

Frizinghall Primary School Religious Education Curriculum Intent, Implementation and Impact 2023

Intent

At Frizinghall Primary School, the R.E. curriculum is based on the Religious Education in English schools: Non-statutory guidance 2010, the EYFS Framework and Development Matters and The Believing and Belonging in West Yorkshire (The Agreed Syllabus for Religious Education 2021, 2019 – 2024). R.E. education provides the foundations for understanding the world through the development of a body of key foundational knowledge and concepts.

R.E. aims to ensure that all pupils:

This syllabus is called Believing and Belonging because it weaves two key threads:

First, it is about beliefs and values. It aims to develop pupils' understanding of religions and worldviews, exploring their commonality and diversity.

Specifically, the purposes of RE:

a. Enable pupils to develop a broad and balanced understanding of religions and worldviews.

RE's primary purpose is to give pupils a broad understanding of Christianity, world faiths and non-religious beliefs; sometimes referred to as 'religious literacy'. It is essential that the curriculum ensures that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions).

b. Develop critical thinking skills

Well taught, RE is a rigorous academic subject, supporting problem solving and critical thinking skills. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place in the curriculum where difficult or 'risky' questions can be tackled within a safe but challenging context.

Secondly, the syllabus is about 'belonging'. It aims to nurture pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present. Ultimately, we all share a common humanity and share this patch of the Earth. In this way it plays a part in helping pupils to discover their own place and journey through life.

Specifically, RE will:

c. Broaden perspectives of faiths and cultures, encouraging tolerance of diversity

A universal RE entitlement means that the subject must aim to develop understanding of diversity, empathy and cohesion. RE develops pupils' knowledge and understanding of Christianity, other religious traditions and world views and explores their responses to life's challenges. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

d. Nurture spirituality

The role of RE is neither to promote nor undermine organised religion. But part of its purpose is to provide structured opportunity for consideration of the non-material aspects of life. RE can contribute dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. It can support their own discovery of their personal journeys of meaning, purpose and value.

e. Contribute to developing pupils as positive, participating citizens of the world.

Human beings are strengthened and empowered by learning from each other. So, through experience and culture, it is possible to explore the opportunities, challenges and purpose of our individual lives and communities. RE plays an important role in preparing pupils for their future, for employment and lifelong learning. It enhances their spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them;
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
- Reflecting on their own beliefs, values and experiences in the light of their study.

The Frizinghall R.E. Curriculum is underpinned by: the whole school SCARF values, the development of R.E. skills, set within the context of the knowledge to be acquired, and the development of spoken language, including dialogic talk. It is enhanced by experiences, including visits and visitors, R.E. links in the activity passports and active learning opportunities.

Each year group follows a curriculum map, which includes R.E. driven themes and provides the context of the learning, links with English and dialogic talk and the experiences to be covered through each theme. (See the Whole School Curriculum Map) R.E. has been mapped across the school to ensure that children have the opportunity to revisit and consolidate past learning and look forward to future learning, through common threads e.g. celebrations (See appendix 1) R.E. knowledge and subject-specific skills are set out in long-term plans, ensuring coverage of and progression in The Believing and Belonging in West Yorkshire (See Year Group LTP). R.E. is mapped so that knowledge and skills are developed through and across phases, as is vocabulary/skills progression. (See appendix 2)

Implementation

R.E. themes contain the specific R.E. knowledge and skills to be developed and are used by teachers to map the theme learning journey. The learning journey is sequenced and adapted by the teacher to meet the needs and build on the interests of the class. This plan is shared with parents and children at the beginning of the theme.

In line with the Teaching and Learning Policy, in R.E. pupils will:

- Investigate the beliefs and practices of religions and worldviews;
- Investigate how religions and worldviews address questions of meaning, purpose & value;
- Investigate how religions and worldviews influence morality, identity and diversity

The syllabus requires schools to focus on specific core religions at each key stage: Christianity and Islam from KS1 and adding Sikhism and Judaism at KS2. In addition, other (non-religious) world views must be included as part of the curriculum at each key stage.

Schools can still study aspects of other faiths and world views and know how best to respond to local needs and circumstances.

