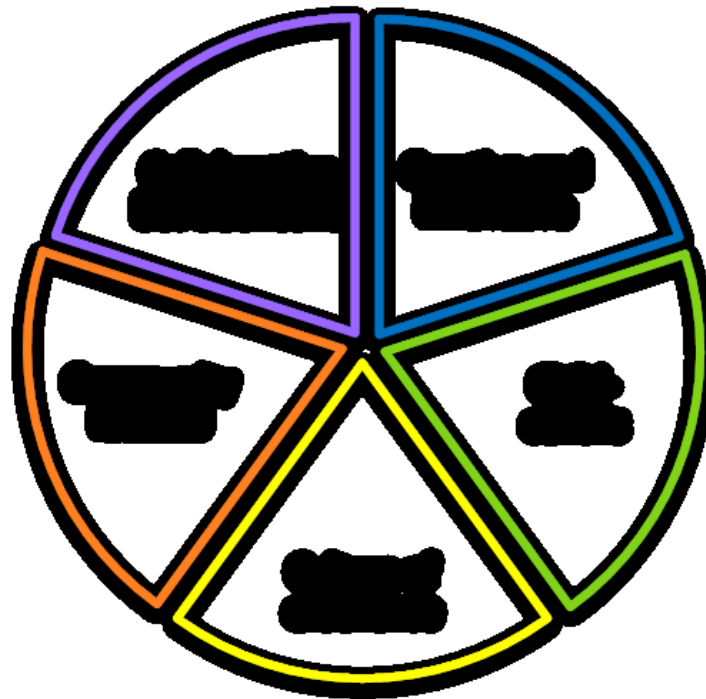




Religious Education

Our TRUST Curriculum Principles

A Kaleidoscope Schools curriculum has been designed to enable children to develop wide knowledge/ skills and become well rounded and confident individuals who are curious and want to learn. Schools design and develop their own curriculums but encapsulate the following which are linked to the Kaleidoscope 5C's.



Intent

We aspire for all pupils to receive a high-quality RE education providing them with opportunities to express their own views and to open their eyes to the world around them. Through building up a body of knowledge and skills they will be encouraged to develop a sense of excitement and curiosity discovering about the main religions and the humanist view, searching within themselves to explore and develop their own beliefs and spirituality. The more children know about different faiths and practices, the more tolerant and inclusive citizens they will become.

As a Church of England School, learning about the Christian Faith is deeply embedded with all aspects of life at school. It is important that children not only have a good subject knowledge of Christianity but also how they can shape their own beliefs and practices and use the values of Christianity as a basis to become respected citizens of their community and wider world.

Implementation

Our RE curriculum is taught in phases in modules that enable pupils to study in depth key religious understanding, skills and vocabulary. Each module builds on prior learning and these are revisited throughout the academic year to deepen pupils understanding and embed learning. As a Church of England school, we are required to teach 2/3 Christianity and we do this by using the diocesan recommended Understanding Christianity resource. North Somerset AMV units are used to deliver content for non-Christian religions.

Through teacher modelling and planning children are given opportunity to learn and use key vocabulary. The Kaleidoscope pedagogical approach is used in all lesson formats – retrieving and building on what the pupils already know, explaining new content including key vocabulary. Pupils are ‘scaffolded’ to attempt new learning and then apply new learning independently.

Where possible the curriculum is enriched with trips and /or visitors.

Impact

Collation of whole school assessment data (from annual pupil reports) shows the achievements of each stage on terms of working towards, at or above expectations. This can be compared with other foundation data to see if achievement is in line with other subjects. Book scrutiny and pupil conferencing also reflect if learning is retained and at expected standards.

