



Subject Overview 2020/2021: RE
Intent (Skills/ knowledge):
Implementation (How/ When):

	Year 3	Year 4	Year 5	Year 6
INTENT	<p>Autumn 1 <u>What does it mean to be a Christian in Britain today?</u></p> <ul style="list-style-type: none"> - Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1) - Describe some ways in which Christian express their faith through hymns and modern worship songs (A2) - Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2) - Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2) 	<p>Autumn 1 <u>What does it mean to be a Hindu in Britain today?</u></p> <ul style="list-style-type: none"> - Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings (A1) - Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2) - Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2) - Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2) 	<p>Autumn 1 <u>Why do some people believe God exists?</u></p> <ul style="list-style-type: none"> - Outline clearly a Christian understanding of what God is like, using examples and evidence (A2) - Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2) - Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1) - Present different views on why people believe in God or not, including their own ideas (C1) - Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently(B3) 	<p>Autumn 1 <u>Is it better to express your religion in arts and architecture or in charity and generosity?</u></p> <ul style="list-style-type: none"> - Describe and make connections between examples of religious creativity (buildings and art) (A1) - Show an understanding of the value of sacred buildings and art (B3) - Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2) - Apply ideas about values and from scriptures to the title question (C2) - Examine the title question from different perspectives, including their own (C1) - Outline how and why some Humanists criticizes spending on religious buildings or art A3)



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<p>Key Vocabulary Christian, church, pray, bible, crucifix, cross, communion, Psalm, disciples, worship, music, hymns, spiritual, praise song, holy communion, last supper, Catholic, symbols, Anglican, Methodist, Baptist, community, faith, beliefs, teachings, Rosa Parks, rights,</p>	<p>Key Vocabulary Hinduism, Hindu, faith, worship, symbols, deities, beliefs, Mandir, puja, aarti, bhajans, tradition, flowers, diva lamp, murti, Dharma, Moksha, duties, reincarnation, Mahatma Gandhi, Karma, protest, achievements, injustice, equality, festivals, Holi, Diwali, culture.</p>	<p>Key Vocabulary religion, theism, atheism, agnosticism, theist, agnostic, atheist, belief, Christian, Bible, existence, enquiry, creator, Father, Shepherd, Jesus, viewpoints, belief, opinion, facts, interpretation, powerful, sacred, creation, natural world, evolution, arguments</p>	<p>Key Vocabulary architecture, charity, generosity. Sacred. Special. Buildings, religion, importance, spiritual, Cathedrals, temples, Mosques, Muslim, community, Allah, worship, Prophet, identity, creativity, belief, Jesus, Salvation, scripture, Cathedral, poverty, justice, wealth, critical, buildings, arguments,</p>
<p>Prior learning F5 Where do we belong? 1.7 What does it mean to belong to a faith community?</p>	<p>Prior learning F5: Where do we belong? 1.7 What does it mean to belong to a faith community?</p>	<p>Prior learning 1.1-3 Who is Christian/ Muslim / Jewish and what do they believe? L2.1 What do different people believe about God?</p>	<p>Prior learning</p>
<p>Autumn 2 UNIT CONTINUED FROM AUTUMN 1</p>	<p>Autumn 2 UNIT CONTINUED FROM AUTUMN 1</p>	<p>Autumn 2 <u>If God is everywhere, why go to a place of worship?</u> - Make connections between how believers feel about places of worship in different traditions (A3) - Select and describe the most important functions of a place of worship for the community (B3) - Give examples of how places of worship support believers in difficult times, explain why this matters to believers (B2)</p>	<p>Autumn 2 <u>What difference does it make to believe in Ahimsa (harmfulness), Grace and Ummah (Community)?</u> - Make connections between beliefs and behaviour in different religions (A1) - Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1) - Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2)</p>



