

# Curriculum: Religious Education

EYFS					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Which stories are special and why?	Which times are special and why?	Which people are special and why?	Which places are special and why?	Where do we belong?	What is special about our world?
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YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
What does it mean to belong to a faith community?	How and why do we celebrate special and scared times? (Christmas)	Who is a Christian and what do they believe?	What makes some places sacred?	Who is a Jew and what do they believe?	What makes Christians, Jews and Muslims the same and different?
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YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
How should we care for the world and why does it matter?	How can we learn from sacred books? (Christmas).	Who is Muslim and what do they believe?	Who is Muslim and what do they believe?	How and why do we celebrate special and scared times?	What does it mean to belong to a faith community?
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YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
What does it mean to be a Christian in Britain today?	What does it mean to be a Christian in Britain today?	What do different people believe about God	Why are festivals important to religious communities?	Why do people pray?	Why is the Bible important for Christians today?
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YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
What does it mean to be a Hindu in Britain today?	What does it mean to be a Hindu in Britain today?	What can we learn from religion about deciding what is right and wrong?	Why is Jesus inspiring to some people?	How do people from religious and non-religious communities celebrate key festivals.	Why do some people think life is a journey and what significant experiences mark this?
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YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Why do some people believe God exists?	What would Jesus do? Can people live by the values of Jesus today in the twenty-first century?	What would Jesus do? Can people live by the values of Jesus today in the twenty-first century?	What does it mean to be a Muslim in Britain today?	If God is everywhere, why go to a place of worship?	If God is everywhere, why go to a place of worship?
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YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Green religion. What do religious and non-religious world views teach about caring for the Earth?	Is it better to express your belief in arts and architecture or in charity and generosity?	What difference does it make to believe in Ahimsa, Grace and/or Ummah?	What matters most to Christian's and Humanists?	What can be done to reduce racism? Does religion help?	What does religion say to us when life gets hard?

# Curriculum Vision: Religious Education

The aim of the R.E. curriculum at Sandgate Primary is to progressively build knowledge, such that all pupils are supported to know more and do more as they move through the school, on to secondary education and into later life. The curriculum is designed around both substantive and disciplinary concepts to ensure that all pupils successfully learn the discipline of R.E., along with the practical and theoretical knowledge that comprises the subject. The curriculum is supported by rigorous assessment approaches that accord all pupils the opportunity to demonstrate what they know and can do, whilst allowing gaps to be identified and addressed without impacting negatively on learning.

## Substantive Threads: Religious Education

Each unit within the R.E. curriculum at Sandgate, supported by the Kent Agreed Syllabus, is designed to progressively develop the following practical and theoretical strands of substantive knowledge, explored through particularly Judaism, Christianity, Islam, Hinduism and non-religious world views:

- **Relationships & Communities:** exploring the diversity of religious and non-religious communities; to understand the sense of purpose that comes from being part of a community; to explore symbols and values as part of belonging.
- **Festivals & Celebrations:** to understand the symbolism, rituals, beliefs and meaning behind religious and non-religious festivals and the positive impact these have on communities and society.
- **Beliefs:** explore how religious and non-religious beliefs are shown through everyday life, traditions, routines and rituals.
- **Sacred Books & Places:** to explore holy texts, places of worship, special places for non-believers, symbols, routines and rituals and to appreciate how these create a sense of community and opportunity for reflection.
- **Values:** to explore different value systems and rituals, and how beliefs guide religious and non-religious individuals to make choices about their lives.

## Disciplinary Threads: Religious Education

Each unit within the R.E. curriculum at Sandgate, supported by the Kent Agreed Syllabus, is designed to progressively develop children's knowledge of the discipline of Religious Education. Units have been organised around developing this in the following areas:

- **Knowledge over time:** how knowledge of religious and non-religious groups is formed through asking questions of believers and non-believers; observing the rituals, routines and life choices of religious and non-religious believers; analysing data and statistics; reading sources of wisdom; debating truth claims; exploring the emotional and sensory impact for religious and non-religious believers.
- **Personal knowledge:** how individuals use their understanding of R.E. to build self-awareness and express their own worldviews, which may be different from others.
- **Understanding our world and its cultures:** how learning about religious and non-religious practices is valuable in order to appreciate the thoughts and beliefs of others. To appreciate similarities and differences in our world's culture and how we are able to live as prosperous humans in a multi-cultural society.