



Horningsham Primary School Religious Education Overview



Together
we learn

Curriculum	Values and Identity
<p>The school follows the Wiltshire Syllabus for RE and use Discovery RE as a toolkit for supporting and enhancing this.</p> <p>Our approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief.</p> <p>RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.</p>	<p>Individual liberty</p> <p>Through RE we promotes the idea that individuals have freedom to choose what they believe. Woven into every enquiry is the idea that not everyone is the same. Through enquiries children are given the opportunity to explore, gain knowledge and to reach an understanding that people are at liberty to choose how they express their faith and what they believe in.</p> <p>Rule of law</p> <p>Children are encouraged to think about the laws, commandments, expectations within a faith and how those rules would impact on their own lives as well as on the lives of the people within those religions. Children are enabled to understand the origins of the various codes of conduct, rules, laws and expectations put forward by different religions and belief positions, and to consider their own position in relation to these.</p> <p>Mutual respect, democracy and tolerance of those of different faiths and beliefs.</p> <p>These three concepts stand at the very heart of every classroom. Every lesson is a chance to demonstrate them. Teachers have opportunity to model respect, tolerance and democracy within the classroom, allowing all children the opportunity to speak, using class voting systems and debate and using trips and visitors to bring the subject to life. Through learning about faith practices and really investigating what they mean for the individuals, children are encouraged to develop mutual respect and tolerance but also to develop critical thinking skills enabling them to question and discuss beliefs and the ways they might be manifested. They are also enabled, through their knowledge, to challenge ideas about religion and spot intolerance when they see it amongst their community and in the media. Over time, children will begin to identify similarities and draw comparisons between different faiths. Through the framework of their own experience, they learn to understand and respect the experiences of others. They are also enabled through their knowledge to challenge ideas about religion and recognise intolerance.</p>
Organisation and Teaching	
<p>RE is taught by an RE specialist teacher throughout the school, weekly for 45 minutes. The classes work on a rolling programme (Robins and Woodpeckers two years and Owls three years).</p>	

KS1 Wiltshire RE Syllabus	KS2 Wiltshire RE Syllabus
<p>Principal Aim of RE</p> <p>To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.</p> <p>Focus of RE at KS1:</p> <p>Religious education aims to promote the personal development of children through an exploration of the world of religion in terms of its special people, stories, times, places and objects and by visiting places of worship. A key part of personal development is spiritual development. A major contribution to this is gained through helping children to reflect on that which is of worth and value in their lives and the lives of others. Children will also learn to appreciate that spirituality, for most religious people, will spring from their belief in and relationship with God. Learning should help children investigate and reflect on their own thoughts, feelings and experience, as appropriate to their age. At the same time, it should help them to begin to explore religion in its various forms and contexts. These two dimensions –Exploring and responding – are inextricably linked and RE should be a balance of both.</p>	<p>Principal Aim of RE: To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.</p> <p>Focus statement</p> <p>During Key Stage 2 pupils should begin to engage in a more systematic study of religion whilst at the same time reflecting on their own beliefs, values and questions in light of what they are learning. Pupils should study Christianity throughout the four years and also aspects of at least two other principal religions covering Western and Eastern traditions. They should begin to recognise the impact of religion and belief locally, nationally and globally and consider the different forms of religious expression.</p> <p>Pupils should:</p> <ul style="list-style-type: none"> • consider the beliefs, teachings, practices and ways of life central to religion learn about sacred texts and other sources and consider their meanings begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs, and the importance of dialogue between them • extend the range and use of specialist vocabulary • recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true • communicate their ideas, recognising other people’s viewpoints • consider their own beliefs and values and those of others in the light of their learning in religious education

SCHOOL CYCLE	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
Owls	Cycle C	Cycle B	Cycle A	Cycle C	Cycle B	Cycle A	Cycle C	Cycle B	Cycle A
Woodpeckers and Robins	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B