RE should recognise and reflect the huge variety within different religions and the many other faiths and systems of belief beyond the six defined world faiths. RE should challenge stereotypes, not reinforce them.

Assessment

The knowledge and skills developed through each R.E. theme are tracked on the R.E. AfL grid (Exaat in EYFS). The overall achievement is then tracked for each child. These are completed termly and enable:

- teachers to identify gaps and areas of weakness and adjust future plans accordingly
- the R.E. leader to identify groups/cohorts where achievement is not as expected and through this to work with teachers to resolve problems/issues
- themes and long term plans to be reviewed annually
- SLT to identify subjects where further development is needed (CPD, resourcing)

Impact

Through work scrutiny, pupil and teacher discussions, data analysis and observations, the impact of the R.E. curriculum (progress against the objectives to be met (knowledge and skills), the aims of the R.E. curriculum, pupil's readiness for the next stage of learning and whole school priorities) will be monitored and used to feed into the school self-evaluation, areas for further development and curriculum review.

Appendix 1

Reception	Where do I live and who lives there?	How do people celebrate autumn festivals?	Who helps us?	What can we see in our wonderful world?	How do people celebrate spring festivals?	Which places are special to us?
Year 1	<p>Which books and stories are special? A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. B. Investigate how religions and other world views address questions</p>	<p>How do we celebrate special events? A. Investigate the beliefs and practices of religions and other world views, including: 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>	<p>What does it mean to belong to a church or mosque? A. Investigate the beliefs and practices of religions and other world views, including: 1. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 2. Ultimate Questions of belonging, meaning,</p>	<p>How and why do we care for others? C. Investigate how religions and other world views influence morality, identity and diversity, including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference</p>	<p>Who brought messages about God and what did they say? A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts;</p>	

	of meaning, purpose and value, including: 2. Ultimate Questions of belonging, meaning, purpose and truth.		purpose and truth.	and shared human values.	C. Investigate how religions and other world views influence morality, identity and diversity, including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses.
Year 2	How is new life welcomed? A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.	How can we make good choices? A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; C. Investigate how religions and other world views influence morality, identity and diversity, including: Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses	How and why do people pray? A. Investigate the beliefs and practices of religions and other world views, including: 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts; 2. Ultimate Questions of belonging, meaning, purpose and truth.	How can we look after the planet? C. Investigate how religions and other world views influence morality, identity and diversity, including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.	What did Jesus teach and how did he live? A. Investigate the beliefs and practices of religions and other world views, including: 1 Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 2 Ultimate Questions of belonging, meaning, purpose and truth. C. Investigate how religions and other world views influence morality, identity and diversity, including: 1 Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation,

					reflection and critical responses
Year 3	<p>How do Jews remember God’s covenant with Abraham and Moses? Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. 	<p>What is Spirituality and how do people experience this? A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values 	<p>What do Christians believe about a good life? C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values. 	<p>What do the creation stories tell us? A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and Authority: core beliefs and concepts; sources of authority including written traditions. 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. <p>B. Investigate how religions and worldviews address questions of meaning, purpose and values, including:</p> <ol style="list-style-type: none"> 1. The nature of religion and belief and its key concepts. 2. Ultimate questions of belonging, meaning, purpose and truth. <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> 1. Moral decisions: teachings of religions and other worldviews on moral and ethical questions; 	<p>Who can inspire us? A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.
Year 4	<p>How are important events remembered? A. Investigate the beliefs and</p>	<p>What faiths are shared in our country? C. Investigate how religions and</p>	<p>How do the Five Pillars guide Muslims? A. Investigate the beliefs and</p>	<p>Why are Gurus at the heart of Sikh belief and practice? A. Investigate the beliefs and</p>	

