

## RE: Whole School Curriculum Map



### **RE Intent Statement:**

At Hallsville, religious education promotes pupils' understanding of the multicultural and multi-faith society that we live in today by enabling children to explore world views and beliefs. Our RE curriculum enables pupils to develop an understanding of concepts and themes that underpin religion and human experience; it contributes to children's spiritual, moral, social and cultural development (SMSC) bringing a deeper sense of community cohesion. 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 the fundamental British values, RE at Hallsville provides opportunities to develop pupils' learning and understanding around people they will meet, work with and live alongside. We aspire to give children a voice and to provide them with the depth of knowledge, skills and understanding that will enable them to take life's difficulties in their stride, showing resilience, confidence and a strong sense of self.

We follow the Newham Agreed Syllabus (NAS), which has been approved by the Standing Advisory Council on Religious Education (SACRE). However, we adjust the plans to reflect the needs of the children at Hallsville. Each year group has a yearly 'Big Question' and all 6 half-termly topics link up to this. Our enriching RE curriculum transcends the classroom and provides lots of opportunities for children to meet different leaders and visit places of worship.

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

- 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.
- Every RE topic should include at least one P4C lesson.
- Real-life artefacts should be used when teaching lessons.
- There should be at least one visit to a place of worship in each year group.
- 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, support teacher's subject knowledge and professional development. Claire Clinton, the Director of Newham Religious Education, works alongside the RE co-ordinator and 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.

### **BLOOMS TAXONOMY FOR RE**



**Key Stage 1:** The great majority of pupils are expected to work within steps 1-3, the expected attainment for the majority of pupils at the end of the key stage being step 2

**Key Stage 2:** The great majority of pupils are expected to work within steps 2-5, the expected attainment for the majority of pupils at the end of the key stage being step 4



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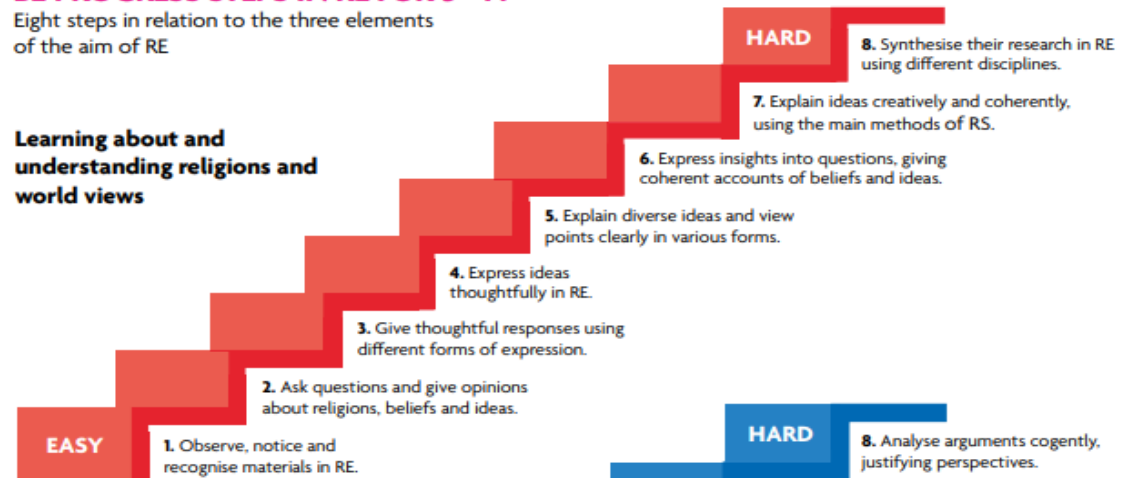
Key Stage one, RE tasks in books should focus on knowledge and understanding tasks, ensuring pupils have firm foundations on which to build their understanding of religions and world views.

