



# CURRICULUM

Subject overview

RE

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*We are Wise Owl, where Together Everyone Achieves More*



### Intent

Religious Education at Wise Owl Trust is designed to ensure our children know and understand about religions, beliefs and practices between communities and amongst individuals. Our sequential curriculum allows our children to engage in systematic enquiry into significant human questions which religion and worldviews address. They will understand the range of diversity across different communities and be able to link people's beliefs and practices to this. Our children will be able to develop the understanding and skills needed to appreciate and appraise varied responses to these 'Big Questions' e.g. Why do some people believe God exist? Our children will be exposed to a range of different religious beliefs and views so they are able to form and develop their own responses to these questions.

### Religious Education National Curriculum

#### 1. Know about and understand a range of religious and non-religious worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

#### 2. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:

- explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

#### 3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.



**Overview of Religious Education Content at Wise Owl Trust**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	Introduction to Islam	Introduction to Christianity	Islam: Practices
<b>Year 2</b>	Sacred Texts: Islam	Christianity: Practices	Sacred Texts: Christianity and Festivals
<b>Year 3</b>	Introduction to Judaism	Christianity: Teachings and Action	Islam: Visual Art
<b>Year 4</b>	Introduction to Sikhism	Christianity: Art and Stories	Islam: Teaching and Action
<b>Year 5</b>	Introduction to Hinduism	Ethics, Christianity and War	Islam and Social Action
<b>Year 6</b>	Christianity around the world	Introduction to Buddhism	Jerusalem: Place Study



### Religious Education in the Early Years Foundation Stage

At Wise Owl Trust we celebrate diversity, community and equality. RE is an important part of our EYFS curriculum in teaching children about the similarities and differences they have with each other and learning respect. Pupils learn that they are all different but all equal. We foster pupil's sense of self and community. Pupils learn about different religions through celebrations and festivals throughout the year. They learn about different beliefs, customs and places of worship.

Pupils learn about Christianity (Christmas and Easter), Hinduism (Diwali and Holi), Islam (Eid and Ramadan) and Judaism (Hanukkah and Yom Kippur).

Teachers may spend a few sessions focusing on a particular religion.

Three and Four Year Olds	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>● Develop their sense of responsibility and membership of a community</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>● Continue to develop positive attitudes about the differences between people</li> </ul>
Reception	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>● See themselves as a valuable individual</li> <li>● Think about the perspectives of others</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>● Talk about members of their immediate family and community</li> <li>● Name and describe people who are familiar to them</li> <li>● Understand that some places are special to members of their community</li> <li>● Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>
ELG	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>● Show sensitivity to their own and others' needs</li> <li>● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>● Talk about the lives of the people around them and their roles in society</li> <li>● Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>



To build foundations for National Curriculum RE learning, by the end of EYFS pupils should:

Beliefs	Expressing	Customs
<ul style="list-style-type: none"><li>● Know that different people have different faiths</li><li>● Know some different religions</li><li>● To know that some stories come from different holy books (i.e. the Bible, Qur'an)</li></ul>	<ul style="list-style-type: none"><li>● Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li><li>● Know that different people have a range of different ways of showing their beliefs, including prayers and worship</li><li>● Know some names of places of worship</li></ul>	<ul style="list-style-type: none"><li>● Understand that different people have different ways of celebrating important events</li><li>● Be able to describe some of their own families' customs and traditions</li><li>● Know that different people have different times of celebration</li><li>● Know that people of all faiths can and do live well alongside each other</li></ul>