



## Hallaton CE Primary School – The Big Picture - RE

<b>Our Over-arching Curriculum Intent</b>	That every child grows and flourishes through enjoying learning and has access to a rich, rounded, connected, coherent and progressive curriculum						
<b>Aims of our Curriculum</b>	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve		To develop confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.		To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society.		
<b>Core School Values</b>	<b>Learn, Grow, Flourish</b>						
<b>The Intrinsic Core: Our Geography Intent</b>	<b>Be Responsible</b>		<b>Be Respectful</b>		<b>Be Resilient</b>		<b>Be Reflective</b>
<b>We will develop the knowledge and skills that children need to succeed</b>	<b>Be Remarkable</b>		To be able to investigate places by understanding the geographical location of places and their physical and human features.		To be able to investigate patterns by understanding relationships between the physical features of a place and the human activity within them.		To be able to appreciate how the world's natural resources are used and transported.
<b>Our Christian Values</b>	To be able to communicate as a geographer using and understanding geographical representations, vocabulary and techniques.		Develop children's vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.		Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.		
<b>Our Christian Values</b>	Endurance	Compassion	Friendship	Wisdom	Service	Creation	Justice

### How we organise learning in RE, through the development of following key themes linked to the National Curriculum

<b>Core themes</b>	God	Creation	Incarnation	Salvation	Gospel	Kingdom of God
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#### These key themes are developed through the understanding of The National Curriculum

Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.
- The breadth of study should take account of the four levels of community cohesion which all maintained schools are now obliged to promote.
  - the school community
  - the community within which the school is located
  - the UK community
  - the global community

### Implementation: How do we deliver our Curriculum?

<b>Progression</b>	Progression in Learning from Reception to Year 6 is outlined in our RE Overview and End Points document.
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#### EYFS (discovering)

<b>Core themes</b>	<b>God and Creation</b>	<b>Incarnation</b>	<b>Salvation</b>
<b>Explore and Investigate Key Questions</b>	Why is the word 'God' so important to Christians? Being Special- Where do we belong?	Why is Christmas special for Christians?  What stories are special and why?	Why is Easter special for Christians?  What places are special and why?

#### Key Stage 1 - Year 1 & Year 2 (exploring)

<b>Core themes</b>	<b>God</b>	<b>Incarnation</b>	<b>Salvation</b>	<b>Creation</b>	<b>Gospel</b>
<b>Explore and Investigate Key Questions</b>	What do Christians believe God is like? How should we care for others and the world?	Why does Christmas matter to Christians?	Why does Easter matter to Christians?	Who do Christians say made the world? What makes some places sacred to believers?	What is the 'good news' Christians believe Jesus brings?
<b>Learning about other faiths</b>	Who is a Muslim and how do they live?		Who is Jewish and how do they live?		

#### Lower Key Stage 2 - Year 3 & Year 4 (Connecting)

<b>Core themes</b>	<b>God</b>	<b>Creation</b>	<b>Incarnation</b>	<b>Salvation</b>	<b>Gospel</b>	<b>Kingdom of God</b>
<b>Explore and Investigate Key Questions</b>	What is it like for someone to follow God?	What do Christians learn from the Creation story?	What is the Trinity and why is it important for Christians?	Why do Christians call the day Jesus died as Good Friday?	What kind of world did Jesus want?	For Christians when Jesus left – what was the impact of Pentecost?

					Make a world a better place?	Why do some people mark the significant events of life?
Learning about other faiths	Why are festivals such as Harvest important to religious communities? What does it mean to be a Hindu today?			What does it mean to be a Sikh today?		
<b>Upper Key Stage 2 - Year 5 &amp; Year 6 (Applying/Interpreting)</b>						
Core themes	<b>God</b>	<b>Creation</b>	<b>Incarnation</b>	<b>Salvation</b>	<b>Gospel</b>	<b>People of God</b>
Explore and Investigate Key Questions	What does it mean if God is holy and loving? What does it mean to be a Muslim in Britain today?	Creation and science: competing or complementary? Why do some people believe in God?	Why do Christians believe Jesus the Messiah?	What did Christians believe Jesus did to 'save' people?	Christians and how to live - What would Jesus do? What matters most to Christians and Humanists?	For Christians – what kind of king is Jesus? How does faith help people when life gets hard?
Learning about other faiths	Why do Hindus want to be good?			Why is the Torah so important to Jewish People?		
Celebrations and Festivals Explored throughout the school year in class or collective worship	<b>Christianity</b> Harvest – Sept / Oct All Saints' Day – 1st Nov Christingle - December Advent - December Christmas - 25th December Epiphany – 6th January Candlemas – 2nd February Shrove Tuesday - February Ash Wednesday - February Lent – February – Easter Easter – March / April Pentecost – May	<b>Buddhism</b> Wesak – Buddha's Birthday – Full Moon of the Month of April, May or June. Dharma Day – Buddha's first sermon after Enlightenment – Full Moon in July.  <b>Humanism</b> No special Humanist Festivals, however, many Humanists will celebrate Family, Friendship & Kindness at festivals such as Christmas.	<b>Islam</b> Ramadan – Month long observance in April / May / June Eid ul Fitr – marks the end of Ramadan Hajj – Pilgrimage of about 5 days – usually in the summer	<b>Hinduism</b> Diwali – Festival of Lights Raksha Bandan – annual rite or ceremony Holi – Festival of Colours  <b>Judaism</b> Shabbat – Friday evening to Saturday evening. Rosh Hashanah New Year to Yom Kippur (10 days). Chanukah (Hanukkah) – Festival of Lights Sukkot – Feast of the Tabernacles Bar / Bat Mitzvah – coming of age ceremony at age 13 (boys) 12/13 (girls).	<b>Sikhism</b> Guru Nanak's Birthday – November Guru Gobind Singh's Birthday – 5th January Vaisakhi – 14th April Dastar Sajauni – turban tying ceremony – for boys at 5 years of age.	
Impact	<b>Most children achieve the End Point Milestones for RE</b>					
	<b>Children become...</b>					
	<b>Reflective</b> , engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and show how <b>remarkable</b> they are.		<b>Resilient</b> , articulate, independent individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.		<b>Responsible</b> and <b>respectful</b> citizens of the world who have the capacity to make positive contributions to society.	