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		<ul style="list-style-type: none"> - Present ideas about the importance of people in a place of worship, rather than the place itself (C1) 	<ul style="list-style-type: none"> - Consider similarities and differences between beliefs and behaviour in different faiths (B3) - Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1)
Key Vocabulary	Key Vocabulary	Key Vocabulary place of worship, worship, church, Synagogue, Mandir, Mosque, Gurdwara, temple, community, believer, Anglican, Baptist, Christian, lectern, cross, font, pastors, congregation, sacrifice, Holy Communion, Hindu, Puja, OM, Murti, meditate, Orthodox, Reform, Ark, Hebrew, Torah, commandments, skull caps, silence, Nature, Community, purpose, guidance, pilgrimage, traditional,	Key Vocabulary commitment, beliefs, religious, impact, generosity, Ummah, harmlessness, Prophet Muhammed, messengers, Islam, community, mosques, Hajj, charity, Quran, Gandhi, Hindu, teaching, inspiring leaders, inspiration, non-violent, sewa, Ahimsa, selfless, grace, forgiveness, father, Last Supper, significance, saint, sacrifice, prayer, meditation,
Prior learning	Prior learning	Prior learning F3: Which places are special and why? 1.7: What makes some places sacred? L2.5: Why do people pray?	Prior learning 1.8 How should we care for others and the world, and why does it matter?



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<p>Spring 1 <u>What do different people believe about God?</u></p> <ul style="list-style-type: none">- Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1)- Ask questions and suggest some of their own responses to ideas about God (C1)- Suggest why having a faith or belief in something can be hard (B2)- Identify how and say why it makes a difference in people's lives to believe in God (B1)	<p>Spring 1 <u>What can we learn from religions about deciding what is right or wrong?</u></p> <ul style="list-style-type: none">- Make connections between stories of temptation and why people can find it difficult to be good (A2)- Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1)- Give examples of ways in which some inspirational people have been guided by their religion (B1)- Discuss my own and others' ideas about how people decide right and wrong (C3)	<p>Spring 1 <u>What would Jesus do? (Can we live by the values in the twenty-first century?)</u></p> <ul style="list-style-type: none">- Outline Jesus' teaching on how his followers should live (A2)- Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3)- Explain the impact Jesus' example and teachings might have on Christians- Express my own understanding of what Jesus would do in relation to a moral dilemma from the world today(C3)	<p>Spring 1 <u>What matters most to Christians and Humanists?</u></p> <ul style="list-style-type: none">- Describe some Christian and Humanist values simply(B3)- Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3)- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2)- Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2)- Give examples of similarities and differences between Christian and Humanist values (B3)
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<p>Key Vocabulary belief, God, symbols, Father, Son, Holy Spirit, artefacts, pray, prayer, communication, love, light, creator, Trinity, faith, rosary beads, candles, prayer mat, prayer beads, incense, Christianity, Moses, Burning Bush, Saint Paul, Jewish, Egyptian, freedom, respect, Allah, Muslims, 99 names for Allah, faith, sacred texts, generous, life, devotion, nature, creation, spiritual, Quran, worship, Hindu, gods, goddesses, murtis, Brahma, Vishnu, Shiva, Brahman, symbolic, non-religious, Humanism, humanity, honesty, beliefs, rules, Atheist, believers, Trinity.</p>	<p>Key Vocabulary rules, Golden Rule, Humanism, Judaism, The Ten Commandments, Torah, The Beatitudes, right, wrong, respect, moral, choices, guidance, faith, reasons, conscience, justice, believers, temptation, Adam and Eve, disobedience,</p>	<p>Key Vocabulary Christians, values, community, mission, Jesus, Catholic, followers, love, forgiveness, justice, generosity, parables, crucifixion, fairness, prayer, Mother Teresa, dilemma, moral, greed, problems, charities, values, good and evil, cross, crucifixes, artefact, impact, temptation, meaning, belief.</p>	<p>Key Vocabulary rules, code, actions, thoughts, concepts, fairness, honesty, religious, Humanist, values, dilemma, justice, forgiveness, free choice, love, Christians, life, friends, family. God, respect, kindness, good, bad, peace, prayer, community, commandments, morals,</p>
<p>Prior learning 1.1-3 Who is Christian / Muslim / Jewish and what do they believe?</p>	<p>Prior learning 1.8 How should we care for others and the world, and why does it matter?</p>	<p>Prior learning F2 Which people are special and why? L2.3 Why is Jesus inspiring to some people?</p>	<p>Prior learning 1.8 How should we care for others and the world, and why does it matter? L2.9 What can we learn from religions about deciding right and wrong?</p>
<p>Spring 2 <u>Why are festivals important to religious communities?</u> (EASTER) - Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2)</p>	<p>Spring 2 <u>Why is Jesus inspiring to some people?</u> - Make connections between some of Jesus' teaching and the way Christians live today (A1)</p>	<p>Spring 2 UNIT CONTINUED FROM SPRING 1</p>	<p>Spring 2 UNIT CONTINUED FROM SPRING 1</p>



