

Tonwell St Mary's School Curriculum Overview of Intent for RE

Overall aims:

Our school's overarching aims are 'A community learning together in God's love'

Curiosity, Courage, Compassion

Our federation is a community where each person is known and valued. We are ambitious for all to develop our three 'C's, as well as Christian and British values.

We aim to enable everyone in our school community to:

Curiosity

Be interested in developing a love and independence for learning and be ready to try new things.

Courage

Be brave enough to make mistakes, have a go at challenges and try again.

Compassion

Be kind showing respect and care to all.

Of course, our school shares the aims set out in the Hertfordshire Agreed Syllabus that all children should 'develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses' but in addition to this, we aim to help children appreciate and 'live out' Christian values and grow not just academically but spiritually as well. At Tonwell St Mary's, we recognise children's spirituality as developing children's individual identity, their response to experiences and the values by which they choose to live.

Our unique context:

As a Church of England Voluntary Controlled School, we follow the Agreed Syllabus for RE as set out by the Local Authority. To supplement this learning, we also use 'Understanding Christianity' resources to support our children to develop their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. We recognise that our families are predominantly White British and of Christian or non-faith backgrounds. We are strongly committed to developing children's spirituality and cultural understanding, so choose to include the 6 main world religions within the curriculum. In addition, we give our children the opportunity to visit a different place of worship every year. The school has an embedded cycle to help pupils learn about Christian values, which are explored in RE lessons, worship times and in our reflection area. We utilise close links to our church, Holy Trinity, with regular links e.g. volunteers leading worship, Easter experience, Open the Book.

Due to the unique context of our school with mixed-age classes and rolling programmes of study, we have organised our curriculum for RE in the following ways:

Our units of work are arranged around the eight key areas of learning from the Hertfordshire Agreed Syllabus 2017-2022: Beliefs and Practices; Sources of Wisdom; Symbols and Actions; Prayer, worship and reflection; Identity and Belonging; Ultimate Questions; Human Responsibility and Values and Justice and Fairness. Themes are revisited over each cycle. The 'Digging Deeper' aspects of Understanding Christianity are used to challenge older and more-able children. Units are differentiated using our skills and knowledge ladders within our

mixed-age classes. Other questions link to the non-statutory Hertfordshire guidance and references are included to planning support from the relevant parts of the 2012-17 syllabus (as recommended in religion for today and tomorrow from the current syllabus).

	Autumn Term		Spring Term		Summer Term	
Whole School Christian Values	Courage	Love & Respect	Compassion	Forgiveness & Friendship	Curiosity	Thankfulness & Hope
<p>EYFS Years A & B</p> <p>Focus Faiths: Christianity and Hinduism/children's faiths</p>	<p>All about me <i>Identify and belonging</i> <i>Human responsibility</i> <i>Beliefs and practices</i> What makes every single person unique and special? Who cares for us? How and why do Christians celebrate Harvest Festival?</p>	<p>Celebrations <i>Beliefs and practices</i> How and why do we prepare for joyous celebrations? (Hindu Diwali) Why do Christians perform nativity plays at Christmas? (UC Incarnation) including digging deeper</p>	<p>Ticket to ride <i>Symbols and actions</i> How do people, including those from religious groups, celebrate belonging? Why do some people get married in a church? What happens at a wedding?</p>	<p>Come outside <i>Human responsibility and values</i> <i>Ultimate questions</i> <i>Sources of wisdom</i> How did God make the world? What happens at Easter to make new life again? Read an account of the Easter events from a children's bible Why do Christians put a cross in an Easter garden? (UC Salvation)</p>	<p>Traditional Tales <i>Sources of wisdom/Justice and Fairness</i> What can I learn from religious stories? How do we show care and concern for each other? Good Samaritan/Lost Sheep/Two Houses (linked to school vision and values) Hindu Panchatantra stories</p>	<p>When I grow up <i>Identity and belonging</i> <i>Prayer, worship and reflection</i> Can I ask questions about home and community life (people that help us and careers)? Why is the word 'God' so important to Christians? (UC God) Why is it important to experience times of quiet?</p>