	<p>practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. 	<p>other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human value 	<p>practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. 	<p>practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; B. Investigate how religions and other world views address questions of meaning, purpose and value, including: <ol style="list-style-type: none"> 1. The nature of religion and belief and its key concepts; C. Investigate how religions and other world views influence morality, identity and diversity, including: <ol style="list-style-type: none"> 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses
Year 5	<p>Why are some journeys and places special?</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. 	<p>What values are shown in codes for living?</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <ol style="list-style-type: none"> 1. The nature of religion and belief and its key concepts; <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> 1. Moral decisions: teachings of religions and other world views on 	<p>Should we forgive others?</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <ol style="list-style-type: none"> 1. The nature of religion and belief and its key concepts; 2. Ultimate Questions of belonging, meaning, purpose and truth. 	<p>What do Christians believe about the old and new covenants?</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion. <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <ol style="list-style-type: none"> 1. The nature of religion and belief and its key concepts.

		moral and ethical questions; evaluation, reflection and critical responses;		
Y6	<p>How do Sikhs show commitment?</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <p>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion;</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <p>2. Ultimate Questions of belonging, meaning, purpose and truth;</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>	<p>What do Christians believe about Jesus' death and resurrection?</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <p>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p> <p>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <p>1. Ultimate Questions of belonging, meaning, purpose and truth.</p>	<p>How does growing up bring responsibilities?</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <p>2. Worship & Spirituality: how individuals & communities express belief, commitment, emotion.</p> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <p>2. Ultimate Questions of belonging, meaning, purpose and truth.</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>	<p>How do Jews remember the Kings and Prophets in worship and life?</p> <p>Investigate the beliefs and practices of religions and other world views, including:</p> <p>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p> <p>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>

Appendix 2

Vocabulary/Skills Progression

EYFS – communicate, recall, describe, join in.

KS1 -

Year 1: Recall, name and talk about, ask, explore and find out.

Year 2: Retell, recognise and find meanings, explore and respond sensitively, begin to express ideas and opinions

LKS2 –

Year 3: Recognise, retell and make links, observe similarities and differences, express own ideas, observe and respond thoughtfully, express ideas, discover and respond.

Year 4: Describe and make links, show understanding, explore, describe similarities and differences, explain and give reasons, present ideas, reflect and give examples, explain and give reasons, discover and explain ideas, express ideas and opinions.

UKS2 –

Year 5: Identify and make connections, reflect on and find meanings, explain and understand similarities and differences, identify and explain, apply and explain ideas, reflect and suggest reasons, investigate and apply ideas, discuss and give examples.

Year 6: Compare and contrast, give a considered response, explain a range of opinions and give reasons, summarise and apply a range of ideas, weigh up different points of view, explain a range of opinions and give reasons, summarise and apply a range of ideas.

Reception	Where do we live and who lives there?	How do people celebrate autumn festivals?	Who helps us?	What can we see in our wonderful world?	How do people celebrate spring festivals?	Which places are special to us?
Year 1	Which books and stories are special? Holy, Moral, Bible, Qur'an, Special	How do we celebrate special events? Celebration, Festival, Eid, Ramadan, Fasting, Harvest, Birthday	What does it mean to belong to a church or mosque? The parts of a mosque and a church, Ceremonies, rituals, community	How and why do we care for others? Caring, organisation, charity, fund raising, parable	Who brought messages about God and what did they say? Christian, God, Bible, Old Testament, Word of God, Jonah, Daniel, Command, Abraham, Isaac, Jacob, Joseph, Belief, Faith, Trust, Choice, Forgive, Promise, Covenant, Noah, Patriarch, Jesus, Son of God, Prayer	
Year 2	How is new life welcomed? Family, Promises, Parents, godparents, sponsors, Ritual, prayer, Baptism, aqiqah,, adhan, font	How can we make good choices? Choices, influences, Rules, guidelines, The Pillars of Islam, The Ten Commandments	How and why do people pray? Prayer, reflection, church, mosque, faith, symbols, wudu	How can we look after the planet? Christians, Muslims, God, Created/Creator, Natural, Wonderful, World, Stewardship, Responsibility, Recycle, Reuse, Environment	What did Jesus teach and how did he live? God, Christ, Jesus, Christian, Gospel, Disciple, Parables, Baptism, Crucifixion, Resurrection	
Year 3	How do Jews remember God's covenant with Abraham and Moses?	What is Spirituality and how do people experience this?	What do Christians believe about a good life?	What do the creation stories tell us? Creation, Creator,	Who can inspire us? Leader, Qualities, Characteristics,	

