

RE



Curriculum Expectations

Intent

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.

Implementation

Religious Education (RE) is a mandatory subject for all students, encompassing diverse religious and non-religious perspectives, such as humanism, from Reception to Key Stage 5. It is essential to differentiate between RE and collective worship, with curriculum time for RE distinct from time allocated to assembly. Flexible delivery, such as themed days or weeks, can complement but not replace regular RE lessons. While there is a common border with subjects like literacy and citizenship, schools must ensure clear, identifiable teaching of RE. Coherent planning and progression are crucial, and schools need to allocate sufficient time to meet syllabus expectations.

Impact

Religious education in schools encourages students to ponder life's meaning, beliefs, and morality. They explore diverse global perspectives on religions, learn to assess insights respectfully, and engage in constructive dialogue. The goal is to provide comprehensive knowledge of various religions, fostering students' development of personal ideas and values. RE also equips students with dialogue skills for positive engagement in a diverse society, where they learn to express their beliefs while respecting differing views.

Curriculum Coverage

Our RE sessions are taught in line with the Northumberland agreed syllabus. Following the guidance for SEN schools we teach in line with the syllabus but sometimes have to change and adapt lessons to meet the needs of our pupils. Lessons are often taught with 3 focuses in mind: Making sense of beliefs Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation. Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world. Understanding the impact Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

Resources

To ensure the effective delivery of RE we will use a variety of visual resources, visits, visitors and online materials (including lesson plans from RE today) to support our pupils learning. Some of the abstract or social difficulties faced by our pupils will be supported by visual materials so our pupils are away of socially acceptable ways to develop physically, emotionally and developmentally.

EYFS

Personal, Social and Emotional Development

Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured. Children learn to be strong and independent through positive relationships. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs.

Communication and Language

Importance of learning and development, including the partnership between practitioners and parents or carers.

Physical Development

Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.

Understanding the world

Begin to make sense of the world around them. Identifying basic needs and wants. Understanding their environment. Exploring the world through sensory interactions.

RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	C3 What makes some places sacred to believers? To be able to identify and describe the core beliefs and concepts studied		C3- How should we care for others and the world, and why does it matter? Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly		C3- What does it mean to belong to a faith community? To be able to describe how people show their beliefs in how they worship and in the way they live	
	C4- What do Christians learn from the creation story? To make clear links between texts/sources of authority and the core concepts studied	C4- What is it like for someone to follow God? To offer informed suggestions about what sources/texts of authority can mean and give examples of what these sources mean to believers.	C4- What is the 'Trinity' and why is it important for Christians? To identify and describe the core beliefs and concepts studied	C4- What kind of world did Jesus want? To give good reasons for the views they have and connections they make.	C4- Why do Christians call the day Jesus died 'Good Friday'? To identify and describe the core beliefs and concepts studied	C4- For Christians, what was the impact of Pentecost? To be able to describe how people show their beliefs in how they worship and in the way they live
	C5- What does it mean if Christians believe God is holy and loving? To identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority	C5- Creation and science: conflicting or complementary? Make connections between beliefs and practices studied, evaluating and explaining their importance to different people (eg believers and atheists)	C5- Why do Christians believe Jesus was the Messiah? Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.	C5- How do Christians decide how to live? 'What would Jesus do?' Make clear connections between what people believe and how they live, individually and in communities	C5- What do Christians believe Jesus did to 'save' people? Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.	C5- For Christians, what kind of king is Jesus? Give meanings for texts/sources of authority studied, comparing these ideas in some ways in which believers interpret texts/sources
	C6 - What does it mean for Christians to believe in God as Trinity? To describe examples in ways in which people use texts/sources of authority to make sense of core beliefs and concepts	C6 - Should Christians be greener than everyone else? Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.	C6 – For Christians, why are people good and bad? Using evidence and examples, show how and why people put their beliefs into practice in different ways.	C6 - Does the world need prophets today? Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.	C6 - What do Christians do when life gets hard? Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make	C6 - Why do Christians believe Jesus was God on Earth? To identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority

Cycle 2	<p>C3- What do Christians believe God is like? Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly</p>	<p>C3- Why does Christmas matter to Christians? To be able to identify and describe the core beliefs and concepts studied</p>	<p>C3- Who do Christians say made the world? Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly</p>	<p>C3- What is the 'good news' Christians believe Jesus brings? To give good reasons for the views they have and connections they make.</p>	<p>C3- Who is a Muslim and how do they live? To be able to identify and describe the core beliefs and concepts studied To be able to describe how people show their beliefs in how they worship and in the way they live</p>	<p>C3- Who is Jewish and how do they live? To be able to identify and describe the core beliefs and concepts studied To be able to describe how people show their beliefs in how they worship and in the way they live</p>
	<p>C4- What do Hindus believe God is like? To be able to identify and describe the core beliefs and concepts studied</p>	<p>C4-What does it mean to be Hindu in Britain today? Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly</p>	<p>C4- How do festivals and worship show what matters to a Muslim? To be able to identify and describe the core beliefs and concepts studied</p>	<p>C4- How do festivals and family life show what matters to Jewish people? To be able to identify and describe the core beliefs and concepts studied</p>	<p>C4- 1 How and why do people mark the significant events of life? Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly</p>	<p>C4- How and why do people try to make the world a better place? Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly</p>
	<p>C5- Why do Hindus want to be good? To give good reasons for the views they have and connections they make.</p>	<p>C5- What does it mean to be a Muslim in Britain today? Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly</p>	<p>C5- Why is the Torah so important to Jewish people? To be able to identify and describe the core beliefs and concepts studied</p>	<p>C5- What matters most to Humanists and Christians? To be able to identify and describe the core beliefs and concepts studied</p>	<p>C5- Why do some people believe in God and some people not? Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly</p>	<p>C5- How does faith help when life gets hard? Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly</p>
	<p>C6 - Why don't Hindus want to be reincarnated and what do they do about it? To give good reasons for the views they have and connections they make.</p>	<p>C6 -What is so radical about Jesus? To give good reasons for the views they have and connections they make.</p>	<p>C6 – What is good and what is challenging about being a Jewish teenager in Britain today? Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly</p>	<p>C6 -How are Sikh teachings on equality and service put into practice today? Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly</p>	<p>C6 - What difference does it make to be nonreligious in Britain today Make links between some of the beliefs and practises studied and life in the world today, expressing some ideas of their own clearly</p>	<p>C6 - Good, bad; right, wrong: how do I decide? To give good reasons for the views they have and connections they make.</p>