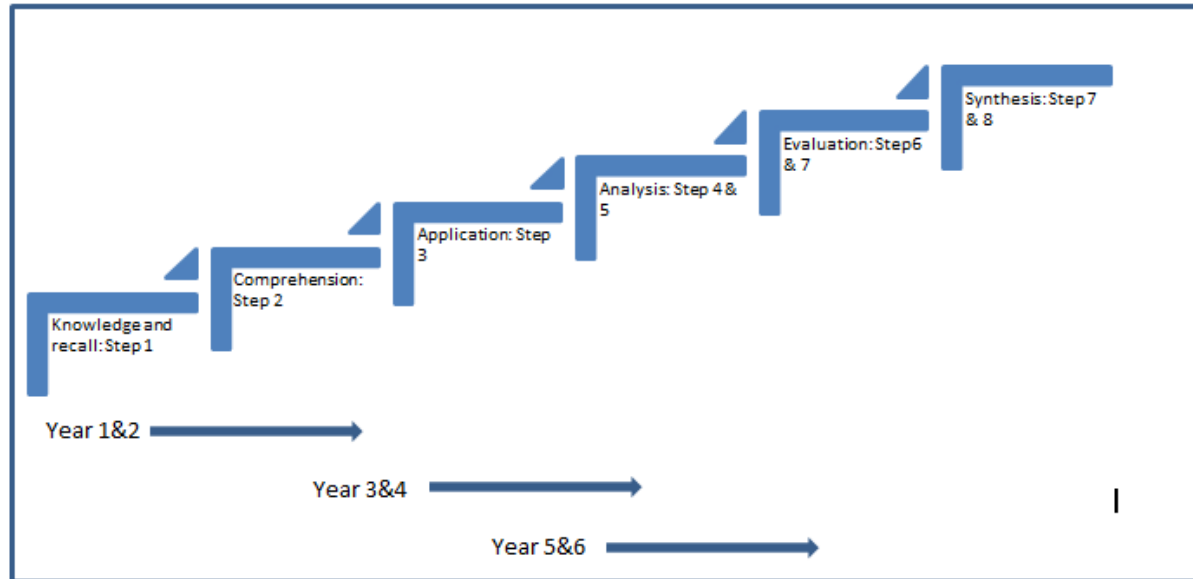
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RE is taught weekly for one hour in all year groups. Complete schemes of work for all units which include knowledge and skills progression in RE, can be found on school's Google Drive to support teacher's subject knowledge and professional development. Claire Clinton, the Newham RE consultant works alongside the RE co-ordinator and the staff providing support with planning, teaching and monitoring.

Below is a diagram showing how Blooms key skills are targeted within the RE schemes of work, ensuring that there is clear progression in the skills taught in RE at Hallsville.

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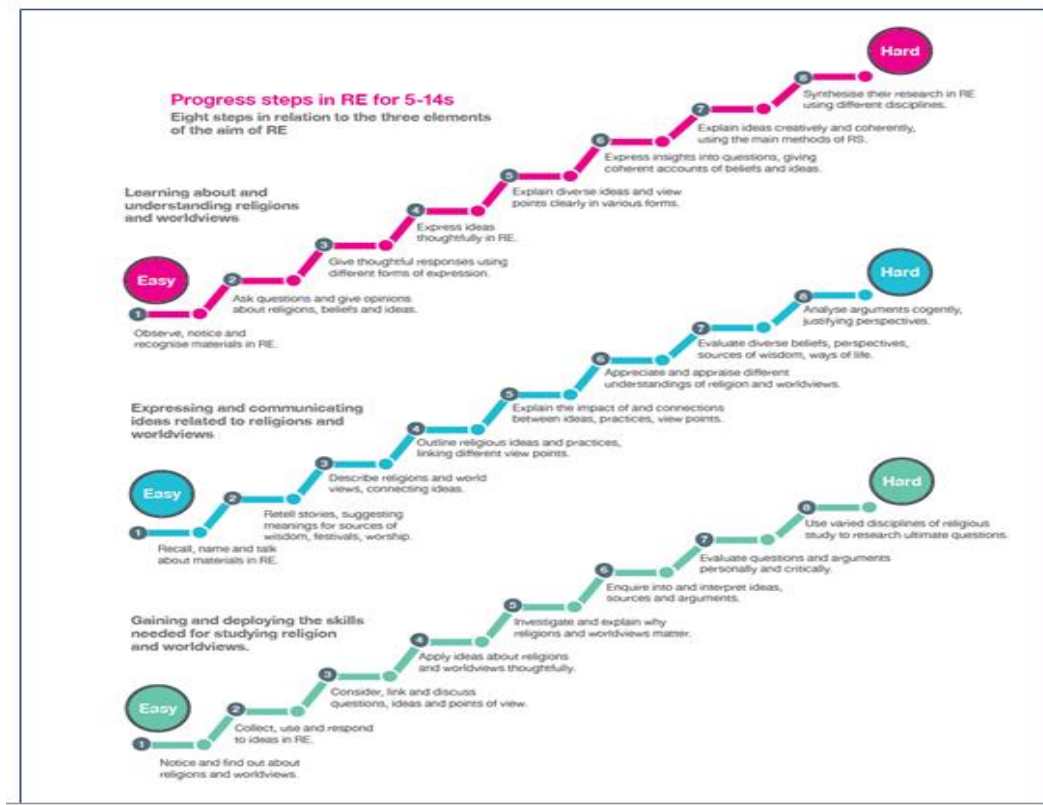
### **BLOOMS TAXONOMY FOR RE.**

Key Stage one RE tasks in books should focus on knowledge and understanding tasks, ensuring pupils have firm foundations on which to build their understanding of religions and world views. In Key Stage two, year 3 & 4 focus on understanding-and application (what difference does this practice/story make to a believer's life?) Years 5&6 tasks focus on application and analysis (looking at what religions and world views share and what makes them distinctive). Years 4, 5 and 6 should understand that within each religion, there are different denominations within a religious group e.g. Sunni

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and Shi'a Muslims or Protestant and Orthodox Christians. The pupils should be making comparisons between the different denominations.



