

Religious Education (RE) Curriculum Coverage 2017

The National Curriculum recognises that state schools must teach religious education to pupils at every key stage.

As a school, we use the Hertfordshire Agreed Syllabus as a basis of a scheme of work and build upon this. We ensure that we are fulfilling our aims for respect, tolerance and understanding for the beliefs of others as part of our programme. We recognise the variety of religious and non-religious families from which our pupils come and we welcome and celebrate this diversity, along with being sensitive to the home background of each child and we work to ensure that all pupils feel and are included in our RE programme.

- The RE curriculum is based on the Hertfordshire scheme of work and is taught in all classes.
- It is a curriculum which includes provision for religious education for all pupils registered at the school.
- The religious education programme reflects the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account the teachings and practices of the other principal religious traditions represented in Great Britain.

RE Teaching and learning style

Enquiry based learning is at the heart of our approach to teaching R.E. This enables our pupils to develop understanding about world religions as well as empathy with people and their beliefs to equip them for life in a diverse society.

Critical thinking skills are developed in a model where children are encouraged to voice their own thoughts and views concerning religion and belief. They are encouraged to reflect on 'big questions'.

2016/2017 Yearly Topic Overview

	Autumn	Spring	Summer
KS1	<p><u>Signs and Symbols</u> <i>Gifts and giving</i></p> <p><u>Christmas</u> <i>Giving and receiving at Christmas</i></p>	<p><u>Places of Worship</u> <i>Examining the church</i></p> <p><u>Easter</u> <i>Importance of Easter to Christians</i></p>	<p><u>Religion and rituals</u> <i>Exploring friendship</i></p>
YEAR 3	<p><u>Stories of religious leaders</u> <i>Muhammad, Muslims today</i></p> <p><u>Ways of describing God</u> <i>The 99 beautiful names of Allah</i></p>	<p><u>Events in the life of Jesus</u> <i>His life and actions, stories, Lent and Easter</i></p>	<p><u>Rules and how they influence actions</u> <i>Five Pillars, Commands of Jesus and Charity</i></p> <p><u>Special Places, Sacred Places</u> <i>Personal places,</i></p>

	<p><u>Christmas</u> <i>Messengers – Angels, sending news at Christmas</i></p>		<p><i>Mosque and the Musulla. The Church</i></p>
YEAR 4	<p><u>Belonging, Hindu Teaching about God</u> One God who takes many forms. <u>Worship in a Hindu home.</u> In the home, Hindu shrine, worship in a Hindu family <u>Christmas</u> No room at the Inn, Christmas in Mexico</p>	<p><u>Belonging</u> Sikh communities <u>The importance of sharing food</u> Food as part of a Christian worship, The Langar, Kara Prashad <u>Easter</u> How did Jesus share his last supper? Holy Communion, Easter foods.</p>	<p><u>Special books and Sacred texts</u> How holy books are regarded and handled Bible, Guru Granth Sahib and Bhagavad Gita <u>Sacred writings and stories</u> Hindu traditional tales</p>
YEAR 5	<p><u>Rules for Living</u> <i>Ten Commandments Plagues</i></p> <p><u>Light as a symbol</u> <i>Hannukah, Advent and Christmas</i></p>	<p><u>Celebrations relating to key figures</u> <i>Purim, Passover, Easter</i></p>	<p><u>Leaders in religious communities and the importance of religion today.</u> <i>Authority figures</i> <u>Creation stories and the ultimate questions they raise</u> <i>Ultimate and non-ultimate questions, how the world started, Sabbath</i></p>
YEAR 6	<p><u>Christian and Buddhist beliefs and practices. The Buddha</u> <i>Personal heroes, Prince Siddhartha, Buddhists today</i></p>	<p><u>Expressing faith in art, drama and song.</u> Responding to Buddhist and Christian text. Expressing faith through meditation. <u>The importance of Jesus to Christians</u> Easter</p>	<p><u>Ideas about God</u> One God, many Gods. No God. <u>Human responsibility for the environment</u> Issues and belief. <u>Suffering</u> Desire and suffering, Holocaust, overcoming evil, promoting goodness.</p>