



How we teach RE at Glenmere Community Primary School



Intent

What do we want to achieve with our RE curriculum?

Through RE at Glenmere we aim to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions. Through quality teaching and learning, we develop a more rigorous understanding of the numerous religious traditions, influences, beliefs and practices that are followed in our local, national and wider global community. We encourage pupils at Glenmere to engage in self-discovery where they explore their own beliefs and can safely and confidently express and articulate them. We want them to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We ensure that we fully meet the requirements and is informed by the new Leicestershire Agreed Syllabus. By using this syllabus and RE Today's scheme of work, we are ensuring children are given the opportunity to become religiously literate. It is through using this scheme that we are providing children with a holistic and balanced RE curriculum. Children will explore the different concepts in a range of inspiring activities as they move through the school, starting in Reception and developing a great depth of understanding by the time they reach Year 6.

Impact

What will this look like?

By the time children leave our school they will:

- Articulate, question and have opinions on the meaning of life, beliefs (of others and themselves), nature of reality and morality.
- Have a secure understanding and knowledge of the religions studied and be confident to answer ultimate questions.
- Have the ability to ask significant and reflective questions about religion and demonstrate a good understanding of issues relating to the nature, truth and value of religion.
- Have a sense of self, identity and belonging to flourish within the community and be responsible citizens.
- Show respect, tolerance and understanding of all people, religions and beliefs.
- Have a strong understanding of how the beliefs, values, practices and ways of life within any religion come together.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.

Glenmere's RE Curriculum Long Term Plan Reception to Year 6

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|--|---|--|---|---|
| EYFS | F4 Being Special: Where do we belong (C, H, M) | F2 Why is Christmas special to Christians? (Incarnation) | F1 Why is the word 'God' so important to Christians? (Creation & God) | F3 Why is Easter special to Christians? (Salvation) | F5 What places are special and why? (C, M) | |
| | F6 What times/stories are special and why? (C, M, J) | | | | | |
| Year 1 | 1.6 Who is a Muslim and how do they live? | 1.3 Why does Christmas matter to Christians? (Incarnation) | 1.6 Who is a Muslim and how do they live? | 1.1 What do Christians believe God is like? (God) | 1.10 What does it mean to belong to a faith community? (C, J, M, NR) | 1.8 What makes places sacred to believers? (C, M) |
| Year 2 | 1.2 Who do Christians say made the world? (Creation) | 1.7 Who is Jewish and how do they live? | | 1.4 What is the good news Christians believe Jesus brings? (Gospel) | 1.5 Why does Easter matter to Christians? (Salvation) | How should we care for the world and for others, and why does it matter? (C, J, NR) |
| Year 3 | L2.1 What do Christians learn from the Creation story? (Creation) | L2.7 What do Hindus believe god is like? | L2.8 What does it mean to be Hindu in Britain today? | L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation) | L2.2 What is it like for someone to follow God? (People of God) | L2.12 How and why do people try to make the world a better place? (C, M, J, NR) |
| Year 4 | L2.4 What kind of world did Jesus want? (Gospel) | L2.3 What is the 'Trinity' and why is it important for Christians? (incarnation & God) | L2.9 How do festivals and worship show what matters to a Muslim? | L2.10 How do festivals and family life show what matters to Jewish people? | L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (Salvation) | L2.11 How and why do people mark the Significant events of life? (G, H, NR) |
| Year 5 | U2. What does it mean to be a Muslim in Britain today? | U2.5 What do Christians believe Jesus did to save people? (Salvation) | U2.6 For Christians, what kind of king was Jesus. (Kingdom of God) | U2.9 Why is the Torah so important to Jewish people? | U2.4 Christians and how to live: 'What would Jesus do'? (Gospel) | U2.11 Why do some people believe in God and some people not? (C, NR) |
| Year 6 | Anti-Racist RE | U2.10 What matters most to Humanists and Christians? (C, M, J, NR) | U2.7 Why do Hindus want to be good? | U2.2 Creation and Science: conflicting or complimentary? (Creation) | U2.12 How does Faith help people when life gets hard? (C, H, NR) | |



Judaism



Hinduism



Muslim



More than one faith/non religion