Stalyhill Junior School

Curriculum Intent Statement

Subject: RE

RE Statement of Intent

The aim of our RE curriculum at Stalyhill Junior School is to equip our children with the skills and knowledge to become an effective global citizen through a relevant, diverse and engaging curriculum that reflects the communities that our children belong to and best prepares them for the wider world.

To achieve this at Stalyhill Junior School, we follow the 'Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus for Religious Education' and adapt this to suit the lives and needs of our children, their families and their communities. Our R.E. curriculum aspires to help our children to discover and gain an insight into religions within the world that we live. We believe that the teaching of R.E. is vital for children to understand others beliefs and make connections between their own values. It is our role to ensure pupils are being inquisitive by asking questions about the world around them by allowing pupils to gain high quality experiences. We will deliver a curriculum that celebrates the diverse and rich community at Stalyhill Junior School, studying and making links between Christianity, Islam, Hinduism, Judaism and non-religious worldviews. Our curriculum embraces the community in which it is situated, recognising local places of worship and hosting visits from faith leaders and religious and non-religious people. The curriculum is inclusive, develops self-confidence and identifies that all our children are unique and therefore we should all be tolerant of each other's beliefs. We will encourage our children to be inquisitive about others beliefs developing inquiry based R.E. skills that allow them to culturally aware of the world around them.

We have broken our curriculum into 9 key skills which are integrated throughout our schemes of work so that the children get multiple opportunities to learn and develop these skills in a systematic and sequenced way:

- Describe and make connections between different features of the religious and non-religious worldviews they study.
- Describe and understand links between stories and other aspects of the religious and non-religious communities they are investigating.
- Explore and describe a range of beliefs, symbols and actions to understand different ways of life and expressing meaning.
- Explaining the meanings and significance of religious and non-religious worldviews to individuals and communities.
- Understanding the challenges of commitment to a community of faith or belief and why this commitment is valuable.
- Explore and show understanding of similarities and differences within and between different religions.

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- Discuss their own and others' views on challenging questions about belonging, meaning, purpose and truth.
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all.
- Discuss their own and others' ideas about what is right and wrong and what is just and fair.

Each unit poses a 'Big Question' which encourages the children to be inquisitive and question what belief is, how it is expressed and how it impacts the lives of those who believe. Every year group answers 5 'Big Questions' over the academic year culminating in a multi-faith week in the Summer Term where the children celebrate the diversity of our school community and they apply their learning from the year so far in a collection of dynamic, hands-on and immersive experiences.

Year 3

Believing: **What do different people believe about God?**	**Believing:** **Why is the Bible so important for Christians today?**	**Expressing:** **Why do people pray?**
This unit enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God. Links with Year 5 – Unit 1. **End point – Compare and contrast 3 religions and their ideas about God through meditation circle.**	This unit enables pupils to learn in depth from different religious and spiritual ways of life about Christian scriptures – the Bible – exploring questions about what the Bible says and how the bible is used and valued in Christian communities today. **End point – Creation of our own class 'holy book'.**	This unit enables pupils to learn in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer. Links with Year 5 – Unit 3. **End point – Create origami flowers that symbolise prayer.**
		

Expressing: **Why are festivals important to religious communities?**	**Living:** **What does it mean to be a Christian in Britain today?**

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This unit enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter for Christianity and Diwali in for Hinduism. There are links to literacy, art and philosophy for children within this unit. This unit enables pupils to begin to understand how celebration reminds believers of key beliefs and gives time to focus on beliefs and commitments and celebrating as a believing community. The focus is on the key elements of festival-shared values, story, belief and hopes and commitments. Links with Year 6 – Unit 2. **End point – Design and create your own Diwali celebration.**	This unit enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them. Links in with Year 4 – Unit 4, Year 4 – Unit 5, Year 5 – Unit 5. **End point – Role play of story based on modern Christian values e.g. Rosa Parks.**
	

Year 4		
Believing: **Why is Jesus inspiring to some people?** This unit enables pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered and inspiring figure by Christians – and by many other people too. Links with Year 5 – Unit 2. **End point – Create your own stained glass window for a local church based on Jesus.**	**Living:** **What can we learn from religions about deciding what is right and wrong?** This unit enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think	**Expressing:** **Why do people think that life is a journey and what significant experiences mark this?** This unit enables pupils to learn in depth from different religious and spiritual ways of life, relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu samskaras and marriage pupils explore how and why people choose to mark significant moments in life. Links with Year 6 – Unit 3.

