

# Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

**RE Curriculum**



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School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

Our Halesowen Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



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Curriculum Intent

<p><b>STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE</b></p>	<ul style="list-style-type: none"> <li>• EYFS:- Statutory EYFS framework and Early learning goals. Use of Development Matters 2021- taken predominantly from the Understanding of the World section; whilst also drawing on skills from Communication and Language, and Personal, Social and Emotional Development.</li> <li>• EYFS, Key stage 1 and 2: - Worcestershire Agreed Syllabus and Understanding Christianity.</li> <li>• Use of the document “Teaching a Broad and Balanced Curriculum for Education Recovery”</li> <li>• Use of additional resources such as (but not limited to) Understanding Christianity, Twinkl, Roots and Fruits, Godly Play, NATRE, RE Online.</li> </ul>
<p><b>PROVISION</b></p>	<ul style="list-style-type: none"> <li>• RE is taught as a stand-alone subject but staff will make links to the wider immersive thematic approach where appropriate and to PSHE. It is blocked for one week per half term. We ensure the minimum requirement of 36 hours of RE per year for EYFS and Key Stage 1 and 45 hours of RE per year in Key stage 2 is met</li> <li>• RE is planned from the Worcester agreed Syllabus and the Christian units are planned from Understanding Christianity</li> <li>• Children will also learn aspects of RE throughout our whole school worship plan.</li> <li>• In EYFS Religious Education is taught through key worker sessions, adult led activities and enhanced provision. The majority of our work comes through listening to stories and discussing our experiences.</li> </ul>
<p><b>KNOWLEDGE</b></p>	<ul style="list-style-type: none"> <li>• Children need to know and understand the diverse world in which they live. The Worcester agree Syllabus states: <i>“The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.”</i> This helps children to develop and show their key British values of individual liberty; mutual respect and tolerance of those of different faiths/beliefs.</li> <li>• There are 3 key elements of knowledge: making sense of a a range of religious and none religious beliefs/ making sense of the text; understanding the impact and significance of differing beliefs; and making connections between religious and none religious beliefs. Each element is covered in every RE unit.</li> <li>• In EYFS the units are predominantly based upon knowledge of Christians, but links are made to other religions. We also explore a range of different religious and cultural festivals e.g. Eid (Islam), Diwali (Hindu), Chinese New Year.</li> <li>• In KS1 the units are based upon knowledge of Christians, Jews and Muslims.</li> <li>• In KS2 the units are based upon knowledge of Christians, Jews, Muslims and Hindus.</li> <li>• There is a focus on how religion can affect daily life with some exposure to humanistic and non-religious views too.</li> </ul>



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	<ul style="list-style-type: none"> <li>• The knowledge in the RE curriculum is intended to be progressive and is designed to build on prior learning but to ensure acquisition deliberately overlaps and is repetitive. Learning from three or four religions across a key stage is demanding: the syllabus does not recommend tackling six religions in a key stage. Depth is more important than overstretched breadth.</li> <li>• Within the Understanding Christianity Units, children will learn about the following concepts:</li> <li>• EYFS will learn about Creation (God), Incarnation and Salvation</li> <li>• KS1 will learn about God, Creation, Incarnation Gospel and Salvation</li> <li>• Year 3 and 4 will learn about Creation/ Fall, People of God, Incarnation/God, Gospel, Salvation and Kingdom of God</li> <li>• Year 5 and 6 will learn about God, Creation/ Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God</li> <li>• There is a focus on retention and this is supported through the spiral RE curriculum where concepts are revisited and explored in more depth as pupils move through the school.</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• There is a planned skills progression through identified key aspects of the subject.</li> <li>• These skills are categorised in the following key areas: investigating, reflecting, expressing, interpreting, empathising, applying, discerning, analysing, synthesising, evaluating,</li> <li>• There will be opportunities to practise skills in pure “skills” sessions before applying.</li> </ul>
<b>MEANINGFUL START POINTS</b>	<ul style="list-style-type: none"> <li>• Children need to know where subjects exist in real life. “We are theologians”. They need to understand what RE is and when we are learning RE within other lessons.</li> <li>• Initial learning should link to the child and their part in the subject in real life. In RE each theme or topic should always start with “What do I believe?”</li> <li>• In RE learning begins with the theme of “us”, underpinning the connotation of how religious and none religious beliefs impact upon lives.</li> </ul>
<b>VOCABULARY AND LANGUAGE</b>	<ul style="list-style-type: none"> <li>• Children should build a bank of subject and topic specific vocabulary – understanding meanings and define words then use in the correct context.</li> <li>• RE specific language is developed from EYFS, and as children progress through school an emphasis is placed on understanding the meaning of words, defining them using their existing knowledge and using vocabulary in the correct contexts.</li> <li>• They should use language to question, enquire, compare, contrast, explain, justify, empathise and debate.</li> </ul>
<b>ENRICHMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• To bring alive the knowledge aspects of RE children should experience things first hand through trips and visitors.</li> <li>• Further aspects of RE can be developed through the use of technology e.g. using videos to see inside religious buildings we are unable to visit.</li> <li>• Relevant and meaningful opportunities should be provided linked to their local area, individual interests, current affairs or events, culture, community. For example, Christian celebrations in the church – Easter, Christmas.</li> <li>• Making the most of resources available- for example seeing the churchyard, local church as an asset- teaching RE lessons in the church and using the resources within the building.</li> </ul>