	Harvest, Christian, God, light, celebrate, prayer, family, thankfulness, same, different, stillness	Nativity, advent, Jesus, Christmas, Christ, angel, Bethlehem, King, Bible, light of the world, Hindu, Diwali, Muslim, Eid	Marriage, church, bride, groom, vicar, reverend, promise, belonging	Easter, cross, symbol, save, Jesus, Good Friday, Easter Sunday, alive, dead, prayer, stillness	Care, community, help, support, concern, love, fairness, right, wrong	God, create, creator, Christians, praise, worship, stillness, reflection
Links to 2012-17 planning	Care and concern for each other (R sum)	Christmas as a birthday celebration for Christians (N aut)	Signs of belonging (N spri)	Episodes from the Easter story (R spr)	Care and concern for each other (R sum)	People who help us and important religious people (N sum)
KS1 Year A Focus Faiths: Christianity and Judaism	<i>Beliefs and practices</i> How do some religious communities express thankfulness for our world? What is Sukkot and how is it celebrated?	<i>Beliefs and practices/Symbols and actions</i> Why does Christmas matter to Christians? (UC Incarnation) What are the similarities and differences between Hannukah and Christmas?	<i>Symbols and actions</i> How and why do people have special ways of welcoming babies?	<i>Sources of wisdom/Symbols and actions/Beliefs and practices</i> Why does Easter matter to Christians? (UC Salvation) Why does Shabbat have a special place in Jewish families? How and why do people celebrate special	<i>Prayer, worship and reflection/Sources of wisdom</i> Why is the Bible holy and sacred for Christians? (UC Gospel) Why are the Torah and/or Qur'an holy and sacred for Jews and/or Muslims and how do they look after them?	<i>Human responsibility and values, identity and belonging</i> Why are places of worship special? What are their special features? Link to whole school visit What do Christians believe God is like? (UC God) What do faith stories tell us

				and holy times - Passover, Easter?		about the way people should look after each other and the world (include school values Bible stories)
	Harvest, Sukkot, Jew, Jewish, Egypt, Israel, meal, special, thankful, prayer, stillness, reflection	Hannukah, Christmas, celebration, Jesus, festival, Jesus as 'God on Earth', gelt, latkes, Menorah	Christening, baptism, font, candle, promise	Easter, cross, death, resurrection, crucifixion Passover, Moses, sedar meal, sedar plate, matzoh, Torah	Bible, Qu'ran, Torah, holy, sacred, Gospel, good news, teachings, message, belief	Vocabulary for features of place of worship visited Faith, story, message, teachings
Links to 2012-17 planning	How religious people express thankfulness (Y1 aut)		What do Christians do when they go to church? ((Y2 spr)		Precious books (Y2 sum)	
KS1 Year B Focus Faiths: Christianity, Judaism and Islam	<i>Symbols and actions/Prayer, worship and reflection</i> How do we celebrate Harvest? What is a religious symbol? Why and how do some people pray to Allah for help?	<i>Beliefs and practices</i> How do festivals bring people together (Christmas/Eid)? Why does Christmas matter to Christians? (UC Incarnation)	<i>Prayer, worship and reflection</i> How do different religions say 'thank you' to God? In what way do different religious people share actions when praying (link to learning about Islam)? Why do Christians all over	<i>Beliefs and practices/Symbols and actions</i> What is the good news that Jesus brings? (UC Gospel)	<i>Ultimate questions</i> What do many Christians, Muslims and Jews believe about how the world was made? Who made the world? (UC God)	<i>Human responsibility and values/Identify and belonging</i> Why are places of worship special? What are their special features? Link to whole school visit How do the religious groups in your local community look

