

Religious Education at Scott Broadwood

Intent: Our Vision

In the name of the Good Shepherd, every child will love, achieve, believe and have life in abundance.

As a Church of England school, we expect all children to acquire a rich, deep knowledge and understanding of Christian belief and practice; this should include the ways in which it is unique and diverse. Alongside this, we believe children should develop their knowledge of the other world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our children to be curious about the world around them, ask questions and to reflect on their own moral and spiritual beliefs, values and experiences.

Our Christian values not only guide our direct teaching of the RE curriculum but are embedded throughout our whole school ethos.

LOVE: Do all these things; but most important, love each other. Love is what holds you all together in perfect unity. Colossians 3:14We are kind to one another, our community and the wider world. We understand that together we are stronger and richer because of our differences.

ACHIEVE: Commit your work to the Lord, and your plans will be established. Proverbs 16:3We work hard and stick at it. We know that true learning happens when we challenge ourselves and make mistakes. We keep going and develop the stickability we need to thrive.

BELIEVE: For nothing will be impossible with God. Luke 1:37We challenge our children to aim high and dream big; sparking curiosity, nurturing aspirations and inspiring the flexibility and resilience needed to flourish in our rapidly developing world.

Implementation: How we plan and teach for Religious Education

The new RE syllabus has identified three Golden Threads: **God**, relating to theological approaches, **Identity**, relating to more philosophical approaches & **Community**, sociological approaches.

These Golden Threads are threaded throughout the units of work as part of the syllabus progression model in the way that they develop children's knowledge, understanding and skills, always in age-appropriate ways.

At Scott-Broadwood we teach RE weekly to ensure the profile of RE is raised and that the children's knowledge and ways of thinking are regularly visited. We feel this enhances their ability to remember and revisit previous learning.

Our Religious Education curriculum is enhanced through experiences and enrichment opportunities including:

- fostering close links with our local church community with regular visits and services as well as visits by clergy to the school.
- taking part in whole school events- (Harvest Festival, school performances at Christmas and Easter)
- engaging in daily Collective Worship and whole school Pause Days

EYFS

EYFS	<p>There are 6 key questions, accessed through continuous provision (or discretely), in line with Development Matters & Birth to 5 Matters guidance for EYFS. Pupils are assessed against ELGs. All units will introduce specialist vocabulary and be resourced reflecting the worldviews that are appropriate for each school's setting, whilst also including Christianity.</p>					
Who am I and where do I belong?	Why do we have celebrations?	What makes a place special?	What can we learn from stories?	What makes something 'special'?	What makes our world wonderful?	
<ul style="list-style-type: none"> -Every person is special and unique -Some people believe that God made them this way -How new babies are welcomed -People belong together in different ways -People have different ways of showing they 'belong' together (religious & non-religious) -Special people in different religions (e.g. Jesus / Prophet Muhammad (pbuh) / Moses) 	<ul style="list-style-type: none"> -Each person has a "birth-day" and this is celebrated on the anniversary of their birth -Celebrations are joyful times -Celebrations are often a time to say "thank you" -Christians celebrate special festivals e.g. Harvest, Christmas, Easter -Other religions have different festivals -School-based celebrations 	<ul style="list-style-type: none"> -Some people have places that are special to them -There are special buildings where some people go to think and learn about God -Some people feel close to God anywhere or in their own special places 	<ul style="list-style-type: none"> -People can have favourite stories -Through stories people share ideas and values about how to live -Some books are special to religious groups e.g. Bible (Christians) Torah (Jews) Qur'an (Muslims) and talk about God -Some stories are about special people e.g. Jesus, Prophet Muhammad (pbuh*), Moses etc. 	<ul style="list-style-type: none"> -Different things are special to people for different reasons -How to look after special things and respect things that are special to others -People can use objects to help them remember special times and places -Memories can be special -Some objects are 'religious' objects and help people to think about God 	<ul style="list-style-type: none"> -Our world is a place of wonder & we should look after it -People are naturally 'creative' -Some people believe our world was created by God and that this is an important story in their special books -Some people believe that it came about naturally and that science is the best way to understand it 	

- participating in moments of quiet reflection using Prayer stations and reflection areas
- learning through cross curricular opportunities

Impact: How we evaluate our learning in Religious Education

The impact of our RE curriculum can be found in class floorbooks and the quality of thoughts and ideas that the children share. Children show their growing knowledge and understanding of religions through a variety of learning activities. The impact of our RE curriculum can also be found in our children's deep respect for one another and their attitude towards our diverse community. We are proud of how our RE curriculum supports children to both value difference and understand which shared values and beliefs unite us.