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	<ul style="list-style-type: none"> - Identify similarities and differences in the way festivals are celebrated within and between religions (A3) - Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2) - Suggest how and why religious festivals are valuable to many people (B2) - Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2) 	<ul style="list-style-type: none"> - Describe how Christians celebrate Holy Week and Easter Sunday (A1) - Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy week and Easter (A2) - Identify the most important parts of Easter for Christians and say why they are important (B1) 		
	<p>Key Vocabulary celebrations, religious, non-religious, significant, values, believers, community, Easter, palm leaf, cross, Holy Week, Jesus, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, serving, weeping, praising, rejoicing, symbols, Last Supper, disciples,</p>	<p>Key Vocabulary inspiring, inspiration, teachings, values, virtues, heroes, qualities, love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control, portrayal, Gospels, incarnation, Holy week, Easter, miracle, creation, salvation, the Fall, parables, commitments, tolerance,</p>	<p>Key Vocabulary</p>	<p>Key Vocabulary</p>



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	servant, Holy Communion, sacrifice, crucifixion, Pontius Pilate, condemning, arrested, Barrabas, Mary, tomb, stone,	Beatitudes, symbols, truth, resurrection, Good Shepherd, Jerusalem, Palm Sunday, Good Friday, gratitude,		
	Prior learning F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times?	Prior learning F2 Which people are special and why?	Prior learning	Prior learning
	<p>Summer 1 <u>Why do people pray?</u></p> <ul style="list-style-type: none"> - Make connections between what people believe about prayer and what they do when they pray (A3) - Describe the practice of prayer in the religions studied (A2) - Describe ways in which prayers can comfort and challenge believers (B2) - Describe and comment on similarities between how Christians, Hindus and Muslims pray (B3) 	<p>Summer 1 <u>Why are festivals important to religious communities? (EID)</u></p> <ul style="list-style-type: none"> - Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2) - Identify similarities and differences in the way festivals are celebrated within and between religions (A3) - Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2) 	<p>Summer 1 <u>What does it mean to be a Muslim in Britain today?</u></p> <ul style="list-style-type: none"> - Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2) - Describe and reflect on the significance of the Holy Qur'an to Muslims(B1) - Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2) - Make connections between the key functions of the 	<p>Summer 1 No RE unit this half term due to SAT's preparation.</p>



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		- Suggest how and why religious festivals are valuable to many people (B2)	mosque and the beliefs of Muslims (A1)	
	Key Vocabulary pray, meditate, prayer, symbols, believers, Pillar of Islam, attitudes, Qur'an, incense, artefacts, shrines, Mandirs, worship, Murti, Puja, precious, Gods/Goddesses, spiritual, silence, emotions, reflection, expression, miracles, celebration.	Key Vocabulary celebrations, religious, non-religious, significant, values, believers, community, Ramadan, sacrifice, generous, self-discipline, believers, no pain no gain, fasting, disciplined, strong, weak, obedience, Allah, Eid-ul-Fitr, Mosque, charity	Key Vocabulary Muslim, Islam, journey, Five Pillars, experiences, importance, Prophet Mohammad, God, worship, spiritual, fasting, Ramadan, hajj, pilgrimage, Prophet, Shahadah, Allah, value, belief, rituals, Mecca, prayer, prayer mat, salah, mosque, sermon, prayer beads, Zakah, generosity, charity, community, command, discipline, Eid-ul-Fitr, celebration, forgiveness, festivals, Eid-UI-Adha, Quran, guidance, prayer, commandment, minaret, dome, Imam,	Key Vocabulary
	Prior learning F3 Which places are special and why? 1.5 What makes some places sacred?	Prior learning F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times?	Prior learning F5: Where do we belong? 1.7 What does it mean to belong to a faith community?	Prior learning