			the world pray 'The Lord's Prayer'?			after people and the world? What is carried out locally for the benefit of the whole community? Should everyone in the world take responsibility for looking after each other?
	Symbol, prayer, stillness, reflection, Allah, Muslim, Islam, charity	Festival, Christmas, Eid, Abraham, sacrifice, Ishmael, Ramadan, Five pillars of Islam	Father, heaven, hallowed, sin, trespass, glory	Gospel, Easter, cross, death, resurrection, crucifixion	Create, creation, Muslim, Jew, Christian, belief, believe	Vocabulary for features of place of worship visited, responsibility
Links to 2012-17 planning	How religious people express thankfulness (Y1 aut) Signs and symbols of everyday life (Y2 aut)				Ultimate questions (Y2 sum)	Work of a religious leader in the community (Y2 sum)
KS2 Year A Focus Faiths: Christianity, Islam, Judaism, Hinduism	<i>Identity and belonging/Beliefs and practices</i> What is it like to follow God? (UC People of God) What does it mean to belong to a faith community? Christian, Muslim, Jewish What are Advent and Christmas traditions around the world?		<i>Ultimate questions/Sources of wisdom</i> What do Christians learn from the Creation story? (UC Creation) What can we learn from the creation stories - Christianity, Islam, Hinduism? How is Easter celebrated by Christians?		<i>Prayer, worship and reflection/Human responsibility and values/Justice and Fairness</i> Why are places of worship special? What are their special features? Link to whole school visit to place of worship What kind of world would Jesus want? (UC Gospel)	

			What work do charities do (Comic/Sport Relief, Children in Need)? Link to Bible stories Zaccheus and Widow's Mite)
	Noah, promise, covenant, family, faith, community, advent, Christingle, pilgrimage, life event, ceremony, belonging, belief, practice	Creation, Genesis, meaning, truth, purpose, ultimate questions, God, heaven, response, conflict	Vocabulary for features of place of worship visited, prayer, silence, humility, wudu, foot washing, submission, Lord's prayer, Surah, stillness, reflection
Links to 2012-17 planning	Advent and Christmas around the world (Y4 aut) Key Christian and Muslim beliefs and practices (Y3 aut)	The last supper at Easter (Y4 spr)	Special places (Y3 aut)
KS2 Year B Focus Faiths: Christianity, Sikhism	<i>Identity and belonging/Beliefs and practices</i> What is the Trinity? (UC Incarnation) What does it mean to belong to a faith community? Christian, Sikh What is the best way for a Sikh to show commitment to God? What are Advent and Christmas traditions around the world?	<i>Ultimate questions/Sources of wisdom</i> Why are there some questions about life to which we don't have the answers? Why do Christians call the day Jesus died 'Good Friday'? (UC Salvation)	Why are sacred texts special? What are their special features? Link to whole school visit to place of worship When Jesus left, what was the impact of Pentecost? (UC Kingdom of God) What work do charities do (Christian Aid, Islamic Relief)? Link to stories How Ganesh got the elephant head/The milk and the Jasmine flower)
	Trinity, father, son, holy spirit, faith, community, advent, incarnation	Good Friday, Easter, Creation, Genesis, wonders of the world, meaning, truth, purpose, ultimate questions, God, heaven, response, conflict	Vocabulary for features of place of worship visited, Pentecost, Jesus, Holy Spirit, ascension
Links to 2012-17 planning	Sikhism and belonging to a religious group (Y4 spr)		Special books and sacred texts (Y4 sum)

