



Hunton & Arrathorne Community Primary School

Curriculum Document: Religious Education



INTENT - The Religious Education Curriculum

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own – North Yorkshire Agreed Syllabus 2024-2029.

At Hunton & Arrathorne Community Primary School, Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural

practices and influence of principle religions and worldviews in the local, national and wider global community.



In order to ensure our children are able to make links between the key aspects of R.E, we end each lesson with a discussion around our 'Golden Threads in RE'. These are key aspects which are present across all RE learning. Pupils are encouraged to make links between the 'golden threads' and these are recorded within whole class big books, ensuring children's knowledge of themes and how they grow is explored from Reception to Year 6.

Rationale

Our curriculum is designed to provoke challenging questions and prompt children to think deeply and dynamically about their life; their world and their experiences, as well as thinking empathetically about the experiences of others. Each of our R.E topics begins with a 'big question' where children are encouraged to develop their own lines of enquiry, debate and listen to the opinions of others. In order to be compliant in respect to the Religious Education curriculum we follow the North Yorkshire Agreed Syllabus (2024-2029- SACRE). The syllabus and our long-term plan should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996).



Teachers use the progression documents to ensure children make clear progress throughout units taught. Additionally, our long-term plan is structured to allow children and staff the opportunity to see where links occur and prior learning is built upon – for example learning about sacred texts in KS1 is skilfully built upon where children in LKS2 explore religious texts such as parables. Equally, work on caring for our world in Key Stage 1 is built upon in Upper Key Stage 2 through the study of Ummah. By carefully linking units from the Agreed Syllabus, we are able to encourage children to see the golden threads within the R.E curriculum. Our long-term plan is bespoke

to our children's needs as we are aware, as a small village school, that children can have gaps in their cultural capital about people of faiths other than Christianity – in response to this we have created additional opportunities for pupils to explore these faiths and associated festivals with the main themes of 'believing', 'expressing' and 'living' interwoven throughout.

Equally, we recognise the importance of ensuring children's cultural capital with regards to Religious Education is high. To achieve this, we plan additional units of study where we feel there is a need for further exploration –this includes units, which develop the children's understanding of Holy Week and Advent amongst others. Teachers also ensure that, alongside the long-term plan, pupils are aware of and celebrate major Christian festivals. For example, the Nativity, church carol concert and popular 'Easter Labyrinth' during Holy Week. Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school. As 'Change Makers' we also strive to become citizens of the future – considering the wider world and our responsibilities as global citizens. As such, links to opportunities for pupils to develop their global citizenship skills are incorporated into the long-term plan. Religious Education is taught on a weekly basis across the school.

Teachers may develop their own key questions linked to the themes in the syllabus, allowing links with other subject areas where appropriate. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Children record R.E learning in a 'big book' in Reception and KS1 and R.E books in KS2.

IMPLEMENTATION – Religious Education in EYFS

Why do we teach RE? Why do we teach it the way we do?

At Hunton & Arrathorne our RE Curriculum is centred around our children's knowledge and understanding of the wider world and community around them. Our children enjoy their RE learning as they explore with their peers, collaborating and thinking creatively. They develop knowledge and skills for life, learning to reflect, consider and express their viewpoints. The children are encouraged to compare similarities and differences between different beliefs, values and practices of religion. They also use their imagination and curiosity to develop their appreciation of the world in which they live in.

What do we teach? What does this look like?

At our school, we have adopted the North Yorkshire Agreed Syllabus for RE. The children in Reception encounter religions and world views through special people, books, times, places and objects. They enjoy a range of activities including exploring artefacts, tasting foods and learning stories related to a variety of festivals. The children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Reception pupils have a weekly RE lesson delivered by an RE specialist.

In the Early Years Foundation Stage, we respond to the diverse religious and cultural backgrounds within our school community and have visitors and share celebrations such as Chinese New Year. The children explore seasonal festivals including Christmas and Easter and the stories associated with them.



