



# RE CURRICULUM

*RE is the open exploration of what people believe, their way of life and the impact of beliefs, values and ways of living in local, national and global communities.*

*The Hertfordshire Agreed Syllabus of Religious Education 2023-2028*

# Religious Education: Intent

Britain is one of the most religiously diverse countries in the world and therefore it is especially important that children learn about the beliefs and perspectives of those whose beliefs and values differ from their own. Our school is made up of children and families who follow the world's major religions.

Developing the children's understanding of diversity, including differing religious beliefs and practices, is pivotal to creating a harmonious school community and for preparing the children to make a positive contribution to a multi faith society.

The Religious Education curriculum has been designed, using the Hertfordshire agreed syllabus 2023-2028, to give the children knowledge about world religions and the opportunities for the consideration of moral and ethical issues. It also provides space for them to reflect on philosophical questions, looking at worldviews and developing their thought processes.

The Key stage 2 curriculum is divided into four sections, focussing on different world religions, with the thread of Christianity running through each year group. Throughout the learning journey the eight Key Areas of RE are embedded in lessons. The eight key areas are as follows: Beliefs and practices, sources of wisdom, symbols and action, prayer, worship and reflection, identity and belonging to a family, ultimate questions, human responsibilities and values, Justice and fairness.



# Implementation:

## What do we want the children to know

Long term plan for lower Key Stage 2 modelling the eight key areas of the programme of study taken from the Hertfordshire Agreed Syllabus of Religious Education 2023-2028			
LKS2	Year 3	Year 4	By the end of LKS2 the children should be able to:
Autumn	Christian beliefs Holy Books Muslim beliefs Pillars of Islam Islamic art Advent and Christmas traditions around the world	Hindu beliefs Hindu festivals Sikh beliefs Sikh festivals Christian Wreaths How the Christmas story is celebrated around the world	Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary.  Examine the different views and shared ideas about religious experience in religions and worldviews.  Understand the impact of faith on believers within local, national and global contexts.  Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging.  Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions.  Consider and discuss important issues and moral choices.  <b>Below are some examples of worldview questions. Each half term with each new topic the questions will change.</b> How do you celebrate special events? Why is the birth of Jesus significant? Why are places of worship important? How do we celebrate our similarities and differences as a school community?
Spring	Islamic festivals Islamic stories Easter	Religious leaders Hindu story of creation Sikh story of creation Christian story of creation Easter	
Summer	Christian stories Rules, rights and responsibilities	Hindu stories Sikh stories Rules, rights and responsibilities	

Long term plan for upper Key Stage 2 modelling the eight key areas of the programme of study taken from the Hertfordshire Agreed Syllabus of Religious Education 2023-2028

UKS2	Year 5	Year 6	By the end of UKS2 the children should be able to:
Autumn	Jewish beliefs and prayer Christian beliefs and prayer Jewish Holy books Jewish festivals The history of Advent	Buddhist beliefs Advent	Connect their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary.  Analyse different viewpoints within and between religions and beliefs.  Understand the impact of faith on believers within local, national and global contexts.
Spring	Jewish rites of passage Christian rites of passage Jewish festivals Easter	Different types of Churches	Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth.  Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity.
Summer	Jewish places of worship Christian places of worship Jewish food laws Tolerance and respect	Religious art Religion and music Religion and drama	Identify the importance of moral choices, selecting examples and giving reasons to support their ideas.  <b>Below are some examples of worldview questions. Each half term with each new topic the questions will change.</b> What does religion mean to me? What do Buddhists believe? What impact does religion have on communities? How is Christmas celebrated globally? How do festivals bring people together?

# The skills we teach

Whole School Progression Map		
	Lower Key Stage 2	Upper Key Stage 2
	Pupils should be able to...	
Beliefs and practices	Describe and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked and make connections between the different beliefs and practices.	Evaluate a range of beliefs and practices within and across traditions and worldviews and explain how they share similarities and differences from each other.
Sources of wisdom	Explain and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers.	Evaluate the ways of a range of sources of wisdom can influence the lives of individuals and communities. Show awareness of the importance that different interpretations of stories, sacred writings, psalms, poems, hymns, prayers and artefacts can have on this. .
Symbols and actions	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between some symbols in different communities.	Compare how and why a range of beliefs, symbolic expression and actions can communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.
Prayer, worship and reflection	Describe why and where worshippers perform prayer and worship. Express their opinions on the value of stillness and personal reflection.	Evaluate the importance of worship in the lives of individuals and communities from a range of different perspectives.
Identity and belonging	Describe some of the benefits and challenges individuals face when belonging to a faith community. Describe how some religious people are guided by their religious leaders. Explain what commitments they themselves have.	Explain the benefits for and challenges to individuals and communities that commitment to a faith can bring. Raise questions on guidance and leadership in their own and others' lives.
Ultimate questions	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.	Present a range of views and responses to theological and philosophical questions about belonging, meaning, purpose and

		truth express their personal and critical responses to these in academic and creative ways.
Human responsibility and values	Explain some of the beliefs and teachings about how people should treat others and the world. Describe how diverse communities can live together respectfully sharing the same important values and sense of responsibility.	Evaluate whether they think diverse communities can live together, identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.
Justice and fairness	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.	Evaluate how important faith and belief are in deciding what is right and wrong, just and fair, referring to their own and others' ideas and arguments.

# Impact:

- Our children are respectful of other people's religious beliefs, cultural backgrounds and traditions. Preparing them for an active participation in a multicultural society.
- RE provides our children with knowledge about religions and worldviews, enabling them to appreciate the rich tapestry of beliefs that shape human experiences. This understanding fosters respect and empathy, essential qualities in a diverse society. By studying different belief systems, our students learn to navigate and appreciate cultural and religious differences, which is crucial in our interconnected world.
- Our children are able to engage confidently in class discussions about their own personal beliefs, traditions and worldviews whilst listening to others.
- Our children visit places of worship in order to experience other religious traditions.
- In our school community we celebrate our similarities and differences by engaging the children in events such as International/Cultural days.
- Our curriculum encourages students to reflect on profound questions about existence, morality, and purpose.
- Our RE curriculum promotes understanding and tolerance and plays a crucial role in building cohesive communities. It equips students with the skills to engage in meaningful dialogue, resolve conflicts, and contribute positively to society. The subject emphasizes shared human values and the importance of cooperation and mutual respect.