

## Nawton and Rosedale Abbey CP Schools Federation

### Curriculum Statement for Religious Education

#### Rationale:

At Nawton and Rosedale Abbey CP Schools we see Religious Education as a vital element of a broad and balanced curriculum. The study of R.E. helps to build pupils' understanding and appreciation of different beliefs, practices and religions, and how these relate to the modern world. To educate them to live in a region, nation and World – not merely in a village.

We aim to inspire and challenge our pupils by:

- Helping them to develop respect, tolerance and empathy
- Challenging stereotypes and promoting a positive and inclusive community
- Enabling them to explore and celebrate the diversity of our local community, the UK and the global community
- Enabling them to develop their own values and beliefs.

‘The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.’ North Yorkshire Agreed Syllabus for RE, 2024-2029.

The following three-fold aims of RE elaborate on the principal aim:

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities;

- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion.<sup>3</sup>

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

### **Curriculum Intent:**

RE is key to preparing pupils for life in Modern Britain. Preparation is achieved through equipping pupils with the ability to understand their place in the wider culturally diverse society and by giving opportunities to experience diversity within the wider community through links and visits to local faith communities and places of worship. Major religions are studied and respected and offer children the chance to reflect on our core values and British values.

The intent of our RE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living. It will equip pupils with systematic knowledge and understanding of a range of religions and world views, enabling them to develop their ideas, values and identities.

We provide our children with opportunities for them to learn about, and from, religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.

They will be equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.

Our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.

The RE curriculum is:

- thoughtful and stimulating
- develops children's knowledge and understanding of religions and world views

- enables them to express and communicate their ideas
- gain the skills needed for the study of RE.

Ensures that teachers:

- have a clear understanding of what pupils need to know, understand and demonstrate in their work
- plan several opportunities in each unit of work for pupils to show their understanding

Ensures that children:

- Develop their moral compass - recognise the difference between right and wrong and readily apply this
- reflect upon their own beliefs and cultural practices
- make informed personal choices
- empathise with and an understanding of others.

### **Curriculum Implementation:**

5% of curriculum time will be allocated to RE. The RE Curriculum will be taught through a 'RE Question Day' and by a regular timetabled series of weekly 1 hour lessons based around a key question to ensure coherence and progression in RE learning.

As a federation both schools implement the guidance published in the North Yorkshire Agreed Syllabus and the accompanying scheme of work to provide the content of our RE curriculum. In developing this curriculum, we have utilised components of published RE materials including the NORTH YORKSHIRE AGREED SYLLABUS 2024-2029, RE TODAY and NATRE resources to create the RE scheme of work.

The following additions have been made to the RE Scheme of Work:

- An additional Unit at the point to transition from KS1 to KS2, Who are Hindus and what do they believe? To ensure that children are able to make comparisons with Hinduism alongside Christianity, Islam and Judaism in KS2.

The RE curriculum is delivered using a two year rolling programme for Key Stage 1 and Key Stage 2 to enable all of our pupils to receive their full entitlement within our mixed-age class structure.

Cycle A	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Class One (EYFS)	Which stories are special and why? <b>Believing</b>	Which people are special and why? <b>Believing</b>	What places are special and why? <b>Expressing</b>	What times are special and why? <b>Expressing</b>	Being Special: Where do we belong? <b>Living</b>	What is special about our world? <b>Living</b>
Class Two (KS1)	Who is a Christian and what do they believe? <b>Believing</b>		Who is a Muslim and what do they believe? <b>Believing</b>	1.9 Who is a Hindu and how do they live? <b>Believing</b>	Who is Jewish and what do they believe? <b>Believing</b>	
Class Three (LKS2)	What do different people believe about God? <b>Believing</b> L2.11 What does it mean to be a Humanist in Britain today?		Why is the Bible so important for Christians today? <b>Believing</b>	Why is Jesus inspiring to some people? <b>Believing</b>	Why do people pray? <b>Expressing</b>	Why are festivals important to religious communities? <b>Expressing</b>
Class Four (UKS2)	Why do some people believe God exists? <b>Believing</b>	What would Jesus do? Can we live by the values of Jesus in the 21 <sup>st</sup> century? <b>Believing</b>	What do religions say to us when life gets hard? <b>Believing</b>	If God is everywhere, why go to a place of worship? <b>Expressing</b>	Is it better to express your beliefs in arts and architecture or in charity and generosity? <b>Expressing</b>	What does it mean to be a Muslim in Britain today? <b>Living</b>