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<p>Summer 2 <u>Why is the Bible important for Christians today?</u></p> <ul style="list-style-type: none"> - Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2) - Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1) - Discuss my own and others' ideas about why humans do bad things and how people try to put things right (C3) - Give examples of how and suggest reasons why Christians use the Bible today (B1) 	<p>Summer 2 <u>Why do some people think that life is a journey? What significant experiences mark this?</u></p> <ul style="list-style-type: none"> - Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2) - Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3) - Suggest reasons why marking the milestones of life are important to Christians, Hindus and/ or Jewish people (B2) - Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1) 	<p>Summer 2 UNIT CONTINUED FROM SUMMER 1</p>	<p>Summer 2 <u>What do religions say to us when life gets hard?</u></p> <ul style="list-style-type: none"> - Outline Christian, Hindu and/or non-religious beliefs about life after death (A1) - Express ideas about how and why religion can help believers when times are hard, giving examples (B2) - Explain some similarities and differences between beliefs about life after death (B2) - Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3)
<p>Key Vocabulary holy writings, Bible, Christians, wisdom, guidance, holy book, sacred texts, special, Torah, Quran, religions, Testaments, chapter, verses, love, Psalm, sermon, teaching, world, God, creation, the</p>	<p>Key Vocabulary journey, rituals, life events, hopes, expectations, achieve, dreams, symbolised, ambitions, destination, ceremonies, guidance, believers, milestones, significance, Baptism, belonging, initiation, promises,</p>	<p>Key Vocabulary</p>	<p>Key Vocabulary death, heaven, belief, soul, after life, personality, reflection, spirit, salvation, reincarnation, judgement, karma, Hindu, journey, cycle, Moksha, Dharma, Muslim, good deeds, bad deeds, funeral, grieve,</p>



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	<p>Fall, incarnation, salvation, gratitude, Genesis, scripture, temptation, Adam and Eve, forgiveness, reconciliation, Prodigal son, wise words,</p>	<p>declaration of faith, Bar/Bat Mitzvah, commandment, responsible, preparations, Orthodox, Sabbath, traditions, celebrations, Holy scriptures, Dharma, Karma, Moksha, sacred thread, commitment, reincarnation, life, death, purify, guru, duties, wedding, faithfulness, marriage, sacred, worship.</p>		<p>order of service, bible, prayer, Humanists,</p>
	<p>Prior learning F1 Which stories are special and why? 1.4 What can we learn from sacred books?</p>	<p>Prior learning FS: Which times are special and why? 1.6 How and why do we celebrate special and sacred times?</p>	<p>Prior learning</p>	<p>Prior learning</p>

Implementation

Approach to Religious Education (RE)

At Alexandra Junior School, Religious Education is taught weekly for an hour a week. Within the Key Stage, it is expected that children will extend their knowledge and understanding of religions and world views. They will be introduced to an extended range of sources and subject-specific vocabulary. We encourage the children to be curious and ask increasingly challenging questions about religion, belief, values and human life. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially Islam, Hinduism, Judaism and faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious



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thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children. Pre-cueing of vocabulary is encouraged to ensure that the key vocabulary relating to the topic is retained by all learners.