What will this look like? By the time children leave our EYFS they will be able to:


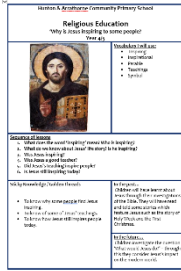






Knowledge and Understanding of the World

- Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Personal, Social and Emotional Development

- Show sensitivity to their own and others' needs.
- Talk about the lives of the people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

IMPLEMENTATION – What an R.E. lesson looks like

<p>Each lesson begins with an active and engaging retrieval activity.</p> 	<p>The front sheet is shared with the children and the sequence of the lesson discussed.</p> 	<p>The children are explicitly taught the key question they will investigate.</p> 	<p>Vocabulary is taught explicitly through a task.</p> 
<p>We follow the North Yorkshire Agreed Syllabus and RE Today to plan our RE lessons.</p>  	<p>Golden Threads – how does the key learning link with our threads?</p> 	<p>Are we including opportunities to read as theologians?</p> 	

IMPLEMENTATION - Progression in Religious Education

	EYFS	KS1	KS2
A-Know about and understand a range of religions and world views	<p>Communication and Language Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back and forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>A1 – Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out the meanings behind them.</p> <p>A2- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3 – Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</p>	<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance</p> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3.</p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>
B. Express ideas and insights about nature, significance and impact of religions and world views.	<p>Express their ideas and feelings about their experiences using full sentences</p> <p>Personal, Social and Emotional Development show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>B1- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3- Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews</p>

<p>C- Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>	<p>Literacy Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction</p> <p>Understanding of the World Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Expressive art and design Share their creations, explaining the process they have used.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>C1- Explore questions about belonging, meaning and truth so they can express their own ideas and opinions and responding in words, music, art or poetry. C2- Find out about and respond with ideas to examples of cooperation between people who are different. C3- Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>
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IMPLEMENTATION – Long Term Plan

	Autumn		Spring		Summer	
Reception	Which stories are special and why?	What times are special and why?	What is special about our world?	Which people are special and why?	What places are special and why?	Being special: Where do we belong?
Year 1 / 2 Year A	What can we learn from sacred books?	What is advent?	Who is a Hindu and how do they live?	What is Holy Week?	How and why do we celebrate special and sacred times?	How can we care for others and our world and why does it matter?
Year 1 / 2 Year B	Who is a Christian and what do they believe?	Why does Christmas matter?	Who is a Muslim and what do they believe?	What is the Easter story?	What makes some places sacred?	What does it mean to belong to a faith community?
Year 3	What do different people believe about God?	What does it mean to be a Christian in Britain today?	Who is Jewish and what do they believe?		Why do some people think life is like a journey and what significant experiences mark this?	Why are festivals important to religious communities?
Year 4 / 5 Year A	Why is Jesus inspiring to some people? (Parables)	What can we learn from religions about what is right and wrong?	What does it mean to be a Hindu in Britain today?		How do family life and festivals show what matters to Jewish people?	
Year 4 / 5 Year B	Why do some people believe God exists?	What matters most to Christians and Humanists?	What do religions say to us when life gets hard?		If God is everywhere, why visit a place of worship?	Why do people pray?
Year 6	What would Jesus do?	What can be done to reduce racism?	What does it mean to be a Muslim in Britain today?		What difference does it make to believe Ahimsa?	Is it better to express your beliefs through arts and architecture, or charity and generosity?
Cultural Capital / Global Citizenship	Church Visit / Christingle Harvest Festival		Bradford Interfaith Centre – Synagogue, Mosque, Mandir Virtual Visitors Easter Labyrinth		Chapel Visit Vicar / Community Visitors Ongoing charity work	
Strand Link	Believing		Expressing		Living	

