

## RE Overview

### RE Intent

At St. Paul's we use the 'Surrey Agreed Syllabus for Religious Education in Surrey schools' (Surrey SACRE) by the Diocese of Guildford as our school curriculum. It provides a skill based, progressive curriculum that has been well considered and prepared for schools, with input from leaders of all faiths. The adopted RE curriculum is designed to be coherent, utilises multi-disciplinary skills and builds pupils' schemata, from EYFS to KS4. In addition, the syllabus helps pupils to understand their own and others' worldviews, religious and non-religious, and appreciate the influences of these on everyday life.

The units of work outline substantive knowledge, ways of knowing (viewed through the multi-disciplinary 'lenses' of theology, sociology and philosophy) and personal knowledge, as well as key questions that might be asked to help shape the learning in different ways, and end of phase expectations. This supports the recommendations of Ofsted's RE Research Review.

Each unit begins with a **Big Question**, broken down into weekly **enquiry questions**, which will enable our pupils to gain an understanding, along with key knowledge and skills, to **reflect** on how people of other faith live, and where they themselves belong in the world. Pupils will have opportunities to **ask Big Questions** about our role as humans. We support our children in **enquiring** about wider theological and philosophical questions **to broaden** their knowledge on life's great wonders.

We would like our children to **express insight** into faith practices and develop their spirituality through windows, mirrors and doors. All of the units are linked by a 'golden thread': the concepts of God, Community and Identity – the 'multi-disciplinary lenses'.

This curriculum enables us to make our children aware of a wide range of religions and beliefs that exist within our society. It also includes non-denominational viewpoints such as Humanists through thematic topics such as 'Why is harvest a worldwide celebration?' and 'Where did it all begin?'

## Implementation

In line with the Guildford Diocesan Guidelines, at St Paul's, our curriculum for RE aims to teach **inspirational lessons** where children **learn about religion**, which includes knowing about and understanding beliefs, teachings and sources; practices and ways of life; and ways of expressing meaning.

The sequence of units over the key stages are designed to be progressive, multi-disciplinary and coherent, and will ensure the children build on their prior knowledge. In EYFS, the children will start their learning from what they already know from their own life before starting school. In addition, lessons will give pupils the opportunity to understand their own and others' worldviews, religious and non-religious, and help them to understand their place in the world.

In each year group, the children will learn RE through the compulsory Christianity and other faiths units, and during the summer term there will be a thematic unit, which will draw learning across each year group together. This will also provide an assessment opportunity for children to express what they have learnt over the year.

Also, pupils will **learn from religion**, which includes expressing ideas and insights into questions of identity, diversity and belonging; meaning, purpose and truth; and values and commitments in weekly lessons in all year groups, including the foundation stage. Through these strands of learning, the pupils develop their **knowledge** and **understanding** of the Christian faith, Judaism, Islam, Hinduism and Buddhism along with non-denominational viewpoints such as Humanists. We provide opportunities for pupils to make their own **connections** between religions – linking their own understanding and experiences wherever possible. To inspire our learners, RE is taught in a variety of ways, including drama, art, dance, song, video clips and written work. Trips and visiting experts enhance the learning experience and our local church leader regularly visits and links their collective worship with our school values or RE units.

## Impact

The choice of units throughout the year have been carefully chosen so that the children can be assessed within the thematic final unit of study. The Golden Threads are a key feature of the thematic units as they help to ensure that pupils' learning is multi-disciplinary, and contains an age-appropriate balance of **Theological, Sociological** and **Philosophical** questions and approaches.

The thematic units contain a balance of material to consolidate learning, with new learning that builds on this, and so create ideal opportunities to gather evidence of pupils' progress.

Each week, the children will have a **throw back** to the previous weeks learning to consolidate their understanding and to link to the following lessons.

The RE subject leaders at St Paul's will carry out observations, book looks as well as speak to pupils in order to assess the overall impact of the RE curriculum at St Paul's school. The aim is to **inspire, support** and **give opportunities** for pupils to become aware and **develop their own spirituality**, morals and understanding of different societies, cultures and beliefs. Our pupils will show **compassion** and **empathy** for people near and far, whilst understanding their place in the world.

