

CITY OF
ROCHESTER



SCHOOL

**City of Rochester School
Religious Education and
Religious Studies
Curriculum**

RE Curriculum

Key Stage 1 - 3

Intent

- Our RE lessons are intended to offer an ambitious, broad and rich RE curriculum to allow for coverage of all areas; to allow for a variety of ways to explore religions, the pupils community and personal development and wellbeing.
- The lessons are coherently planned and sequenced with the intention of providing a high quality progressive experience of the subject, with scope for cross-curricular learning. This means that by the end of Key Stage 2, pupils will have covered the significant components of world religions starting with an overview and culminating in more in-depth study as pupils' progress through the year groups.
- Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues.
- SMSC, personal growth and community cohesion are featured throughout each strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences.
- The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.
- If parents hold a particular religious view, they are still encouraged to allow their child to explore different faiths. This promotes acceptance and tolerance of all faiths in contemporary British society. Parents are fully informed with regard to external visits to places of worship. We make it clear that the religious views of parents will not be compromised during these trips.
- The Board of Trustees which comprises experts in SEN and in particular ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs. A large part of the curriculum is experiential as it is important for children on the autism spectrum to be able to make cohesive links that are not abstract. A fully immersive experience is required. Examples include visits to places of worship, where pupils are able to participate and experience how world religions express their faiths and beliefs.

Implementation

- We have used units and lessons in line with the Medway Guidance for R.E. syllabus.
- In KS1, children begin to look at other religions, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions, their key stories and teachings. KS2 also explore how faith is expressed in different medium and how it influences people's day to day life. This had direct correlation to British Values of respect others with different or no faith.
- Throughout both these key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from KS1 to the end of KS2. End of unit assessments are available to support teachers in making sure children have reached the intended outcomes.
- At KS3 pupils study units from the AQA Unit Award Scheme. This can lead to further study at KS4, including GCSE study.
- Staff have access to a bespoke and whole school training programme which enables them to meet the individual needs of pupils in relation to their diagnosis of ASD and other co-morbidities together with subject specific/curriculum training. Examples include: Understanding Autism, how the developing brain works, visits to other schools to observe and learn from best practice, subject specific training, memberships and participation in subject associations, participating in curriculum meetings, access to on-line resources – for example Optimus Education.
- Quality Assurance activities include: book monitoring, learning walks, formal and informal lesson observations, including peer to peer observations, pupil surveys and curriculum team meetings.

Impact

- We believe that the impact of our RE curriculum will be for children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion.
- All children will be more informed about their position in the world, and the decisions they can make impacting their future.
- All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live.
- The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves.
- Lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.
- This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidences through case studies.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupils engagement in learning.

Non-Statutory Guidance – RE

Religious Education is not a statutory part of the National Curriculum. Pupils at City of Rochester School study RE in Key Stages 1 – 3.

Breadth and depth is achieved in RE, by taking the following into account:

- RE provides opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experiences.
- There is a wide-ranging study of religion and belief across the key stages as a whole.
- Not all religions are studied at the same depth or in each key stage, but all that are studied are studied in a way that is coherent and promotes progression.
- Pupils have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives and subject matter should facilitate integration and promotion of shared values.
- The study of religion provides an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

These three areas underpin the breadth of coverage of RE and our assessment (B squared connecting steps) at City of Rochester school:

- SMSC
- Personal Growth and Development
- Community Cohesion

➤ **Beliefs and teachings (from various religions)**

Understanding the key teachings of various religions

➤ **Rituals, ceremonies and lifestyles (from various religions)**

Exploring the day-to-day lives and practices of various religions

➤ **How beliefs are expressed**

Understanding how books, scriptures, symbols, art and readings convey beliefs.

➤ **Time to reflect and personal growth**

Showing an appreciation for how religion plays an important role in people's lives. Exploring identify and who we are. Discussing and reflecting upon the big questions of existence, purpose and personal role and engagement with life and death.

➤ **Values (in your own and others' lives)**

Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make.