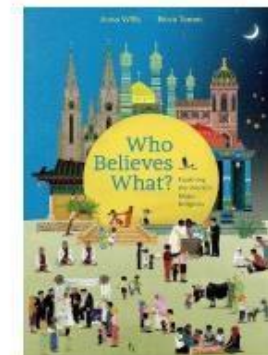
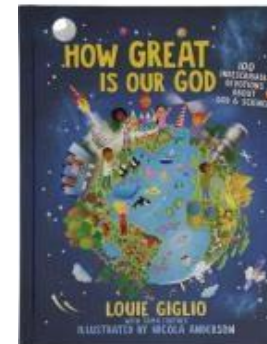
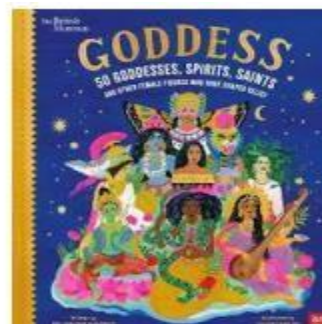
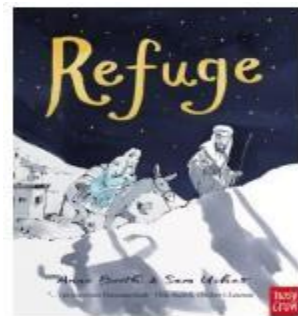
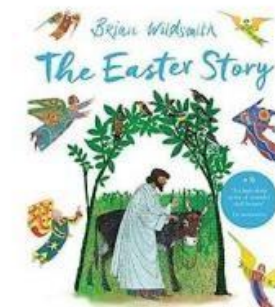
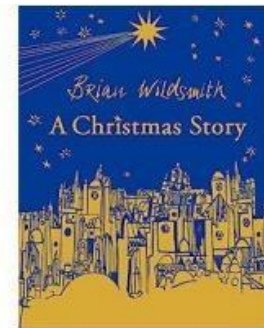
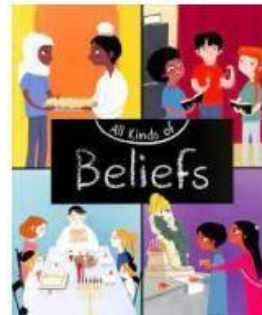
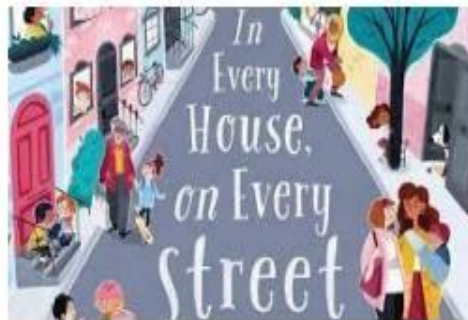
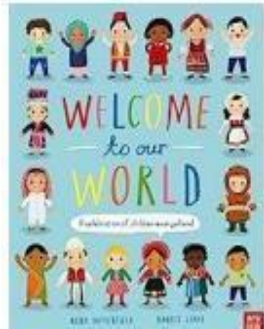
IMPLEMENTATION - Sticky Knowledge

	Autumn		Spring		Summer	
Reception	Which stories are special and why? Know some religious words such as God, The Bible and Church. Know some religious stories. Identify some feelings about the stories they hear.	What times are special and why? Recall simple stories connected to Christmas or Easter. Know what happened to Jesus at Christmas.	What is special about our world? Know the story of creation and retell it. Express ideas about how to look after animals and plants. Talk about things they find interesting, puzzling or wonderful.	Which people are special and why? Know some qualities of a good friend. Know some stories when Jesus was a good friend.	What places are special and why? Know that some religious people have places which have special meaning to them. Recognise a church and a mosque and use new vocabulary. Describe thoughts and feelings when visiting a church.	Being special: Where do we belong? Know what happens at a traditional Christian baptism. Know what happens when a baby is welcomed into a religion other than Christianity.
Year 1 / 2 Year A	What can we learn from sacred books? Know that sacred texts contain stories which are special to many people. Retell one story from the Christian Bible and one other faith. Know how to ask and suggest answers to questions arising from stories Jesus told.	What is advent? Know the main events of the Christmas story and how Christmas is celebrated today.	Who is a Hindu and how do they live? Talk simply about what Hindus believe about God. Recognise some objects used by Hindus and why they are important. Identify some ways Hindus celebrate Diwali and Holi. Discuss their own ideas about how stories, celebrations and actions can help people get along.	What is Holy Week? Know the events of Holy Week and how they are remembered today.	How and why do we celebrate special and sacred times? Identify some ways Christians celebrate Christmas, Easter and Harvest. Ask questions and suggest answers about stories to do with the Christmas festivals. Suggest meaning for some symbols and action used in religious celebrations.	How can we care for others and our world and why does it matter? Retell Bible stories and stories from another faith about caring for the world. Know ways that some people make a response to God by caring for others and the world.
Year 1 / 2 Year B	Who is a Christian and what do they believe? Talk about some simple ideas about Christian beliefs about God and Jesus. Talk about issues of good and bad or right and wrong arising from stories. Ask some questions about believing in God. Make links between what Jesus taught and what Christians believe and do.	Why does Christmas matter? Know the main events of the Christmas story and how Christmas is celebrated today.	Who is a Muslim and what do they believe? Talk about some simple ideas about Muslim beliefs. Retell a story about the Prophet Mohamed. Recognise some objects used by Muslims and suggest why they are important. Make links between what the holy Qur'an says and how Muslims behave.	What is the Easter story? Know the events of Holy Week and how they are remembered today.	What makes some places sacred? Identify special objects and symbols found in a place where people worship. Talk about ways in which stories, objects, people and actions used in Churches or Mosques show what people believe.	What does it mean to belong to a faith community? Identify two ways people show they belong to each other when they get married. Identify some similarities and differences between ceremonies studied.
Strand Link	Believing		Expressing		Living	

