



St Andrew's Primary School

RE Curriculum Overview

Intent:

Religious education provokes challenging questions about the ultimate meaning and purpose of life, issues of right and wrong and what it means to be human. This revised agreed syllabus develops pupils' knowledge and understanding of Christianity, other principal religions, religious traditions and world views that can provide questions and stimulate discussion to consider answers to such questions. The curriculum presents religious Education within a framework of three disciplines: theology, philosophy and human and social science.

Implementation:

It is our intention that Religious Education enables children to investigate and reflect on what it means to have faith, whilst developing knowledge and understanding of major world faiths.

We use the revised Emmanuel Project resources to plan and deliver lessons. Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage pupils in learning about and from different faiths and nonfaith groups.

Learning is developed through an enquiry cycle in which pupils:

- Engage with the key concept in their own lives / world
- Enquire into an aspect of a faith which relates to the key concept
- Explore a [faith] understanding of the key concept
- Evaluate and Express their learning about the key concept
- Extend by responding to the 'big question' for the term.

Impact:

The School's Religious Education curriculum is high quality, well thought out and is planned to demonstrate progression and build on and embed skills. Progress is defined by the children knowing more and remembering more. We measure this through the following methods:

- What we observe – learning walks and drop ins
- What the pupils say – Pupil discussions/interviews with pupils about their learning
- What the children produce – pupil outcomes including double page spreads, book work, photos, knowledge organisers etc.

The Emmanuel Project – Long Term Plan for Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
					
CREATION 1	INCARNATION 1	SALVATION 2	SALVATION 1	INCARNATION 2	CREATION 2
Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...	Including an encounter with ...
A Muslim whispering Allah in a baby's ear	A Muslim story: Muhammad and the Ants	A Sikh story: Har Gobind and the 52 Princes	A Buddhist story: The Monkey King	Hindus celebrating at Raksha Bandhan	Tu be Shevat: the Jewish 'Birthday of Trees'

The *Emmanuel* Project – Basic Long Term Plan for Key Stage 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity Baptism / church <i>Why is belonging to God and the church family important to Christians?</i>	Judaism Mitzvot / tzedakah <i>Why is learning to do good deeds so important to Jewish people?</i>	Christianity Parables / gospel <i>What did Jesus teach about God in his parables?</i>	Christianity Prayer / worship <i>Why do Christians pray to God and worship him?</i>	Christianity Emmanuel / Holy Spirit <i>How does celebrating Pentecost remind Christians that God is with them always?</i>	Judaism Tefillah/ blessings <i>Why do Jewish families say so many prayers and blessings?</i>	Year 1 or Year A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Judaism Teshuvah / G-D <i>Why do Jewish families talk about repentance at New Year?</i>	Christianity Saviour / Jesus <i>Why was Jesus given the name 'saviour'?</i>	Islam Allah / mercy <i>How do some Muslims show Allah is compassionate and merciful?</i>	Christianity Resurrection / joy <i>What are the best symbols of Jesus' death & resurrection at Easter?</i>	Christianity Disciple / faith <i>Why do Christians trust Jesus and follow him?</i>	Judaism Torah / rabbi <i>Why is the Torah such a joy for the Jewish community?</i>	Year 2 or Year B

The *Emmanuel* Project – Basic Long Term Plan for Lower Key Stage 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>How do Christians show that <u>reconciliation</u> with God and others is important?</i>	Islam <i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i>	Hinduism <i>Why do Hindus want to collect good <u>karma</u>?</i>	Christianity <i>Is the cross a symbol of love, <u>sacrifice</u> or commitment for Christians?</i>	Christianity <i>What do Christians mean when they talk about the <u>Kingdom of God</u>?</i>	Judaism <i>What symbols and stories help Jewish people remember their <u>covenant</u> with God?</i>	Year 3 or Year A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others?</i>	Islam <i>Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'?</i>	Hinduism <i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i>	Sikhism <i>How does the teaching of the <u>gurus</u> move Sikhs from dark to light?</i>	Christianity <i>Why do Christians believe they are people on a <u>mission</u>?</i>	Sikhism <i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>	Year 4 or Year B

The *Emmanuel* Project – Basic Long Term Plan for Upper Key Stage 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>Why is the <u>gospel</u> such good news for Christians?</i>	Islam <i>What does the Qur'an <u>reveal</u> about Allah and his guidance?</i>	Hinduism <i>What spiritual pathways to <u>Moksha</u> are written about in Hindu scriptures?</i>	Judaism <i>What is <u>holiness</u> for Jewish people: a place, a time, an object or something else?</i>	Christianity <i>What is the great significance of the <u>Eucharist</u> for Christians?</i>	Buddhism <i>How did Buddha teach his followers to find <u>enlightenment</u>?</i>	Year 5 or Year A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity <i>How do Christians show their belief that Jesus is God <u>incarnate</u>?</i>	Islam <i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i>	Hinduism <i>How do questions about <u>Brahman</u> and <u>atman</u> influence the way a Hindu lives?</i>	Buddhism <i>How does the Triple Refuge help Buddhists in their journey through life?</i>	Christianity <i>Should believing in the <u>resurrection</u> change how Christians view life and death?</i>	Humanism <i>Why do Humanists say <u>happiness</u> is the goal of life?</i>	Year 6 or Year B