Medway Agreed Syllabus

Aims:

1. Acquiring and developing a knowledge and understanding of different religious and other worldviews (beliefs, practices and lifestyles) including a number of major world religions, especially Christianity.
2. Gaining an understanding of and appreciation of ultimate questions.
3. Acquiring and deploying the skills to evaluate the varied worldviews encountered and the different responses to the ultimate questions encountered which human life poses.

For key strands for the syllabus are:

1. The existence of God and challenges to belief
2. The nature of God and the language used to describe 'him'
3. The activity of God
4. Responses to belief in God.

Programmes of study: core requirements over different key stages

- To ensure that legal requirements are met, the new Medway Agreed Syllabus specifies which religions are to be taught over different key stages so that all those generally judged to be 'principal religions' are studied by the end of Key Stage 3.
- The Medway Agreed Syllabus 2018 thus requires that all pupils learn about Christianity in each key stage. Most curriculum time should be devoted to the study of Christianity at each key stage. The other principal religions to be studied over key stages 1-3 are Buddhism, Hinduism, Islam, Judaism and Sikhism.
- As it is highly likely that there will be children from families where non-religious worldviews are held, these non-religious views including those held by Humanists, should also be a focus for study, especially with older pupils.
- The required programmes of study constitute only a minimum requirement. The number of different religions and traditions to be studied at each key stage increases over time. In this respect the requirements of the 2018 Medway Agreed Syllabus are similar to, but not fully identical with, those of the 2000 and 2006 Medway Agreed Syllabuses. Schools will now have a greater choice about what further topics and traditions are studied beyond the core requirement.
- The requirements which follow include information about the minimum amount of time which should be allocated to the study of the specific religions listed at each key stage. This is to ensure that sufficient time is allocated to Christianity and the other named principal religions so that there is an appropriate balance of coverage. (The use of the word 'term' in relation to the minimum amount of time which should be allocated refers to a period of about 6 weeks and so a six-term school year). The minimum requirements given here leave schools with scope and time for further work on the religions named or to undertake work on other religious topics or themes.

Early Years: Reception

Pupils must learn about Christianity and a limited number of other religions chosen by the school. No specific time allocation is given, although most time should be given to work on Christianity.

Key Stage 1:

Pupils must learn about at least **two different principal religions**. These must **include Christianity and Judaism**. So, over a period of 12 terms for Years 1 and 2 it means that:

- at least 6 terms or a minimum of 50% of the time should be allocated to Christianity
- at least 2 terms or around 20% of the time should be allocated to Judaism
- schools should spend no more than 5% of curriculum time on non-religious worldviews at Key Stage 1
- the core requirement amounts to 70% of the total curriculum time which should be allocated to RE
- schools have 25-30% of curriculum time which can be spent on another world religion/tradition chosen by the school or further work on Christianity and Judaism.

Key Stage 2:

Pupils must learn about at least **four different principal religions**. These must **include Christianity, Judaism, Islam and Sikhism**. So, over a period of 24 terms over Years 3 to 6 it means that:

- at least 10 terms or a minimum of 40% of the time should be allocated to Christianity
- at least 2 terms or around 10% of the time should be allocated to **each** of the other named religions of Judaism, Islam and Sikhism
- schools should spend no more than 10% of the total curriculum time on non-religious worldviews at Key Stage 2
- the core requirement amounts to 70% of the total curriculum time which should be allocated to RE
- schools have 20-30% of curriculum time which can be spent on another world religion/tradition chosen by the school or further work on Christianity, Judaism, Islam and/or Sikhism.

Links To Other Subjects

RE has strong links with PSHE and Literacy. City of Rochester School uses Jigsaw to deliver our PSHE curriculum. Jigsaw offers a comprehensive programme in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

- Wellbeing / PSHE – our students are encouraged to reflect on who they are, what makes them them and to find different strategies to help them navigate life. Through RE students learn how people of different and of no-faiths reflect on the world around them and some of the support networks that are available to people of different and no -faith backgrounds.
- Science – students get to explore different creation stories including the scientific view of the big bang.
- Literacy- throughout the RE units students will engage in role play, using persuasive techniques and writing for a range of purposes.
- Art – students will explore faith through art, look at art from a range of faith perspectives. They will also have the opportunity to draw, paint, use clay / playdough to model and create short films (also linked with ICT)
- Music- students will explore faith and worship through examining how music is used by different faith and culture groups.
- Cooking – students will have the opportunity to sample food from different faith and cultural groups.
- British values – are upheld throughout all units of the RE curriculum across all key stages.