## Curriculum Overview

	Autumn		Spring		Summer	
Reception Understanding the World	Who am I, and where do I belong? Harvest it's good to share. • Every person is special and unique	Why do we have celebrations?  To explore the idea of 'celebration' as an important concept, the starting point being the celebrations that are a part of the lives of pupils in your class.	What makes our world wonderful? • Some people have places that are special to them • There are special buildings where some people go to think and learn about God	What makes something special? • Different things are special to people for different reasons • How to look after special things and respect things that are special to others • People can use objects to help them	What can we learn from favourite stories? • People can have favourite stories • Through stories people share ideas and values about how to live • Some books are special to religious groups e.g. Bible (Christians) Torah	What makes a place special? • Some people have places that are special to them • There are special buildings where some people go to think and learn about God
People and communities	• Some people believe that God made them this way • How new babies are welcomed • People belong together in different ways					

	<ul style="list-style-type: none"> <li>• People have different ways of showing they 'belong' together (religious &amp; non-religious)</li> <li>• Special people in different religions (e.g. Jesus / Prophet Muhammad (pbuh) / Moses)</li> </ul>	<p>This learning creates significant opportunities to help pupils to see the world through the eyes of others and to understand that celebrations can help us understand more about what different people believe. It is also the intention of this unit to introduce pupils to the celebration of Christmas as an important Christian festival, and how, for Christians, the account of Jesus' birth is the focus of the celebration, as well as exploring the celebrations that are important within your class context.</p>	<ul style="list-style-type: none"> <li>• Some people feel close to God anywhere or in their own special places</li> </ul>	<p>remember special times and places</p> <ul style="list-style-type: none"> <li>• Memories can be special</li> <li>• Some objects are 'religious' objects and help people to think about God</li> </ul> <p>Pancake Day Easter traditions Meals with Jesus. New life all around.</p> <p>EASTER PAUSE DAY</p>	<p>(Jews) Qur'an (Muslims) and talk about God</p> <ul style="list-style-type: none"> <li>• Some stories are about special people e.g. Jesus, Prophet Muhammad (pbuh*), Moses etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Some people feel close to God anywhere or in their own special places</li> </ul>
Continuous provision	Each classroom within Early Years has a Reflection area. In the reflection area there are children's Bibles and story books, these are for the children to look at independently. There are also symbolic artefacts in the area such as crosses and candles. During topics such as Christmas, Easter, Diwali, Eid and Chinese New Year there will also be displays and interactive role-plays and investigation tables for the children to use.					
Year 1	<p>CHRISTIANITY: Why do Christians call God 'creator'?</p> <ul style="list-style-type: none"> <li>• 'Create' / 'creation' / 'creator'</li> <li>• Biblical creation story</li> </ul>	<p>CHRISTIANITY: What is the 'Nativity' and why is it important to Christians?</p> <ul style="list-style-type: none"> <li>• 'Nativity' as the birth of Jesus</li> <li>• Other important people in the Nativity</li> </ul>	<p>JUDAISM: What is the Torah and why is it so important to Jewish families?</p> <ul style="list-style-type: none"> <li>• What makes a book special?</li> <li>• Torah is special as it contains G_d's words &amp; rules for living (mitzvot)</li> </ul>	<p>CHRISTIANITY: What do Christians learn from stories of Jesus?</p> <ul style="list-style-type: none"> <li>• Stories about Jesus, baby → man</li> <li>• Jesus human 'like us' and divine, 'like God'</li> </ul>	<p>ISLAM: Who is Allah and how do Muslims worship him?</p> <ul style="list-style-type: none"> <li>• Muslims believe in One God, Allah</li> <li>• 99 beautiful names express what Allah is like, including 'Al-Khaliq' (creator)</li> </ul>	<p>Thematic Unit: Why should we look after our world?</p> <ul style="list-style-type: none"> <li>• Link to ideas from prior learning about creation</li> <li>• Caring about the world from non-religious</li> </ul>