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	CHRISTIANITY: Why do Christians call God 'creator'?	CHRISTIANITY: What is the 'Nativity' and why is it so important to Christians?	JUDAISM: What is the Torah & why is it so important to Jewish families?	CHRISTIANITY: What do Christians learn from stories of Jesus?	JUDAISM: Why do Jewish families celebrate the gift of Shabbat?	Why do people tell stories?
	<ul style="list-style-type: none"> • 'Create' / 'creation' / 'creator' • Biblical creation story • God as 'creator' of the world & in other parts of the Bible • Celebration of Harvest 	<ul style="list-style-type: none"> • 'Nativity' as the birth of Jesus • Other important people in the Nativity • Why did angels announce Jesus' birth? • Diversity of Nativity sets across the world • Christmas as focus of worship of Jesus 	<ul style="list-style-type: none"> • What makes a book special? • Torah is special as it contains G_d's words & rules for living (mitzvot) • How Jewish people show the Torah is special in how it's treated & where it 'lives' 	<ul style="list-style-type: none"> • Stories about Jesus, baby → man • Jesus human 'like us' and divine, 'like God' • Jesus' stories ('parables') & miracles • Christians as 'followers' of Jesus • End with Easter story and symbols 	<ul style="list-style-type: none"> Shabbat as a special gift of rest • Links with creation story • Friday night meal & symbols; Saturday night ceremony as start of new week 	<ul style="list-style-type: none"> • Stories help us understand life; teach us to be better people; about real events; to comfort & link us to others • Stories linked to festivals from prior learning across units; add Hanukkah* / Purim* • Aesop's Fables / Badger's Parting Gifts

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	CHRISTIANITY: What is God like for Christians?	CHRISTIANITY: Why is giving important to Christians?	ISLAM: What is important for Muslim families?	CHRISTIANITY: Why do Christians call Jesus 'Saviour'?	ISLAM: Who is Allah and how do Muslims worship him?	Why should we look after the world?
	<ul style="list-style-type: none"> • Build on idea of God as creator • Images of God from the Bible: shepherd, parent, King • Ideas in art / story / song 	<ul style="list-style-type: none"> • Why / when do we give to others? • Christians (as 'Church') give in different ways e.g. 'service', food bank • Commandments to 'love God & love others' • Giving at Christmas because God gave 	<ul style="list-style-type: none"> • Muhammad (pbuh) is the most important Prophet (messenger) for Muslims • Muslims learn from his life & example • Qur'an contains the holy words of Allah 	<ul style="list-style-type: none"> • 'Saving' others; Jesus as 'Saviour' • Jesus changing lives e.g. Zacchaeus • Salvation in Easter story, symbols in an Easter garden 	<ul style="list-style-type: none"> • Muslims believe in One God, Allah • 99 beautiful names express what Allah is like, including 'Al-Khaliq' (creator) • Prayer is part of worship of Allah (ibadah) 	<ul style="list-style-type: none"> • Link to ideas from prior learning about creation • Caring about the world from non-religious perspective – we all share our world In order to access the learning in this unit, pupils should have learnt about.... Where will pupils' learning go from here?.... Updated 1/3/23 • Tu B'Shvat (Jewish tree-planting festival)

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The school must comply with any request from a parent to withdraw their child from all, or part of Religious Education, and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the head teacher before making this decision.

Where pupils are withdrawn from all or parts of the RE curriculum, they will engage in a personal project linked to the wider curriculum.