Cycle B	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Class One (EYFS)	Which stories are special and why? <b>Believing</b>	Which people are special and why? <b>Believing</b>	What places are special and why? <b>Expressing</b>	What times are special and why? <b>Expressing</b>	Being Special: Where do we belong? <b>Living</b>	What is special about our world? <b>Living</b>
Class Two (KS1)	What can we learn from sacred books? <b>Believing</b>	What makes some places sacred? <b>Expressing</b>		How and why do we celebrate special and sacred times? <b>Expressing</b>	What does it mean to belong to a faith community? <b>Living</b>	How should we care for others and the world and why does it matter? <b>Living</b>
Class Three (LKS2)	<i>How do people from religious and non-religious communities celebrate key festivals?</i> <b>Expressing</b>	Why do some people think life is a journey and what significant experiences mark this? <b>Expressing</b>	What does it mean to be a Christian in Britain today? <b>Living</b>	What does it mean to be a Hindu in Britain today? <b>Living</b>	What can we learn from religions about deciding what is right and wrong? <b>Living</b>	How do family life and festivals show what matters to Jewish people? <b>Living</b>
Class Four (UKS2)	What matters most to Christians and Humanists? <b>Living</b>	What difference does it make to believe in ahimsa? <b>Living</b>	<i>What can be done to reduce racism? Can religion help?</i> <b>Living</b>		<i>Green religion? How and why should religious communities do more to care for the Earth?</i> <b>Living</b>	

In the EYFS, RE is non-statutory for Nursery children, but is incorporate in variety of ways through adult-led and supported tasks and child-initiated learning in provision areas.

RE is a compulsory part of the basic curriculum for all Reception age pupils, and is taught according to this Agreed Syllabus for RE. Practitioners will take into account the Characteristics of Effective Learning when they are planning, leading or supporting learning.

The following world religions of Christianity, Islam and Judaism are taught and compared in Key Stage 1 and Christianity, Islam, Judaism, Hinduism alongside Humanism in Key Stage 2.

In each phase, EYFS (Reception), KS1, Y3/4 and Y5/6, units of work provide the systematic study of individual religions to ensure pupils are well prepared for later units that ask them to compare religions. Typically individual religions are taught during the Autumn and Spring Terms and they will then be asked to compare them in the Summer Term. Their knowledge of the taught world religions is built on sequentially each year.

Each unit is driven by pupils responding to a key question which they explore from a range of perspectives and world views.

All units of work are based around the three strands of believing, expressing and living and focuses on helping the children to see their interconnection.

Expressing: Religious forms of expression, questions about identity and diversity

Believing: Religious beliefs, teachings, sources, questions about meaning, purpose and truth

Living: Religious practices and ways of living, questions about values and commitments

## D2 A progression overview for 5-14s: outcomes

Aims in RE: A progression grid	At the end of key stage 1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:	At the end of key stage 3 most pupils will be able to:
<b>Know about and Understand</b> A1. Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Explain and interpret ways that the history and culture of religious and non-religious worldviews influence individuals and communities, including a wide range of beliefs and practices in order to appraise reasons why some people support and others question these influences;
<b>Know about and Understand</b> A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religious and non-religious worldviews	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	Explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religious and non-religious worldviews as coherent systems or ways of seeing the world;
<b>Know about and Understand</b> A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;	Explain how and why individuals and communities express the meanings of their beliefs and values in many different forms and ways of living, enquiring into the variety, differences and relationships that exist within and between them;
<b>Express and Communicate</b> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;	Explain the religious and non-religious worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology;
<b>Express and Communicate</b> B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	Observe and interpret a wide range of ways in which commitment and identity are expressed. They develop insightful evaluation and analysis of controversies about commitment to religious and non-religious worldviews, accounting for the impact of diversity within and between communities;
<b>Express and Communicate</b> B3. Appreciate and appraise varied dimensions of religion	Notice and respond sensitively to some similarities between different religious and non-religious worldviews;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews;	Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied;
<b>Gain and deploy skills</b> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;	Explore some of the ultimate questions that are raised by human life in ways that are well-informed, and which invite reasoned personal responses, expressing insights that draw on a wide range of examples including the arts, media and philosophy;
<b>Gain and deploy skills</b> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;	Examine and evaluate issues about community cohesion and respect for all in the light of different perspectives from varied religious and non-religious worldviews;
<b>Gain and deploy skills</b> C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed, and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media.

