



## **Welburn Community Primary School RE Curriculum**

Our intent for RE at Welburn Primary School is to develop children who:

- have a sense of belonging to different groups and communities
- learn about religious and non-religious groups
- know about and respect different faith groups
- understand British Values
- explore the diversity of Britain in terms of religion
- identify connections between our community and others
- investigate key concepts and questions
- express their personal views and critical responses
- are spiritually, morally, socially and culturally aware

To implement this we will:

- teach the knowledge and skills needed
- allow pupils to investigate and explore
- ensure all pupils are included in RE teaching and learning
- give children opportunities to learn about a variety of religious and non-religious groups
- use a range of resources including religious texts and artefacts
- use visits and visitors where possible
- use the RE Agreed Syllabus
- use the RE Today schemes of work
- ensure Reception work towards the EYFS Early Learning Goals.

<p>Oak Class – Reception, Year 1 and Year 2</p> <p>2 Year Cycle Planning</p>
--

	Autumn Term	Spring Term	Summer Term
Year A 2020/21	1.1 Who is a Christian and what do they believe? (Y1)	1.5 What makes some places sacred? (Y1)  Links with F3 Which places are special and why?	1.4 What can we learn from sacred books? (Y2)  Links with F1 Which stories are special and why?
Year B 2021/22	1.6 How and why do we celebrate special and sacred times? (Y1 or 2)  Links with F4 Which times are special and why?	1.7 What does it mean to belong to a faith community? (Y1)  Links with F5 Where do we belong?	1.3 Who is Jewish and what do they believe? (Y2)

Oak Class will focus on Christianity and Judaism. Teachers can also make links to other faiths such as Hinduism where appropriate.

Pupils will follow a 2 year rolling programme for RE. The key questions from the North Yorkshire Agreed Syllabus have been mapped over 2 years. Links can be made to the EYFS units and teachers can use the given schemes of work to plan this effectively if required.

Celebrations should be taught throughout the year when they occur and are relevant for children.

When using the unit records to assess pupils, teachers need to take into consideration which year group the unit is primarily aimed at in the North Yorkshire Agreed Syllabus. For example, if the unit is aimed at Year 2 then the teacher may expect Year 1 pupils to appear to make less progress when using the unit record for assessment. This will also be taken into consideration when the subject leader is auditing RE.

The EYFS curriculum objective for RE is:

To 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.

Because the EYFS curriculum differs from Key Stage 1 and 2, pupils in Reception will be assessed separately.

The EYFS units in the North Yorkshire Agreed Syllabus are:

F1 Which stories are special and why?

F2 Which people are special and why?

F3 Which places are special and why?

F4 Which times are special and why?

F5 Where do we belong?

F6 What is special about our world?

**Beech Class –Year 3 and Year 4**  
**2 Year Cycle Planning**

	Autumn Term	Spring Term	Summer Term
Year A 2020/21	L2.8 What does it mean to be a Hindu in Britain today?	L2.3 Why is Jesus inspiring to some people?	L2.9 What can we learn from religions about deciding what is right and wrong? (Y4)
Year B 2021/22	L2.1 What do different people believe about God? (Y3)	L2.7 What does it mean to be a Christian in Britain today? (Y3) (links with L2.4 Why do people pray?)	L2.5 Why are festivals important to religious communities? (Y3)

Pupils in Beech Class will focus on Christianity and Hinduism with connections, comparisons and references to Judaism, Islam and Humanism where appropriate.

Pupils will follow a 2 year rolling programme which will build on previous knowledge and experiences the children have had in RE. Teachers can use the schemes of work from the North Yorkshire Agreed Syllabus to effectively plan high quality RE lessons and experiences for pupils.

There should be flexibility within teaching to adapt learning to the pupils' misconceptions, interests, questions and beliefs.

Celebrations should be taught throughout the year when they occur and are relevant for children.

When using the unit records to assess pupils, teachers need to take into consideration which year group the unit is primarily aimed at in the North Yorkshire Agreed Syllabus. For example, if the unit is aimed at Year 4 then the teacher may expect Year 3 pupils to appear to make less progress when using the unit record for assessment. This will also be taken into consideration when the subject leader is auditing RE.

## Sycamore Class –Year 5 and Year 6

### 2 Year Cycle Planning

	Autumn Term	Spring Term	Summer Term
Year A 2020/21	U2.4 If God is everywhere, why go to a place of worship? (Y5)	U2.6 What does it mean to be a Muslim in Britain today? (Y5) (link back to 1.2 Who is a Muslim and what do they believe?)	U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21 <sup>st</sup> Century?) (Y5)
Year B 2021/22	U2.1 Why do some people believe God exists? (Y5)	U2.7 What matters most to Christians and Humanists? (Y6)	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?

Pupils in Sycamore Class will focus on Christianity, Islam and Humanism with connections, comparisons and links to Judaism and Hinduism where appropriate.

Pupils will follow a 2 year rolling programme which will build on previous knowledge and experiences the children have had in RE. Teachers can use the schemes of work from the North Yorkshire Agreed Syllabus to effectively plan high quality RE lessons and experiences for pupils.

There should be flexibility within teaching to adapt learning to the pupils' misconceptions, interests, questions and beliefs.

Celebrations should be taught throughout the year when they occur and are relevant for children.

When using the unit records to assess pupils, teachers need to take into consideration which year group the unit is primarily aimed at in the North Yorkshire Agreed Syllabus. For example, if the unit is aimed at Year 6 then the teacher may expect Year 5 pupils to appear to make less progress when using the unit record for assessment. This will also be taken into consideration when the subject leader is auditing RE.