KS2 Year C Focus Faiths: Christianity, Judaism,	<p>What does it mean to live as a Jew or Christian in Britain today? How are symbolic artefacts used in prayer?</p> <p>Was Jesus the Messiah? (UC Incarnation)</p> <p>What happens in a church service? (preparing and presenting readings and prayers for school Christmas service at church)</p>	<p>What does it mean if God is holy and loving? (UC God)</p> <p>Creation and Science – can religion and science both be right? (UC Creation)</p> <p>How is Easter celebrated around the world? (Visit to Easter Experience)</p>	<p>What makes a source of wisdom? What are their special features? Link to whole school visit (Lord’s Prayer, The Torah, The psalms, The vedas)</p> <p>Does prayer make a difference? How does prayer enhance worship?</p> <p>What would Jesus do? (UC Gospel)</p>
	<p>diversity, reflecting, rites of passage, sacred rituals, religious concepts, spiritual, believer, Messiah, symbol, artefact, Church service, reading, order of service</p>	<p>Ultimate questions, religious leader, divine, perspectives, accounts, meditation, Passover, Easter, prayer, stillness, reflection</p>	<p>Vocabulary for features of place of worship visited, The Lord’s Prayer, the Gospels, the Torah, Psalms, the Vedas, wisdom, sacred text</p>
KS2 Year D Focus Faiths: Christianity, Buddhism	<p>How do different religions and worldviews express their beliefs through the arts? (Christians, Muslims, Buddhists)</p> <p>Was Jesus the Messiah? (Digging Deeper UC Incarnation)</p> <p>What happens in a church service? (preparing and presenting readings and prayers for school Christmas service at church)</p>	<p>What kind of King is Jesus? How do Buddhists try to follow Buddha’s example? Who are your personal heroes?</p> <p>What is Buddhist prayer and meditation?</p> <p>How is Easter celebrated around the world? (Visit to Easter Experience)</p>	<p>Why are places of worship special? What are their special features? Link to whole school visit</p> <p>Why isn’t the world just and fair? What are your rules for how you choose to live? (link to ten commandments)</p> <p>How can following God bring freedom and justice? (UC People of God)</p>
	<p>Messiah, church service, reading, order of service, gestures of Buddha, lotus flower, wheel, Last Supper, baptism, creative arts, stained glass</p>	<p>Ultimate questions, religious leader, divine, perspectives, accounts, meditation, Easter, prayer, stillness, reflection</p>	<p>Vocabulary for features of place of worship visited, justice, ethics, fairness, prejudice, poverty, humanitarian</p>
Links to 2012-17 planning	Expressive and visual art in religion (Y6 spr)	Knowing key Christian and Buddhist beliefs and practices (Y6 aut)	Rules for living (Y5 aut)

Skills and Knowledge Ladder

Year	Beliefs and practices	Sources of Wisdom	Symbols and Actions	Prayer, worship and reflection	Identity and Belonging	Ultimate Questions	Human Responsibility and Values	Justice and Fairness
Nursery	Explore some festivals	Listen to religious stories	Explore different religious symbols and artefacts	Begin to talk about prayer. Experience short periods of stillness and reflection	Show awareness of things and people that matter to them	Begin to ask questions about the world	Explore how people show concern for each other	Begin to have an understanding of what is right, wrong and fair
Reception	Explore different ways of living, including beliefs and festivals	Listen and respond to religious stories	Communicate about people, places and religious symbols and artefacts	Communicate through talk about prayer. Experience periods of stillness and reflection	Show awareness of things and people that matter to them and link this to learning in Religious Education	Use imagination and curiosity to develop their wonder of the world and ask questions about it	Explore how people show concern for each other and the world around them	Understand what is right, wrong and fair
Year 1	Give at least two examples of different beliefs and festivals	Retell some religious and moral stories	Give at least two examples of symbols and actions	Begin to explore how worshippers connect to prayer. Participate in periods of stillness and reflection.	Talk about how individuals belong to groups including faith groups. Begin to describe what a leader does.	Begin to ask a range of 'how' and 'why' questions and begin to consider their own ideas.	Tell stories and share real life examples of how people show care and concern for humanity and the world	Listen to and begin to explore moral stories and consider what is right and wrong, just and fair
Year 2	Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of	Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some	Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities	Explore how and where worshippers connect to prayer and worship. Participate in periods of	Talk with others about how groups express who they are and how individuals belong to communities, including faith	Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth	Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask	Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair

	life and explain some meanings behind them	sacred writings and sources of wisdom and the traditions from which they come		stillness and reflection	groups. Describe what a leader does and why	expressing their own ideas and opinions	questions about why people do this	
Year 3	Describe on some religious beliefs and practices studied, including how celebrations and key moments in life are marked	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts.	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers.	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections	Show an understanding of some of the challenges individuals face when belonging to a faith community. Explore how some religious people are guided by their religious leaders	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections	Find out about how diverse communities can live together respectfully sharing the same important values and sense of responsibility	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong
Year 4	As Y3 and also make connections and reflect on these	As Y3 and also interpret stories. Develop an understanding of the impact on individual believers	As Y3 and describe some similarities between communities	As Y3	As Y3 and demonstrate how the challenges may help people.	As Y3	As Y3 and explain and illustrate this	As Y3
Year 5	Describe some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life	Show awareness, respond and begin to interpret a range of stories, sacred writings and sources of wisdom.	Compare how and why a range of beliefs expression and actions communicate different meanings to individuals within communities.	Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces	Show and express insights into the challenges of individual commitment, belonging and faith.	Have awareness of some views and answers to challenging questions about belonging, meaning and truth	Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.	Ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects

