

# RE Curriculum



Cooperative  
Education East

## Aims of RE

Please refer to our Curriculum and Rationale document which can be found on our schools' websites.

<https://banham.cee.coop/>, <https://bunwell.cee.coop/>, <https://thompson.cee.coop/>

At the Cooperative Education East Trust, we believe that RE enables pupils to know and understand about all major world religions and non-religious worldviews, their impact on society, culture and the wider world. RE offers the opportunity for pupils to deepen their understanding of the religion and world views as lived by believers. It teaches pupils to express ideas and insights and contributes to children's understanding of British Values; to their spiritual, moral, social and cultural development; to a greater appreciation of global issues and other broader dimensions.

As a Trust we ensure we **C.A.R.E.** and that our children will be **Confident, Able to meet future challenges, Responsible members of the community and Effective Learners.**

Religious Education is not a statutory part of the curriculum but state-funded and local authority schools must provide a basic RE curriculum.

Further information regarding this can be found following this link:

<https://www.gov.uk/government/publications/re-and-collective-worship-in-academies-and-free-schools/religious-education-re-and-collective-worship-in-academies-and-free-schools>

At the Cooperative Education East Trust, we are guided by the Norfolk Agreed Syllabus 2019, which states that high quality RE will support pupils' religious literacy. In the context of this syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

The Norfolk Agreed Syllabus can be found here: <https://www.schools.norfolk.gov.uk/-/media/schools/files/teaching-and-learning/religious-education-agreed-syllabus/norfolk-religious-education-agreed-syllabus-2019.pdf>

We have used the available guidance for RE alongside the Norfolk Agreed Syllabus 2019 to create learning lenses in order to align this specific content with our **C.A.R.E.** vision.

**The 3 learning lenses that we have applied** are:

- Believing – this relates to thinking and asking questions from a believer's point of view.
- Thinking – this relates to thinking about thinking; in other words, from a philosopher's point of view.
- Living – this relates to how life is lived and the impact that this way of life has upon the person and others.

We apply these learning lenses as we use each teaching unit. The suggested questions in the table provide illustrated examples of how the lenses can be applied to the subject context and content, many of the questions are generic so can be tailored to any religion or world view. The green text is a direct reference to Christian examples as this is taught across all key stages.

**Which religions and worldviews do we need to study in each Key Stage?**

**Norfolk Agreed Syllabus 2019**

	<b><u>EYFS</u></b>	<b><u>Key Stage 1</u></b>	<b><u>Key Stage 2</u></b>
<b><u>Religions and worldviews</u></b>	Christianity At least one other religion, religious belief or worldview	In depth investigation of: Christianity One other principal world religion  And encountering: At least one other principal religion or worldview reflected in the local context	In depth investigation of: Christianity Two other principal world religions  And encountering: At least one other religion or worldview
<b><u>School contextualising factors</u></b>	RE at EYFS will prepare children for the multidisciplinary approach. Pupils begin to explore religion and worldviews in terms of special people, times, places and objects as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.	Schools should consider the following factors when deciding what to study: Understanding of the beliefs and practices of non-Abrahamic tradition e.g. Sikhism Understanding of connections between Abrahamic religions e.g. Judaism, Christianity and Islam The local context Providing foundations for KS2	Schools should consider the following factors when deciding what to study: Understanding the beliefs and practices of a Dharmic tradition e.g. Hinduism Understanding of connections between Abrahamic religions e.g. Christianity, Judaism and Islam The local context Building upon learning at KS1 and providing foundations for KS3
<b><u>Weighting of religions and beliefs</u></b>	No weighting is specified at EYFS	More time should be spent on Christianity than any other individual worldview or religion.	More time should be spent on Christianity than any other individual worldview or religion.

## RE Curriculum Map

### Cycle 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>
<b>Reception</b> UW <b>People Culture &amp; Community</b>	<p>What is special about me - what makes me - me?</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Diwali festival of light Hindu Hanukkah Judaism The Christmas Story Christianity</p> <p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>		<p>Holi the festival of colour Hindu Easter &amp; Shrove Tuesday Christianity</p>		
<b>Year 1/2</b>	<p>Special books Christianity, Judaism and Islam</p>		<p>What did Jesus teach us? Christianity</p>		<p>What do Sikhs believe? Sikhism</p>	
<b>Year 3/4</b>	<p>Christmas journeys Christianity, Judaism</p>		<p>Jewish Celebrations Judaism</p>		<p>Sikh rites of passage Sikhism</p>	
<b>Year 5/6</b>	<p>Stories of Christianity Christianity</p>		<p>What is the Qur'an? Islam</p>		<p>Stories of Hinduism Hinduism</p>	

