

**Curriculum Quality**  
RE

**Subject Leader:**  
Duncan Beckley

**Intent**

The aim of Religious Education, at Marchant-Holliday School, is to help children to acquire and develop knowledge and understanding of the five main world religions; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links which are, and can be, made between home, school and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils.

At the Marchant-Holliday School, it is our aim to show our pupils how the world is enriched by a wide and profound diversity of culture and beliefs. We aspire to teach the pupils that human beings can work together to strengthen society and encourage them to question stereotyping and division.

**The overarching concepts for RE at The Marchant-Holliday School are:**

- \*To develop critical thinking skills
- \*To develop personal reflection into the child's own thoughts and feelings
- \*To develop the knowledge of the world's five religions
- \*To foster spiritual development.

**Implementation**

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. We do this through using the Discovery RE scheme of learning. Religious Education plays an important role, along with all other curriculum areas, particularly PSHCE and SEAL, in promoting the spiritual, moral, social, and cultural development of our children.

We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for children. Although each class has a weekly RE lesson, in which the main themes are taught, we strive to incorporate those themes within our cross-curricular learning experiences. The Discovery RE scheme enables the teachers to plan exciting and stimulating lessons to promote the development of pupils' RE knowledge, understanding and skills as part of the wider school curriculum. Our RE lessons give pupils the opportunity to pose and answer difficult questions. The safe, but challenging lessons allow pupils to discover and explore their own beliefs and consider the diverse beliefs of others. Embedded within the teaching are all the aspects of SMSC, with learning opportunities provided in every RE lesson for pupils to strengthen their personal development.

**Curriculum Overview (Knowledge and Skills)**

Below you will find a whole school overview, from the Discovery RE scheme, of the themes taught in each year.



### Overview Years F1/2 to Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1/2	<b>Theme:</b> Special People <b>Key Question:</b> What makes people special? <b>Religions:</b> Christianity, Judaism	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What is Christmas? <b>Religion:</b> Christianity	<b>Theme:</b> Celebrations <b>Key Question:</b> How do people celebrate? <b>Religions:</b> Hinduism	<b>Theme:</b> Easter <b>Concept:</b> Salvation <b>Key Question:</b> What is Easter? <b>Religion:</b> Christianity	<b>Theme:</b> Stories <b>Key Question:</b> What can we learn from stories? <b>Religions:</b> Christianity, Islam, Hinduism, Sikhism	<b>Theme:</b> Special Places <b>Key Question:</b> What makes places special? <b>Religions:</b> Christianity, Islam, Judaism



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1	<b>Theme:</b> Creation Story <b>Concept:</b> God/Creation <b>Key Question:</b> Does God want Christians to look after the world? <b>Religion:</b> Christianity	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? <b>Religion:</b> Christianity	<b>Theme:</b> Jesus as a friend <b>Concept:</b> Incarnation <b>Key Question:</b> Was it always easy for Jesus to show friendship? <b>Religion:</b> Christianity	<b>Theme:</b> Easter - Palm Sunday <b>Concept:</b> Salvation <b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <b>Religion:</b> Christianity	<b>Theme:</b> Shabbat <b>Key Question:</b> Is Shabbat important to Jewish children? <b>Religion:</b> Judaism	<b>Theme:</b> Rosh Hashanah and Yom Kippur <b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children? <b>Religion:</b> Judaism
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There is an additional optional Judaism enquiry at the end of the Year 1 section: Does celebrating Chanukah make Jewish children feel closer to God?



2	<b>Theme:</b> What did Jesus teach? <b>Key Question:</b> Is it possible to be kind to everyone all of the time? <b>Religion:</b> Christianity	<b>Theme:</b> Christmas - Jesus as gift from God <b>Concept:</b> Incarnation <b>Key Question:</b> Why do Christians believe God gave Jesus to the world? <b>Religion:</b> Christianity	<b>Theme:</b> Passover <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do? <b>Religion:</b> Judaism <b>Theme:</b> Prayer at home <b>Key Question:</b> Does praying at regular intervals help a Muslim in his/her everyday life? <b>Religion:</b> Islam	<b>Theme:</b> Easter - Resurrection <b>Concept:</b> Salvation <b>Key Question:</b> How important is it to Christians that Jesus came back to life after His crucifixion? <b>Religion:</b> Christianity	<b>Theme:</b> The Covenant <b>Key Question:</b> How special is the relationship Jews have with God? <b>Religion:</b> Judaism <b>Theme:</b> Community and Belonging <b>Key Question:</b> Does going to a Mosque give Muslims a sense of belonging? <b>Religion:</b> Islam	<b>Theme:</b> Rites of Passage and good works <b>Key Question:</b> What is the best way for a Jew to show commitment to God? <b>Religion:</b> Judaism <b>Theme:</b> Hajj <b>Key Question:</b> Does completing Hajj make a person a better Muslim? <b>Religion:</b> Islam
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## Overview Years F1/2 to Year 6