	<ul style="list-style-type: none"> <li>God as 'creator' of the world &amp; in other parts of the Bible</li> <li>Celebration of Harvest</li> </ul>	<ul style="list-style-type: none"> <li>Why did angels announce the birth of Jesus?</li> <li>Diversity of Nativity sets across the world</li> <li>Christmas as focus of worship of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>How Jewish people show the Torah is special in how it's treated &amp; where it lives</li> </ul>	<ul style="list-style-type: none"> <li>Jesus as storyteller: 'parables' as teaching</li> <li>Christians as 'followers' of Jesus</li> <li>End with Easter story and symbols</li> </ul>	<ul style="list-style-type: none"> <li>Prayer is part of worship of Allah (ibadah)</li> </ul>	<p>perspective – we all share our world</p> <ul style="list-style-type: none"> <li>Tu B'Shvat (Jewish tree-planting festival)</li> </ul>
Year 2	<p>CHRISTIANITY: What is God like for Christians?</p> <ul style="list-style-type: none"> <li>Build on idea of God as creator</li> <li>Images of God from the Bible: shepherd, parent, King; Jesus 'like God'</li> <li>Ideas in art / story / song</li> </ul>	<p>CHRISTIANITY: Why is giving important to Christians?</p> <ul style="list-style-type: none"> <li>Why / when do we give to others?</li> <li>Christians as 'Church' give in different ways e.g. 'service', food bank</li> <li>Commandments to 'love God &amp; love others'</li> <li>Giving at Christmas because God gave</li> </ul>	<p>JUDAISM: Why do Jewish families celebrate the gift of Shabbat?</p> <ul style="list-style-type: none"> <li>Shabbat as a special gift of rest</li> <li>Links with creation story</li> <li>Friday night meal &amp; symbols; Saturday night ceremony as start of new week</li> </ul>	<p>CHRISTIANITY: Why do Christians call Jesus 'Saviour'?</p> <ul style="list-style-type: none"> <li>'Saving' others; Jesus as 'Saviour'</li> <li>Jesus changing lives e.g. Zacchaeus</li> <li>Salvation in Easter story, symbols in Easter garden</li> </ul>	<p>ISLAM: What is important for Muslim families?</p> <ul style="list-style-type: none"> <li>Muhammed (pbuh) is the most important Prophet (messenger) for Muslims</li> <li>Muslims learn from his life &amp; example</li> <li>Qur'an contains the holy words of Allah</li> </ul>	<p>Thematic Unit: What makes a good leader?</p> <ul style="list-style-type: none"> <li>Who are 'good' leaders?</li> <li>Why did people follow Moses / Jesus / Muhammed?</li> <li>Leaders who followed a faith / belief</li> <li>What can we learn from leaders?</li> <li>How can we be a good 'follower'?</li> </ul>
Year 3	<p>CHRISTIANITY: How did Jesus change lives – and how is it 'good news?'</p> <ul style="list-style-type: none"> <li>Miracles &amp; stories about Jesus through the eyes of Peter</li> <li>'Gospel' as 'good news'</li> <li>Forgiveness &amp; restoration</li> </ul>	<p>CHRISTIANITY: How can artists help us to understand what Christians believe?</p> <ul style="list-style-type: none"> <li>How Christians show ideas about God through art</li> <li>Intro to God as Father, Son &amp; Holy Spirit</li> <li>Art (incl. Christmas) from different cultures: Jesus 'like us' (incarnation)</li> </ul>	<p>JUDAISM: What are important times for Jews?</p> <ul style="list-style-type: none"> <li>Importance of 'remembering' in Judaism</li> <li>Key festivals: Passover, Yom Kippur &amp; Sukkot, links to stories &amp; practices</li> <li>Bar/Bat Mitzvah as commitment to keep mitzvot</li> </ul>	<p>CHRISTIANITY: What's the Bible's 'big story' and why is it like treasure for Christians?</p> <ul style="list-style-type: none"> <li>The Bible tells the big story of God and his people – place stories &amp; concepts</li> <li>At the centre of it is Jesus</li> <li>Why might the Bible be like 'treasure'?</li> <li>Using creativity to express ideas/beliefs</li> </ul>	<p>SIKHI: What do Sikh people value?</p> <ul style="list-style-type: none"> <li>Duties of Sikhs to pray, work and give</li> <li>Equality is important to Sikhs &amp; is expressed in langar &amp; Sikh community</li> <li>Gurus as teachers &amp; leaders</li> </ul>	<p>THEMATIC: How do people try to make the world a fairer place?</p> <ul style="list-style-type: none"> <li>There are situations of social and economic unfairness in the world</li> <li>Many religions and belief systems teach it is important to share and give to those who are in need</li> <li>Focus on Mitzvah Day in Judaism as a way of</li> </ul>

