



Orchard Academy RE Curriculum Map Overview

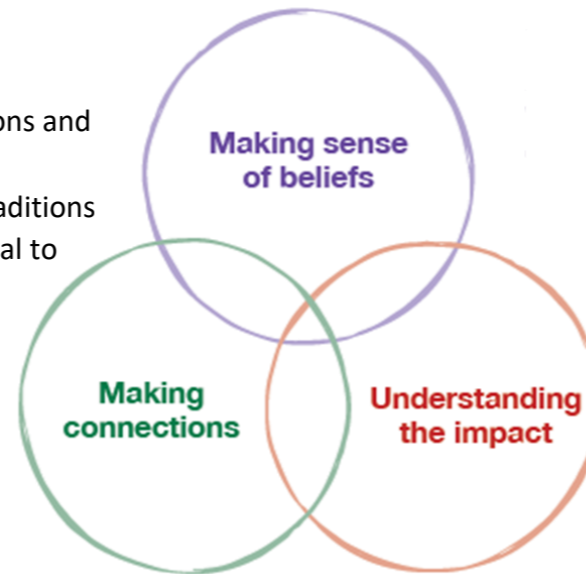


Why Teach RE?

Studying religious education allows pupils to explore what people believe and what difference this makes to how they live. They gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. It provides opportunities for pupils to reflect and analyse, to discuss and debate, to explore and discover, provoking challenging questions about meaning and purpose in life, beliefs, issues of right and wrong and what it means to be human.

Through the RE curriculum, we aim for pupils:

- to acquire and develop knowledge and understanding of a range of religions and beliefs, enabling them to develop their own ideas, values and identities.
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies, and cultures from a local to national to global scale.
- to develop attitudes of respect towards other people who hold views and beliefs different from their own.
- to develop the ability to make reasoned and informed judgements about religious issues, weighing up the value of wisdom from different sources with reference to the principal religions and world views represented locally and in the United Kingdom.



Teaching and Learning Approach

Make sense of a range of religious and non-religious beliefs, so that they can:



- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Understand the impact and significance of religious and non-religious beliefs, so that they can:



- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:



- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

RE Syllabus

The sets out a clear path of progression of knowledge, skills and understanding to enable pupils to develop a coherent understanding of religious and non-religious worldviews through the exploration of key questions and core concepts. There is an emphasis on helping pupils to develop a coherent understanding of several religions, by studying one religion at a time (systematic study) before bringing together and comparing different traditions (thematic study). The thematic study allows pupils to draw together their learning each year, as well as offering planned opportunities for retrieval and recall. Clarity about identifiable core concepts of religions and beliefs helps teachers and pupils to understand how beliefs and practices connect, so that pupils are able to build effectively on prior learning as they progress through the school. The syllabus forms a 'spiral curriculum', so that pupils encounter and engage with the core concepts on a number of occasions, embedding their learning.

Faiths Taught by Year Group		R	1	2	3	4	5	6
	Christian							
	Jewish							
	Muslim							
	Hindu							
	Thematic Multi-Faith							

