

## R.E. 2019–2020

Our ethos at our school is to create an in-depth understanding and tolerance for different faiths and cultures. We allow children to form their own ideas and opinions whilst still being sensitive to other people's faith and culture. Our R.E. curriculum is in line with our British Values and our own school values. Please refer to our [R.E. school policy](#) for more in-depth information of R.E. in our school.

Children experience R.E. through different pedagogies. To name a couple of approaches like hands-on approach, for example, visiting places of worship to more philosophical approach, for example, P4C.

Our curriculum is in line with the

'Nottinghamshire County Council-2015-2020-Agreed Syllabus'.

The objectives have been shared across the year groups. The numbers in the table below are referred to the objective titles in the syllabus. All teachers have a copy of the unit plans as a guide to help their planning. The letters are referred to the skills that should be taught across the years. Our R.E. curriculum is a 4 year plan to allow children to get an in-depth and breadth of experience and teachings of Religious Education.

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The following table has been taken from the 'Nottinghamshire County Council-2015-2020-Agreed Syllabus' regarding the skills children need to learn in key stage 2:

| <b>Know about and understand religions and world views</b>   | <b>Express ideas and insights into religions and world views</b>  | <b>Gain and deploy the skills for learning from religions and world views</b>   |
|--|---|---|
| A1. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas; | B1. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;                               | C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry; |
| A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;                       | B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives; | C2. Find out about and respond with ideas to examples of co-operation between people who are different;   |
| A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.  | B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.                       | C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.  |

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Here is our 4 year plan for our R.E. curriculum:

|                      | Week one's objectives w/c (pm) -<br><b>2th–6th December 2019</b>   | Journey of life<br><b><u>2.5</u></b>  | Week two's objectives w/c (pm) -<br><b>30th March–3rd April 2020</b>  | One festival day<br><b><u>2.3</u></b><br><b>by 27th June 2020!</b>          | R.E Trip dates<br><b><u>2.3</u></b><br><b>Worship and sacred places</b> |
|----------------------|--|---|---|---|---|
| <b><u>Year 3</u></b> | <b>2.1</b> Beliefs and questions<br><b>2.2</b> Religion, family and community prayer<br><br>(A1, A2, B,2 and C1)         | <b>Birth</b><br>Birth rituals for Christianity and Sikhism<br>(A1 and B1)             | <b>2.6</b> Symbols and religious expression<br><b>(A1, B2, B3, C1)</b>  | <b>Vaisakhi</b><br>(A1 and B2)  | <b>Sikh Gurdwara</b><br><b>A3, B1, C1</b>                               |
| <b><u>Year 4</u></b> | <b>2.4</b> Inspirational people from the past<br><br><b>2.7</b> Spiritual Expression<br><br>(A2, A3, B2,B3,C1,C3)        | <b>Growing up -</b><br>Coming of age rituals for different faiths.<br><br>(A1 and B1) | <b>2.8</b> Religion family and community worship, celebration, way of living<br><b>2.9</b> Inspirational People in today's world.<br>(A1,A2,A3,B1,C3) | <b>Eid al-Adha</b><br>(A1 and B2)   | <b>Mosque Trip</b><br><b>A3, B1,C1</b>                                  |
| <b><u>Year 5</u></b> | <b>2.10</b><br>Religion & the Individual<br>(A2, B1, C3)   | <b>Marriage</b><br>Ceremonies from around the world<br><br>(A1 and B1)                | <b>2.11</b><br>Beliefs & Questions<br><br><b>2.12</b><br>Beliefs in action in the world<br>(P4C)<br>(A2,A3,C1)  | <b>Hanukkah</b><br><br>(A1 and B2)<br>(Any Jewish festival- can be changed) | <b>Synagogue</b><br>A3,B1,C1  |
| <b><u>Year 6</u></b> | <b>2.16</b> Beliefs in action in the world (covered during WW2 topic)<br><br><b>2.13</b> Teachings, wisdom and authority | <b>Death</b><br><br>(A1 and B1)   | <b>2.14</b> Religion, family and the community<br><br><b>2.15</b> Human rights, fairness and social justice (P4C)<br><br>(A2,B2,C1,C2)                | <b>Holi</b><br><br>(Any Hindu festival- can be changed)<br><br>(A1 and B2)  | <b>Mandir</b><br>A3,B1,C1   |
| <b>Assemblies</b>    | <b>Respect religions and differences (refer to values)</b><br>World Religion day<br>20th January                         | <b>Whole school feedback on their learning</b>  |   | <b>A class show and tell in the nearest assembly to promote R.E.</b>        | <b>A class report in the nearest assembly to promote R.E.</b>           |

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