



Making a difference with kindness, creativity and pride

ST PAUL'S RE CURRICULUM

INTENT

The intention is that RE in St. Paul's School will:

- Develop pupil's knowledge and understanding of, the beliefs and practices of Christians and people of other principal world religions, and non-religious world views.
- Enable pupils to explain how beliefs and practices can inform and change the way people see the world and the way they live and treat others.
- Help pupils to gain an understanding of differences held within a religious or non-religious worldview and of the similarities of beliefs and practices held in common by people within and across traditions.
- Equip pupils to be sensitive to others' beliefs, able to express their own views well, show curiosity and have the skills to ask appropriate questions when meeting people different to themselves.

IMPLEMENTATION

The Key attitudes in RE are the golden threads that run throughout our entire curriculum:

- Self-aware
- Show respect for all
- Are open-minded and questioning
- Show curiosity, appreciation and wonder

The RE curriculum is developed by the Local Authority so that it reflects the needs of and represents the local community. It is an enquiry based curriculum so each unit of learning begins with a 'big question' for the children to explore.

As children progress through the curriculum the way that they access the questions becomes increasingly challenging. In FS2 we expect the children to discover, in KS1 they move onto exploring and in KS2 we expect pupils to connect their ideas with prior learning or link themes across more than one religion.

We teach our RE curriculum using the materials provided by Wiltshire Council and are in line with the agreed RE Syllabus. We have 6 RE days per year where classes work together to cover all aspects of the unit. We believe this works best as it allows collaboration between pupils from different classes and helps us to embed our golden thread of showing respect as the children are encouraged to work alongside different adults and children.

Curriculum Mapping

Resources available	Encounter units on Christianity, Islam, Judaism, Sikhism and other faiths.					
	Term 1	Term 2 Christmas	Term 3	Term 4 Easter	Term 5	Term 6
FS2 John Coles	Being Special Special people, times and places (C)	Christmas Christianity	Special Books (All religions)	Christmas (Easter)	Special Places Special: being special, special people (C)	Special People Special: being special, special people (C)

KS1

Resources available	Encounter units on Christianity, Islam, Judaism, Sikhism and other faiths.					
	Term 1	Term 2 Christmas	Term 3	Term 4 Easter	Term 5	Term 6
Year A 1/2 Wren and KA	Being Special <i>(Belonging)</i> What does it mean to belong? (Q9)	Special Times <i>(Celebrations)</i> Why do we celebrate special times? (Q5) Christmas	Special People <i>(Believing)</i> What do some people believe about God? (Q1)	Special Times <i>(Celebrations)</i> Why do we celebrate special times? (Q4) Easter	Special Places <i>(Symbols)</i> Why and how do special places and symbols help people show what they believe? (Q7)	Special Places <i>(Symbols)</i> How does being Jewish make a difference to family and celebration? (Q6)
Year B 1/2	Being Special <i>(Myself)</i> Q10. All religions: How do we show we care for others?	Special Times <i>(Celebrations)</i> Why do we celebrate special times? (Q5) Christmas	Special People <i>(Leaders and teachers)</i> Who is an inspiring person? (Q8)	Special People <i>(Story)</i> Why do Christians love to tell stories about Jesus? (Q4)	Special People <i>(Believing)</i> The beginning of the world: what can we learn from special Christian and Jewish stories? (Q2)	Special People <i>(Believing)</i> Why is God important for Muslims? (Q3)

KS2

Resources available		Encounter units on Christianity, Islam, Judaism, Sikhism and other faiths.					
		Term 1	Term 2 Christmas	Term 3	Term 4 Easter	Term 5	Term 6
Year A	3/4 Brunel	<p>Special People <i>(Inspirational people)</i></p> <p>How does a Christian follow Jesus (Q4)</p>	<p>Special Places <i>(Symbols and religious expression)</i></p> <p>What are the deeper meanings of festivals? (Q6)</p>	<p>Special Times <i>(Journey of life and death)</i></p> <p>Why do believers see life as a journey - what significant experiences mark this? (Q11)</p>	<p>Special People <i>(Beliefs and questions)</i></p> <p>Christianity: What matters to Christians about Easter? (Q2)</p>	<p>Beliefs in action <i>in the world</i></p> <p>All religions: Caring for others and the World (Q15)</p>	<p>Beliefs in action <i>in the world</i></p> <p>All religions: Caring for others and the World (Q15)</p>
Year B	3/4	<p>Special People <i>Beliefs and questions</i></p> <p>All religions: What do different people believe God is like? (Q1)</p>	<p>Special Places <i>(Symbols and religious expression)</i></p> <p>What are the deeper meanings of festivals? (Q6)</p>	<p>Special People <i>Inspirational people</i></p> <p>Who was Muhammed/Guru Nanak? Why and how do people follow these leaders (Q5?)</p>	<p>Beliefs in action <i>in the world</i></p> <p>Who has made a difference to the world because of their faith? How and why? (Q17)</p>	<p>Special People <i>Teachings and authority</i></p> <p>What makes some books sacred, how are they used and why do they matter to believers? (Q3)</p>	<p>Special Times <i>Worship, pilgrimage and special places</i></p> <p>Where, how and why do people worship? (Q6)</p>

Year A	5/6 Prestley and Maud Heath	Special Times <i>(Journey of life and death)</i> Why do believers often see life as a journey often see life as a journey and what significant experiences mark this? (Q11)	Being Special <i>(Religion and the individual)</i> Can religious teachings help us decide the best way to live? (Q12)	Special Places <i>(Symbols and religious expression)</i> How do art, architecture, poetry express religious beliefs and ideas? (Q7)	Beliefs and questions What matters to Christians about Easter? (Q2)	Being Special <i>(Religion and the individual)</i> Keeping the five pillars: what difference does it make to Muslims?	Being Special <i>(Religion and the individual)</i> Islam: Keeping the five pillars: what difference does it make to Muslims? (Q13)
Year B	5/6	Beliefs in action in the world All religions: Justice and Poverty: Can religions help to build a fair world? Q16	Being Special <i>(Religion, family and community)</i> How can we make Wiltshire / my town a more respectful place? Q11	Special People <i>(Inspirational people)</i> How does a Christian follow Jesus? Q14	Special Times <i>(Journey of life and death)</i> Why do some people believe in life after death and what difference does it make? Q10	Special Times <i>(Worship, pilgrimage and special places)</i> Why is pilgrimage important to some religious believers? Q9	

IMPACT

The principle aim of RE is 'To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development'.

The children enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, R.E. is invaluable in an ever changing and shrinking world

For assessment purposes this is broken down into two assessment target:

- AT1: Learning about religion and belief
- AT2: Learning from religion and belief

Content specific assessment criteria for each unit is included as part of the planning for teachers to refer to when making judgements on pupil progress.

The progression table is included on the RE curriculum page of our website.