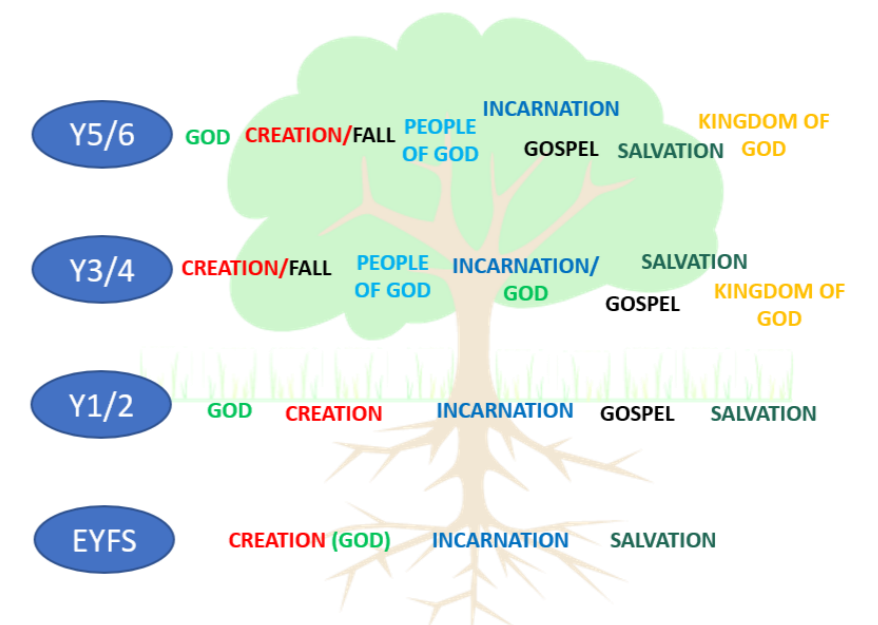
Understanding Christianity

The Understanding Christianity approach is used to support pupils in developing their understanding of the Christian faith, as a contribution to their understanding of the world and their own experience within it. It does this by integrating pupils' developing understanding of significant theological concepts within Christianity with their own self-understanding and understanding of the world, as part of their wider religious literacy.

Eight Core Concepts

Understanding Christianity identifies eight core concepts at the heart of Christianity that pupils need to understand. These concepts tell the 'big story' of the Bible. Pupils will encounter these concepts a number of times as they move through the school.

God	Creation	Fall	People of God
Incarnation	Gospel	Salvation	Kingdom of God





Orchard Academy

RE Curriculum Map Overview – Primary



Religion:	Christian	Jewish	Muslim	Hindu	Multi-Faith
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Make Sense of a range of religious and non-religious beliefs	Understand the impact and significance of religious and non-religious beliefs	Make connections between religious and non-religious beliefs, concepts, practices and ideas
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F4 Being Special: Where do we belong?	F2 Why is Christmas special for Christians? (Incarnation)	F1 Why is the word 'God' so important to Christians? (God/Creation)	F3 Why is Easter special to Christians? (Salvation)	F6 What times/stories are special and why?	F5 What places are special and why?
	Thematic Multi-Faith	Christian	Christian	Christian	Thematic Multi-Faith	Thematic Multi-Faith
Year 1	L1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like? (God)	L1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world? (Creation)	L1.8 What makes some places sacred to believers? (C, M)
	Thematic Multi-Faith	Christian	Jewish		Christian	Thematic Multi-Faith
Year 2	L1.6 Who is a Muslim and how do they live? (Pt.1)	L1.3 Why does Christmas matter to Christians? (Incarnation)	1.6 Who is a Muslim and how do they live? (Pt.2)	1.5 Why does Easter matter to Christians? (Salvation)	1.4 What is the 'good news' Christians believe Jesus brings? (Gospel)	L1.9 How should we care for others and the world and why does it matter? (C, J, NR)
	Muslim	Christian	Muslim	Christian	Christian	Thematic Multi-Faith
Year 3	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?	L2.1 What do Christians learn from the Creation story? (Creation/Fall)	L2.2 What is it like for someone to follow God? (People of God)	L2.4 What kind of world did Jesus want? (Gospel)	L2.11 How and why do people mark significant events of life? (C, H, NR)
	Muslim	Jewish	Christian	Christian	Christian	Thematic Multi-Faith
Year 4	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.3 What is the 'Trinity' and why is it important for Christians? (God/Incarnation)	L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (Kingdom of God)	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
	Hindu	Hindu	Christian	Christian	Christian	Thematic Multi-Faith
Year 5	L2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah? (Incarnation)	U2.1 What does it mean if Christians believe God is holy and loving? (God)	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: what would Jesus do? (Gospel)	L2.11 Why do some people believe in God and some people not? (C, NR)
	Muslim	Christian	Christian	Jewish	Christian	Thematic Multi-Faith
Year 6	L2.10 What matters most to Humanists and Christians? (C, M/J, NR)	L2.7 Why do Hindus want to be good?	U2.6 For Christians, what kind of king is Jesus? (Kingdom of God)	U2.5 What do Christians believe Jesus did to 'save' people? (Salvation)	L2.2 Creation and Science: conflicting or complimentary? (Creation)	L2.12 How does faith help people when life gets hard?
	Thematic Multi-Faith	Hindu	Christian	Christian	Christian	Thematic Multi-Faith

Note: This model allows systematic religion units to lead into the thematic units, where pupils can make some comparisons between beliefs, at the end of each year. This model keeps the study of Christmas, Easter and other religious festivals close to the appropriate time of year.