### Cycle 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>
<b>Reception</b>	<p>What is special about me - what makes me - me?</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>Diwali festival of light Hindu Hanukkah Judaism The Christmas story Christianity</p> <p>Understand that some places are special to members of their community. Recognise that people have</p>		<p>Holi the festival of colour Hindu Easter &amp; Shrove Tuesday Christianity</p>		

		different beliefs and celebrate special times in different ways.				
<b><u>Year 1/2</u></b>		Why do Christians give gifts at Christmas? Christianity		What do Muslims celebrate? Islam		Our Wonderful World Judaism, Christianity and Islam
<b><u>Year 3/4</u></b>		What is the Bible? Christianity		Why is Easter important? Christianity		Islamic rites of passage Islam
<b><u>Year 5/6</u></b>	Where did the Christian Bible come from? Christianity		Buddhist worship and belief Buddhism		Jewish worship and community Judaism	

As specified in the Norfolk Agreed Syllabus for Religious Education 2019, the majority of weighting has been given to studying Christianity. Every year, children will have the opportunity to develop and build upon what they have learnt about Christianity previously and gain a deeper understanding of the religion as they move through their time at primary school. Islam and Judaism make up the next largest proportion of the weighting for study, allowing for connections to be made between the Abrahamic religions and similarities and differences to be understood. Children will then be introduced to Sikhism, Hinduism and also to non-religious beliefs through several units studied during their time in each key stage - while these religions will not be studied in as much depth as the Abrahamic religions, it will enable children to understand the core beliefs each religion holds and also to highlight the similarities and differences between all religions studied. By the time children leave a Cooperative Education East school, they should have a deep understanding of Christianity, Islam and Judaism, with a basic understanding of Hinduism, Sikhism, Buddhism and non-religious beliefs, ensuring they have been exposed to a broad range of content thus laying the foundation for Key Stage 3.

## Learning lenses – Suggested questions taken from NAS 2019

<u>Learning Lenses</u>	<u>Year 1/2</u>	<u>Year 3/4</u>	<u>Year 5/6</u>
<b>Believing</b>	<p>What do religious people say God is like? • Why is light an important symbol for many religious believers? • What do _____ remember at _____? (E.g. what do Jews remember at Passover?) • What might _____ learn from the _____ narrative? (E.g. what might Hindus learn from the Diwali narrative?)</p> <ul style="list-style-type: none"> <li>• What might _____ learn from the story of _____? (E.g. what might Jews learn about God from the story of Abraham?)</li> <li>• What do Christians believe God is like? • Who made the world? • Why does Christmas matter to Christians? • Why does Easter matter to Christians?</li> </ul>	<p>What do _____ believe about God? • How do _____ talk about God? • What is the Bible and how do people interpret it? • Why is there so much diversity of belief within _____? • Where do religious beliefs come from? • How have events in history shaped beliefs?</p> <ul style="list-style-type: none"> <li>• What do Christians learn from the creation story? • What is the Trinity? • Why to Christians call the day Jesus died 'Good Friday'?</li> </ul>	<p>How do _____ explain the suffering in the world? • One narrative, many beliefs: Why do people interpret things differently? • How reliable are sources of authority for believers? • How do _____ make sense of the world?</p> <ul style="list-style-type: none"> <li>• What does it mean if God is holy and loving? • Creation and science: Conflicting or complementary? • Was Jesus the Messiah? • What did Jesus do to save human beings? • What differences does the resurrection make for Christians?</li> </ul>
<b>Thinking</b>	<p>Why do people have different views about the idea of 'God'? • What do my senses tell me about the world of religion and belief? • What is puzzling about the world of religion and belief? • What is 'good' and what is 'bad'? • How do people decide what is right and wrong? • What questions do religious stories make us ask? Can we find any answers? • What's the big idea? (introduction to philosophy/Socratic dialogue) • How did the universe come to be?</p>	<p>What is the difference between believing and knowing? • What is philosophy? • What do we mean by 'truth'? • How do people make moral decisions? • How do people respond to issues of poverty and justice? • What kind of world should we live in? • Is seeing believing? • Can kindness/love change the world?</p>	<p>Why is there suffering in the world? • What can we learn about the world/knowledge/ meaning of life from the great philosophers? • Is being happy the greatest purpose in life? • Is believing in God reasonable? • Is it possible for something to always be right (or wrong)? • What does it mean to be 'human'? • Are angels real? • Can people come back to life?</p>
<b>Living</b>	<p>How do festivals/celebrations bring people together? • Where is the religion around us? • What does it mean to belong to the _____ community? • What happens in the daily life of a _____? • What does it mean to be part of a religious family? • Why are symbols and artefacts important to some people? • How do worship gatherings/ceremonies give _____ a sense of identity and belonging?</p>	<p>What can we learn from different members/expressions of the _____ tradition? • How do _____ express their religious beliefs in modern Britain and in _____ [name of country]? • How do people express commitment to a religion or worldview in different ways? • What difference does being a _____ make to daily life? What does it mean to be a _____? • How do/have religious groups contribute to society and culture in the local area?</p>	<p>What do we mean by religion? What makes a religion a religion? • How do/have religious groups contribute to society and culture across the world? • Does religion bring peace, conflict or both? • What does it mean to be part of a global religious/worldview community? • How have expressions of _____ changed over time? • How do beliefs shape identity for _____? • How has belief in _____ impacted on music and art through history?</p>

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