



# R.E. Overview

## INTENT

Through RE 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 beliefs e.g. Christianity, Islam, Judaism, the Hindu faith and Humanism. We provoke challenging questions about the meaning and purpose in life, questioning through philosophical and ethical thought, developing their ideas about diversity, identity, belonging, right and wrong, 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.

## 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.)

Our RE Curriculum is based on the RE Today Syllabus B (2022-2027). This syllabus is supported with units from Understanding Christianity and is sequenced to build on previous learning. Our provision is enhanced by festival coverage, different encounters and experiences e.g. visitors of faith in school.

RE is taught through three core elements: making sense of beliefs (theology); making connections (philosophy); understanding the impact (social science). All three elements are taught in each year group. RE is taught in both thematic (e.g. why do some people believe in God and some people not) and systematic (who is a Muslim and how do they live) units ensuring breadth of study and enabling progression through the school. We aim to develop understanding and dispel misconceptions through encounters with religious places, people, and objects.

Children in Early Years encounter religions and beliefs through special places, special stories, being special, God, Christmas, Easter 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 beliefs, 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. They discover Christianity, Judaism, Islam and non-religious beliefs.

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. They revisit the faiths covered in KS1 and encounter the Hindu faith and Humanism.

## Key Questions on which studies are based

	Autumn Term	Spring Term	Summer Term
Nursery	Myself  Special times	My special things  Friendship	The natural world  Our community
Reception	Which stories are special and why?  Why do Christians perform Nativity Plays at Christmas?*	Being Special: where do we belong?  Why is Easter Special for Christians?*	Why is the word 'God' special to Christians?*
Year 1	What do Christians believe God is like?*	Who is Jewish and how do they live?  What makes some places sacred to believers?	Who is a Muslim and how do they live?  Who do Christians say made the world?*
Year 2	How should we care for others and the world, and why does it matter?  What does it mean to belong to a faith community?	Who is Jewish and how do they live?  Why does Easter matter to Christians?*	Who is a Muslim and how do they live?  What is the 'good news' Christians say Jesus brings?*
Year 3	What does it mean to be a Hindu in Britain today?  How do festivals and family life show what matters to Jews?	What do Christians learn from the creation story?*	How and why do people try to make the world a better place?  What is it like for someone to follow God?*
Year 4	What do Hindus believe that God is like?  How do festivals and worship show what matters to a Muslim?	What kind of world did Jesus want?*	What is the 'Trinity' and why is it important for Christians?*
Year 5	What does it mean for Christians to believe that God is holy and loving?*	For Christians, what was the impact of Pentecost?*	For Christians, what kind of King was Jesus?*
Year 6	Why do some people believe in God and some people not?  Why do Christians believe that Jesus is the Messiah?*	What do Christians believe Jesus did to 'save' people?*	Why do Hindus try to be good?  What does it mean to be a Muslim in Britain today?
Year 6	Why do some people believe in God and some people not?  Why do Christians believe that Jesus is the Messiah?*	How do Christians decide how to live? 'What would Jesus do?'	What matters most to Humanists and Christians?  How does faith help people when life gets hard?

\* Understanding Christianity units

### 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.