



RELIGIOUS EDUCATION CURRICULUM

INTENT

Through Religious Education at Poppleton Ousebank we aim to extend the children's worldview by developing their knowledge and understanding of the world we live in. We aim to prepare them for life in Modern Britain through sharing ideas and having informed conversations about a range of religions and non-religious worldviews. We allow them space to explore and question through philosophical and ethical thought, developing their ideas about identity, belonging and commitment.

We engage the children in creative activities to extend their worldview and to question. We deploy them with the skills needed to find out and investigate key concepts; enquire respectfully about individuals; and articulate their beliefs and values through informed conversation and reflection.

The RE curriculum aims to ensure that all pupils:

- Know about and understand a range of religious and non-religious worldviews
- Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews
- Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews

Child Friendly Intent

By learning about and understanding religions and non-religious views of the world we wish to help you understand the modern world we live in. To give you the skills, knowledge and understanding to explore and question your own beliefs and those of others. To help you to be an excellent, fair and reflective citizen of Modern Britain.

IMPLEMENTATION

At Poppleton Ousebank, RE is embedded within our CLIMB Curriculum, promoting personal, social, cultural, moral and spiritual development throughout the school. It is also a component of a child's Personal Development and a vehicle to explore the meaning of our 9Rs. (Respect, Responsibility, Resourcefulness and Readiness, Resilience and Risk Taking, Reflection, Reverence, Reciprocity)

The RE Curriculum follows the City of York Agreed Syllabus for Religious Education (2021-2026). 'The principal aim of RE is to engage pupils in systematic inquiry 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.'

Re is taught around three strands - believing (theology), expressing (philosophy) and living (social science). RE is taught in both thematic (e.g. prayer) and systematic (Islam) units ensuring breadth of study and showing progression through school. We aim to develop understanding further and expel misconceptions through encounters with religious places, people and objects.

Children in Early Years encounter religions and worldviews through special people, books, times, the natural world, places, and objects, and by visiting places of worship. Children use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. They develop their experience of belonging in our special world.

In Key Stage 1, pupils develop their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They use basic subject specific vocabulary. They raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

In Key Stage 2, pupils are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples, and giving reasons to support their ideas and views.

Key Questions on which studies are based			
	Autumn Term	Spring Term	Summer Term
Reception	<u>Special people</u> Which people are special and why? <u>Special stories</u> Which stories are special and why? (Believing)	<u>Special places</u> Which places are special and why? <u>Special times</u> What times are special and why? (Expressing)	<u>Our special world</u> What is special about our world and why? <u>Belonging</u> Where do we belong? (Living)
Year 1	<u>Christianity</u> Who is a Christian and what do they believe? (Believing)	<u>Faith communities</u> What does it mean to belong to a faith community? (Living) <u>Celebrations</u> How and why do we celebrate special and sacred times? (Expressing)	<u>Sacred places</u> What makes some places sacred? (Expressing)
Year 2	<u>Caring for others</u> How should we care for others and the world, and why should it matter? (Living)	<u>Sacred books</u> What can we learn from sacred books? (Believing) <u>Celebrations</u> How and why do we celebrate special and sacred times? (Expressing)	<u>Islam</u> Who is a Muslim and what do they believe? (Believing)
Year 3	<u>Being a Christian in Britain</u> What does it mean to be a Christian in Britain today? (Living)	<u>Judaism</u> Who is Jewish and what do they believe? (Believing) <u>God</u> What do different people believe about God? (Believing)	<u>The Bible</u> Why is the Bible so important for Christians today? (Believing) <u>Prayer</u> Why do people pray? (Expressing)
Year 4	<u>Hinduism</u> What does it mean to be a Hindu on Britain today (Living) <u>Life is like a journey</u> Why do some people think that life is like a journey and what significant experiences mark this? (Expressing)	<u>Right and Wrong</u> What can we learn from religions about deciding what is right and wrong? (Expressing) <u>Jesus</u> Why is Jesus inspiring to some people? (Believing)	<u>Festivals</u> Why are festivals important to religious communities? (Expressing)
Year 5	<u>Existence of God</u> Why do some people think God exists (Believing) <u>Places of Worship</u> If God is everywhere, why go to a place of worship? (Expressing)	<u>What would Jesus do?</u> Can we live by the values of Jesus in the 21 st century? (Believing)	<u>Islam</u> What does it mean to be a Muslim in Britain today? (Living) <u>Green Religion?</u> How and why should religious communities do more to care for the Earth? (Living)
Year 6	<u>Expressing beliefs</u> Is it better to express your beliefs in arts and architecture or in charity and generosity? (Expressing) <u>Ahimsa, grace and ummah</u> What difference does it make to believe in Ahimsa, Grace and Ummah? (Living)	<u>What matters most?</u> What matters most to Christians and Humanists? (Living)	<u>When life gets hard</u> What do religions say to us when life gets hard? (Believing)

Right to withdraw

Parents do have the right to withdraw pupils from RE lessons, or any part of the RE curriculum: if you wish to do this, please make an appointment with the Principal in school. Hope Learning Trust does not support selective withdrawal from RE. Our schools have a duty to supervise pupils withdrawn from RE, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, alternative arrangements will be made for RE of the kind the parents/guardians want the pupil to receive. These arrangements will be made by the parents/guardians;- the school is not expected to make these arrangements. This RE could be provided at the school in question, or by another school in the locality. If neither approach is practicable, the pupil may receive external RE teaching as long as the withdrawal does not significantly impact on the child's attendance.