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	<ul style="list-style-type: none"><li>• Using the library service to provide children with artefacts they can hold and look at in detail to grasp a clearer focus of the religion they are studying.</li><li>• We have very close links with our Church and these are used to support the teachings of Christian beliefs where appropriate. This includes visits from the clergy for assemblies and special celebrations.</li><li>• Children should experience different festivals and celebrations including whole school focus' in assembly and EYFS experience days to immerse them in their learning.</li><li>• Children in Years 5 and 6 will also have the opportunity to visit Worcester Cathedral for an enrichment day linked to Understanding Christianity. This will happen every two years so all children will be able to experience it.</li></ul>
<b>INDIVIDUAL DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• Ensure equality so all children can access learning (SEND). Consider ways children who struggle with English skills can access and present learning, or children with physical impairments can access tools and resources.</li><li>• Allow opportunities for curiosity and fascination in all subjects and topics- create awe and wonder about the world around them.</li><li>• Make time for children to be inquisitive and develop learning in their own way- let them own their learning journey and apply skills they have been taught.</li><li>• Nurture ambitions and aspirations- talk about the variety of careers that could be explored through the church, or uses skills they will have built such as empathy and understanding e.g. charity work or care work.</li><li>• Develop a curiosity for how everyone's beliefs can be different, and how their views can shape the way they look at the world compared to others.</li></ul>



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RE whole school overview

Year/ Term	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
Autumn Year A	<p>What places are special and why? <b>(F5)</b></p> <p>Why is Christmas special for Christians? <b>(F2)</b></p>	<p>What do Christians believe God is like? <b>(1.1)</b></p> <p>Why does Christmas matter to Christians?<b>(1.3)</b></p>	<p>What is like for someone to follow God? <b>(L2.2)</b></p> <p>What is the Trinity and why is it important for Christians? <b>(L2.3)</b></p>	<p>What does it mean if Christians believe God is holy and loving? <b>(U2.1)</b></p> <p>Why do Christians believe Jesus was the messiah? <b>(U2.3)</b></p>
Spring Year A	<p>Why is the word 'God' special to Christians?<b>(F1)</b></p> <p>Why is Easter so special to Christians? <b>(F3)</b></p>	<p>Who is Jewish and how do they live? <b>(1.7)</b></p> <p>Why does Easter matter to Christians? <b>(1.5)</b></p>	<p>Year 3 What do Hindus believe God is like? <b>(L2.7)</b></p> <p>Year 4 What does it mean to be Hindu in Britain today? <b>(L2.8)</b></p> <p>Why do Christians call the day Jesus died "Good Friday"?<b>(L2.5)</b></p>	<p>Why do Hindus need to be good? <b>(U2.7)</b></p> <p>What do Christians believe Jesus did to save people? <b>(U2.5)</b></p>
Summer Year A	<p>Which stories are special and why? <b>(F6)</b></p> <p>Being special: Where do we belong? <b>(F4)</b></p>	<p>Who is a Muslim and how do they live? <b>(1.6)</b></p> <p><b>Year 1 – Part 1</b></p> <p><b>Year 2 – Part 2</b></p> <p>How should we care for the world and others? <b>(1.9)</b></p>	<p>How do festivals and worship show what matters to a Muslim?<b>(L2.9)</b></p> <p>For Christians, When Jesus left, what was the impact of Pentecost? <b>(L2.6)</b></p>	<p>What does it mean to be Muslim in Britain today? <b>(U2.8)</b></p> <p>Christians and how to live: "What would Jesus do?" <b>(U2.4)</b></p>



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<p><b>Autumn Year B</b></p>	<p>What places are special and why? <b>(F5)</b></p> <p>Why is Christmas special for Christians? <b>(F2)</b></p>	<p>What does it mean to belong to a faith community? <b>(1.10)</b></p> <p>Why does Christmas matter to Christians?<b>(1.3)</b></p>	<p>What do Christians learn from the creation story? <b>(L2.1)</b></p> <p>What is the Trinity and why is it important for Christians? <b>(L2.3)</b></p>	<p>What does it mean if Christians believe God is holy and loving? <b>(U2.1)</b></p> <p>Why do Christians believe Jesus was the messiah? <b>(U2.3)</b></p>
<p><b>Spring Year B</b></p>	<p>Why is the word 'God' so important to Christians?<b>(F1)</b></p> <p>Why is Easter so special to Christians? <b>(F3)</b></p>	<p>Who do Christians say made the world? <b>(1.2)</b></p> <p>Why does Easter matter to Christians? <b>(1.5)</b></p>	<p>What kind of world did Jesus want? <b>(L2.4)</b></p> <p>Why do Christians call the day Jesus died "Good Friday"?<b>(L2.5)</b></p>	<p>For Christians, what kind of King is Jesus? <b>(U2.6)</b></p> <p>What do Christians believe Jesus did to save people? <b>(U2.5)</b></p>
<p><b>Summer Year B</b></p>	<p>Which stories are special and why? <b>(F6)</b></p> <p>Being special: Where do we belong? <b>(F4)</b></p>	<p>Who is a Muslim and how do they live? <b>(1.6)</b> <b>Year 1 – Part 1</b> <b>Year 2 – Part 2</b></p> <p>What makes some places sacred to believers?<b>(1.8)</b></p>	<p><i>Year 3</i> What do Hindus believe God is like? <b>(L2.7)</b> <i>Year 4</i> What does it mean to be Hindu in Britain today? <b>(L2.8)</b></p> <p>How and why do people try to make the world a better place? <b>(L2.11)</b></p>	<p>Why is the Torah so important? <b>(U2.9)</b></p> <p>Why do some people believe in God and some people not?<b>(U2.11)</b></p>



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[WORCESTERSHIRE-RE-Agreed-Syllabus.pdf](#)