



Abbey Gates Primary School
RE Curriculum Offer



Intent

At Abbey Gates Primary School, we take pride in our commitment to Diversity, Equity, Inclusion and Belonging. Thus Religious Education is taught throughout the school in such a way as not only to reflect the aims, values and philosophy of our school but also promote the spiritual, moral, social and cultural development of our children.

We believe that all learners should develop mutual respect and understanding of the many different beliefs and cultures in our school, Nottinghamshire, the UK and the wider world. The aim of our Religious Education is to help children to acquire and develop knowledge and understanding of the different religious traditions and also the importance of Non-Religious Worldviews.

RE lessons at Abbey Gates provoke thinking through challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Teaching should equip pupils with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identity. It should develop an aptitude for dialogue in pupils so that they can participate positively in our society which is diverse in relation to religions and worldviews. Pupils should learn how to study religions and worldviews systematically, making progress by reflecting on the impact of religions and worldviews on contemporary life locally, nationally and globally to increasing levels of complexity and depth. Pupils should gain and deploy the skills needed to interpret and evaluate evidence, texts and sources of wisdom or authority. They learn to articulate clear and coherent accounts of their personal beliefs, ideas, values and experiences while respecting the right of others to have different views, values and ways of life. Furthermore, it is our intent to provide our pupils with a rich and broad cultural capital through purposeful enrichment opportunities to achieve excellence for all.

Implement

At Abbey Gates we believe that nothing has been learnt until it is in the long-term memory and that memory is the residue of thought. Teaching staff are provided with the resources and CPD they need to equip children with key skills and 'sticky knowledge' and to embed these, thus accomplishing our intent of excellence for all. Key skills and knowledge are revisited within each year and across year groups.

At Abbey Gates we follow the SACRE syllabus provided by Nottinghamshire County Council which was updated in September 2020 and provides progression from EYFS through to Y6.

In the Foundation Stage, children will learn to develop a growing sense of the child's awareness of self, their own community and their place within this, children will encounter Christianity and other faiths found in their own classroom, simply.

Building upon this, from Y1-6 the agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition to Christianity our children learn from other principal religions.

Foundation Stage						
F1	Children will know how and why we celebrate Harvest Festival.	Children will know that some people celebrate Diwali and how they prepare. Children will know that some people celebrate Christmas and how they prepare.	Children will know how and why people celebrate Shrove Tuesday.	Children will find out about Palm Sunday. Children will know some people celebrate Easter.	Children will know that some people celebrate Eid and how they prepare.	Children will talk about their own beliefs and celebrations, recalling past experiences.
F2	Children will know what is special to them and their families. Children will name a church.	Children will know the story of Diwali. Children will know the Christian Christmas story. Children will recognise that people have different beliefs and celebrate special times in different ways.	Children will explain the purpose of a church.	Children will know the Easter story.	Children will name and explain the purpose of a mosque.	Children will know what the bible is. Children will talk about members of the community.
Key Stage 1 - A minimum of 36 hours in each year						
Y1	Who celebrates what, and why? <i>Christianity / Judaism</i>	How do we show we care for others? Why does it matter? <i>Christianity / Judaism / Non-religious world views</i>	Stories of Jesus. What can we learn from them? <i>Christianity</i>	In what ways are churches / synagogues important to believers? <i>Christianity / Judaism</i>		
Y2	What makes some people inspiring to others? Moses and Saint Peter <i>Christianity / Judaism / Non-religious world views</i>	What do Jewish people believe about God, creation, humanity, and the natural world? <i>Judaism</i>	What is it like to belong to the Christian religion today? <i>Christianity</i>	Jewish and Christian stories: How and why are some stories important in religions? <i>Christianity / Judaism / Non-religious world views</i>		
Key Stage 2 - A minimum of 45 hours in each year						
Y3	What difference does it make to be a Christian? <i>Christianity</i>	How do religious families and communities practice their faith? The example of prayer. <i>Christianity / Islam</i>	Where, how and why do people worship? <i>Islam, Hinduism, Christianity</i>	What can we learn from inspiring people in sacred texts and in the history of religions? <i>Christianity, Islam, Judaism, Non-religious worldviews, Sikh, Gurus</i>		
Y4	Why do some people think life is like a journey? What do different people think about life after death? <i>Christianity, Hinduism, Islam, Non-religious worldviews</i>	How do people express their religious and spiritual ideas on pilgrimages? <i>Islam, Hinduism, Christianity, nonreligious worldviews</i>	Christianity, music and worship: what can we learn? <i>Christianity and also the idea of being 'spiritual but non-religious'</i>	What are the deeper meanings of some Hindu Festivals? <i>Hinduism</i>		
Y5	What can we learn from great leaders and inspiring examples in today's world? <i>Selected by the school</i>	What is expected of a person in following a religion or belief? <i>Christianity</i>	How do people's beliefs about God, the world and others have impact on their lives? <i>Islam, Hinduism, Non-Religious world views</i>	How are religious and spiritual beliefs expressed in arts, architecture, charity and generosity? <i>Selected by the school</i>		
Y6	What do sacred texts and other sources say about God, the world and human life? <i>Christianity, Hinduism and Islam</i>	How can we make Nottingham City and Nottinghamshire places of tolerance and respect? <i>Range of different religions</i>	How do religions and beliefs respond to global issues? <i>Christianity, Hinduism, Humanism</i>	What can we learn from people who resist discrimination and persecution? <i>Judaism</i>		

In setting high standards for all pupils in RE we make use of the widest possible range of strategies for learning including: philosophical enquiry, open questioning, thinking skills, discussion, expressive arts and creativity, external visits and visitors and resources for learning. Within our RE teaching and learning we also make explicit connections with British Values and ensure that it supports the children's spiritual, moral, social and cultural development.

The agreed syllabus and quality teaching provide many opportunities for RE teaching and learning to challenge stereotypical views and to appreciate difference positively whilst recognising similarities between different cultures and religions and making these links. To help us achieve this we celebrate a variety of festivals and special days, which are significant to many cultures and religions.

Impact

The impact of our RE offer is measured through our comprehensive monitoring cycle, which includes book looks, learning walks, pupil voice, planning scrutiny and curriculum intent reviews. Children have the opportunity to share their knowledge through planned 'POP Tasks' in which sticky knowledge is assessed.

The intended impact of our RE curriculum offer is outlined below:

- Children can articulate and explain what RE is.
- Children are equipped with extensive RE knowledge and vocabulary which is embedded.
- Children have a passion for RE and a sense of curiosity to investigate different religions.
- Children have an excellent knowledge of other religions.
- Children understand and embrace diversity.
- Children understand the differences and similarities of different religions.
- Children are able to live in a country which is diverse in terms of cultures, religions and beliefs.
- Children recognise anti-social behaviour such as racism and develop strategies to challenge it.
- Children can promote multicultural understanding and respect for all.



- Children understand how one religion has influenced the development of another.
- Children are well-rounded spiritually, morally, socially and culturally.