In Key Stage two, year 3 and 4 should focus on understanding and application (what difference does this practice/story make to a believer's life?). Years 5 and 6 tasks should focus on application and

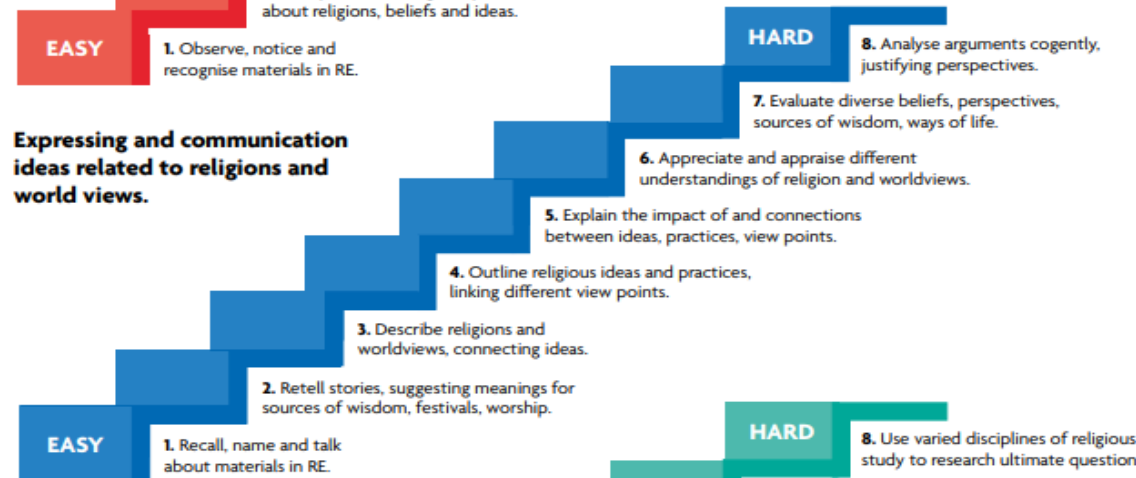
### B2 PROGRESS STEPS IN RE FOR 5 - 14

Eight steps in relation to the three elements of the aim of RE

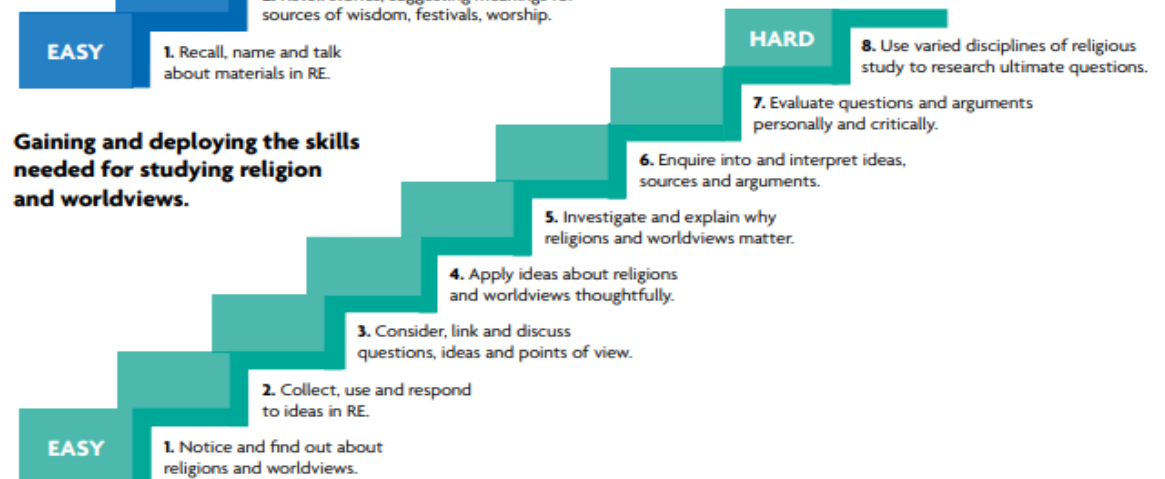
#### Learning about and understanding religions and world views



#### Expressing and communication ideas related to religions and world views.



#### Gaining and deploying the skills needed for studying religion and worldviews.



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### **EYFS**

Early Learning Goals that link most closely to RE curriculum guidance.

