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| **YEAR** | **Christmas and Easter***2 LESSONS* | **Pre Learning***-**2 LESSONS to introduce the learning skills* | **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM**  | **SACRE Skills** | **KEY questions** |
| **Curriculum Spread:** *There are 39 weeks in school, however some lessons are naturally given to fullness days/inset- Predicted loss of 3. 36 Remaining.**We give 2 lessons to “Why do RE?”- Christianity included.**We give 4 lessons to Christmas and Easter.* *30 in SOW. 12 prioritised to Christianity.* *With the above 6- 18 overall- giving 50% learning time to Christianity.* *This is higher in Y7.*  |
| 5 | Symbolism | **Why do RE?** -Better world-Empathy-Human rights-Practicalities-Own and world view**-**Christian Values and place in UK culture | **Islam**Nb- Ramadan- changes each year as calendar is shorter than Western version. *Prayer Mat resource* | **Sikhism***5 K set resource* | **Christianity** Pupils visit and explore - 3 places of worship. Church, Gurdwara, Mosque<https://faithinqueenspark.org.uk/faith-tours/information-pack/> | Within each sow pupils will cover the full spectrum of SACRE’s 8 Skills- see table at end of document for example.  | What do people around the world believe?How does it impact daily lives?How does it impact both the individuals following it and those around them? |
| 6 | Identity and Belonging- Around the world | **Hinduism**Diwali falls around Oct/Nov. | **Judaism**Passover falls around Easter time. | **Christianity** |
| 7 | Beliefs and Practices- Meaning  | Examining and exploring religion- are there problems?How do believers respond? Is there a place for religion in the modern world? | **Creation and the Fall**-Look at scientific and Religious explanations of creation- can religion and science co-exist?-Sexism in religion- was the fall the start of this? Women in the Church?Original sin- Judaism | **Jesus- who was he and who is he today?**-Who was Jesus? -What happened? Resurrection- religion vs Science-Why do we see him as we do today? (Edwina Santa Christa and racial stereotyping- a black Jesus?) | **Problem of Evil**Secular Society- religion in societyProblem of Evil (Atheism, Christianity Hinduism, Buddhism)*Reverend Kirsty Wainwright to visit for Q&A* | Within KS3 pupils will cover SACRE’s 8 Skills- differing from KS2, a select number will be covered per scheme- see table at end of document for example. | A critical look at the main concepts of Christianity. Are there discrimination issues within religion? How do Christians respond to this?Can religion fit into a modern tolerant and accepting society? |
| 8 | Modern World- starts with Christ.  | Ethical issues- how others respond, how you can respond | **Ethics-how do we decide right from wrong?**How do we decide our actions? UtilitarianismKantian EthicsModern VirtueHumanism-Amsterdam DeclarationChristianity- 10 commandmentsSikhism- 3 K’sIslam- 5 Pillars  | **Discrimination- Islamophobia and the Holocaust**-What is/was it?-Why does it occur?-What can we do?**To tie in with HMD** | **The Death penalty- to kill or not to kill?**-How do different religions respond to this? -Arguments on both sides? Pacifists?-History in Britain (Case study Derek Bentley)/Application worldwide |  | To consider the broader implications of any belief system in the wider world and its application to ethical issues that face us today.  |

**Summary:**

Y5 AND 6- An examination of several main worldviews, establishing a baseline of the main core beliefs and then applying this to modern society.

Y7- Christianity- a study with critical thinking applied

Y8- Ethics and Philosophy- looking at ethical issues, comparing religious responses (Islam and Christianity), non-religious responses atheistic/humanism with their own- GCSE prep

Start of Year- each year group will have an introduction to RE lesson, focusing on different reasons as to why we study it.

Christmas and Easter- each year group will have a standalone Christmas and Easter lesson at the applicable time of year.

**Rationale for the change:**

**KS2:**

Within RE we had moved to a greater depth study of Christianity believing first and other feeder schools to be covering the main 6 world religions. A humanities survey conducting Spring 2023 showed that this was a misconception.

Despite our intake being more locally concentrated we maintain a high number of feeder schools- (2023- 15 schools).

We needed to ensure that pupils had a grounding baseline in all 6 main world religions and atheistic worldviews. There was caution to ensure it did not become a regurgitating exercise of “A Muslim can…, they go to…, they dress as..) but instead an application of how these beliefs apply in the modern world. If Muslims get a call to prayer why might this be something for a town planner to consider? We also ensured that phrases such as some/most were utilised rather than determining all religious followers as one.

**KS3:**

We needed to re-introduce philosophy and ethics beyond Christianity. Pupils needed to be able to delve deeper into ethical issues and also apply critical focus to religious beliefs.

Application of religion within the modern world continues. Religion is messy, complicated and not always with a perfect past or present- how can it survive and adapt in modern society?

**Learning Journey- prior and ongoing learning**

Many of our feeder schools focus on the lived experience and create an interest for younger pupils through study of festivals- for example Millfield first school- pupils will look at the festival of Diwali and make diwa lamps.

