

# St Denys Captivating Curriculum

## Religious Education



## **Intent**

<b>Curriculum Drivers</b> Our curriculum drivers shape, personalise and underpin our curriculum, bring about the aims and values of our school, and respond to the particular needs of our learners.	<b>Well Being</b> Our curriculum has physical, mental and emotional well-being at its heart. Children only learn if they are safe, well and happy.	<b>Creativity</b> Our curriculum harnesses the power of possibility and fosters creative thought, enabling children to solve problems and express themselves in different ways	<b>Communication</b> Our curriculum ensures that children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms.	<b>Choice</b> Our curriculum provides children with the knowledge, skills and understanding to make informed choices	<b>Challenge</b> Our curriculum provides challenge for all learners, teaches learners to seek challenge and develops the resilience they need to embrace it
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### **These are the characteristics of learning that children will develop in RE: -**

Religious education can provide a rich and wide range of experiences inside and outside the classroom, which give children opportunities to develop concepts and skills that will help them to make sense of their own experiences and beliefs, and to understand the beliefs and practices of members of faith communities.

#### **Aims:**

- To enable children to understand the nature of Christian beliefs and practices and the beliefs and practices of other world faiths;
- To teach tolerance and challenge prejudice towards people of different faiths through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multi-lingual society;
- To encourage children to develop open minds to new and different concepts and to form their own opinions based on evidence and argument;
- To maintain close links with local churches and other religious communities.

**This is what we aim for children to achieve in RE by the end of each Milestone :-**

<b>Pebbles Milestone</b> Early Years Foundation Stage	<b>Milestone 1</b> Years 1 & 2	<b>Milestone 2</b> Years 3 & 4	<b>Milestone 3</b> Years 5 & 6
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**Subject - End of Milestone Outcomes**

By the end of <b><u>the Pebbles Milestone</u></b> , children will be able to...	...Explore concepts through EYFS know some similarities and differences between different religious and cultural communities, drawing on their experiences and what has been experienced in class.
By the end of <b><u>Milestone 1</u></b> , children will be able to...	<p><b>Communicate:</b> express creatively their response to their own experiences of the concepts introduced.</p> <p><b>Apply:</b> recognise how their responses relate to events in their own and sometimes other peoples' lives.</p> <p><b>Inquire/Contextualise:</b> simply describe what has been taught about and how the concept and how it is used in the religious tradition studied.</p> <p><b>Evaluate:</b> in simple terms children can discern something of the value of the concepts in the lives of those living in the traditions studied as well as their own lives and communities.</p>
By the end of <b><u>Milestone 2</u></b> , children will be able to...	<p><b>Communicate:</b> express creatively as well as describe their response to their own experiences of the concepts introduced.</p> <p><b>Apply:</b> recognise and describe how their responses relate to events in their own and sometimes other peoples' lives.</p> <p><b>Inquire:</b> accurately describe what has been taught about the meanings of concepts.</p> <p><b>Contextualise:</b> accurately describe some variations in ways in which the concept is shown in lives of people encountered and studied.</p> <p><b>Evaluate:</b> a) discern and describe the value of the concepts in the lives of those living in the traditions studied – recognising issues this might raise. b) discern possible value for their own lives and communities.</p>
By the end of <b><u>Milestone 3</u></b> , children will be able to...	<p><b>Communicate:</b> respond creatively and begin to explain their response to their own experiences of the concepts introduced.</p> <p><b>Apply:</b> explain some examples of how their responses relate to events in their own and other peoples' lives.</p> <p><b>Inquire:</b> accurately explain meanings of concepts in the traditions encountered and studied.</p> <p><b>Contextualise:</b> accurately explain the way the concepts in the traditions studied impact the lives of those in the traditions with examples.</p> <p><b>Evaluate:</b> a) discern with greater understanding the value of the concepts in the lives of those living in the traditions studied – recognising issues this might raise. b) discern with greater understanding the possible value in the concepts for their own lives and communities.</p>

## Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish, be creative and make choices in order to be the best version of themselves. The St Denys Captivating Curriculum in RE has been designed to meet the needs of our learners in our context, meeting the requirements of the National Curriculum and following the Hampshire agreed syllabus for RE - Living Difference IV.

At key stage 1 and 2 children follow the LEA schemes of work, tailored to reflect our children and context. The religious traditions we focus on are Christianity and Hinduism in key stage 1. Christianity plus Hinduism and Islam are the focus in key stage 2.