Careers Education

The Religious Studies curriculum links to careers education through discussion, information sharing and practical activities and experiences. These opportunities can lead to a better understanding of the further study options, training and work placements available in this field.

Religious Studies encourages pupils to develop an enquiring, critical and reflective approach. Pupils also learn how to contribute to discussions and debates. Learning in this subject may lead to possible careers in communications, writing, reporting and journalism, church or religious organisations, national and local government, charities and NGOs.

Curriculum Overview

- * Our curriculum is designed with our children in mind but is subject to change. Units may be moved around to suit children’s interests, current affairs and to make better use of resources. If this happens staff ensure that there is breadth and balance across the year to ensure coverage.
- * Pupils study the year group/phase which is appropriate for their stage of development and understanding.

Early Years and KS1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Early Years	All about Me	Celebrations	Special People	The Easter Story	Special Stories	Belonging
Year 1	How was our wonderful world made? Christian and Sikh creation stories National recycling week – taking care of our earth	What does it mean to be a Christian?	What does it mean to be Jewish?	Why do Christians celebrate Easter?	What does it mean to be Muslim?	How should we care for others, the world and why does it matter? Judaism / Christianity / Islam / Humanism
Year 2	Identity and inclusion: Belonging – Christianity	Why do we use light in festivals? Hanukah (Judaism) Diwali (Hinduism / Sikhism) Christmas (Christian) Bonfire Night (British Values)	Special books Incl. humanism	Why did Jesus tell stories?	Special places – church / synagogue / mosques	Belonging – Islam

KS2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Birth ceremonies – Christianity / Islam / Sikhism / Humanism	What are the origins and core beliefs of Christianity?	Celebrations – Judaism , Christianity, Islam, Sikh, Humanism	What are the origins and core beliefs of Sikhs?	Signs and Symbols (Judaism / Christianity / Islam/ Sikh) incl. reference to non-religious	Faith stories: What do religions teach about kindness? incl. reference to non-religious
Year 4	Identity and inclusion: What makes me the person I am (Judaism / Christianity / Islam/ Sikh/Humanism)	Faith stories: How do stories from holy books inspire us today? Islam / Christianity / Sikh / incl. reference to non-religious	What are the origins and core beliefs of Christianity ?	Who was Jesus?	The ten commandments	Faith stories: What do religions teach us about welcoming strangers? incl. reference to non-religious
Year 5	What are the origins and core beliefs of Judaism?	The True Meaning of Christmas incl. reference to non-religious	Faith and Art Range of faiths and how they expressed through art. Christianity , Hinduism incl. reference to non-religious	What are the origins and core beliefs of Islam?	Places of Worship & ways of worshiping Judaism / Islam	Food and fasting Judaism / Islam / Christianity / Humanism incl. reference to non-religious
Year 6	Identity and Inclusion: What do our faiths have in common?	What do religious leaders do? incl. reference to non-religious	What happens when we die? incl. reference to non-religious Or Poverty and Wealth incl. reference to non-religious	Right and Wrong incl. reference to non-religious	Faith and music. Range of faiths and how they are expressed through music. incl. reference to non-religious	Faith in action – Christianity Looking at people’s beliefs impacts on their day to day life.

KS3 – AQA Unit Award Scheme

	Autumn	Spring	Summer
Year A AQA Unit Award Scheme	St Mark's Gospel: Jesus's relationship with others	Christianity Conflict - Justice and forgiveness	Philosophy of Religion - The problem of Evil
Year B AQA Unit Award Scheme	Buddhism: The life of the Buddha	Religious Expressions in Society: Religious Art	Christian Responses to Global Issues