Horningsham RE Curriculum Overview

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Owls Curriculum Overview	Cycle A	Theme	Symbols & Religious Expression		Inspirational People		Worship, Pilgrimage and Sacred Places	
		Key Question	How do art, architecture and poetry express religious beliefs and ideas?		How does a Christian follow Jesus? Who was Muhammad/Guru Nanak? Why and how do people follow these leaders?		Where, how and why do people worship? Why is pilgrimage important to some religious believers?	
		Religious Focus	Christianity, Hinduism, Islam KS2 Unit 7		Christianity, Islam and Sikhism Key Stage 2 Units 4 and 5 (Discovery RE: Y4 Summer 2)		Christianity, Islam, Hinduism and Sikhism Key Stage 2 Units 8 and 9 (Discovery RE: Y4 Summer 1+2, Y5 Autumn 1+2, Y5 Summer 1+2)	
		Outcome	Begin to explain and identify how art, architecture and poetry convey religious beliefs. Begin to express their beliefs in this way.		Identify what they admire in people and why. Identify key religious heroes.		Describe the importance of different types of symbols and worship to believers, including pilgrimage.	
	Cycle B	Theme	Symbols and Religious Expression		Religion and the Individual	Religion, Family and Community	Beliefs and Action in The World	
		Key Question	What are the deeper meanings of festivals? Christmas and Diwali		Can religious teachings help us decide what is the best way to live? Keeping the five pillars: what difference does it make to a Muslim?	How can we make Wiltshire/my town a more respectful place?	How and why do believers care for others and the world? Justice and poverty: Can religions help to build a fair world? Who has made a difference to the world because of their faith? How and why?	
		Religious Focus	Christianity, Hinduism and Sikhism Key Stage 2 Unit 6 (Discovery RE: Y4,5+6 Autumn 2)		Christianity, Hinduism, Sikhism and Islam Key Stage 2 Units 12, 13, 14, 15, 16 and 17 (Discovery RE: Y5 Spring 1 and Y6 Autumn 1)			
		Outcome	Reflect on celebrations within their own life, compare to religious celebrations and recognise similarities and differences between religious celebrations.		Identify codes for living in their own lives, own community and within religion. Identify how they care for the world, how others and believers care for the world and describe how religious individuals have made a difference to the world.			
	Cycle C	Theme	Teaching and Authority		Beliefs and Questions	Beliefs and Questions	The Journey of Life and Death	
		Key Question	What makes some books sacred, how are they used and why do they matter to believers?		What do different people believe God is like?	What matters to Christians about Easter?	Why do some people believe in life after death and what difference does it make? Why do believers often see life as a journey and what significant experiences mark this?	
		Religious Focus	Christianity, Judaism, Islam and Sikhism Key Stage 2 Unit 3		Christianity, Islam and Hinduism Key Stage 2 Unit 1 (Discovery RE: Y5 Spring 1)	Christianity Key Stage 2 Unit 2 (Discovery RE: Y4, 5+6 Spring 2)	Christianity, Islam and Hinduism Key Stage 2 Unit 10 and 11 (Discovery RE: Y5 Summer 1 and Y6 Summer 1+2)	
		Outcome	Describe the importance of religious texts to believers and how the stories within them provide inspiration to believers.		Explain the meaning of faith, how different religions describe God, reflect on these ideas and their own understanding of God.	Express their understanding of the meaning of Easter for Christians and the impact of sacrifice and forgiveness on their own lives and those of believers.	Identify why life is often described as a journey & the importance of religious ceremonies within it. Reflect on the importance stages within own life. Identify how a belief in life after death may affect how believers lead their lives. Express their own views on the idea of life after death.	

