

# RE Curriculum Overview



<p><u>Aims</u></p> <p>RE aims to know and understand a range or religious and non-religious world views by learning to see these through theological, philosophical and human/social science lenses.</p>	<p><u>Big Ideas</u></p> <p><b>Theology</b></p> <ul style="list-style-type: none"> <li>• where beliefs come from</li> <li>• how beliefs change over time</li> <li>• how beliefs relate to each other • how beliefs shape the way believers see the world</li> </ul> <p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>• the nature of knowledge, meaning and existence</li> <li>• how and whether things make sense</li> <li>• Issues of right and wrong, good and bad</li> </ul> <p><b>Human/Social Sciences</b></p> <ul style="list-style-type: none"> <li>• The diverse nature of religion</li> <li>• Diverse ways in which people practice and express beliefs</li> <li>• The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</li> </ul>	<p><u>Content and Sequencing</u></p> <p>EY</p> <p>YR Develop respect for others; similarities and differences between themselves and others, and among families, communities and traditions</p> <p>KS1</p> <p>Y1 How does a celebration bring a community together? What do Jewish people remember on Shabbat? What do my senses tell me about the world of religion and belief?</p> <p>Y2 Why is light an important symbol? How do Christians belong to their faith family? What does the nativity story teach Christians about Jesus?</p> <p>KS2</p> <p>Y3 How do people express commitment to a religious/world view in different ways? What difference does being a Muslim make to everyday life? What is Philosophy? How do people make moral decisions?</p> <p>Y4 What does sacrifice mean? What do we mean by truth? Is seeing believing? Where do Christian religious beliefs come from?</p> <p>Y5 Is believing in God reasonable? How has belief in Christianity/Islam impacted on music and art throughout history? How do Hindus make sense of the world?</p> <p>Y6 Creation or science: conflicting or complementary? What does it mean to be human? Is being happy the greatest purpose in life? How do Buddhists explain the suffering in the world?</p>	
<p><u>Links with other subjects</u></p> <p>PSHRE – links to respect and community</p> <p>English – books linked to world views and religion are used to support children’s understanding.</p>	<p><u>Retrieval practice</u> <u>(at age appropriate points)</u></p> <p>Linked religious language linked with festival. Basic knowledge of the world religion/view point studied.</p>	<p><u>Progress</u></p> <p>EY and KS1 look at traditions and the everyday experience with faith/worldview.</p> <p>Developed through greater questioning as children work towards upper key stage 2 alongside the above statement for EY/KS1.</p> <p>Key language of theology, philosophy and social/human sciences builds on previous language used and applied to other areas.</p> <p>Impact of the success of the curriculum will link to child’s ability to retrieve knowledge and use theological and philosophical enquiry.</p>	<p><u>Support and Challenge</u></p> <p>All pupils access the RE curriculum.</p> <p>Where appropriate visual aids, social stories and small group/individual overlearning may be necessary.</p>