 

**Curriculum Rationale**

Our carefully designed long-term model allows systematic religious units to lead into thematic units, where pupils can make comparisons between beliefs. Our curriculum also keeps the study of Christmas, Easter and Pentecost close to the appropriate time of year.

Various threads are weaved throughout year groups to build learning.

**1. Christianity**

At our schools, Christianity forms the basis of our RE teaching. Teachers make links to Christianity when pupils study other faiths as well as during thematic topics. Christianity accounts for >50% of our systematic units throughout our long term planning.

The Christianity based units and thematic units have been chosen to build upon each other and link particular themes in a progressive fashion across year groups:

* Creation - Who do Christians say made the world? (KS1), How should we care for the world and others, and why does it matter? (year KS1), What do Christians learn from the creation story? (year LKS2), How and why do people try to make the world a better place? (LKS2), Creation and Science – Conflict or complementary? (UKS2), What do religious and non-religious worldviews teach about caring for the earth? (UKS2)
* Life in faith - Being Special – where do we belong? (EYFS), What does it mean to belong to a faith community? (KS1), What is it like for someone to follow God?  (LKS2),  For Christians, what was the impact of Pentecost? (LKS2), How do Christians decide how to live? (UKS2), How does faith help people when life gets hard? (UKS2).
* Incarnation – Why is Christmas special for Christians? (EYFS), Why does Christmas matter to Christians? (KS1), What is the Trinity and why is it important for Christians? (LKS2), Why do Christians believe that Jesus is the Messiah? (UKS2), What does it mean for Christians to believe that God is Holy and Loving? (UKS2).
* Salvation - Why is Easter special for Christians? (EYFS), Why does Easter matter to Christians? (KS1), Why do Christians call the day Jesus died Good Friday? (LKS2), What do Christians believe Jesus did to ‘save’ people? (UKS2).
* Bible / Gospel / Good News - Why is the word of God so important and special to Christians? (EYFS), What do Christians believe that God is like? (KS1), What is the ‘good news’ Christians say Jesus brings? (KS1), What kind of world did Jesus want? (LKS2), How do Christians decide how to live?  (UKS2), For Christians, what kind of King was Jesus? (UKS2).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Christian Theme | Progression | | | | | |
| Creation | Who do Christians say made the world? (KS1) | How should we care for the world and others, and why does it matter? (KS1) | What do Christians learn from the creation story? (LKS2) | How and why do people try to make the world a better place? (LKS2) | Creation and Science – conflict or complementary? (UKS2) | What do religious and non-religious beliefs teach about caring for the earth? (UKS2) |
| Life in faith | Being Special – where do we belong? (EYFS) | What does it mean to belong to a faith community? (KS1) | What is it like for someone to follow God? (LKS2) | For Christians – what was the impact of Pentecost? (LKS2) | How do Christians decide how to live? (UKS2) | How does faith help when life gets hard? (UKS2) |
| Incarnation | Why is Christmas special for Christians? (EYFS) | Why does Christmas matter to Christians? (KS1) | What is the Trinity and why is it important for Christians? (LKS2) | Why do Christians believe that Jesus is the Messiah? (UKS2) | What does it mean for Christians to believe that God is holy and loving? (UKS2) |  |
| Salvation | Why is Easter special for Christians (EYFS)? | Why does Easter matter to Christians? (KS1) | Why do Christians call the day Jesus dies Good Friday? (LKS2) | What do Christians believe Jesus did to ‘save’ people? (UKS2) |  |  |
| Gospel | Why is the word of God so important and special to Christians? (EYFS | What do Christians believe that God is like? (KS1) | What is the ‘good news’ Christians say Jesus brings? (KS1), | What kind of world did Jesus want? (LKS2), | How do Christians decide how to live?  (UKS2), | For Christians, what kind of King was Jesus? (UKS2). |

**2. Judaism**

The children begin learning about religions other than Christianity in reception particularly within their thematic units – special stories / special places in Reception.

