

Great Gaddesden Church of England (VA) Primary School



Religious Education (RE) Curriculum

Statement of Intent:

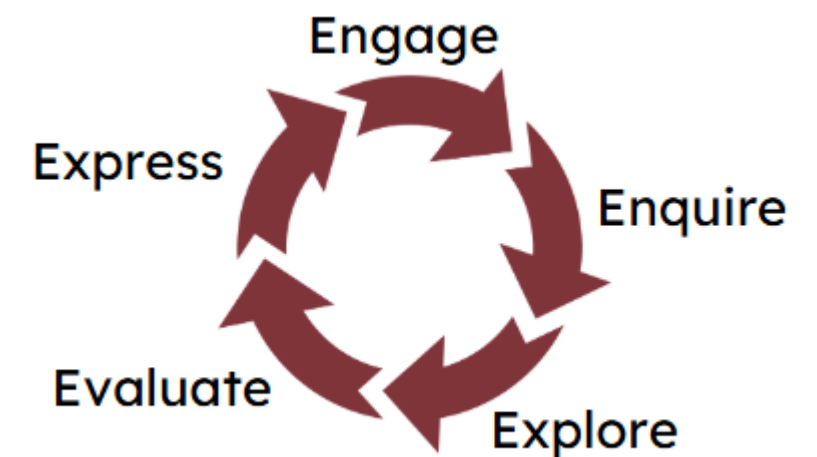
As referenced in the Church of England Statement of Entitlement (2019), Religious Education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). In line with our theologically rooted vision, it is that this will help educate for dignity and respect, encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

We believe high-quality sequential religious education (RE) ensures we are able to fully meet the statutory requirement and to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to our Religious Education offer is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church.

In line with the Church of England's Statement of Entitlement and our theologically rooted vision, our RE curriculum is a priority within the school, integral to our mission of enabling all pupils to flourish academically, socially, and spiritually. It enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, balanced with a range of other religions and worldviews.

Through our RE curriculum, we aim to provide a high quality, sequential framework that equips students with the knowledge, skills, and values they need to navigate and contribute positively to our diverse world.

Our enquiry approach (as shown below), through the Emmanuel Project curriculum, encourages critical thinking, empathy, and respect for different perspectives, allowing students to reflect and develop spiritually through the 'big questions'. This provides opportunities for our children to carefully consider the profound questions of life, belief and morality.



Religious Education Curriculum Overview (Based on the Emmanuel Project)

Key:

Christianity Islam Sikhism Hinduism Judaism Buddhism Humanism

EYFS

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A (23-24)	<p>CREATION 1</p> <p>Why is the word 'God' so important to Christians?</p>	<p>INCARNATION 1</p> <p>Why do Christians perform nativity plays at Christmas?</p>	<p>SALVATION 1</p> <p>How can we help others when they need it?</p>	<p>SALVATION 2</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>INCARNATION 2</p> <p>What makes every single person unique and precious?</p>	<p>CREATION 2</p> <p>How can we care for our wonderful world?</p>
Year B (24-25)	<p>Including an encounter with:</p> <p>A Muslim whispering Allah in a baby's ear</p>	<p>Including an encounter with:</p> <p>A Muslim story: Muhammad and the Ants</p>	<p>Including an encounter with:</p> <p>A Sikh story: Har Gobind and the 52 Princes</p>	<p>Including an encounter with:</p> <p>A Buddhist story: The Monkey King</p>	<p>Including an encounter with:</p> <p>Hindus celebrating at Raksha Bandhan</p>	<p>Including an encounter with:</p> <p>Tu be Shevat: The Jewish Birthday of Trees</p>

KS1

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A (23-24)	Believing What some families believe about God, the natural world, human beings, a significant figure			Symbols & Artefacts How symbols and artefacts are used to express religious meaning and why	Leaders & Teachers Figures who have an influence on others locally, nationally and globally in religion and why.	
	Judaism Teshuvah / G-D Why do Jewish families talk about repentance at New Year?	Christianity Saviour / Jesus Why was Jesus given the name 'saviour'?	Islam Allah / mercy How do some Muslims show Allah is compassionate and merciful?	Christianity Resurrection / joy What are the best symbols of Jesus' death & resurrection at Easter?	Christianity Disciple / faith Why do Christians trust Jesus and follow him?	Judaism Torah / rabbi Why is the Torah such a joy for the Jewish community?
Trips/Visitors			North Watford- Jamia Mosque			
Year B (24-25)	Belonging Where and how people belong and why belonging is important?		Stories & Books How and why some stories and books are sacred and important	Prayer & Worship How and why some people pray and what happens in a place of worship?	Celebrations What celebrations are important in religion and why	Prayer & Worship How and why some people pray and what happens in a place of worship
	Christianity Baptism / church Why is belonging to God and the church family important to Christians?	Judaism Mitzvot / tzedakah Why is learning to do good deeds so important to Jewish people?	Christianity Parables / gospel What did Jesus teach about God in his parables?	Christianity Prayer / worship Why do Christians pray to God and worship him?	Christianity Emmanuel / Holy Spirit How does celebrating Pentecost remind Christians that God is with them always?	Judaism Tefillah/ blessings Why do Jewish families say so many prayers and blessings?
Trips/Visitors	St John's Church (Baptism)					

