

Intent

At Sir John Sherbrooke Junior School the RE Curriculum follows Nottinghamshire's Agreed Syllabus for RE which aims to allow our children to gain more knowledge and insights to help them live as responsible members in our society.

It will **PROVIDE** children with opportunities to answer and discuss thought provoking questions about human life, beliefs, communities and ideas. Our pupils learn from religions and worldviews about different ways of life in local, national and global contexts. They also discover, explore and consider many different answers to questions about human identity, meaning and value.

To allow children to remember more and learn more, the curriculum at Sir John Sherbrooke Junior School provides a robust and adaptable framework within which cross-curricular learning and meaningful real-life experiences happen. Teachers **ENHANCE** learning by linking concepts and subject areas, providing exciting and engaging learning opportunities and providing opportunities for learning across children to work in partnership to solve problems.

Through RE we aim for our children to learn to weigh up for themselves the value of wisdom from different communities, to understand different views, disagree respectfully, to be reasonable in their responses to religions and worldviews and to respond by expressing insights into their own and others' lives.

Our children will be confident in thinking rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and worldviews.

Our RE curriculum also makes significant contributions to our pupils' ability to engage with ideas about British Values, such as tolerance and respect for people who hold varied beliefs and worldviews.

Through a model of PROVIDING, ENHANCING AND ENRICHING learning experiences, and embedding a Take Care ethos within our community, **we support our children to go Beyond Expectations and BE the best they can be.**

Implementation

The curriculum undoubtedly supports pupils for life in the 'modern world' as it develops the following skills:

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| 1. Clear and logical thinking | 5. Organising |
| 2. Critical evaluation | 6. Planning |
| 3. Literacy and expression | 7. Problem solving |
| 4. Negotiating | 8. Research |

We are aware of the requirements in RE for EYFS and KS1, before the children arrive at SJS

EYFS	Develop a growing sense of the child's awareness of self, their own community and their place within this. Children will encounter Christianity and other faiths found in their classroom.
KS1	A minimum of 2 religions are studied – Christianity and Judaism. We also cover Islam and Hinduism within different celebrations.
KS2	A minimum of 3 religions are studied – Christianity, Hinduism and Islam

Units of learning:

Year Group	Autumn	Spring	Summer	Big Questions
Year 3/4 Cycle A/C	CHRISTIAN BELIEFS AND QUESTIONS - What does it mean to BE a Christian? POWER OF PRAYER - Religion, Family and Prayer Religious symbols <i>Christianity / Islam</i>	POWERFUL PLACES PLACES OF WORSHIP! Worship and Sacred Places <i>Christianity / Islam / Hinduism</i>	HISTORY V.I.P.s - Inspirational people from the past! <i>Christians/ Islam / Hinduism</i> Non-religious worldviews or <i>Judaism or Sikh Gurus.</i>	- How do people celebrate Christmas? - Are there similarities and differences in prayer in different traditions? - Where do ideas about God come from?
Year 3 / 4 Cycle B/D	THE JOURNEY OF LIFE AND DEATH - Why is life like a journey? PILGRIMAGES ARE THEY JUST A NORMAL JOURNEY? - Where are we going and why? <i>Christians/ Islam / Hinduism</i>	SING IT LOUD AND PROUD! MUSIC AND WORSHIP IN CHRISTIANITY <i>Christianity / (Islam)</i>	Hindu Families and Festivals! <i>Hinduism</i>	- What do different religions believe about how we should treat the environment? - How do Muslims show their commitment in worship and festivals? - How might some Hindus try to follow their dharma?
Year 5	Today's World Inspirational People "What Matters Most? – Gateway to Christianity" Faith in Christianity <i>Christianity / Multi faith</i>	The Big Ideas: What matters most to muslims about God? <i>Islam (Hinduism)</i>	The Arts and Architecture in Religion – Creativity and Spiritual Expression! <i>Christianity / Islam</i>	- Worship within religion: what is similar and what is different? - What do Hindus understand about the idea of a supreme being? - What influences how religious and non-religious people choose to dress?
Year 6	What does the Torah say about God? Words of Wisdom! <i>Judaism</i>	How does religion contribute to local life in Nottingham? Beliefs in action! <i>Islam / Hinduism / Christianity / Judaism</i>	SURVIVORS OF HATRED – BIG QUESTIONS OF HUMAN BELIEF AND BEHAVIOUR <i>Islam / Hinduism / Christianity / Judaism</i>	- How does what you believe affect what you choose to eat? - What can we learn from theology and science about how to care for the Earth? - If there is a God, why is there evil and suffering? A philosophical and theological exploration.

Impact

At Sir John Sherbrooke Junior School we want our RE curriculum to impact the way our children appreciate the World around them and all it has to offer. Our hope is that their engagement in the skills required within our RE curriculum is something they will continue to find importance in as they leave us for secondary school and beyond.

Teachers assess children's development in RE by making on-going observations, questioning and discussion during lessons. Teaching, Planning and Assessment documents (TPAs) are used to evidence the children's progression in their knowledge and skills. They are then used to inform planning and support future learning to close and gaps as they revisit skills and knowledge via the spiral curriculum. In addition, Parents' Evenings and end of year reports provide opportunities to share child specific attainment with parents/carers. These TPAs are also shared with the children's teachers as part of summer transition, to inform planning and understanding of the children's needs for their next year group.

The RE subject leader takes responsibility for monitoring whole school curriculum coverage as well as the teaching and learning taking place during RE lessons. They also monitor the progress across RE for all pupils, including more vulnerable groups of children. Appropriate staff training is provided to ensure high quality RE lessons across school and confident teachers.