



# Religious Education Curriculum

Blackmore Primary School

|  | <p style="text-align: center;"><b>Curriculum Intent</b></p> <p>At Blackmore Primary School we aim to provide an engaging and balanced curriculum which nurtures and embraces children’s interests and potential.</p> <p>We inspire them to become life-long learners with the skills to prepare them for their futures.</p> | <p style="text-align: center;"><b>Key Resources &amp; Provision</b></p> <p>SAT RE Scheme in line with Essex SACRE agreed syllabus.</p> <p>The scheme is rooted in three key disciplines or disciplinary fields. These are theology, philosophy and the human/social sciences.</p> <p>Link with the local Priory Church of St Laurence</p> | <p style="text-align: center;"><b>Subject Leader</b></p> <p style="text-align: center;">Miss Mann</p>  |
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| <p style="text-align: center;">Our Place In Our World</p>                         | <ul style="list-style-type: none"> <li>• Broaden Horizons.</li> <li>• Explore Diversity</li> <li>• Positive Change</li> </ul>   |   |   |
| <p style="text-align: center;">Life Skills &amp; Attitudes</p>                    | <ul style="list-style-type: none"> <li>• Communication</li> <li>• Self-directed, engaged</li> <li>• Making Connections</li> </ul>   |   |   |
| <p style="text-align: center;">Ambition &amp; Possibilities</p>                   | <ul style="list-style-type: none"> <li>• Future Aspirations</li> <li>• Opportunities and Careers.</li> <li>• Everything Is Possible</li> </ul>  |   |   |

# RE Curriculum Overview EYFS / KS1

RE in EYFS will prepare children for the multi-disciplinary approach – Philosophy, Theology and Human and Social Science.

Pupils begin to explore religion and non-religious worldviews in terms of important people, times, places and objects, as well as visiting places of worship.

- Pupils listen to, and talk about, stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression.

| Year group  | Autumn 1  | Autumn 2   | Spring 1                                  | Spring 2   | Summer 1  | Summer 2                                 |
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| <b>EYFS</b> | 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? |

During Key Stage 1 children will begin to learn about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.

- Begin to make connections using their senses and what they know about the world around them.
- Ask “I wonder ...” questions about the world around us
- Use their senses to investigate worship in different religious traditions
- Use their senses to justify a belief that they hold
- Recognise the meanings of the term Christian and Muslim.
- Recognise practices associated with the festivals of Christmas and Eid-ul-Fitr.
- Recognise ways in which a celebration can encourage a sense of belonging within a faith community.
- Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs.
- Make connections between people’s beliefs of right and wrong and their belief about God.

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| <b>Year 1</b> | Philosophy<br>What do my senses tell me about the world? | Human and Social Science<br>How does a celebration bring a community together? | Theology<br>What do Jewish people remember on Shabbat? | Theology<br>What does the cross mean to Christians? | Philosophy<br>How did the universe come to be? |
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| <b>Year 2</b> | Theology<br>Why is light an important symbol for Christians, Jews and Hindus? | Theology<br>What does The Nativity teach Christians about Jesus? | Human and Social Science<br>How do Christians belong to their faith family? | Human and Social Science<br>How do Jewish people celebrate Passover (Pesach)? | Philosophy<br>Why do people have different views about the idea of God? |
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## RE Curriculum Overview KS2

Throughout Key Stage Two children learn about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses. They will learn to:

- Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach.
- Gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.
- Extend the range and use of specialist vocabulary.
- Communicate their ideas, recognising other people's viewpoints.
- Engage at a personal level with important life questions as well as considering their own beliefs and values and those of others.

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| <b>Year 3</b> | Human & Social Science<br>How do people express commitment to religion? | Theology<br>What is The Trinity?                                  | Philosophy<br>How do people make moral decisions?   | Theology<br>What do Muslims believe about God?                                      | Human & Social Science<br>What difference does being a Muslim make to me daily? |
| <b>Year 4</b> | Theology<br>Where do religious beliefs come from?                       | Philosophy<br>What do we mean about truth? – Is seeing believing? | Human & Social Science<br>How have and how do religious groups contribute to society and culture? | Human & Social Science<br>Why is there so much diversity of belief in Christianity? | Philosophy<br>What does sacrifice mean?   |

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| <p><b>Year 5</b></p> | <p>Philosophy</p> <p>Is believing in God possible?</p>                                       | <p>Human &amp; Social Science</p> <p>How has belief in Christianity and Islam impacted on music and art through history?</p> | <p>Philosophy</p> <p>Why should we be good?<br/>What do the great philosophers teach about the meaning of life?</p> | <p>Theology</p> <p>What difference does the resurrection make to Christians?</p> | <p>Theology</p> <p>How do Hindus make sense of the world?</p>                       |
| <p><b>Year 6</b></p> | <p>Human &amp; Social Science</p> <p>How and why does religion bring peace and conflict?</p> | <p>Theology</p> <p>How do Buddhists explain suffering in the world?</p>  | <p>Philosophy</p> <p>What does it mean to be human? Is being happy the greatest purpose in life?</p>                | <p>Theology</p> <p>Creation or science?<br/>Conflicting or complementary?</p>    | <p>Human &amp; Social Science</p> <p>How do beliefs shape identity for Muslims?</p> |