The Curriculum for RE ensures that all pupils:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews

Our curriculum is designed so that the skills the children require progress as they move from Foundation stage to Key Stage 2. Consultations have been held with the feeder Infant School co-ordinator to ensure that skills progress from those taught at the Infant School and repetition is limited. Pre-cueing of vocabulary is encouraged to ensure that the key vocabulary relating to the topic is retained by all learners. We use a 3-tier vocabulary approach which is revisited regularly to enable understanding and retention. Pre-cueing of vocabulary is a regular focus for our EAL pupils. Knowledge mats are available for all units taught and these are used during classes. These knowledge mats consist of key vocabulary and their definitions and the sticky knowledge which should be retained by the children. The RE lessons support our school context-based drivers, the 5Es (Excel yourself, Embrace yourself, Explore the world, Engage with others, Express yourself). These are explicitly shared with the children.

Our curriculum is designed in a way that knowledge and skills progress through the years. As the children move through the key stages, their understanding deepens.

- Foundation stage (Discovering)
- KS1 (Exploring)
- KS2 (Connecting)
- KS3 (Applying/interpreting)

This approach shows progression and allows for higher order thinking skills to be applied as the children move through the curriculum.

The RE curriculum is split into three strands with each unit falling under one of these:



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Believing

(Religious beliefs, teachings, sources, questions about meaning, purpose and truth)

L2.1 What do different people believe about God? (Y3)	U2.1 Why do some people think God exists? (Y5)
L2.2 Why is the bible so important for Christians today? (Y3)	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (Y5)
L2.3 Why is Jesus inspiring to some people? (Y4)	U2.3 What do religions say to us when life gets hard? (Y6)

Expressing

(Religious and spiritual forms of expression, questions about identify and diversity)

L2.4 Why do some people pray? (Y3)	U2.4 If God is everywhere, why go to a place of worship? (Y5)
L2.5 Why are festivals important to religious communities? (Y3 and 4)	U2.5 Is it better to express your beliefs in arts and architecture or in charity or generosity? (Y6)
L2.6 Why do some people think that life is like a journey and what significant experiences mark this? (Y4)	

Living

(Religious practices and ways of living, questions about values and commitments)

L2.7 What does it mean to be a Christian in Britain today? (Y3)	U2.6 What does it mean to be a Muslim in Britain today? (Y5)
L2.8 What does it mean to be a Hindu in Britain today? (Y4)	U2.7 What matters most to Christians and Humanists? (Y6)
L2.9 What can we learn from religions about deciding what is right or wrong? (Y4)	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah? (Y6)



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Below is a timetable of when each unit is taught in Key Stage 2.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	L2.7 What does it mean to be a Christian in Britain today?		L2.1 What do different people believe about God? <i>Christian focus and either or both Hindus and Muslims</i>	L2.5 Why are festivals important to religious communities? <i>Easter focus possibly an RE week</i>	L2.4 Why do people pray?	L2.2 Why is the Bible so important for Christians today?
Year 4	L2.8 What does it mean to be a Hindu in Britain today?		L2.9 What can we learn from religions about deciding what is right and wrong?	L2.3 Why is Jesus inspiring to some people?	L2.5 Why are festivals important to religious communities? <i>Eid focus possibly an RE week</i>	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
Year 5	U2.1 Why do some people think God exists?	U2.4 If God is everywhere, why go to a place of worship? <i>Possible RE week or fortnight with a focus on a visit to the church and the mandir</i>	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)		U2.6 What does it mean to be a Muslim in Britain today?	
Year 6	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?	U2.7 What matters most to Christians and Humanists?			U2.3 What do religions say to us when life gets hard?

SEND/Differentiation

Our RE curriculum allows for inclusivity, allowing all children to engage with their lessons. It is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are deemed more-able and talented and those learning English as an additional language, and we make all reasonable adjustments to achieve this. More guidance on how we achieve this can be found in the Inclusion in Religious Education document.



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SMSC

Although RE makes an enormous contribution to SMSC development, it is a whole school responsibility. RE lessons help to support the school's overall ethos.

Outlined below are the ways that RE can support the development of SMSC.

