

## 5 RE Curriculum Intent, Implementation and Impact

### Strategic intent

At Hanging Heaton Church of England Junior & Infant School, we believe that it is vital for all our pupils to learn from and about the Christian religion and other world faiths, so they can understand and appreciate the world around them. We follow the Kirklees Local Agreed Syllabus for Religious Education. The Believing and Belonging 2019 syllabus states that:

*'A broad and balanced programme of RE will reflect three key areas. First, it will include a study of the key beliefs and practices of religions and other world views, including those represented in West Yorkshire. Secondly, it will provide opportunities to explore key religious concepts and common human questions of meaning, purpose and value, often called 'ultimate' questions. Thirdly, it will enable pupils to investigate how beliefs affect moral decisions and identity, exploring both diversity and shared human values.'*

We feel that children should give a theologically informed and thoughtful account of Christianity as a living and diverse faith and show an informed and respectful attitude to religions and non-religious worldviews. Study of religious and non-religious approaches to life can help to equip young people to explore personal questions of meaning and to engage in meaningful and informed dialogues about profound issues and contemporary questions that face our communities now and in the future. Religious education encourages pupils to reflect critically and responsibly on their own spiritual, philosophical and ethical views.

### Implementation

#### Content and Sequence

We follow a two-year rolling programme using units of work that fulfil the requirements of the Believing and Belonging locally agreed syllabus for Kirklees. These are supplemented with additional units from the Leeds Diocese. Our curriculum comprises of two-thirds coverage of Christianity to ensure teaching and learning is in line with denominational requirements for Voluntary Controlled Church of England schools. All children have at least one hour per week of Religious Education. Progression Maps outline the skills expected to be demonstrated in each year group in order to reach end of key stage expectations. Religious Education lessons are taught by class teachers in a variety of ways, including discussion, investigation and enquiry, drama, stories, art and written work.

## Impact

Pupils are able to describe and make connections between different features of the religions and other world views they study, in order to reflect on their significance. They are able to discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth. They discuss and apply how beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair, reflecting on their own answers to these questions. Pupils consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard. SEND children make at least expected progress and reach their attainment targets and disadvantaged children make progress that is in line with their peers.

### RE achievement versus reading, writing and maths 2018-19

End of KS1	School	RE
Reading - achieved expected standard	83%	94%
Reading - achieved greater depth standard (GDS)	28%	0%
Writing - achieved expected standard	78%	94%
Writing - GDS	11%	0%
Maths - achieved expected standard	83%	94%
Maths - GDS	28%	0%
Reading, writing, maths - expected	83%	

RE results are stronger than Reading, Writing and Maths in KS1 with the exception of GDS pupils. The number of pupils assessed as working above expected standard in RE (GDS) has been low over the course of the past two years. In September 2019, a new RE syllabus was introduced with new and clearer assessment criteria for pupils working towards, working at and working above expectations in each unit. It is anticipated that this will result in a more accurate assessment and teachers will feel more confident in their judgements, particularly in terms of GDS.

<b>End of KS2</b>	<b>School</b>	<b>RE</b>
Reading - achieved standard	76%	100%
Writing - achieved standard	81%	100%
SPAG - achieved standard	81%	100%
Maths - achieved standard	81%	100%
Reading, writing, maths - expected	76%	