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	about what religious stories show about temptation. Finally, pupils investigate the life of a religious figure, looking at how teachings from religion may affect the actions of a believer. Links in with Year 6 – Unit 4 **End point – Case study of Desmond Tutu and how religion shaped his life.**	**End point – To create a journey bag for either a Christian, a Jew or a Hindu.**
		
Living: **How do family life and festivals show what matters to Jewish people?** This unit explores the importance of the family and home in Judaism. It teaches the children about the significance of Sabbath in Jewish households as well as learning stories about Rosh Hashanah, Yom Kippur and Pesach. Links with Year 3 – Unit 5, Year 4 – Unit 5 and Year 5 – Unit 5 **End point – Design and create your own Pesach celebration.**	**Living:** **What does it mean to be a Hindu in Britain today?** This unit enables pupils to learn in depth from different religious and spiritual ways of life about what Hindus do at home, in worship and in the wider community and why these things are important to them. Links with Year 3 – Unit 5, Year 4 – Unit 4 and Year 5 – Unit 5 **End point – Design your own new British flag incorporating 21st Century Britain and its diversity.**
	
Year 5	

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Believing: **Why do some people think God exists?** This unit enables pupils to learn in depth from different religious and non-religious groups about belief in God. Pupils enquire into the key question-raising questions about the nature and existence of God focussing on Christian ideas about God. Pupils will consider why people do or don't believe in God and the impact that might have on the way they live their everyday life. This unit provides an opportunity to meet Christians, agnostics and atheists and ask questions about why they do or don't believe in God. Links with Year 3 – Unit 1 **End point – Create your own detective report with evidence to answer the question 'Is God Real'?**	**Believing:** **What would Jesus do? Can we live by the values of Jesus in the 21st century?** This unit enables pupils to learn in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings. Links with Year 4 – Unit 1 **End point – Create your own symbol to express the values and ideals of Jesus.**	**Expressing:** **If God is everywhere, why go to a place of worship?** This unit enables pupils to learn in depth from different religious and spiritual ways of life about worship, drawing out more detail, history and diversity through focussing on places of worship. Pupils learn about the various purposes of a place of worship as well as how believers see these places. Pupils think about the idea of God's presence on earth and in believers' lives. Opportunities to debate are given, including of the key question, to offer pupils a chance to reflect for themselves on the value and purpose of worship in religion. Links with Year 3 – Unit 3 **End point – Debate the question – 'Are People More Important than the Place'?**
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Living: **How and why should religious communities do more to care for the Earth?** This investigation enables pupils to learn in depth about the challenges of climate justice issues and about how different religious and spiritual ways of life can contribute to the urgent human need to stop spoiling the	**Living:** **What does it mean to be a Muslim in Britain today?** This unit enables pupils to learn in depth from different religious and spiritual ways of life about what Muslims do at home, in worship and in the wider community and why these things are important to them.

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environment and the Earth. Pupils will develop a rich knowledge of examples, concepts, sources of wisdom and authority and practice in different religions and worldviews with regard to climate change, environmental care and building a sustainable future. **End point – Create class exhibition based on the Tree of Life.**	Links with Year 3 – Unit 5, Year 4 – Unit 4 and Year 4 – Unit 5 **End point – To create our own Five Pillars of Islam and reflect on our own values.**
	

Year 6

Believing: **What do religions say to us when life is hard?** This unit enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. By the age of 10 many children will have experienced grief and death. This unit allows them to talk about these ideas when emotions are less raw than after a bereavement. The activities enable pupils to share their ideas but do not force children to do so. The use of story acts as a distancing device within the unit. **End point – Write a mission statement that sets out their hopes and aspirations for their own lives.**	**Expressing:** **What is the best way to express your beliefs?** This unit enables pupils to learn in depth from Islam and Christianity about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity. Links with Year 3 – Unit 4 **End point – Case study of either a Christian or Muslim charity.**	**Expressing:** **What can be done to reduce racism? Can religion help?** This unit will give the pupils have opportunities to consider the concept of diversity and consider a diverse range of views about questions of living together, tolerance and respect and prejudice-reduction. From the study of beliefs and values in different religions and worldviews, pupils will be able to think about their own experiences and views about race, ethnicity and racial justice in relation to religions and worldviews. Links with Year 4 – Unit 3

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		End point – Create an expression of anti-racist faith, art and love and submit this to the NATRE Spirited Art Competition.
		
Living: **What matters most to Christians and Humanists?** This unit enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life. The children will suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas. Links with Year 4 – Unit 2 **End point – To create our own code of living.**		**Living:** **What difference does it make to believe in ahimsa, grace or ummah?** This unit enables pupils to learn in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions in ways that relate to commitment. **End point – Deliver a presentation to show the similarities and differences between Muslims and Christians.**
		