	Autumn		Spring	Summer	
Year 3	What do different people believe about God? Describe some of the ways Christians and Muslims describe God. Suggest why having a faith or belief in something can be hard.	What does it mean to be a Christian in Britain today? Know some examples of what Christians do to show their faith. Know two reasons why being a Christian is a good thing in Britain today and two reasons why it might be hard.	Who is Jewish and what do they believe? Know why Shabbat is a special day of the week for Jewish people and give some examples of what they might do. Retell a story which shows what Jewish people at festivals may think about God. Make links between some Jewish teachings and how Jewish people live.	Why do some people think life is like a journey and what significant experiences mark this? Suggest why people see life like a journey and suggest some key milestones. Describe what happens in Christian, Hindu and Jewish festivals of commitment.	Why are festivals important to religious communities? Make connections between stories, symbols and beliefs in what happens in two festivals. Identify similarities and differences in the way festivals are celebrated within and between religions.
Year 4 / 5 Year A	Why is Jesus inspiring to some people? (Parables) Describe how Christians celebrate Holy Week and Easter Sunday. Identify the most important parts of Easter for Christians and say why they are important.	What can we learn from religions about what is right and wrong? Know what rules for living are. Suggest ways in which rules for living may help believers.	What does it mean to be a Hindu in Britain today? Know some examples of what Hindus do to show their faith. Know two reasons why being a Hindu is a good thing in Britain today and two reasons why it might be hard. Explain similarities and differences between Hindu worship and worship in another religion.	How do family life and festivals show what matters to Jewish people? Identify and name examples of what Jewish people have in their families to show their faith. Retell some stories behind festivals (Yom Kippur and Pesach). Make links between the Exodus story and the Jewish beliefs about God and his relationship with the Jewish people.	
Year 4 / 5 Year B	Why do some people believe God exists? Know ways in which believing in God is valuable to the lives of Christians. Explain what atheists, agnostics and theists say about God.	What matters most to Christians and Humanists? Recall three facts about Humanists and their world view. Make simple links between Humanist ideas and their own. Identify some values important to Humanists.	What do religions say to us when life gets hard? Know some Christian, Hindu and non-religious beliefs about life after death. Explain some similarities and differences between beliefs about life after death. Explain what difference belief in judgement, Heaven, karma or reincarnation may make to how someone lives.	If God is everywhere, why visit a place of worship? Know how to describe the most important functions of a place of worship to the community. Outline how and why places of worship fulfil special functions in the lives of believers.	Why do people pray? Describe the practice of pray in religions studied. Make connections between what people believe about prayer and what people do when they pray. Explain similarities and differences between how people pray.
Year 6	What would Jesus do? Know two of Jesus' parables and say what they may teach Christians. Know the link between Jesus' death and the Christian belief of love and forgiveness.	What can be done to reduce racism? Know examples of connections between anti-racism and religion. Know how different religious leaders have responded to the challenge of racism.	What does it mean to be a Muslim in Britain today? Describe the 5 pillars of Islam and make connections between Muslim practice. Describe and reflect in the significance of the Holy Qur'an. Make connections between the key functions of the Mosque and the beliefs of Muslims.	What difference does it make to believe Ahimsa? Describe what ahimsa, grace or ummah mean to religious people. Make connections between ahimsa, grace and ummah.	Is it better to express your beliefs through arts and architecture, or charity and generosity? Describe and make connections between examples of artistic religious creativity.
Strand Link	Believing		Expressing	Living	

IMPLEMENTATION – Reading in R.E. ...

As Lifelong Readers, we want to inspire our children to read in R.E. We have a carefully planned and sequenced reading spine to further engage the children and provide them with high-quality texts in-line with their current topic in R.E. Please see a sample of our core texts for R.E. below.



IMPACT

The impact of Religious Education on pupils will be

- extend their knowledge and understanding of religions and beliefs
- develop a religious vocabulary and interpret religious symbolism in a variety of forms
- reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
- explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society

Pupils' progress in RE is based on the expected outcomes outlined in the Agreed Syllabus, which in turn have been developed in line with guidance produced nationally. We track individual pupil's progress in this way, whilst also bearing in mind that the statements do not cover all aspects of teaching and learning in RE. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to excellent RE.

Progress in RE is reported annually to parents in the end of year report.

