

Curriculum Overview High Ham Church of England Primary School

Curriculum Area: Religious Education

Our curriculum approach to religious education reflects our ethos statement:

'Discovering, learning, believing together'.

In particular, we are keen for pupils to discover their own passion for religious education learning.

Intent

At High Ham, we provide opportunities for children to acquire and develop knowledge and understanding of Christianity and other principal religions and beliefs. We aim for all children to develop respect, sensitivity and understanding when encountering people from different faiths and beliefs. We want to enable our children to share their own views, ideas and experiences with confidence, in a variety of ways. Opportunities are planned for reflection to enable the children's development of their ability to see the world through the eyes of others. At High Ham, we want all children to be given the chance to develop their own spirituality enabling them to take interest and delight in the world around them.

Implementation

Religious Education will be taught weekly and the school uses the Somerset agreed syllabus, 'Awareness, Mystery and Value'. This is supported through the use of the 'Understanding Christianity' resource materials. In Key Stage 1, Christianity and Judaism are the principal religions studied and in Key Stage 2 Christianity, Judaism, Hinduism and Islam. Across both Key Stages, non-religious views, such as Humanism, will also be represented.

Impact

The children are confident to make links between their own experiences and those of others both in their local community. Religious Education offers the children the means by which to understand other people's cultures and ways of life giving them the ability to make connections with their own beliefs.

Planning

The long-term plan for Religious Education ensures that there is coverage of the chosen religions. The school website has links to our yearly overview planning, which shows the Religious Education coverage for each class throughout each term. This has been separated into year groups: Reception, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6. The planning exemplars from the Somerset agreed syllabus are used alongside the Understanding Christianity resources.

This helps us to plan and to ensure the lessons are increasing the depth of understanding and range of knowledge throughout the primary years.

Knowledge and skills progression through the school

At High Ham in KS1 and KS2 skills and knowledge will be developed through each phase of learning by building on previous levels of understanding. The full progression throughout the primary phase in the key areas outlined below is available to view.

Key Stage 1: Christianity

By the end of Key Stage One, all pupils must be secure in their knowledge and understanding of the following.

Key belief – Salvation

Belief – God and Creation

Belief – Incarnation

Belief – Agape (selfless, sacrificial, unconditional love) Gospel

Key Stage 1: Judaism

Key belief: God and the Covenant

Belief: Torah

Key Stage 1: Humanism

- Be familiar with the terms 'Humanist' and 'atheist'.
- Know that of utmost importance for a Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world.
- Know that many Humanists are 'atheists': they do not believe in a deity or deities.
- Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.
- Be able to recognise the 'happy human' as a symbol of Humanism (showing that the human being and the potential of human activity to shape our world are at the center of what Humanists believe).

Full details of the Key Stage One content can be found on the 'Awareness, Mystery and Value' website

Key Stage 2: Christianity

By the end of Key Stage Two all pupils must be secure in their knowledge and understanding of the following.

Key belief – Salvation

Belief - God

Belief – Incarnation

Belief – Agape (selfless, sacrificial, unconditional love) Gospel

Judaism

Key belief: God and the Covenant

Belief: Torah

Islam

Key belief – Islam (Submission to the will of Allah)

Belief – Iman (faith) Messengers of Allah

Hinduism

Key Belief – Dharma. (Right-living, respecting life, honouring Natural world)

Belief – Deity (Brahman, Deva, Devi, Avatar)

Belief – Atman (The Divine within)

Humanism

- Be familiar with the term 'agnostic' and its two related meanings – 1) a person who holds that nothing is known or can be known about anything beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic.
- Be able to say why Humanism is a life stance but not a religion.
- Know how secular Humanists regard life and death. They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life.
- Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why.
- Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott.
- Know that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John Lennon's Imagine.
- Be aware of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.

Full details of the Key Stage Two content can be found on the 'Awareness, Mystery and Value' website

Recording

Children record when appropriate in separate RE books. Much of the learning in RE is through discussion and role play.

Assessment

Teachers use the assessment tracking documents linked to the Somerset Agreed Syllabus.

Reporting

At the end of the year, which are given to parents at the end of the year, a judgment will be made regarding their child's attainment in Religious Education. A comment will be added regarding their child's approach and attitude towards the subject.

Monitoring

[#HHSIAMS7](#) twitter feed shows evidence of the learning taking place in Religious Education. The curriculum leader will work alongside their curriculum partner to collate the evidence including analysing how planning for learning episodes matches the evidence in books, learning walks, interviews with pupils about their

learning and discussion with colleagues about what has gone well and lessons learnt. Monitoring by the SIAMS committee will also take place with the curriculum leader. Where relevant the implementation of school policies (such as marking) will be reviewed in light of the well-being school's agenda (an aspect of the School Development Plan) to ensure the workload for RE is both manageable and is making an impact on the children's learning.

Review

April 2023