



Lubenham All Saints Primary School R.E Curriculum Framework



Religion and beliefs inform our values and are reflected in what we say and how we behave.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

INTENT

Our Curriculum for RE follows the Leicestershire Agreed Syllabus and aims to ensure that all pupils:

Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, 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

Understand the impact and significance of religious and non-religious beliefs, 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

Make connections between religious and non-religious beliefs, 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

IMPLEMENTATION

RE is taught as a weekly lesson by class teachers. Discovery R.E. is used to support the teaching of R.E. following a rolling programme to ensure even and thorough coverage of the key religions as set out in the Leicestershire Agreed Syllabus. Work is recorded in R.E. books and is evidenced using a variety of outcomes.

Our RE curriculum:

- ✓ offers opportunities for personal reflection and pupils' spiritual, moral, social and cultural development as it encourages pupils to examine the significance of their learning in relation to themselves and others.
- ✓ enables pupils to explore their own beliefs (whether they are religious or not), ideas, feelings, experiences and values in the light of what they learn
- ✓ encourages empathy and respect
- ✓ enables pupils to develop their own sense of identity and belonging
- ✓ promotes respect for the right of others to hold different beliefs, values and ideas
- ✓ develops an aptitude for dialogue so that they can participate positively in our society with its diverse religious and non-religious worldviews
- ✓ enables pupils to have a nuanced and informed understanding of political, social and moral issues that they will need to face as they grow up in an increasingly globalised world.
- ✓ helps pupils deal positively with controversial issues, to manage strongly held differences of belief and to challenge stereotypes and prejudice

In order to achieve the aims and expected standards of the syllabus effectively, we allocate at least 5% of curriculum time for RE as follows:

EYFS - 36 hours of RE per year; 50 mins a week including sessions implemented through Continuous Provision.

KS1 - 36 hours of RE per year; 50 mins a week plus RE Enrichment Days.

KS2 - 45 hours of RE per year; 60 mins a week plus RE Enrichment Days

IMPACT

We seek to ensure that all pupils in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Regular assemblies and celebrations of religious and non-religious festivals and events, implemented alongside weekly R.E. lessons help to celebrate the diversity of the wider community, including their beliefs, traditions, culture, language and history.

KEY THEMES

Throughout our RE Curriculum, Key Themes are revisited and developed:

EYFS	Creation		Incarnation			Salvation						
Key Stage 1	Creation		Incarnation		Salvation		God		Gospel			
Lower Key Stage 2	Creation/Fall		Incarnation/God		Salvation		Gospel		People of God	Kingdom of God		
Upper Key Stage 2	Creation/Fall		Incarnation		God		Salvation		Gospel		People of God	Kingdom of God

CURRICULUM ORGANISATION

Our pupils study the religious traditions of the following:

EYFS	Children will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it															
Key Stage 1	Christians				Jews				Muslims							
Key Stage 2	Christians				Jews				Muslims				Hindus			

Consideration of **other religions** and **non-religious** world views can occur at any key stage, as appropriate to the school context.

Our units of study will either be:

Systematic Units - studying one religion at a time, or

Thematic Units - building on learning by comparing the religions, beliefs and practices studied.