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### Aims in RE: A progression grid

Learn about and understand:	At the end of Key Stage 1 pupils will be able to:	At the end of Key Stage 2 pupils will be able to:
A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.
A2. Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	Recognise some different symbols and actions which express a communities way of life, appreciating some similarities between communities.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Express and communicate	At the end of Key Stage 1 pupils will be able to:	At the end of Key Stage 2 pupils will be able to:	Gain and deploy skills	At the end of Key Stage 1 pupils will be able to:	At the end of Key Stage 2 pupils will be able to:
B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including reasoning, music, art and poetry.
B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	Enquire into what enables different communities to live together respectfully for the wellbeing of all.	Find out about and respond with ideas to examples of co-operation between people who are different.	Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to community, values and respect.
B3. Appreciate and appraise varied dimensions of religion.	Notice and respond sensitively to some similarities between different religions and worldviews.	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	Articulate beliefs, values and commitments clearly in order explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in responses.	Discuss and apply their own and others' ideas about ethical questions, including idea about what is right and wrong and what is just and fair, and express their own clearly in response.

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Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>EYFS</b>	Sukkhhot  Diwali  Eid-ul-Fitr  Harvest festival	Christmas  Guru Nanak's birthday celebration	My Muslim faith Mohammad and the kitten POW visit: Church	Easter  The donkey and the tiger skin	Dogger  Gotcha smile	The lost coin The good Samaritan The lost sheep
<b>Big Question: How do we belong</b>						
<b>Year 1</b>	What can be special about living with family and friends?	Why do Christians celebrate Christmas?	What does it mean to belong to Sikhism? POW Visit- Gurdwara	What does it mean to belong to Christianity?	What does it mean to belong to Hinduism?	What does it mean to belong to Islam?
<b>Big Question: Can stories change people?</b>						
<b>Year 2</b>	Where does the world come from?	Kwanzaa	Why did Jesus tell stories? POW visit- Church	How do we know Easter is coming?	Special Books	How do special foods and fasting help people?
<b>Big Question: How are symbols and saying important in religion?</b>						
<b>Year 3</b>	Signs and Symbols in Religions.	Light in Religion	How do Jews celebrate? POW visit- Synagogue	Holi	How did Jesus and Buddha make people stop and think?	What do Sikh sayings tell us about Sikh belief?
<b>Big Question: What is special to me and the people in my community?</b>						
<b>Year 4</b>	What makes me the person I am?	Why is the bible special?	Hindu Worship POW Visit- Temple	Easter	Marriage	Religions in our Neighbourhood
<b>Big Question: How do beliefs influence actions?</b>						
<b>Year 5</b>	Beliefs about God	Christmas around the world	Muhammad and the Qur'an POW visit- Mosque	Jesus Example	Animals <u>Lawcase</u>	What inner forces affect us
<b>Big Question: How important are the similarities and difference between religions and world views?</b>						
<b>Year 6</b>	Similarities and Differences in Religion	Religious Leaders	Beliefs in Life after Death POW visit – Buddhist Temple	Easter	Art in Christianity	Design a Celebration



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## 2016 Religious Education Units of work and links to fundamental British values

- Key: Rule of law ▲  
 Individual liberty ★  
 Democracy ⌘

- Tolerance ✖  
 Mutual respect ●

- Year 1: ● ✖  
 What can be special about living with family and friends? ★  
 Why do Christians celebrate Christmas?  
 What does it mean to belong to Islam? ▲  
 What does it mean to belong to Hinduism? ▲  
 What does it mean to belong to Christianity? ▲  
 What does it mean to belong to Sikhism? ▲
- Year 2: ● ✖  
 Where does the world come from?  
 How do we know Easter is coming?  
 How do special foods and fasting help people? ▲  
 Special books  
 Why did Jesus tell stories?  
 Kwanzaa OR Forgiveness ★
- Year 3: ● ✖  
 Holi  
 How do Jews celebrate? ▲  
 Signs, symbols in religion  
 Light in religion  
 What do Sikh sayings tells us about Sikh beliefs?  
 How did Jesus and Buddha make people stop and think? ★

- Year 4: ● ✖  
 Religions in our neighbourhood ★  
 Easter  
 What makes me the person I am? ★  
 Hindu worship  
 Marriage ▲  
 Why is the Bible special?
- Year 5: ● ✖  
 Christmas around the world  
 Beliefs about God  
 Animals lawcase OR Thankfulness ⌘  
 Muhammad and the Qur'an ▲  
 What inner forces affect us ▲  
 Jesus' example ▲
- Year 6: ● ✖  
 Similarities and differences between religions ★  
 Easter  
 Design a celebration ★  
 Beliefs about life after death  
 Art in Christianity  
 Religious leaders

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