LKS2

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Religion and the Individual What is expected of a believer following a religion and the impact of belief on peoples' lives			Symbols and Religious Expression How religious and spiritual ideas are expressed	Inspirational People Why some figures, e.g. founders, leaders and teachers, inspire religious believers	Symbols and Religious Expression How religious and spiritual ideas are expressed
Year A (23-24)	Islam How does a Muslim show their submission and obedience to Allah?	Christianity How do Christians show that reconciliation with God and others is important?	Hinduism Why do Hindus want to collect good karma?	Christianity Is the cross a symbol of love, sacrifice or commitment for Christians?	Christianity What difference did Paul's conversion on the Damascus road make to Christians?	Judaism What symbols and stories help Jewish people remember their covenant with God?
Trips/Visitors			Hare Krishna Temple Bhaktivedanta Manor			
Year B (24-25)	Inspirational People Why some figures, e.g. founders, leaders and teachers, inspire religious believers			Religion and the Individual What is expected of a believer following a religion and the impact of belief on peoples' lives	Religion, Family & Community How religious families & communities practise their faith & the contributions this makes to local life	Encountering Sikhism ~ Religion, Family and Community
	Christianity How does believing Jesus is their saviour inspire Christians to save and serve others?	Islam Why do Muslims call Muhammad the 'seal of the prophets'?	Hinduism How does the story of Rama and Sita inspire Hindus to follow their dharma?	Christianity Why are good stewardship and generous giving important for every Christian?	Christianity Why do Christians believe they are people on a mission?	Sikhism How do Sikhs put their beliefs about equality into practice?
Trips/Visitors						Gurdwara (Central Watford)

UKS2

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Beliefs and Questions What key beliefs people hold about God, the world and humans			Worship, Pilgrimage and Sacred Places Where, how & why people worship, inc. importance of particular religious sites		Buddhism ~ Symbolism and Religious Expression
Year A (23-24)	Islam How does tawhid create a sense of belonging to the Muslim community?	Christianity How do Christians show their belief that Jesus is God incarnate?	Hinduism How do questions about Brahman and atman influence the way a Hindu lives?	Christianity What is the great significance of the Eucharist for Christians?	Christianity Why do Christians think being a pilgrim is a good analogy for life itself?	Buddhism How did Buddha teach his followers to find enlightenment?
Trips/Visitors						Amaravati Buddhist Monastery
Year B (24-25)	Teachings and Authority What sacred texts and other sources say about God, the world and human life		Journey of Life and Death Why some occasions are sacred to believers and what people think about life after death			
	Islam What does the Qur'an reveal about Allah and his guidance?	Christianity Why is the gospel such good news for Christians?	Humanism Why do Humanists say happiness is the goal of life?	Christianity Should believing in the resurrection change how Christians view life and death?	Buddhism How does the Triple Refuge help Buddhists in their journey through life?	Christianity How do the 'Heroes of Faith' encourage Christians today?
Trips/Visitors			Synagogue- recall and embed understanding of Judaism			

Progression by strand

AT	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
Strand	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
EYFS	Ra I can remember something that happens in a faith story	Rb I can recognise something a person is doing because of their religion e.g. praying	Rc I can recognise an object, picture or word that is important to a religious person	Rd I can talk about things that happen to me	Re I can talk about something interesting in a story or in the world around me	Rf I can talk about what is important or special to me
KS1	1a I can remember a faith story and know who it is special to 2a I can tell a faith story and say why it might be important to a believer	1b I can use the right words to talk about something a person does in their religion 2b I can talk about something religious people do together as part of their worship in a religious building	1c I can suggest why a particular artefact, text or picture is important to a religious person 2c I can say what a religious symbol stands for, or what some art, music or words are about for a believer	1d I can talk about things that happen in my family, my class or my religion 2d I can ask respectfully about what happens in groups my friends or others belong to, including a faith group	1e I can ask why a story is told, and what I learn from it, including a religious story 2e I can talk about the meaning in a story, including a religious story, and about any questions it raises	1f I can talk about something which is important for me and why 2f I can talk about what is important to others, including religious believers, and ask respectfully about why
LKS2	3a I can describe what a believer might learn from a religious story / text 4a I can describe what believers might learn from a religious story about God or living	3b I can describe some similar things religious people do as part of their faith / way of life 4b I can describe some things religious people do as part of their faith that are the same and some that are different	3c I can describe some ways people show their beliefs using religious words correctly 4c I can describe some different ways people show their beliefs using religious words, art or symbols	3d I can recognise some of the things which influence me e.g. family, friends, faith 4d I can compare some things that influence me with those that influence other people, including religious believers	3e I can ask good questions about life and communicate some of my ideas for answers 4e I can ask important questions about life and compare ideas with those of other people, including people of faith	3f I can link things that are important to me with the way I think and behave 4f I can link things that I, and others, value, with the way we choose to think and behave
UKS2	5a I can make links that show how the beliefs of religious groups come from particular sources or teachings 6a I can explain some key beliefs / teachings of a religious group, linking these to texts and saying what they tell believers about God or how to live their lives	5b I can use the right religious words to describe practices and experiences involved in belonging to religious groups 6b I can use a wide religious vocabulary to compare the practices and ways of life in different faiths or denominations	5c I can show how believers express their religious beliefs and feelings in different ways, and suggest why 6c I can express religious beliefs, ideas or feelings in the kind of style used by believers and explain what I am trying to convey	5d I can ask questions about groups people choose to belong to, or identify with, and include reference to people who inspire others to belong 6d I can ask about the diverse groups people belong to in society, as a result of heritage, choices or beliefs, and the challenges of a particular religious identity	5e I can ask questions about the meaning and purpose of life, and suggest answers of my own and one a religious believer might give 6e I can compare my own ideas about the meaning and purpose of life, or about what is true, with those of others including those of a religious believer	5f I can ask about moral decisions I, and others, make as a result of particular values or commitments, including some religious beliefs 6f I can discuss some of the benefits and problems of holding strong values and commitments, including those of a religious or non-religious nature