We have ensured we take this strand and continue it into KS2- Engaging with both our physical and creative learners. Religion is not dry, it is lived! We hope to buy more artefacts as part of our future planning e.g. Queen’s park Visit

Pupils KS4/KS5 Onward journey, we have met with our main upper school Freman and looked closely at the skill sets pupils will need.

To take a strand- ethics- we introduce different concepts of ethical thinking and then apply this to two ethical issues, within Freman these issues are covered from different angles and new topics introduced thus allowing ex-Edwinstree pupils to build upon prior knowledge and apply it to new areas.

**Meeting Requirements**

**Ofsted Types of Knowing**

These aspects of RE reflect the first two ‘types of knowing’ in the ***Ofsted research review*** substantive knowledge and ways of knowing:

• critical, creative and reflective thinking about philosophical argument, theological (multi-faith) concepts and life issues – covered in KS3

• questioning and interpreting ‘Truth’ claims- covered in Y7

• listening with understanding and compassion- covered throughout KS2 and KS3

RE contributes significantly to aspects of ‘personal development’ thus the third ‘type of knowing’ in the ***Ofsted research review*** – personal knowledge***:***

-pupils to reflect on their own experience and raise challenging questions of meaning, purpose and value directly for themselves- mostly applied in KS3 with grounding in KS2

- pupils to engage in critical dialogue, with their peers and with people of different faiths, beliefs and backgrounds, about issues that really matter in people’s lives- mostly applied in KS3 with grounding in KS2

**Statutory Requirement**

Upper KS2:

 Christianity and at least two other principal faiths are to be studied in depth, one Abrahamic and one Dharmic. Pupils may also learn from other religions and worldviews in thematic units. *All six principal religions and non-religious worldviews will have been introduced by the end of Year 6*.

Key Stage 3:

Four religions are to be studied. *Christianity to be studied in depth, alongside three other principal religions chosen from Buddhism, Hinduism, Judaism, Islam and Sikhism*, alongside a *non religious worldview*.

**Herts Syllabus / SACRE**

A. Sources of wisdom from religions and worldviews and their impact:

• know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning

 • express ideas and insights about the nature of beliefs, values and practices and their impact on the identity of individuals and communities locally, nationally and globally

• recognise and explore similarities and differences which exist within and between religious and non-religious worldviews

B. Personal and critical responses to religion and worldviews:

• express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into and responding to spiritual, philosophical, moral and ethical issues- KS3

• engage with the questions and responses offered by religions and worldviews concerning ultimate questions and human responsibility- KS3

• develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

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| **8 Key Areas** | **UKS2** | **How we achieve this (Y6 examples given).** |
| **Belief and practices** | **Evaluate** a range of beliefs and practices. Within and across traditions and worldviews and **explain** how they share similarities with and differences from each other. | **Examples-**Islamic PrayerSikh festival of Vaisakhi |
| **Sources of wisdom** | **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. | **Examples-**QuranGuru Granth Sahib |
| **Symbols and actions** | **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 | **Examples-**Comparison between Bandi Chhor Diwas (Sikh) and Diwali (Hindu)Khalsa SikhsThroughout discussion of how “not all believers”… |
| **Prayer, worship and reflection** | **Evaluate** the importance of worship in the lives of individuals and communities from a range of different perspectives. | **Examples-**Islamic prayerAmsterdam Declaration for Humanists |
| **Identity and belonging** | **Explain** the benefits for and challenges toIndividuals and communities that commitment to a faith can bring. **Raise questions** about guidance and leadership in their own andothers’ lives. | **Examples-**KhalsaHijab and Burkha discriminationWhat are your pillars? |
| **Ultimate questions** | **Present** a range of views and responses to theological and philosophical questions about belonging, meaning, purpose and truth and **express** their personal and critical responses to these in academic and creative ways. | **Examples-**What are your pillars?How can we show all are welcome at Edwinstree?Place of religion in the world e.g. Ramadan and football |
| **Human****responsibility****and values** | **Evaluate** whether they think that diverse communities can live together, **identifying** common values, justice, respect and shared human responsibility. **Use personal and critical** responses to evaluate how individual. And collective responsibility are shaped by faith and belief. | **Examples-**LangarPillars- charity |
| **Justice and fairness** | **Evaluate** how important faith and belief are in **deciding** what is right and wrong, just and fair, referring to their own and others’ ideas andArguments. | **Examples-**Pillars- Islam and SikhismChristianity- holy spiritHumanism- Amsterdam Declaration |

