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| <b>TAVERHAM VC CE JUNIOR SCHOOL<br/>CURRICULUM OVERVIEW</b>   | <b>RE</b>  |
| <b><u>INTENT</u></b>  |  |
| <p><i>As a Church of England school, we see it as our duty to give children and members of the school community the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.</i></p> <p>RE at Taverham VC CE Junior School aims to broaden children’s awareness, understanding and tolerance of different belief systems, cultures and lifestyles worldwide, and to encourage and develop in pupils the skills required to interact peacefully with others they will meet in this changing world, who believe, think and live differently. Our intent is to provide pupils with the opportunities to explore some of the key ideas and concepts of major religions and worldviews in a safe environment, investigating and reflecting upon religious values and questions within the three disciplines of RE – theology (believing), philosophy (thinking) and human and social sciences (living). We develop in pupils the ‘religious literacy’ necessary to ‘hold balanced and well-informed conversations about religion and worldviews around the world’ (Norfolk Agreed Syllabus 2019) and assess them against the ten Age-Related Expectations in each year group. We meet the expectations of the <i>Statement of Entitlement</i> for Church of England schools.</p> <p>Purpose of the Norfolk Agreed Syllabus for RE (2019): <i>‘High-quality RE will support pupils’ religious literacy’... ‘being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.’</i></p> |  |
| <b><u>SKILLS</u></b>  | <b><u>KNOWLEDGE</u></b>  |
| <p>To discover the skills pupils are provided opportunities to learn and demonstrate at Taverham VC CE Junior School, please see the Theology, Philosophy and Human &amp; Social Science Age-Related Expectations in the Norfolk Agreed Syllabus 2019, which we assess pupils against to determine their level of ‘religious literacy.’</p>   | <p>Pupils develop and are assessed against the Theology/ Philosophy/ Human &amp; Social Science Age-Related Expectations (‘skills’), which are developed through study of a variety of religions/worldviews. 4 are at the core: as a CofE school based in the UK, Christianity is studied by all year groups. Islam is the other core religion studied by Years 3/4 and Hinduism in Years 5/6) following discussions with Norwich Diocese surrounding demographic and contemporary world affairs. It is now also a legal requirement for all pupils to also study Humanism.</p> <p>To discover, specifically, what pupils at Taverham VC CE Junior School will learn about within, between and across religions/ worldviews, please see the document entitled Curriculum Map and the Enquiry Outlines. For an overview of where each skill is returned to (for further opportunities for its development) in the four year period between Year</p> |

3 and Year 6, please see the document entitled Curriculum Coverage.

**SUPPORT/ ADDITIONAL OPPORTUNITIES:**

RE books go up through the school with pupils so pupils can look back upon, revise and build upon pupil-specific prior learning.

*Support for SEN/disadvantaged children:*

Trips, guest speakers, church visits, use of artefacts, video/audio/pictorial resources, opportunity to show understanding through drawing, notes, mindmaps or speaking (assessment is of understanding against the skills (rather than ability to write) so learning can be checked verbally); word mats, TA/ peer/ small group support, pairing confident/less confident readers, speaking/writing frames, think-pair-share, start with the known (e.g. when have you seen lights used as part of celebration? → what festivals do you know specific communities of people celebrate around the world? → The Hindu festival of Diwali). Many of these ideas can be incorporated into a prominent display.

*Additional opportunities for more able children:*

A range of activities such as/ including the drawing of comparisons (between concepts, beliefs (Theology), ideas (Philosophy) and ways of living (Human & Social Sciences) between and across different religions/ worldviews or denominations/ the lived experience within a religion/ worldview); considering motives/ whether ideas are reasonable; considering/ sharing (if appropriate) own opinions and reasoning; conjecture; developing understanding/ use of a range of learnt technical vocabulary in context; questioning/ research; empathy/ understanding perspective.

**How does Religious Education contribute to the overall school aims?**

At Taverham VC CE Junior School, we use our Christian ethos and vision at the heart of everything we do. In order for pupils to grow to become respectful and tolerant individuals, they need to have an awareness of different belief systems, cultures and lifestyles around the world. To become reflective, they need to discover how beliefs and practices impact on others and to consider how their own beliefs and practices shape their own individuality. In order to become caring, confident and resilient individuals, pupils need to be presented with opportunities to explore core ideas in a variety of religions and worldviews and think critically about whether beliefs are reasonable. At Taverham VC CE Junior School, we encourage and develop in pupils the skills required to interact peacefully with others they will meet in this changing world, who believe, think and live differently, thus becoming responsible, successful and happy adults who are mindful of those around them.

**Next Steps:**

- Pupil Voice as evidence for obtaining the RE Quality Mark:
  - What do you learn about in RE?
  - What do you learn about other people's beliefs in RE? Do you learn about what you believe too?
  - What kinds of questions does your teacher ask you in RE?
  - Do you ask questions in RE? What have you asked, and why?
  - How do you know how well you are learning in RE? How do you know which steps to take next?