## RE Progression Map

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Investigate the beliefs and practices of religions and other world views		<ul style="list-style-type: none"> <li>Recall and talk about</li> <li>Talk about</li> <li>Notice</li> </ul>	<ul style="list-style-type: none"> <li>Recall and name</li> <li>Retell and suggest meanings for</li> <li>Recognise similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Recognise</li> <li>Retell and make links</li> <li>Observe similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Describe and make links</li> <li>Describe and show understanding</li> <li>Explore and describe similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Identify and make connections</li> <li>Reflect on and find meanings</li> <li>Explain and understand similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast</li> <li>Give a considered response</li> </ul>
Investigate how religions and other world views address questions of meaning,		<p><b>End of Key Stage:</b> <b>Beliefs and authority</b> <b>Retell and suggest meanings</b> for some religious and moral stories, exploring and discussing <i>sacred writings and traditions</i> and recognising the traditions from which they come.</p> <p><b>Worship and Spirituality</b> <b>Recall and name</b> different beliefs and practices, including <i>festivals, worship, rituals and ways of life</i>, in order to find out about the meanings behind them. <b>Recognise</b> some different ways that people <i>express beliefs and values, appreciating some similarities</i> between communities.</p> <ul style="list-style-type: none"> <li>Respond to questions</li> <li>Talk about</li> <li>Notice details</li> </ul>	<p><b>End of Key Stage:</b> <b>Beliefs and authority</b> <b>Describe and understand</b> links between stories and other aspects of the communities they are investigating, <b>responding thoughtfully</b> to a range of <i>sources and traditions</i> and to <i>beliefs and teachings</i> that arise from them in different communities.</p> <p><b>Worship and Spirituality</b> <b>Describe and make connections</b> between different features of the religions and other world views they study, discovering more about <i>celebrations, worship, pilgrimages and the rituals</i> which mark important points in life, in order to <b>reflect on their significance</b>. <b>Explore and describe</b> a range of <i>worship and expressions of spirituality</i> so that they can understand different ways of expressing meaning.</p> <ul style="list-style-type: none"> <li>Ask and respond to questions</li> <li>Explore questions</li> <li>Express ideas</li> <li>Recognise similarities and differences</li> <li>Respond sensitively</li> </ul>	<ul style="list-style-type: none"> <li>Observe</li> <li>Express own ideas</li> <li>Observe and respond thoughtfully</li> </ul>	<ul style="list-style-type: none"> <li>Explain and give reasons</li> <li>Present ideas</li> <li>Reflect and give examples</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain</li> <li>Apply and explain ideas</li> <li>Reflect and suggest reasons</li> </ul>	<ul style="list-style-type: none"> <li>Explain a range of opinions and give reasons</li> <li>Summarise and apply a range of ideas</li> <li>Weigh up different points of view</li> </ul>

<p>purpose and value</p>	<p><b>End of Key Stage:</b>  <b>The Nature of Religion and Belief</b>  <b>Notice and respond sensitively</b> to some <b>similarities between different religions and other world views</b> in their approach to questions of beliefs and meaning.  <b>Ultimate Questions</b>  <b>Explore questions about belonging, meaning and truth</b> so that they can <b>express their own ideas</b> and opinions in response using words, music, art or poetry.</p>	<p><b>End of Key Stage:</b>  <b>The Nature of Religion and Belief</b>  <b>Observe and understand</b> varied <b>examples of religions and other world views</b> so that they can <b>explain, with reasons,</b> their meanings and significance.  <b>Ultimate Questions</b>  <b>Discuss and present thoughtfully</b> their own and others' views on <b>challenging questions about belonging, meaning, purpose and truth</b>, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>
<p>Investigate how religions and other world views influence morality, identity and diversity</p>	<ul style="list-style-type: none"> <li>• Find out about</li> <li>• Talk about ideas</li> </ul> <ul style="list-style-type: none"> <li>• Observe and recount</li> <li>• Find out about and respond</li> <li>• Find out and begin to express ideas</li> </ul> <p><b>End of Key Stage:</b>  <b>Moral decisions</b>  <b>Find out about questions of right and wrong</b> and <b>begin to express their ideas</b> and opinions in response.  <b>Identity and Diversity</b>  <b>Find out about and respond</b> with ideas and <b>examples of co-operation</b> between people who are different.</p>	<ul style="list-style-type: none"> <li>• Discover more and express ideas</li> <li>• Discover and respond</li> <li>• Express ideas</li> </ul> <ul style="list-style-type: none"> <li>• Explain and give reasons</li> <li>• Discover and explain ideas</li> <li>• Express ideas and opinions</li> </ul> <ul style="list-style-type: none"> <li>• Identify and explain</li> <li>• Investigate and apply ideas</li> <li>• Discuss and give examples</li> </ul> <ul style="list-style-type: none"> <li>• Explain a range of opinions and give reasons</li> <li>• Summarise and apply a range of ideas</li> <li>• Weigh up different points of view</li> </ul> <p><b>End of Key Stage:</b>  <b>Moral decisions</b>  <b>Discuss and apply</b> how <b>beliefs and values may affect choices</b>, ideas about <b>what is right and wrong and what is just and fair</b>, reflecting on their own answers to these questions.  <b>Identity and Diversity</b>  <b>Consider and apply ideas</b> about ways in which <b>diverse communities can live together</b> for the well-being of all, <b>responding thoughtfully</b> to ideas about community, values and respect.</p>

