

## Sandy Lane Primary School RE Curriculum



<b>Mission</b>	<b>Taking PRIDE in all we do</b>					
<b>Values</b>	<b>PRIDE</b>	Positive	Responsible	Inclusive	Determined	Enquiring
	<b>School Rules</b>	Ready	Respectful	Safe		
<b>Curriculum Intent - To Promote the 5 Values and school rules</b>						

### **RE Intent**

Our intentions in RE are for children to:

- Have a **positive** approach to learning about different beliefs and religions.
- Take **responsibility** for their own learning and challenge themselves to develop their understanding of religious and non-religious worldviews
- Develop a strong sense of belonging and community by promoting **inclusivity**.
- Be **determined** when learning new and challenging skills, and finding solutions to problems.
- Be **enquiring** individuals, who ask meaningful questions of themselves, others and the world around them.

At Sandy Lane we want to introduce pupils to the rich diversity of religious and non-religious worldviews. We comply with the Pan-Berkshire Agreed Syllabus for Religious Education through Jigsaw RE, an enquiry approach. This progressive curriculum allows children to build their knowledge and understanding of worldviews throughout their time at Sandy Lane. Children will develop a secure understanding of Christianity, Sanatana Dharma (Hinduism), Sikhism, Islam, Judaism and the non-religious worldview of Humanism.



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### Implementation

At Sandy Lane we use Jigsaw, an innovative and comprehensive scheme of work for Religious Education as we believe RE is a vitally important component of children's personal, social and spiritual development. Developing an understanding of their own and others' worldviews underpins the growth of empathy and respect.

In Jigsaw RE, we are treating all the worldviews studied as equally valid and valuable, hence we refer to both 'religious' and 'non-religious' standpoints as 'worldviews' so as not to imply preference or differentiate unfairly.

#### **The RE curriculum provides children:**

- To **develop knowledge** by learning about world's religions and non-religions and how these have shaped the world.
- To **understand beliefs** about what people believe and how this affects their lives. They also learn how beliefs influence people's behaviour, practices and outlook.
- To **develop skills** to handle questions about religion and belief and also to reflect on their own ideas.
- To **promote respect** and be open-minded towards others with different faiths and beliefs.
- To **develop identity** – through belonging, self-awareness and reflection
- To **encourage critical thinking** and to think independently and critically to develop their own sense of identity.

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### Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	What makes people special to me and others?	What is Christmas to me and others?	How do I and other people celebrate?	What is Easter to me and others?	What can I and other people learn from stories?	What makes places special to me and others?
Reception	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Year 1 Religion	Christianity	Christianity	Sanatana Dharma - Hinduism	Christianity	Sanatana Dharma - Hinduism	Judaism
Enquiry Question	What do Christians believe about God?	What gifts might a Christian in my town have given Jesus if he had been born here rather than in Bethlehem?	Who is God to Sanatanis (Hindus)?	Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Why do Sanatanis (Hindus) use symbols?	Who is God to Jews?



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Religion	Christianity	Christianity	Sanatana Dharma - Hinduism	Christianity	Judaism	Humanism
Enquiry Question	Is it possible to be kind to everybody all of the time?	Why do Christians believe God gave Jesus to the world?	What might Sanatanis (Hindus) learn from the story of Rama and Sita and the celebrations of Diwali	How important is it to Christians that Jesus came back to life after his resurrection?	Is Shabbat important to Jewish children?	What do Humanists believe?
Year 3 Religion	Sanatana Dharma - Hinduism	Christianity	Christianity	Christianity	Sikhi	Humanism
Enquiry Question	What do some deities tell Sanatanis about God?	Has Christmas lost its true meaning?	Could Jesus heal people? Did He perform miracles or was there some other explanation?	What is 'good' about Good Friday?	Does joining the Khalsa make someone a better Sikh?	What motivates Humanists to lead good lives?



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Religion	Sanatana Dharma - Hinduism	Christianity	Islam	Christianity	Islam	Christianity
Enquiry Question	What is the best way for a Sanatani to lead a good life?	What is the most significant part of the nativity story for Christians today?	Does completing a pilgrimage make a person a better Muslim?	Is forgiveness always possible for Christians?	What is the best way for a Muslim to lead a good life?	Do people need to go to church to show they are Christians?
Year 5 Religion	Sikhi	Christianity	Sikhi	Islam	Sanatana Dharma - Hinduism	Christianity
Enquiry Question	How far would a Sikh go for their religion?	Is the Christmas story true?	How are sacred teachings and stories interpreted by Sikhs today?	How is the Qur'an vital to Muslims today?	What is the best way for a Sanatani to show commitment to God?	What is the best way for a Christian to show commitment to God?



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 Religion	Judaism	Christianity	Christianity	Christianity	Sanatana Dharma - Hinduism	Humanism
Enquiry Question	Are Rosh Hashanah and Yom Kippur important to Jewish children?	How significant is it that Mary was Jesus' mother?	Is anything ever eternal?	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	How can Brahman be everywhere and in everything?	How do inspirational people impact on how Humanists live today?



## Personal Development / Substantive / Disciplinary Knowledge

<p><b>Working At” Expectation</b></p> <p><b>Most children are expected to reach these:</b></p>	<p><b>Green Descriptors:</b></p> <p>Personal resonance with or reflection on the concept/belief underlying the subject matter of the enquiry.</p> <p>The child’s own thoughts, opinions, belief, empathy.</p> <p>(Personal development)</p>	<p><b>Blue Descriptors:</b></p> <p>Knowledge and understanding of the subject matter of that enquiry (substantive/ subject knowledge)</p>	<p><b>Red Descriptors</b></p> <p>Skills of evaluation, research, critical thinking in relation to the enquiry question (disciplinary knowledge)</p>
<p><b>Age 7</b></p>	<p>I can tell you/talk about what concepts like belonging, commitment, kindness, forgiveness, sacrifice, belief mean to me in my world.</p> <p>I can verbalise and/or express my own thoughts and feelings.</p>	<p>I can recall knowledge about the worldviews I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the learning, practices etc.</p>	<p>I can start to think through the enquiry question using some knowledge and am beginning to see there could be more than one answer.</p>



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<b>Age 9</b>	<p>I can tell you/talk about the concept/belief e.g. belonging and start to relate this to the worldview I am studying e.g. Jews</p> <p>I can express my own opinions and start to support them with rationales.</p>	<p>I can recall knowledge about the worldviews I have studied, select the knowledge that is most significant to the enquiry and start to explain its relevance and importance.</p>	<p>I can apply my knowledge to the enquiry question and give an answer supported by my one or more elements of the knowledge gained in the enquiry from appropriate sources.</p>
<b>Age 11</b>	<p>I can explain how this concept/belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their worldview.</p> <p>I can express my own thoughts and feelings, having reflected on them</p>	<p>I can recall knowledge about worldviews and explain differences in practice and interpretation within and between worldviews.</p>	<p>I can weigh up evidence from different sources and consider different aspects, the diversity of different beliefs and the knowledge learnt in the enquiry and express my answer supported by evidence and/or a rationale.</p>

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