

## Religious Education Curriculum Scheme of Work – Reviewed in line with new Surrey Syllabus Sept 2023

### Curriculum Intent and Vision Statement:

Religious Education holds a unique place in the Primary curriculum as it is determined at local level rather than national. As a school, we follow The Agreed Syllabus for Religious Education in Surrey Schools (2023-2028).

Religious education contributes dynamically to pupils' education in Shottermill Junior School by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE they learn about, from Christianity and other principal religions in local, national and global contexts, to discover, explore, and consider different answers to these questions. This syllabus also links to our core value of respect, recognising the need to acknowledge and celebrate differences.

The Agreed Syllabus for Religious Education in Surrey Schools aims to ensure that all pupils:

- demonstrate an appreciation of the nature of religion and belief and the important contribution of religious and spiritual insights and values to the;
- individual's search for meaning in life, whilst acknowledging that this may also come from a non-religious perspective;
- develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, both through their history and their contemporary diverse expressions;
- develop interest in and enthusiasm for the study of religion & beliefs and enhance their own spiritual, moral, social and cultural development;
- develop the ability to make reasoned, informed and creative responses to religious and moral issues;
- recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.

### Implementation of RE at our school:

Children have an RE lesson once a week of 30-60 minutes following the Surrey Agreed Syllabus. The children are given the opportunity to learn about each of the six major world religions during their time at Shottermill Junior School. We have close links with St Stephen's Church meaning that the children are visited by Christian leaders and visit the Church itself. We also have links with other faiths and welcome visitors into school to share their personal experiences and beliefs. As of 2019-2020, topic sheets with an open question linked to the topic area are used across the school to support teacher assessment and for pupils' acquirement of skills. We recognise that parents have the right to withdraw their child from some or all RE lessons in consultation with the Headteacher.

## Scheme of work to be taught:

The following skills and strands will be taught throughout Shottermill Junior School at lower KS2:

Theological: God	Sociological: Community	Philosophical: Identity
identify simple similarities and differences between concepts / religions / beliefs, giving examples from their learning describe and suggest meanings for symbols and other forms of expression for people of faith or belief make links between concepts / beliefs, texts / stories and practices (believing, belonging and behaving)	investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience identify the impact of beliefs and practices on people's lives – individually, or as a community e.g. in how people worship and/or how they live	compare their own ideas, influences and/or feelings with those of others make links between what they and other people think about God / being human / what is important in life / how to behave give reasons for beliefs, attitudes and actions, especially in relation to their own developing worldview ('personal knowledge') ask significant questions about life, comparing their ideas with others' and suggesting answers from their learning

The following skills and strands will be taught throughout Shottermill Junior School at upper KS2:

Skills developed through the question: What are the hopes and wishes of a creator?		
Theological: God	Sociological: Community	Philosophical: Identity
explore, gather, select, and organise ideas about religion, belief or worldviews, drawing on key texts / sources and concepts where appropriate express their understanding of concepts in theological terms suggest some ways in which different people might interpret key texts / sources suggest meanings for a range of forms of expression, using accurate vocabulary	comment on connections between questions / beliefs / values / practices / ways of life, explaining their importance to different communities investigate and describe similarities and differences in lived experience within and between religions / beliefs describe the impact of beliefs and practices for different people (e.g. on individuals, groups / communities and cultures, locally, nationally and globally)	explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview reflect on possible connections between worldviews and the human search for meaning

### Year 3

Autumn 1 – How did Jesus change lives and how is it 'Good News'? (Christianity)  
Autumn 2 – What's the Bible's big story and why is it like treasure for Christians? (Christianity)  
Spring 1 – What are important times for Jewish people? (Judaism)  
Spring 2 – What do Sikh people value? (Sikhism)  
Summer 1 – What did God promise to his people? (Christianity)  
Summer 2 – Why people make promises? (Thematic Unit)

### Year 4

Autumn 1 – What did Jesus say about God's Kingdom and why is it Good News? (Christianity)  
Autumn 2 – For Christians, is Communion a celebration or an act of remembrance? (Christianity)  
Spring 1 – How do non-religious people celebrate new life? (Humanism)  
Spring 2 – How can artists help us to understand what Christians believe and do? (Christianity)  
Summer 1 – How does ibadah (worship) show what's important to Muslims? (Islam)  
Summer 2 – What is the Golden Rule and why do so many people live by it? (Thematic Unit)

### Year 5

Autumn 1 – What do Christians believe about creation? (Christianity)  
Autumn 2 – How is God 'three' and yet 'one'? (Christianity)  
Spring 1 – What helps Muslims to live a good life? (Islam)  
Spring 2 – Why is the idea of rescue so important to Christians? (Christianity)  
Summer 1 – What does it mean to be part of a synagogue community? (Judaism)  
Summer 2 – How did it all begin? (Thematic Unit)

### Year 6

Autumn 1 – How did the church begin and where is it now? (Christianity)  
Autumn 2 – What is the Buddhist way of life? (Buddhism)  
Spring 1 – For Christians, what difference does it make to belong to God's Kingdom? Christianity  
Spring 2 – What do Christians believe about the Messiah and why is it 'Good News'? (Christianity)  
Summer 1 – What helps Hindus to worship? (Hinduism)  
Summer 2 – Who am I and where do I belong? (Thematic Unit)