3	<p><b>Theme:</b> Diwali</p> <p><b>Key Question:</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p><b>Religion:</b> Hinduism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Has Christmas lost its true meaning?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Jesus' Miracles</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter - Forgiveness</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> What is 'good' about Good Friday?</p> <p><b>Religion:</b> Christianity</p>	<p><b>*Theme:</b> Hindu Beliefs</p> <p><b>Key Question:</b> How can Brahman be everywhere and in everything?</p> <p><b>Religion:</b> Hinduism</p>	<p><b>*Theme:</b> Pilgrimage to the River Ganges</p> <p><b>Key Question:</b> Would visiting the River Ganges feel special to a non-Hindu?</p> <p><b>Religion:</b> Hinduism</p>
	<p><b>*Theme:</b> The Amrit Ceremony and the Khalsa</p> <p><b>Key Question:</b> Does joining the Khalsa make a person a better Sikh?</p> <p><b>Religion:</b> Sikhism</p>				<p><b>*Theme:</b> Sharing and Community</p> <p><b>Key Question:</b> Do Sikhs think it is important to share?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>*Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> What is the best way for a Sikh to show commitment to God?</p> <p><b>Religion:</b> Sikhism</p>

4	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> How special is the relationship Jews have with God?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> What is the most significant part of the nativity story for Christians today?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Passover</p> <p><b>Key Question:</b> How important is it for Jewish people to do what God asks them to do?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Is forgiveness always possible for Christians?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Rites of Passage and good works</p> <p><b>Key Question:</b> What is the best way for a Jew to show commitment to God?</p> <p><b>Religion:</b> Judaism</p>	<p><b>Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> Do people need to go to church to show they are Christians?</p> <p><b>Religion:</b> Christianity</p>
	<p><b>Theme:</b> Buddha's teachings</p> <p><b>Key Question:</b> Is it possible for everyone to be happy?</p> <p><b>Religion:</b> Buddhism</p>		<p><b>Theme:</b> The 8-fold path</p> <p><b>Key Question:</b> Can the Buddha's teachings make the world a better place?</p> <p><b>Religion:</b> Buddhism</p>		<p><b>Key Question:</b> What is the best way for a Buddhist to lead a good life?</p> <p><b>Religion:</b> Buddhism</p>	

There is an additional optional Christianity enquiry at the end of the Year 4 section: Why are there four Gospels and how are they relevant to Christians today?



### Overview Years F1/2 to Year 6

5	<p><b>*Theme:</b> Belief into action</p> <p><b>Key Question:</b> How far would a Sikh go for his/her religion?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Is the Christmas story true?</p> <p><b>Religion:</b> Christianity</p>	<p><b>*Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Are Sikh stories important today?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> How significant is it for Christians to believe God intended Jesus to die?</p> <p><b>Religion:</b> Christianity</p>	<p><b>*Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> What is the best way for a Sikh to show commitment to God?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Christian to show commitment to God?</p> <p><b>Religion:</b> Christianity</p>
	<p><b>*Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> What is the best way for a Hindu to show commitment to God?</p> <p><b>Religion:</b> Hinduism</p>		<p><b>*Theme:</b> Hindu Beliefs</p> <p><b>Key Question:</b> How can Brahman be everywhere and in everything?</p> <p><b>Religion:</b> Hinduism</p>		<p><b>*Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p><b>Religion:</b> Hinduism</p>	

There is an additional optional Christianity enquiry at the end of the Year 5 section: Does belief in the Trinity help Christians make better sense of God as a whole?

6	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</p> <p><b>Religion:</b> Islam</p>	<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> How significant is it that Mary was Jesus' mother?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and Meaning</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Is anything ever eternal?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter</p> <p><b>Concept:</b> Gospel</p> <p><b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><b>Religion:</b> Islam <i>NB: This enquiry is taught in 2 sections over the term</i></p>
		<p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p><b>Religion:</b> Christianity</p>			

There is an additional optional Christianity enquiry at the end of the Year 6 section: How did Jesus create a 'New Covenant' and what does that mean to Christians today?



In year 7, the pupils begin exploring themes in Philosophy, Ethics and RE. Skills of insight and empathy with an understanding of the human condition are key characteristics of the scheme of work. Students are given opportunities to develop skills in group work, discussion and debate with both written and spoken evaluation tasks.

Year 7 Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Philosophy, RE and Ethics</b>	<b>Authority:</b> A unit exploring secular and sacred types of authority. Differences between belief, opinion, faith and fact.	<b>Christianity:</b> a unit introducing students to their first major world religion, including explorations of the philosophy of God, determinism and free-will, and love.	<b>Identity:</b> a unit exploring what it means to belong to a community and how to define worship.	<b>Prejudice:</b> a unit exploring stereotyping, discrimination, equality and charity.	<b>Islam:</b> a unit exploring how Muslims worship and serve Allah and the community around them, and why they go on pilgrimage.	<b>Sikhism:</b> A unit considering the beliefs and practices of Sikhs, symbolism and meaning

### Impact

Through our RE lessons we hope to provide a safe enquiry space to discover more about the religions of the World. We hope to provide the skills to develop critical thinking and ask questions. This will then help to support our children's spiritual development and equip them for a world of diversity. We measure the impact of our curriculum through a variety of methods which include: time for the pupils to reflect on their own learning outcomes; pupil participation in interviews about their learning; celebrations of learning for each term which demonstrates progression across the school; and tracking progress of knowledge against the success criteria.

#### **By the end of Key Stage 1**

The children will have begun to develop an understanding of world religions. They will use their knowledge to make links to their own lives and communities, social aspects of learning, science, geography and history.

#### **By the end of Key Stage 2**

Having developed their understanding further of RE in the wider world, the pupils will appreciate how other people choose to live and have a sense of why they choose to follow different religions.

#### **By the end of year 7**

Students will have demonstrated an interest in exploring, understanding and respecting the cultural diversity of different religious groups in local, national and global communities.