- What activities do you do in RE (for example: art, music, writing, roleplay)? How do they help you learn?
  - What interesting things did you learn from a visitor you had in RE, or from a visit to a special place?
  - How does your RE help you to learn about people beyond your local area - for example around the country, or around the world?
  - What would make your learning in RE even better?
  - What else would you like to tell us about RE?
- Together with the statement to parents in End of Year Reports: make explicit to pupils what each of the Age-Related Expectation codes means (that they are being assessed against: Theology, Philosophy and Human & Social Sciences) so pupils can develop an awareness of what their strengths and targets are based on previous assessment.
  - Staff CPD on Humanism and the implementing of Humanism-based learning as part of the RE curriculum in every year group (2022).
  - Continued consistent and effective assessment against the Age-Related Expectations using the new assessment spreadsheet developed by the RE & Distinctiveness Leader and the Assistant Head Teacher, enabling effective monitoring of pupil progress towards achieving religious literacy; monitoring of the subject, tweaking of Enquiry Outlines, feedback, moderation, staff training and so forth.

RE Curriculum Map April 2020

| Year group | Whole School RE  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | RC Summer 2  |
|------------|--|---|--|---|---|--|--|
| Year 3     | Big Question: Can there be different answers to the same question? | <b>Theology</b><br>How do Muslims talk about God?<br><b>Muslim</b>                                | <b>Theology</b><br>Why was Jesus born?<br><b>Christian</b>   | <b>Human &amp; Social Sciences</b><br>Why is the Quran special to Muslims?<br><b>Muslim/ Christian</b>                              | <b>Theology, Philosophy, Human &amp; Social Sciences</b><br>How are loss, rescue and sacrifice connected with the Easter story?<br><b>Christian</b> | <b>Philosophy</b><br>How did it all begin?<br><b>Christian/ Evolutionist/ Humanist</b><br><i>Guest: Richard Hooker (a Christian who is a scientist)</i>  | <b>Human &amp; Social Sciences</b><br>How do Christians and Muslims show they belong to a community?<br><b>Muslim/ Christian</b>                         |
| Year 4     |  | <b>Theology</b><br>What might a Muslim learn about Ummah by taking part in Hajj?<br><b>Muslim</b> | <b>Human &amp; Social Sciences</b><br>What influence do Jesus and Muhammad have on people's lives today?<br><b>Christian/ Muslim</b>             | <b>Philosophy</b><br>Who am I?<br><b>Muslim/Humanist</b>  | <b>Theology</b><br>What do Christians believe about the sacrifice of Jesus?<br><b>Christian</b>   | <b>Theology</b><br>What symbols are important around the world?<br><b>Christian with some Muslim</b><br><i>Guest: Mrs Holmes with Christian artefacts</i>  | <b>Philosophy</b><br>What kind of world should we live in?<br><b>Christian with some other</b>   |
| Year 5     |  | <b>Theology</b><br>How can Hindus achieve good Karma?<br><b>Hindu/ Christian</b>                  | <b>Human &amp; Social Sciences</b><br>How does Jesus' nature portray him as a 'Good Shepherd' to Christians?<br><b>Christian/ Hindu</b>          | <b>Theology</b><br>How does belief in Dharma influence a believer's daily life?<br><b>Hindu/ Buddhist</b>                           | <b>Philosophy</b><br>Is it possible to atone for one's bad choices?<br><b>Christianity/ Judaism</b><br><i>Guest: Marsha Parker (Jewish)?</i>        | <b>Human &amp; Social Sciences</b><br>How does a view in a creator God affect how some Christians respond to environmental issues?<br><b>Christianity/ Humanism</b><br><i>Guest: Richard Hooker?</i> | <b>Human &amp; Social Sciences</b><br>Are we all on a journey?<br><b>Buddhist/ Hindu; some Christianity</b><br><i>Guest: Hinduism Education Services</i> |
| Year 6     |  | <b>Philosophy</b><br>How can people live a good life?<br><b>Christianity/ Hinduism/ Humanism</b>  | <b>Theology</b><br>In which ways do Christians express their faith around the world?<br><b>Christian</b><br><i>Guest: Christian from abroad?</i> | <b>Theology, Philosophy, Human &amp; Social Sciences</b><br>How does the Indian Caste System affect people's lives?<br><b>Hindu</b> | <b>Theology</b><br><b>How do Christians interpret the Bible?</b><br><b>(Big Q altered Jan 2021)</b><br><b>Christian</b>                             | <b>Theology, Philosophy, Human &amp; Social Sciences</b><br>Is religion a cause for conflict or a path to peace?<br><b>Christian/ Muslim</b><br><i>Guest: Julian Bryant, Christian Aid</i>           | <b>Human &amp; Social Sciences</b><br>What does light represent across the world?<br><b>Christian/ Hindu/ Jewish</b>                                     |

Notes 2022:

- Humanism learning is now present in every year group, as is the legal requirement.
- Guest speakers/ visitors are highlighted blue.
- Curriculum map shows the spread of the three disciplines (Theology, Philosophy and Human & Social Sciences) embedded across each year group and the school.
- Curriculum follows the requirements of the Norfolk Agreed Syllabus (2019) and can be accessed [here](#).