						bringing about tzedek (justice) • How can we make a difference?
Year 4	<p>CHRISTIANITY: What did God promise to his people?</p> <ul style="list-style-type: none"> <li>• Covenants and stories from OT</li> <li>• What impact do God's promises have on Christians, the things they promise and their subsequent actions?</li> </ul>	<p>CHRISTIANITY: What did Jesus say about God's kingdom &amp; why is it 'good news'?</p> <ul style="list-style-type: none"> <li>• 'Kingdom' as God's rule on earth &amp; in heaven</li> <li>• Jesus' teaching about God's Kingdom in the Sermon on the Mount &amp; the Great Commandment</li> <li>• Christians living as citizens of God's Kingdom</li> </ul>	<p>ISLAM: How does 'ibadah' (worship) show what's important to Muslims?</p> <ul style="list-style-type: none"> <li>• Prayer (salah) shows submission to Allah</li> <li>• Ummah as an equal community of believers</li> <li>• Qur'an as final revelation &amp; guide for living</li> </ul>	<p>CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?</p> <ul style="list-style-type: none"> <li>• Communion as a sacrament to 'remember'</li> <li>• Passover &amp; new covenant (&amp; Easter)</li> <li>• Communion across the world</li> <li>• Cross as worldwide symbol</li> </ul>	<p>HUMANISM: How do non-religious people celebrate new life?</p> <ul style="list-style-type: none"> <li>• Celebrating new life is important to religious &amp; non-religious people</li> <li>• We have one life to live &amp; it's worth celebrating</li> <li>• Key principles of Humanism through baby welcoming ceremonies</li> </ul>	<p>THEMATIC: What do people makes promises?</p> <ul style="list-style-type: none"> <li>• How people demonstrate commitment through making promises e.g. in marriage, at birth, rites of passage etc.</li> <li>• Draw on material across religions &amp; beliefs studied</li> </ul>
Year 5	<p>CHRISTIANITY: How did the Church begin, and where is it now?</p> <ul style="list-style-type: none"> <li>• Birth of the Church at Pentecost</li> <li>• God calls the Church to do God's work in the world and be 'good news'</li> </ul> <p>Baptism, worship &amp; service are signs of membership</p>	<p>CHRISTIANITY: What do Christians believe about creation?</p> <ul style="list-style-type: none"> <li>• Link with Science curriculum: creation / evolution theories</li> <li>• Humanity has choices – 'free will'</li> <li>• All of creation is affected by 'the fall'</li> <li>• One day there will be a new creation</li> </ul>	<p>CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?</p> <ul style="list-style-type: none"> <li>• God's 'Big Story' – the rescue plan</li> <li>• Stories of salvation across OT &amp; NT</li> <li>• 'Salvation' in the Easter Story</li> <li>• creative expressions of salvation</li> </ul>	<p>JUDAISM: What does it mean to be part of a synagogue community?</p> <ul style="list-style-type: none"> <li>• Centrality of Torah to worship (e.g. shema)</li> <li>• Commitment to justice / living according to mitzvot in the Torah</li> <li>• Synagogue: place of learning, worship &amp; gathering</li> </ul>	<p>ISLAM: What helps Muslims to live a good life?</p> <ul style="list-style-type: none"> <li>• Five pillars as duties for living a good life</li> <li>• Fasting and celebrating contribute to a good life</li> <li>• Hadith &amp; sunnah as guidance to follow</li> </ul>	<p>THEMATIC: What does it mean to live a 'good life'?</p> <ul style="list-style-type: none"> <li>• Does collaborating make life better?</li> <li>• What might the consequences of not living a good life be?</li> <li>• Impact of good life on world, global / local community &amp; self-identity</li> </ul>
Year 6	<p>Bible Explorer (a whistle stop study of the entire New Testament) with our guest teacher- Steve!</p>	<p>CHRISTIANITY: What do Christians believe about the Messiah?</p>	<p>HINDU: What helps Hindu's to worship?</p> <ul style="list-style-type: none"> <li>• 'Sanatan Dharma' as a way of life</li> </ul>	<p>CHRISTIANITY: For Christians, what difference does it make to</p>	<p>BUDDHISM: What is the 'Buddhist way of life'?</p> <ul style="list-style-type: none"> <li>• Story of Buddha's enlightenment</li> </ul>	<p>THEMATIC: Who am I and where do I belong?</p> <ul style="list-style-type: none"> <li>• How do communities gain a sense</li> </ul>

	<p>CHRISTIANITY: How is God Three – and yet One?</p> <ul style="list-style-type: none"> <li>• Holy Spirit is God at work in the world</li> <li>• Holy Spirit in relationship with Father &amp; Son</li> <li>• Trinity in baptism of Jesus, creation &amp; Christians' experience</li> <li>• How does this compare with other religions?</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus as fulfilment of OT prophecies – birth, death &amp; resurrection</li> <li>• What Jesus said about himself</li> <li>• Links to 'I AM' statements in John's Gospel</li> <li>• Link with story of Simeon in the temple</li> </ul>	<ul style="list-style-type: none"> <li>• Brahman present in all things &amp; represented in many forms esp. Trimurti</li> <li>• Key deities and avatars of Hinduism and their place in Hindu worship</li> </ul>	<p>belong to God's Kingdom?</p> <ul style="list-style-type: none"> <li>• Command to 'act justly, love mercy, walk humbly' – what does this mean?</li> <li>• Lord's Prayer – on earth/ in heaven</li> <li>• Christians' beliefs about life after death (Easter?)</li> </ul>	<ul style="list-style-type: none"> <li>• Buddhists follow dhamma (teachings) to avoid bad karma &amp; escape cycle of samsara</li> <li>• Eightfold Path as the way to enlightenment esp. meditation</li> </ul>	<p>of personal identity through the things they believe?</p> <ul style="list-style-type: none"> <li>• What are the things that I believe – and where have my ideas come from?</li> <li>• How might these ideas help me as I move into Y7?</li> </ul>
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