

## Curriculum Overview High Ham Church of England Primary School

### Curriculum Area: Religious Education

#### Curriculum Lead: Ann Edwards

*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 learning about different religions and beliefs.*

#### **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 planning exemplars from the Somerset agreed syllabus are used alongside the Understanding Christianity resources.

#### **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 centre of what Humanists believe).

Full details of the Key Stage One content can be found here ['Awareness, Mystery and Value'](#).

## **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 here ['Awareness, Mystery and Value'](#).

## **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 on the annual report to parents 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 show 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 schools 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**

October 2020

**Originally written and reviewed by Ann Edwards and Jane Rosser. Oct 2019.**