

Our RE Curriculum Design

How the disciplinary areas underpin our curriculum design in RE

Theology (the way beliefs shape how humans understand themselves, each other and the world around them)

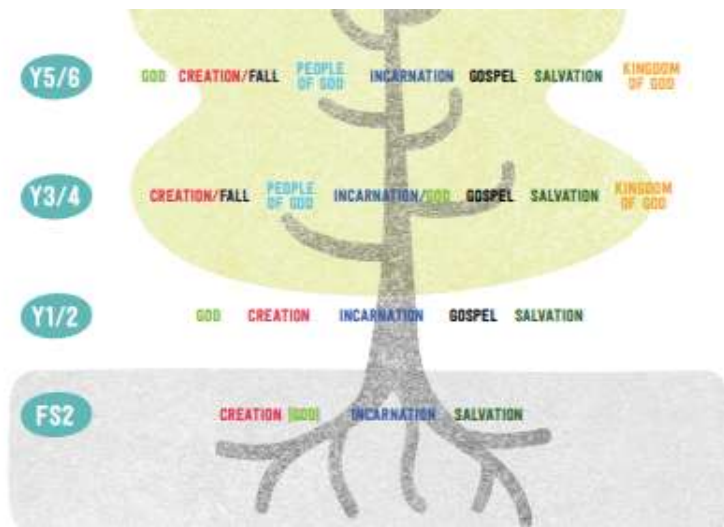
Our curriculum has strong emphasis on exploring the beliefs of Christians, Muslims and Sikhi in particular, with some reference to non-religious views. This incorporates the phenomenology approach (the nuts and bolts of religion) and concept cracking (weighing up evidence for different beliefs). This is encouraged by the use of big questions for each topic. There is also some investigation of how beliefs are applied differently in different contexts.

Human/Social Sciences (the ways in which religion and beliefs impact on human living)

Most of the topics include some exploration of the way these beliefs might impact on a person or community and what difference it makes to the way they live their lives. This incorporates the interpretive approach (studying experiences of individuals). This is a method we are going to further develop in Reception using the Belonging and believing books. There are also opportunities which incorporate the spiritual development approach of David Hay, experiencing religions and religious practice. Pupils are encouraged to use their senses, role play, reflection and led in guided fantasy. Our visits to places of worship (churches, Mosque and Gurdwara) also give our pupils a chance to investigate further.

Philosophy (asking questions about what humans can know and how they can know it)

Pupils are encouraged to ask questions about what is reasonable to believe – we use dialogue, discussion and debate to encourage pupils to think about the world and their place in it. This incorporates a human development approach, allowing pupils to respond for themselves and explore what they think. There are also opportunities to discuss ethical issues of right, wrong, good and evil. With the younger children the use of Godly play techniques helps them to wonder and ask questions.



Understanding Christianity's approach of making sense of the text, understanding the impact and making connections ties in with the three disciplinary areas.

This shows how the concepts fit into a spiral curriculum.

Kirkstall St Stephen's C of E Primary School

RE Curriculum Whole School Overview

Based on Leeds Diocesan Guidelines

Term/Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Being special: where do we belong?	Christmas and why is Christmas special to Christians?	Why is the word 'God' so important?	Easter and why is there a cross in the Easter garden?	Which places are special and why?	Which stories are special cont
	Which times/stories	are special and why?	across the whole year			
Year 1	Who do Christians say made the world? (Harvest)	What can we learn about God through stories? Why does Christmas matter?	What do Christians believe God is like?	Why does Easter matter to Christians?	Who is a Muslim and what do they believe? pt 1	Why should we care for others and why does it matter?
Year 2	Who am I? What does it mean to belong?	What is God like? Why does Christmas matter?	Who is a Muslim and what do they believe? Pt 2	What is the good news that Jesus brings? Easter	What makes some places sacred to believers?	Who do Christians say made the world? (Digging deeper) Why should we care about the world?
Year 3	What is it like to follow God? RE-searchers characters	Christmas in the papers: who, what, why, when?	What does it mean to be a Sikh?	Why do Christians call the day Jesus died Good Friday?	What is the Trinity?	What does it mean to be a Sikh? continued
Year 4	What kind of world did Jesus want?	What's it like to follow God? And Advent	What are the deeper meanings of festivals? (inc Christmas, Vaisakhi, Eid)	Why do Christians remember the events of Holy week every year?	When Jesus left what was the impact of Pentecost?	What do Christians learn from the creation story?
Year 5	What kind of King is Jesus?	What does it mean if God is holy and loving?	Creation and science?	What did Jesus do to save human beings?	How can following God bring freedom and justice?	What does it mean for a Muslim to follow God?
Year 6	What would Jesus do?	Was Jesus the Messiah? (incarnation)	What will make our city a more respectful place? Anti- racism RE	Was Jesus the Messiah? What difference does the resurrection make?	Why do some people believe in God and some don't?	Why is pilgrimage important to some believers? Also reflecting on their experiences in a C of E school

How does the RE curriculum help us live out our school vision? – We are cherished, we are challenged, we are children of God

1. Through RE the children's opinions and beliefs are valued and respected, and there are many opportunities to promote their spiritual, moral, social and cultural development, thereby emphasising that they are cherished. RE encourages the skill of self-understanding and hopefully leads to self-esteem.
2. The content of RE is challenging and encourages their mental, cognitive and linguistic development. It particularly encourages critical thinking skills, investigation, application and interpretation.
3. Children learn to respect other faiths and beliefs, recognising that all people are of equal value. RE encourages attitudes of empathy, wonder, open-mindedness, working with others and a sense of community.