Overview

RE 2 Year Cycle 2024- 2026					
	Autumn		Spring		Summer
R / Y 1	God/Creation – Why is the word ‘God’ so important to Christians?	Incarnation – Why do Christians perform Nativity plays at Christmas?	Salvation - Why do Christians put a cross in an Easter Garden?	The Easter Story	Why are places and books special? within the faiths of Hinduism Compare to Christianity
Y 1 / 2 Cycle 1	God (KS1) What do Christians believe God is like?	Incarnation (KS1) Why does Christmas matter to Christians?	Salvation (KS1) Why does Easter matter to Christians?	The Easter Story	Judaism : What does it mean to belong to a religion?- Compare to Christianity AMV unit 2
Y 1/ 2 Cycle 2	Creation (KS1) Who made the world?	The Christmas Story	Gospels (KS1) What is the good news that Jesus brings?	The Easter Story	Celebrations and Festivals within the faith of Islam Why and how do we celebrate? Introduction to Humanism
Y 3 / 4 Cycle 1	Kingdom of God When Jesus left, what was the impact of the Pentecost?	Incarnation What is the Trinity?	Salvation Why do Christians call the day Jesus died ‘Good Friday?’		What does it mean to belong to a religion?- Sikhism Compare to Humanism
Y 3 / 4 Cycle 2	Creation and Fall What do Christians learn from the creation story?	People of God What is it like to follow God?	Gospel What kind of world did Jesus want?	What kind of world do Humanists want?	What does it mean to belong to a religion?- Hinduism AMV unit 11
Y 5 / 6 Cycle 1	Kingdom of God What kind of king is Jesus?	Incarnation Was Jesus the Messiah?	Gospel What would Jesus do?	Salvation What did Jesus do to save human beings?	What does it mean to belong to a religion?- Judaism AMV unit 12
Year 5 / 6 Cycle 2	Creation Creation and science: confliction or complimentary? Creation for Humanists	God What does it mean if God is holy and loving?	People of God How can following God bring freedom and justice? Living as a Humanist	Salvation What difference does the Resurrection make for Christians?	What does it mean to belong to a religion?- Islam AMV unit 10

History National Curriculum Milestones (Trust Milestones)

Key Theme	Reception / EYFS	KS1 (Y1–Y2)	KS2 (Y3–Y4)	KS2 (Y5–Y6)
Christian daily practice	Know that a Christian may pray to God	Identify at least two different types of texts from the Bible. For example; a story, a parable, a gospel account	<p>Make clear links between biblical texts and the key concepts studied</p> <p>Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.</p>	Give clear meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts
Christian Deity: beliefs and scripture	<p>The word God is a name.</p> <p>Christians believe God is the creator of the universe and our world.</p> <p>Christians believe God came to Earth in human form as Jesus.</p>	<p>Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.</p>	<p>Order at least five key concepts within a timeline of the Bible's 'big story'.</p> <p>Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.</p>	<p>Explain the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.</p> <p>Identify at least five types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and the key concepts studied, using theological terms.</p>
Christian Worship and Celebration	Visit a local church and know it is a place of Christian worship	Give at least three examples of how Christians put their beliefs into practice in church worship and in daily life.	Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.	Show an awareness of different interpretations within the Christian communities / denominations and the wider world
Reflective Practice			Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	<p>Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.</p>



Other World Religions	Daily practice: Talk about an act that a Hindu may do Deity: beliefs and scripture: Talk about a Hindu story Worship and Celebration: what and where: Use the right names for buildings that are special to Hindus.	Daily practice: Talk about what is important to Jews with respect for their feelings. Deity: beliefs and scripture • Say what some Jewish symbols, stories and art stand for. Worship and Celebration: Use the right names for some things and places that are special to Jews. Make a comparison between what a Humanist believes and members of another faith.	Daily practice: Talk about what is important to Hindus with respect for their feelings. Deity: beliefs and scripture: Say what some Hindu symbols, stories and art stand for. Worship and Celebration: Use the right names for some spaces and objects within them that are special to Hindus Reflective Practice: Make links between some of the stories and teachings of Hindus and life in the world today, expressing some ideas of their own clearly.	Daily practice: Talk about what is important to Muslims with respect for their feelings Deity: beliefs and scripture: Say what some Islamic symbols, stories and art stand for. Worship and Celebration: Use the right names for some spaces and objects within them that are special to Muslims Reflective Practice: Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how faith ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own. Make a comparison between what a Humanist believes and members of another faith.
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