This Framework allows systematic religion units to lead into thematic units, where pupils can make some comparisons between beliefs and living at the end of the year. The model keeps the study of Church calendar events, such as Christmas close to the appropriate time of year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Enrichment Day 1	Enrichment Day 2
EYFS/Year 1 Cycle A	Unit 1.10: What does it mean to belong to a faith community? Thematic, Non-Religious, Year 1		Unit 1.7: Who is Jewish and how do they live? (Part 1) Year 1	Unit F5: Which places are special and why? Thematic, Places of Worship visit, EYFS	Unit 1.9: How should we care for others and the world and why does it matter? Christians/Jews Thematic, Non-Religious, Year 1		Creation 1.2: Who do Christians say made the world? Year 1, Creation	Unit F5: Which places are special and why? Thematic, Places of Worship visit, EYFS
EYFS/Year 1 Cycle B	Unit F4: Being special: where do we belong? Thematic, Non-Religious, EYFS	Unit F2: Why is Christmas special for Christians? EYFS, Incarnation	Unit 1.7: Who is Jewish and how do they live? (Part 2) Year 1	Unit F3: Why is Easter special to Christians? EYFS, Salvation	Unit 1.1: What do Christians believe God is like? Year 1, God		Unit F1: Why is the word 'God' special to Christians? EYFS, God	Unit F6: What times/stories are special and why? Thematic, EYFS
Years 2 and 3 Cycle A	Unit 1.6: Who is Muslim and how do they live? (Part 1) Year 2	Unit 1.3: Why does Christmas matter to Christians? Year 2, Incarnation	Unit 1.6: Who is Muslim and how do they live? (Part 2) Year 2	Unit 1.8 : What makes some places sacred to believers? Christians/Muslims Thematic, Places of Worship visit, Year 2	Unit L2.10 : How do festivals and family life show what matters to Jews? (Part 1) Year 3	Unit 1.4: What is the 'good news' Christians say Jesus brings? Year 2, Gospel	Unit L2.1: What do Christians learn from the creation story? Year 3, Creation/Fall	Unit 1.8 : What makes some places sacred to believers? Thematic, Places of Worship visit, Year 2
Years 2 and 3 Cycle B	Unit 1.4: What is the 'good news' Christians say Jesus brings? Year 2, Gospel		Unit L2.9: How do festivals and worship show what matters to a Muslim? Year 3, Ibadah	Unit 1.5: Why does Easter matter to Christians? Year 3, Salvation	Unit L2.10 : How do festivals and family life show what matters to Jews? (Part 2) Year 3	Unit 2.12: How and why do people try to make the world a better place? Christians/Jews/Muslims Thematic, Non-Religious, Year 3	Unit L2.2: What is it like for someone to follow God? Year 3, People of God	Unit L2.4 : What kind of world did Jesus want? Year 3, Gospel
Years 4, 5 and 6 Cycle A	Unit C of E School: How can following God bring freedom and justice? People of God	Unit L2.7 : What do Hindus believe that God is like? Year 4, Brahman/atman		Unit U2.8: What does it mean to be a Muslim in Britain today? Places of Worship visit, Year 5, Tawhid/Iman/Ibadah	Unit C of E School: What difference does the Resurrection make for Christians? Salvation	Unit U2.11: Why do some people believe in God? Christians Thematic, Non-Religious, Year 6	Unit U2.2: Creation or science: conflicting or complementary? Year 6, Creation	Unit 2.8 : What does it mean to be a Muslim in Britain today? Places of Worship visit, Year 5
Years 4, 5 and 6 Cycle B	Unit U2.1:: What does it mean for Christians to believe that God is holy and loving? Year 5, God	Unit L2.8: What does it mean to be a Hindu in Britain today? Year 4, Dharma	Unit L2.6 For Christians, what was the impact of Pentecost? Year 4, Kingdom of God	Unit U2.9: Why is the Torah so important to Jewish people? Year 5, God/Torah	Unit U2.10: What matters most to Humanists and Christians? Christians/Jews/Muslims Non-Religious, Year 5	Unit U2.12: How does faith help people when life gets hard? Thematic, Non-Religious, Year 6	Unit L2.3: What is the 'Trinity' and why is it important for Christians? Year 4, God, Incarnation	Unit U2.5 : What do Christians believe Jesus did to 'save' people? Year 5, Salvation

<p>Years 4, 5 and 6</p> <p>Cycle C</p>	<p>Unit L2.5:</p> <p>Why do Christians call the day Jesus died 'Good Friday?'</p> <p>Year 4, Salvation</p>	<p>Unit U2.3:</p> <p>Why do Christians believe that Jesus is the Messiah?</p> <p>Year 5, Incarnation</p>	<p>Unit U2.7:</p> <p>Why do Hindus try to be good?</p> <p>Year 6, Karma/dharma/samsara/moksha</p>	<p>Unit L2.11:</p> <p>How and why do people mark the significant events of life?</p> <p>Christians/Hindus</p> <p>Non-Religious, Year 4</p>	<p>Unit U2.6:</p> <p>For Christians, what kind of king is Jesus?</p> <p>Year 6, Kingdom of God</p>	<p>Unit U2.4:</p> <p>How do Christians decide how to live? 'What would Jesus do?'</p> <p>Year 5, Gospel</p>	<p>Enrichment Day linked to school event or further study</p>
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