In KS1 they study Judaism and make simple links between this religion and Christianity. This unit is afforded two half terms of study (as stated in the syllabus) because the children in our community are much less familiar with this religion whereas, Christianity forms part of daily life at school, though collective worships, values and the ethos of the school.

In LKS2 the children progress to study Jewish family life and festivals and have opportunities to link ideas about how people try to make the world a better place with Jewish values in their thematic unit.

In LKS2 they also have opportunities to draw upon prior knowledge with a further thematic unit about festivals.

In UKS2 the children progress further, learning about the importance of the Torah.

Finally, in UKS2, they have two further thematic units with opportunities to draw upon their existing knowledge of Judaism – How does faith help when life gets hard? What do worldviews teach about caring for the earth?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit | Progression | | | |
| Judaism |  | Who is Jewish and how do they live? (KS1) Double Unit | How do festivals and family life show what matters to Jewish people? (LKS2) | Why is the Torah important for Jewish people? (UKS2) |
| Thematic | Special stories / Special places (EYFS) | How should we care for the world and others? /  What makes some places sacred? (KS1) | How and why do people try to make the world a better place? / How do people celebrate key festivals? (LKS2) | What do worldviews teach about caring for the earth? / How does faith help when life gets hard? (UKS2) |

**3. Islam**

The children begin learning about religions other than Christianity in reception in their thematic units – special stories / special places.

In KS1 they study Islam and make simple links between this religion and the other religions they have studied. This unit is afforded two half terms of study time (as per the syllabus) because the children in our community are much less familiar with this religion whereas, Christianity forms part of daily life at school, though collective worships, values and the ethos of the school.

In KS1 the children have a further opportunity to draw upon their knowledge within the thematic unit – sacred places.

In LKS2 the children progress their studies, learning about Muslim festivals and worship.

In LKS2 the children also consider festivals once more, in their thematic unit, giving them opportunities to consolidate and reference their prior knowledge.

The children progress further, studying what it means to be a Muslim in Britain today, in UKS2.

Finally, in UKS2, they have two further thematic units with opportunities to draw upon their existing knowledge of Islam - How does faith help when life gets hard? What do worldviews teach about caring for the earth?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit | Progression | | | |
| Islamic |  | Who is Jewish and how do they live? (KS1) Double Unit | How do festivals and family life show what matters to Jewish people? (LKS2) | Why is the Torah important for Jewish people? (UKS2) |
| Thematic | Special stories / Special places (EYFS) | How should we care for the world and others? /  What makes some places sacred? (KS1) | How and why do people try to make the world a better place? / How do people celebrate key festivals? (LKS2) | What do worldviews teach about caring for the earth? / How does faith help when life gets hard? (UKS2) |

**4. Hinduism**

In LKS2 the children are introduced to Hinduism – they are encouraged to notice and draw links to the religions that they have previously learned about. They study two units – What do Hindus believe that God is like? What does it mean to be a Hindu in Britain today? They also reflect upon this religion in their thematic unit – festivals.

In UKS2 the children extend their knowledge with another systematic unit – Why do Hindus try to be good? Ensuring they have sufficient knowledge to consider Hinduism within their UKS2 thematic units – when life gets hard / caring for the earth.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit | Progression | | | |
| Hinduism |  | What do Hindus believe God is like? (LKS2) | What does it mean to be a Hindu in Britain today? (LKS2) | Why do Hindus try to be good? (UKS2) |
| Thematic | Special stories / Special places (EYFS) |  | How do people celebrate key festivals? (LKS2) | What do worldviews teach about caring for the earth? / How does faith help when life gets hard? (UKS2) |

**5. Humanism**

Throughout EYFS, KS1 and 2, there is consideration of those who hold no religion, particularly in a number of the thematic units.

In UKS2, the children consider Humanists as a group of non-religious people and ask what matters most to them, comparing this with Christianity.

Finally, in UKS2, the children draw upon what they already know considering what non-religious worldviews (including humanism) teaches about caring for the world.