## RE Curriculum 2019-2024 – Believing and Belonging Teaching Sequence

*(Adapted from The Local Agreed Syllabus for RE)*

To achieve a broad and balanced curriculum, this syllabus is built around three aims (outlined below). These aims recognise that the universal provision of RE must help pupils to gain increasing understanding and empathy of our wide and diverse communities, as well as developing religious literacy, thinking skills and ethical judgments.

Teaching and learning should be focused around rigorous investigation or enquiry of key questions. Questions for enquiry should be contemporary, relevant and engaging.

The Local Agreed Syllabus for RE requires all pupils to:

A. Investigate <b>the beliefs and practices of religions and other world views</b> , including:	<ol style="list-style-type: none"><li>1. <b>Beliefs and authority:</b> core beliefs and concepts; sources of authority including written traditions and leaders;</li><li>2. <b>Worship and Spirituality:</b> how individuals and communities express belief, commitment and emotion.</li></ol>
B. Investigate how religions and other world views address <b>questions of meaning, purpose and value</b> , including:	<ol style="list-style-type: none"><li>1. <b>The nature of religion and belief</b> and its key concepts;</li><li>2. <b>Ultimate Questions</b> of belonging, meaning, purpose and truth.</li></ol>
C. Investigate how religions and other world views influence <b>morality, identity and diversity</b> , including:	<ol style="list-style-type: none"><li>1. <b>Moral decisions:</b> teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</li><li>2. <b>Identity and Diversity:</b> diversity among and within religions and other world views; individual and community responses to difference and shared human values.</li></ol>

- The syllabus requires schools to focus on specific core religions at each key stage: Christianity and Islam from KS1, adding Sikhism and Judaism at KS2. Being a VC Church of England school, 2/3 of our RE syllabus should be Christianity based. The religions covered are initialled under each unit title in the grids below.
- The units outlined below are non-statutory but **do cover the statutory requirements** of the new syllabus.
- Each unit of work provides an assessment activity suggestion and assessment statements. These are matched in the new RE trackers, to be completed half-termly.
- Due to the nature of mixed-age classes, the RE curriculum has been split into a two-year rolling programme to ensure coverage. Please take time to review this and report any anomalies to Sam McGee (RE Co-ordinator). Thank you.

### Class 1

#### Year A

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Where do we live and who lives there? F.1  C, I	How are special times celebrated? F.2  C, I, H, S  Christmas Unit F2 - How do Christians celebrate Christmas?  C	Who and what are special to us? F.5  C, I	Easter Unit Y1 - What makes Easter important  C	What makes a good helper? F.3  C, I	How and why do we care for others? 1.4  (C, I)
Harvest visit to church	Christmas Nativity visit to church		Easter visit to church		

**Year B**

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
What can we see in our wonderful world? F.4  C	How do we celebrate special events? 1.2  C, I, J  Christmas Unit F2 - How do Christians celebrate Christmas?  C	Which books and stories are special? 1.1  C, I (J, S)	Easter/Palm Sunday  C	Who brought messages about God and what did they say? 1.5  C	What does it mean to belong to a church or mosque? 1.3  C, I
Harvest visit to church	Christmas Nativity visit to church		Easter visit to church	Visit by Vicar	Visit to mosque/Muslim visitor

**Class 2**

**Year A**

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Which books and stories are special? 1.1  C, I (J, S)	How do we celebrate special events? 1.2  C, I, J  Christmas Unit Y1 - Giving and Receiving  C	How is new life welcomed? 2.1  C, I, non-R	Easter Unit Y1 - What makes Easter important?  C	How and why do people pray? 2.3  C, I	How can we look after our planet? 2.4  C, I, non-R