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| **8 Key Areas** | **KS3** | **How we achieve this (Y7 examples given)** |
| **Belief and practices** | **Analyse and explain** how and why beliefs, values and ideas of spirituality are expressed through ceremonies and festivals, identifying differing ways in which they explore common themes about humanity. **Evaluate** the influence these have on individuals and communities locally, nationally and globally. | **Examples**Christmas and Easter (lessons that build upon KS2 knowledge e.g. Christmas starts with Christ campaign- lost in modern western society?) |
| **Sources of wisdom** | **Analyse and explain** diverse interpretationsof scriptures and other important texts.**Explain** the ways that key principles ofReligions and worldviews influence, sustain and challenge individuals and communities, referring to founders, sacred writings and sources of wisdom and authority. | **Examples**Liberalist/Literalist creation story, contrast with creation stories of their religionsResurrection- Judaism/Islam splitOriginal sin- Judaism/Christianity split |
| **Symbols and actions** | **Analyse and explain** the power of symbols and symbolic actions to unite and to divide communities. | **Examples**Original sin- influence todayChristmas lesson- meaning of Christmas/Easter- do you have to be Christian?  |
| **Prayer, worship and reflection** | **Analyse and evaluate** different interpretations of prayer, worship and the architectural significance of sacred spaces.**Evaluate** the place of worship in different religious and non-religious contexts and what this might show about being human. | **Examples**Creation arguments- beautifully designed world- whole earth is place of worship/stewards of earthReligious Artwork- Edwina Santa Christa and Jesus as poc |
| **Identity and belonging** | **Analyse and explain** different understandings of the nature and significance of founders and religious leaders and how they might have an impact onfollowers today. **Explain** why some people are committed to following a particular religious or philosophical path and evaluate.the challenges of commitment. | **Examples**Who is Jesus? Exploration of how he is viewed.St Augustine- original sin |
| **Ultimate questions** | **Analyse** a range of philosophical and religious arguments and responses to ultimate questions and **evaluate** the importance of such questions and the ways we respond to them for our understanding of life and the modern world. | **Examples**Creation- how are we here?Problem of Evil- how can God allow it? |
| **Human****responsibility****and values** | **Evaluate**, using reasoned argument, appropriate examples and evidence and taking different perspectives into account, the influence of religion and worldviews on the modern world. | **Examples**Was the fall the beginning of sexism as we know it today?Creation- religion v science |
| **Justice and fairness** | **Express** insights into the relationship between beliefs, teaching and ethical issues using reasoning and examples with respect and compassion. | **Example-** Problem of Evil Jesus- racism towards black Jesus image, exploration of Edwina Santa Christa |

**SIAMS**

**What should pupils get out of RE?**

**“Pupils to be given academic opportunities to grow into free thinking, critically aware and compassionate adults”.**

*We take great effort to create a safe space in RE where debate and free thinking are actively encouraged. We look at challenging issues and embrace life in all its fullness (Problem of Evil game / Y7 women in church / Treatment of Black Jesus painting / Holocaust and Islamophobia / Y5 Ramadan in football)*

**“Ability to hold balanced and informed conversations about religions and worldviews”**

*Through studying the 6 main world religions and non-religious worldviews pupils gain a real breadth of knowledge and understanding.*

*They examine these beliefs, looking at denominational divides and collaboration.*

**What disciplines should RE entail? Believing- Thinking- Living.**

 **The 3 Legged Stool-**

**Theology- *Foundational beliefs- tradition- reason and experience- reliability*-** *Religion is messy, complicated and not always with a perfect past or present- we delve into this and the impact it has both on it’s followers and others in society.*

**Philosophy- *Thinking/How do we judge?-*** *Pupils are challenged to look beyond initial thought- why do I think this- Y8 ethical studies / Y7 Problem of Evil*

**Human and Social Science- *Lived reality of believers-*** *We are keen to look at how religions can be both peaceful and justifications for violence- Y8 Discrimination / Y7 Jesus Today / Y5 Queen’s Park Visit (collaboration between religions).*

**Edwinstree Vision**

**Unique**: When introducing RE we give the example of only being able to buy Weetabix and how dull and limiting this would be. RE, however, aims to expand a pupil’s worldview, to help them establish and, over their time with us, re-establish their views as we look at the plethora of beliefs that surround us. Effectively opening up a whole “supermarket” of worldviews to them!

**Wonderful:** We look at the wonderful in all the worldviews, the pragmatism of atheism or the support of the Islamic 5 pillars. Pupils are encouraged to consider how they find wonder in the world and how this contributes to their own worldviews.

**Flourish:** We include “deepen your thinking” points throughout our lessons, encourage pupils to delve deeper in their learning, flourishing in their growth mindset.

 Pupils learn how to empathise and debate, flourishing into respectful and articulate members of society.

**Fullness:** Within KS2 we look at the 6 main world religions and consider how this variety of beliefs makes society what it is today.

We adopt a critical view as we move into KS3 RE, considering the issues that can form in, around and towards religion. We embrace that religion and worldviews are not perfect and that the debate is there to be had!

**Spirituality in RE-** Through the Mirror- we chose this symbol in RE, as we encourage pupils to reflect on their own worldviews, those of others and their place within the wider world. Will their refection change as they discover more?