<p><b>Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)</b>                  Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p><b>Understanding the World (People and Communities)</b>                  Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.                  Children recognise that people have different beliefs and celebrate special times in different ways.                  Children understand that some places are special to members of their community.</p>
<p><b>Personal, Social and Emotional Development (Managing Feelings and Behaviour)</b>                  Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p><b>Understanding the World (The World)</b>                  Children know about similarities and differences in relation to places and objects.</p>
	<p><b>Personal, Social and Emotional Development (Making Relationships)</b>                  Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Think about the perspectives of others.                  Children express their feelings and consider the feelings of others.                  Children build constructive and respectful relationships.                  Children see themselves as a valuable individual.</p>



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### B1: 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:	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:
1. 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.	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.
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.	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 cooperation 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.
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.	B3. Appreciate and appraise varied dimensions of religion.	Recognise some different symbols and actions which express a communities way of life, appreciating some similarities between communities.	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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<b>Hallsville RE Curriculum Overview</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Big Question: What is special to me?</b>						
<b>Nursery</b>	What happens at Sukkot? (Celebrating)  What happens on Guru Nanak's birthday? (Celebrating)	What happens at Diwali? (Celebrating)  What happens at Christmas? (Celebrating)	The two brothers OR gift of friendship (Stories)  Muhammed and the kitten (Stories)	The lost sheep (Stories)  What happens at Easter? (Stories)	The Hare and the Tortoise (Stories)  What happens at Eid-UL-Fitr/Adha? (Celebrating)	My Hindu Faith (Aspects)  What makes a special place? (Aspects)
<b>Big Question: What is special to me and others?</b>						
<b>Reception</b>	The Good Samaritan (Stories)  What happens on Buddha Day? (Celebrating)	What happens at Diwali? (Celebrating)  What happens at Christmas? (Celebrating)	My Muslim Faith (Aspects)  Visiting a church (Aspects) <b>POW visit: Church</b>	What happens at Passover? (Celebrating)  What happens at Easter? (Celebrating)	How do we make friends? (Aspects)  What happens at Eid-UL-Fitr/ Adha? (Celebrating)	The Lost Coin (Stories)  The Donkey in the Tiger Skin (Aspects)
<b>Big Question: What does it mean to belong?</b>						
<b>Year 1</b>	What can be special about living with family and friends?	How do Christians celebrate Christmas?	What does it mean to belong to Sikhism? <b>POW Visit- Gurdwara</b>	What does it mean to belong to Christianity?	How do Hindu people belong?	What does it mean to belong to Islam?
<b>Big Question: What can we learn from special stories?</b>						
<b>Year 2</b>	Where did the world come from and how should we look after it?	Why are different books special for different people?	Why did Jesus tell stories? <b>POW visit- Church</b>	Why is Easter important to Christians?	What can stories teach us about peace? OR What can stories teach us about forgiveness?	How does special food and fasting help people in their faith (all religions)?
<b>Big Question: How are symbols and sayings important in religion?</b>						
<b>Year 3</b>	What can we learn about special symbols and signs used in special religions?	What is the significance of light?	How do Jews celebrate their beliefs at home and in the synagogue? <b>POW visit- Synagogue</b>	How and why do Hindus celebrate Holi?	How did Jesus and Buddha make people stop and think?	What do Sikh sayings tell us about Sikh beliefs?
<b>Big Question: What is important to people in my local community?</b>						
<b>Year 4</b>	What makes me the person I am?	Why is the Bible special for Christians?	How and why do Hindus worship in the home and in the Mandir? <b>POW Visit- Hindu Temple</b>	Why is Easter important to Christians?	What religions are represented in our neighbourhood?	What happens when someone gets married?
<b>Big Question: What impact do beliefs have on actions?</b>						
<b>Year 5</b>	What do religions believe about God?	How is Christmas celebrated around the world?	Why is Muhammad and the Qur'an important to Muslims? <b>POW visit- Mosque</b>	How do Christians try to follow Jesus's example?	Should all creatures be treated equally? OR Peace OR Thankfulness	What inner forces affect how we think and behave?
<b>Big Question: How important are the similarities and differences between and within religions and worldviews?</b>						
<b>Year 6</b>	What similarities and differences do religions share? <b>POW visit- Buddhist temple</b>	What qualities are important to present day religious leaders?	What do people believe about Life after death?	What happened on the first Easter Sunday?	How do people express their faith through the arts in Christianity?	How could we design a celebration that involved everyone, whether religious or not?