Harvest visit to church	Christmas Nativity visit to church		Easter visit to church	Visit to mosque/Muslim visitor	
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### Year B

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
What does it mean to belong to a church or mosque? 1.3  C, I	How and why do we care for others? 1.4  C, I  Christmas Unit Y2 - Light  C	Who brought messages about God and what did they say? 1.5  C	Easter Unit Y2 - Church Celebration  C	How can we make good choices? 2.2  C, I, non-R	What did Jesus teach and how did he live? 2.5  C
Harvest visit to church	Christmas Nativity visit to church	Visit by Vicar	Easter visit to church		Visit by Vicar

### Class 3

### Year A

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
How do Jews remember God's covenant with Abraham and Moses? 3.1  J	How are important events remembered? 4.1  J, S, H  Christmas Unit Y3 - Advent  C	What faiths are shared in our country? 4.2  C, J, I, S, non-R	Easter Unit Y3 - Joy and Sadness  C	Who can inspire us? (Additional unit) 3.5  C, I, J, non-R	What is spirituality and how do people experience this? 3.2 (Spirited Arts)  C, J, I, S, non-R

Harvest visit to church	Christmas Nativity visit to church		Easter visit to church		
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### Year B

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
What do Christians believe about a good life? 3.3  C	Christmas Unit Y4 - Jesus 'Light of the World'/The Nativity Story  C	What do creation stories tell us about the world? 3.4  C, J, I, S, non-R	Easter Unit Y4 - Loyalty and Betrayal  C	How do the Five Pillars guide Muslims? 4.3  I	Why are Gurus at the heart of Sikh belief and practice? 4.4  S
Harvest visit to church	Christmas Nativity visit to church		Easter visit to church	Visit to mosque/Muslim visitor	Visit to Gurwara/Sikh visitor

### Class 4

### Year A

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
What faiths are shared in our country? 4.2  C, J, I, S, non-R	How are important events remembered? 4.1  J, S, H  Christmas Unit Y5 - Epiphany, gifts and gift bringers  C	Why are some places and journeys special? 5.1  I, C, J, S	Easter Unit Y5 - Victory  C	What values are shown in Codes for Living? 5.2  C, I, J, non-R	How do people express ideas about God? (Christianity Unit 7)/Spirited Arts  C

Harvest visit to church	Christmas Nativity visit to church		Easter visit to church		
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### Year B

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
How do the Five pillars guide Muslims? 4.3  I	Why are Gurus at the heart of Sikhs belief and practice? 4.4  S Christmas Unit Y4 - Jesus 'Light of the World'  C	Should we forgive others? 5.3  C	Easter Unit Y4 - Loyalty and Betrayal  C	What do Christians believe about the old and new covenants? 5.4  C	Can Christian Aid and Islamic Relief change the world? (Christianity Unit 8)  C  Spirited Arts?
Harvest visit to church	Visit to Gurdwara/Sikh visitor Christmas Nativity visit to church		Easter visit to church	Visit by Vicar	

### Class 5

#### Year A

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Why are some places and journeys special? 5.1	Christmas Unit Y6 - Gospel accounts  C	What values are shown in Codes for Living? 5.2	What do Christians believe about Jesus' death and resurrection? 6.2	How do Sikhs show commitment? 6.1  S	How do people express ideas about God? (Christianity)

I, C, J, S		C, I, J, non-R	C		Unit 7)/Spirited Arts C
Harvest visit to church	Christmas Nativity visit to church		Easter visit to church	Visit to Gurdwara/Sikh visitor	

### Year B

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Should we forgive others? 5.3 C	What do Christians believe about the old and new covenants? 5.4 C Christmas Unit Y5 - Epiphany, gifts and gift bringers C	How does growing up bring responsibilities? 6.3 C, J, S	What do Christians believe about Jesus' death and resurrection? 6.2 C	How do Jews remember the Kings and Prophets in worship and life? 6.4 J (C, I)	How does religion help people live through good and bad times? (Diocese Unit U2.14)  Spirited Arts?
Harvest visit to church	Christmas Nativity visit to church		Easter visit to church	Visit to synagogue/Jewish visitor	