Spiritual development refers to the aspects of the child's spirit which are enhanced by school life and learning. RE can support this by promoting:

- Self-awareness
- Curiosity
- Collaboration
- Reflection
- Resilience
- Response
- Values
- Appreciation

Moral development is about exploring pupil's own moral outlook and the understanding of what is right and wrong. RE supports this by promoting:

- Valuing others
- Moral Character development
- Moral diversity

Social development is about enabling pupils to explore and understand social situations they will experience in school and the wider world. RE supports this by exploring:



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- Shared values
- Idealised concepts
- Moral sources
- Influences
- Social insight
- Role models
- Experiential learning

Cultural development has two meanings and when learning about RE, the children are able to develop both. The first refers to the pupil's own home culture and backgrounds and the second refers to our national culture. Cultural development may be evident in RE in two ways:

- Own culture
- Wider culture

Reading for learning

Reading for learning is encouraged to enable learners to gain more information about key festivals and celebrations. This will be found in Guided Reading books. For example, Easter, Diwali, Christmas, Eid.

Assessment and Record keeping

Formative assessment

Assessment is an integral part of every subject. The children are continuously assessed before, during and after the lessons. After each lesson, the children will be assessed using an 'I can' statement. For each lesson, there will be a knowledge learning objective and a skill learning objective. This will be shown on the appropriate page in the floor book. The children will be RAG rated on how they have achieved the particular knowledge or skill they have been working on. Green will show that the child has achieved ARE within that lesson. If the name is not coloured, then that means that they are not working at ARE. The word 'absent' will be put next to the



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name if the child was away during the lesson. This assessment will inform a teacher's judgement as to whether they are age related at the end of the unit. Any of the 5Es that are relevant to the lesson will be noted next to the learning objective on the 'I can' statement.

Summative assessment

At the end of a unit, the teacher will fill in an assessment grid which will assess the children based on the outcomes from the entire unit. Retention of knowledge is supported and assessed through a range of mini quizzes revisited regularly.

Trips and visitors

Each year, the school visit the local church and take part in a Christmas service. We have welcomed into school religious leaders from both the local church and the local Mosque. In the past, the children have taken part in a RE conference where they contribute their views with other schools within Stoke- On- Trent.

Various assemblies are carried out throughout the year, looking at religious celebrations and festivals. These are both led by staff and pupils.

Teacher led assemblies

- Diwali
- Lent
- Holi
- Advent
- Eid

Child led assemblies

- Easter
- Harvest
- Eid



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Collective worship

At our school, collective worship/assemblies are held daily, with one of these days being a class assembly and one being a STAR assembly where we celebrate the achievements of the children. Assemblies are planned on a termly basis and are both educational and inclusive. Our assemblies allow an opportunity for children to reflect on the values of the school community and the community which it serves. It helps to deepen and widen children's emotional responses and enables children to share their own view points.

Learning Recovery (KS2)

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.

Progression

Below is a progression overview of the Stoke Syllabus for RE which is used at the infants and the Juniors. This shows how the skills and knowledge progresses through the years up to the end of Key Stage 3. Please refer to the progression document found in the Stoke Syllabus handbook.



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D2 A progression overview for 5-14s: outcomes

Aims in RE: A progression grid	At the end of KS1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:	At the end of key stage 3 most pupils will be able to:
Know about & Understand A1. 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 world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Explain and interpret ways that the history and culture of religions and world views influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences;
Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	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;	Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and world views as coherent systems or ways of seeing the world;
Know about & Understand 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 community's 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;	Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them;
Express and Communicate 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 world views so that they can explain, with reasons, their meanings and significance to individuals and communities;	Explain the religions and world views which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology;
Express and Communicate 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;	Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religions and world views, accounting for the impact of diversity within and between communities;
Express and communicate B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;	Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied;
Gain & deploy skills: C1. 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 thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;	Explore some of the ultimate questions that are raised by human life in ways that are well-informed and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy;
Gain & deploy skills: C2. 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 co-operation between people who are different;	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;	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religions and world views;
Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to 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 response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.



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