	are marked by different communities							of different moral choices
Year 6	As Y5 and also make connections and reflect on these	As Y5 and also interpret stories. Develop an understanding of the impact on different communities and individual believers	As Y5 and identify and describe similarities and differences between and within communities	As Y5	As Y5 and raise questions on guidance and leadership in their own and others' lives	As Y5 and present a range of views.	As Y5 and use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief	As Y5 and evaluate these

Year	Programme of Study
EYFS	<ul style="list-style-type: none"> • Share their own beliefs, ideas and values • Listen and respond to a range of stories that engage them, including faith stories • Directly experience religion, its symbols and actions. Engage with people, artefacts and places. Explore local places or importance, including at least one place of significance for a religious family. • Learn about key figures in their own lives and key members of local religious group. Listen and respond to visitors from faith communities. Talk about prayer and worship and experience times of quiet and stillness. • Explore how people know that they belong to a family and other groups, including religious groups. • Experience aspects of the natural world, using their imagination and curiosity. Ask questions that are philosophically challenging, and consider answers. • Explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and others'. • Understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others.
KS1	<ul style="list-style-type: none"> • To be able to give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them. • Retell and suggest meanings to some religious and moral stories: think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come. • Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities. .

	<ul style="list-style-type: none"> • Talk with others about how groups express who they are and how individuals belong to communities, including faith groups. Describe what a leader does and why. • Ask and answer a range of “how” and “why” questions about belonging, meaning and truth expressing their own ideas and opinions. • Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this. • Explain the influences of rules. Explore moral stories and consider what is right and wrong, just and fair.
Lower KS2	<ul style="list-style-type: none"> • Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked. • Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers. • Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities. • Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections. • Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders. • Respond to a range of challenging “if” and “why” questions about making sense of the world, expressing personal reflections. Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility. • Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.
Upper KS2	<ul style="list-style-type: none"> • Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities. • Show awareness, respond to and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers. • Compare how and why a range of beliefs, expression and actions communicate different meanings to individuals within communities. Identify and describe similarities and differences between and within communities. • Through enquiry and experience, demonstrate worshippers’ connection to prayer, faith and sacred spaces. • Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others’ lives. • Present a range of views and answers to challenging questions about belonging, meaning and truth.

Key Concepts Chart

UC concept and questions KS1 & KS2		AS: Belief and practices	AS: Sources of Wisdom	AS: Symbols and actions	AS: prayer, worship and reflection	AS: Identity and belonging	AS Ultimate questions	AS: human responsibility and values	AS: Justice and fairness
God	1.1 What do Christians believe God is like?	√					√		
	1.2 Who made the world?						√		
	2b.1 What does it mean if God is holy and loving?						√		
Creation	2a.1 What do Christians learn from the Creation story?						√		
	2b.2 'Creation and Science' contradictory or complementary?						√		
People of God	2a.2 What is it like to follow God?	√							
	2b.3 How can following God bring freedom and justice?							√	
Incarnation	1.3 Why does Christmas matter to Christians?	√							
	2a.3 What is the Trinity?		√						

	2b.4 Was Jesus the Messiah?					√			
Gospel	1.4 What is the good news that Jesus brings?		√						
	2a.4 What kind of world did Jesus want?							√	
	2b.5 What would Jesus do?		√						
Salvation	1.5 Why does Easter matter to Christians?	√							
	2a.5 Why do Christians call the day Jesus died Good Friday?	√							
	2b.6 What did Jesus do to save human beings?		√						
Gospel	1.4 What is the good news that Jesus brings?		√						
	2b.5 What would Jesus do?		√						
Kingdom of God	2a.6 When Jesus left what was the impact of Pentecost?		√						