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Woodpeckers	Cycle A	Theme	Symbols and Religious Expression	Belonging	Celebrations		Believing	
		Key Question	What are the deeper meanings of festivals?	What does it mean to belong?	How does being Jewish make a difference to a family and celebration?		What do some people believe about God? Why is God important for Muslims?	
		Religious Focus	Eid and Harvest Key Stage 2 Unit 6	Christianity, Islam and Judaism Key Stage 1 Unit 9 (Discovery RE: Y2 Sum 1+2)	Judaism including Passover Key Stage 1 Unit 6 (Discovery RE: Y2 Spring 1)		Christianity and Islam Key Stage 1 Unit 1+3	
		Outcome	Identify and compare their own and religious celebrations	Identify symbols, feelings and events linked to belonging.	Identify special time and objects for a Jewish family and their significance/importance to them.		Begin to understand the Christian and Muslim ways of describing and understanding God. Begin to express their own thoughts and opinions	
	Cycle B	Theme	Myself	Celebrations	Leaders and Teachers	Celebrations	Symbols	
		Key Question	Myself How should we care for others?	Celebrations Why do we celebrate special times?	Leaders and Teachers Who is an inspiring person and who inspires you?	Celebrations Why do we celebrate special times?	Symbols Why and how do special places and symbols help people show what they believe?	
		Religious Focus	Christianity, Judaism and Islam Key Stage 1 Unit 10 (Discovery RE: Y2 Autumn 1)	Christianity Christmas Key Stage 1 Unit 5 (Discovery RE: Y2/3 Aut 2)	Christianity, Judaism and Islam Key Stage 1 Unit 8 (Discovery RE: Y3 Autumn 1)	Christianity Easter Key Stage 1 Unit 5 (Discovery RE: Y2/3 Spr2)	Christianity, Hinduism and Islam Key Stage 1 Unit 7 (Discovery RE: Y2 Summer 1 and Y3 Summer 2)	
		Outcome	Identify their own uniqueness and discover how important individuals are within religion.	Identify times that are special to them and the importance of Christmas to Christians.	Identify features of inspiring people and who inspires them.	Recall times that are special to them and the importance of Easter to Christians.	Identify places and objects/symbols that are special to them. Begin to describe the places are symbols that are important/special within the selected religions.	

Robins	Cycle A	Theme	Being Special	Special Times	Believing		Story	
		Key Question	Why are we special? Infant baptism	Why are Hanukah and Shabbat special?	The beginning of the world: what can we learn from special Christian and Jewish stories?		Why do Christians love the stories of Jesus?	
		Religious Focus	Christianity Foundation Stage (Discovery RE: FS1/2 Aut 1)	Judaism Foundation Stage (Discovery RE: FS1/2 Spr 1 Y1 Sum 1+2)	Christianity and Judaism Key Stage 1 Unit 2 (Discovery RE: Y1 Autumn1)		Christianity Key Stage 1 Unit 4 (Discovery RE: FS1/2 Summer 1 and Y1 Spring 1)	
		Outcome	Recall what makes them special and a Christian child.	Recall their own special times some Jewish examples.	Understand the importance of the creation story for Jews and Christians and share their own thoughts about it.		Begin to understand; why Christians tell stories, the feelings of the characters and their own thoughts about these stories.	
	Cycle B	Theme	Special People	Special Times	Special Times		Special Places	
		Key Question	Who is special to us and within religion?	Why is Christmas a special time?	Why is Easter a special time?		Why are religious buildings special places?	
		Religious Focus	Christianity Foundation Stage (Discovery RE: Y1 Spr 1)	Christianity Foundation Stage (Disc RE: FS1/2 + Y1 Aut 2)	Christianity Foundation Stage (Discovery RE: FS1/2 and Y1 Spring 2)		Christianity and Judaism Foundation Stage (Discovery RE: FS1/2 Summer 2)	
		Outcome	Describe who is special to us and Christians.	Describe the events of Christmas for Christians and their importance.	Describe the events of Easter for Christians and their importance.		Describe places that are special for them and the special meaning of churches and synagogues for Christians and Jews.	