	Specific to Judaism: Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah Religion in General: Prayer, belief, worship Religious & Human Experience: Questions, mysteries, symbols, divine	Spirituality, Music, art, dance, poetry, Mool Mantar, Mudras, Sufi, Calligraphy, Psalms and hymns, Arts, beliefs, symbols	Christianity, The Bible, Old Testament, New Testament, Stories, parable, symbol, meaning, Feelings, forgiveness, reconciliation, jealousy, repentance, humility, caring, loving, Love, neighbour, Moral choices, right and wrong	Responsibility, Interpretation	Inspiration / Inspirational, Jesus, Christianity / Christians, Prophet, Messenger of God, Muhammad (pbuh), Islam, Muslims, Moses, Judaism, Jews
Year 4	How are important events remembered? Freedom, oppression, interpretation, celebration, shared values, remembrance, reflection	What faiths are shared in our country? Church, Mosque, Gurdwara, Synagogue, Community, Faith, Belief, Believer	How do the Five Pillars guide Muslims? Allah, Prophet Muhammad (peace and blessings be upon him), Qur'an, Hadith (recorded actions and sayings of the Prophet Muhammad (pbuh), Shahadah (testimony of faith/belief), Salaah (Arabic for prayer), Sawm (fasting), Ramadhaan (the month of fasting), Zakaah (obligatory almsgiving), Hajj (pilgrimage), Mecca/Makkah, Akhirah (the afterlife), Sunnah (the way of the Prophet Muhammad pbuh), Shari'ah (Islamic law), Eid ul Fitr (Eid that follows after Ramdhaan), Eid ul Adha (Eid that follows the Hajj pilgrimage), Qiblah - direction of prayer, Sadaqah - voluntary charity, Wudhu - Ablution	Why are Gurus at the heart of Sikh belief and practice? Mool (Mul) Mantar, Panjab, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, guru, Khalsa, Amristar, Ikk Oankar, Enlightenment, Gurdwara	
Year 5	Why are some journeys and places special? Journey, responsibility, belief, pilgrimage, reflection, faith	What values are shown in codes for living? Specific religions: Christianity: love, forgiveness, peace between people and God, honesty, prayer, worship, fellowship Islam:	Should we forgive others? Jesus, Gospel, New Testament, Crucifixion, Forgiveness, Reconciliation, Penitence, Repentance, Redemption, Confession, Conflict, Reconciling,	What do Christians believe about the old and new covenants? Old Testament, New Testament, Incarnation, Salvation, Gospels, Messiah, Trinity, Son of Man, Son of	

		<p>Ummah, community, Forgiveness, Honesty, Prayer, Charity Humanism Honesty, integrity, love for the truth, personal responsibility, reciprocity, atheism Religious and Human Experiences: choice, good and bad, right and wrong, morality, values, consequences</p>	<p>Forgiving, Grudge, Revenge, Conflict resolution, Consequences</p>	<p>God, Eternal, Covenant, The Ten Commandments</p>
Year 6	<p>How do Sikhs show commitment? Guru Gobind Singh, Guru Granth Sahib, Khalsa, Amrit, Baptism, Sewa, Langar, The 5Ks (Kesh – uncut hair, Kangha – comb, Kara – wrist band, Kachera – short trousers, Kirpan – sword), Khanda symbol</p>	<p>What do Christians believe about Jesus' death and resurrection? Ascension, Communion, Crucifixion, Easter, Forgiveness, Gospel, Incarnation, Jesus, Kingdom of Heaven, Gospels, Palm Sunday, Reconciliation, Resurrection, Ritual, Sacrifice, Salvation</p>	<p>How does growing up bring responsibilities? Rites of passage, Confirmation, Baptism, Amrit, Bar mitzvah, Bat mitzvah, Rights, responsibilities, Growing up, adulthood</p>	<p>How do Jews remember the Kings and Prophets in worship and life? Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Purim Religion in General: Prayer, belief, worship Religious & Human Experience: Questions, mysteries, symbols, divine</p>