The Living Difference IV curriculum is based around '*concepts that give expression to human experience*' which are encountered, studied and revisited through the milestones. Within these concepts there are *Golden Thread concepts* which flow through the curriculum of: ***community, belonging, special and love.***

For all units in Living Difference IV the children will follow *The Cycle of Enquiry* model which has five elements:

- Communicate (concept introduced and experience shared in different ways)
- Apply (awareness of the experience of others)
- Inquire (explore specific vocabulary and engage with the concept)
- Contextualise (the concept in living examples and a religious context – making links with specialist visitors and educational visits to places of worship)
- Evaluate (a. value discerned for those people following the religious context. - b. value of the concept in their own lives)

A cycle of enquiry takes place over a number of sessions and the process allows children to understand what a religious way of looking at and existing in the world is like.

	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1		Summer 2	
Year R	Concept (Golden thread)		Celebrating (A concept)		Story telling (A)	Signs of new life(A)	Special (A)		Special (A)	
	Context		Christmas – Jesus’ birthday		Stories Jesus told	Eggs at Easter	Jesus is a special person		Special clothes	Special clothes
Year 1	Thankfulness (A)		Journeys (A)		Belonging (A)	Welcoming (A)	Community (A)		Power (A)	
	Harvest (RE009)	Durga Puja	The Nativity Journey		Followers of Jesus	Palm Sunday (RE007)	Hindu Traditions ★		Ganesh	
Year 2	Special Place (A)		Symbols (B)		Remembering (A)	Love as sad and happy (A)	Ritual (B) Belonging/Community		Creation (B)	
	Church ★		Candlelight Advent	Candlelight Diwali	Holi	The Easter Story (RE007)	Water ★	Water	Creation Stories	Creation Stories
Year 3	Sacred/Special (A)		Special (A)		Peace (A)	Love changing emotions (A)	Symbols (B)		Ritual (B) Belonging/Community	
	Place of worship ★		Angels		The Buddha Rupa	Easter (RE039)	Trees	Trees	Believers Baptism ★	
Year 4	Community (A/B)		Holy (B)		Suffering (A)	Ritual (B)	Love – Neighbour (A)		The Journey of Life (A)	
	Sangha ★		Christmas: Mary mother		Dukkha	Easter: Paschal Candle	Love in community		Rites of passage	
Year 5	Special place (A)		Prophecy (B)		Stories with Messages (A)	Love (A)	Rituals (B)		A Good Life (A)	
	Place of worship – Mosque visit ★		The Magi			Meaning of Easter	Ramadan		Humanist Thinking	
Year 6	Worship (B) Belonging/Community		Interpretation (A)		Salvation (B) Belonging/Community	Resurrection (B)	Community (A)		Understanding of ‘GOD’ (B)	
		★	Christmas: The two birth narratives		‘The Christian Story’	Easter: The Empty Cross	Umma in Islam (RE040)			



Trip / visit opportunity


Christianity  
Christian Traditions

Hinduism  
Hindu Traditions


Buddhism  
Buddhist traditions

Humanist Approach To  
Life

Islam  
Muslim Traditions

Our planning overviews set out the learning journey for each term. Our weekly/unit planning identifies the specific learning intentions and relevant vocabulary. Our success criteria show the context of the lesson/series of lessons, the specific learning intentions (using 'I can' format) and the associated key vocabulary.

Example of subject success criteria: -

	Concept: <i>Salvation</i> Focus: <i>Christianity</i> <b>In RE I am evaluating...</b> What is the value of salvation to Christians?	ME	LP
	1) I can identify what Christians believe about salvation		
	2) I can think of some Questions I would ask a Christian about salvation		
	3) I can explain my response to Christian salvation		
	Key vocabulary: <i>save deliverance Christian Bible saviour rescued</i>		

## Impact

By the time the children at St Denys leave our school they should have developed:

An understanding of what a religious way of looking at, and existing in, the world may offer in leading one's life, individually and collectively. To engage intellectually with concepts and to discern with others what is valuable with living a religious life, a non-religious life or another perspective and how they will continue to apply this in their future lives.

The impact of engaging, encountering and studying the concepts will be seen through the cycle of enquiry and the end of milestone outcomes. Children will demonstrate the ability to communicate, apply, inquire, contextualise with increasing clarity leading to a greater discernment of value at the evaluation stage.