## End of EYFS Outcomes:

In line with the DfE's 2013 EYFS Profile, RE can, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils:

### Communication and Language:

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources. They talk about how they and others show feelings.
- They develop their own narratives in relation to stories they hear from different communities.

### Personal, Social and Emotional Development:

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Children think and talk about issues of right and wrong and why these questions matter.
- They respond to significant experiences showing a range of feelings when appropriate.
- They have a developing awareness of their own needs, views and feelings and be sensitive to those of others.
- Children have a developing respect for their own cultures and beliefs, and those of other people.
- They show sensitivity to others' needs and feelings, and form positive relationships.

### Understanding the World:

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- They begin to know about their own cultures and beliefs and those of other people.
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

### Expressive Arts and Design:

- Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.
- They respond in a variety of ways to what they see, hear, smell, touch and taste.

**End of Year Outcomes.**

<b>End of Nursery</b>	<b>Expectation</b>	<b>I can statements</b>
<b>A – Know &amp; Understand</b>	Explore simple stories and celebrations; notice special objects and times.	<ul style="list-style-type: none"><li>• I can listen to stories about special times.</li><li>• I can notice things that are special to other people.</li></ul>
<b>B – Express &amp; Communicate</b>	Share experiences and feelings about special events.	<ul style="list-style-type: none"><li>• I can talk about something special that happened to me.</li><li>• I can say how a celebration makes me feel.</li></ul>
<b>C – Gain &amp; Deploy Skills</b>	Join in with role-play and ask simple questions.	<ul style="list-style-type: none"><li>• I can try activities linked to celebrations.</li><li>• I can ask questions when I see something new.</li></ul>

<b>Reception</b>	<b>Expectation</b>	<b>I can statements</b>
<b>A – Know &amp; Understand</b>	Talk about special stories, people, places, times and the world.	<ul style="list-style-type: none"><li>• I can talk about a story that is special.</li><li>• I can say who is special to me.</li></ul>
<b>B – Express &amp; Communicate</b>	Express ideas about what is special and respond with curiosity.	<ul style="list-style-type: none"><li>• I can talk about why a place is special.</li><li>• I can say how we should look after our world.</li></ul>
<b>C – Gain &amp; Deploy Skills</b>	Use early enquiry skills and join in activities.	<ul style="list-style-type: none"><li>• I can ask questions about things that are new.</li><li>• I can use words like special and celebrate.</li></ul>

<b>End of Year 1</b>	Expectation	I can statements
<b>A – Know &amp; Understand</b>	Recall simple stories, practices, festivals, symbols.	<ul style="list-style-type: none"> <li>• I can name religious stories.</li> <li>• I can spot special symbols.</li> </ul>
<b>B – Express &amp; Communicate</b>	Talk about ideas and feelings.	<ul style="list-style-type: none"> <li>• I can talk about how a story makes me feel.</li> <li>• I can say why something might be special.</li> </ul>
<b>C – Gain &amp; Deploy Skills</b>	Ask simple questions; identify features.	<ul style="list-style-type: none"> <li>• I can ask questions about celebrations.</li> <li>• I can point out parts of an artefact.</li> </ul>

<b>End of Year 2</b>	Expectation	I can statements
<b>A – Know &amp; Understand</b>	Retell stories; describe practices.	<ul style="list-style-type: none"> <li>• I can retell a religious story.</li> <li>• I can describe a celebration.</li> </ul>
<b>B – Express &amp; Communicate</b>	Respond thoughtfully.	<ul style="list-style-type: none"> <li>• I can explain why a celebration matters.</li> <li>• I can talk about similarities.</li> </ul>
<b>C – Gain &amp; Deploy Skills</b>	Compare practices; use vocabulary.	<ul style="list-style-type: none"> <li>• I can compare two celebrations.</li> <li>• I can use words like sacred.</li> </ul>

<b>End of Year 3</b>	Expectation	I can statements
<b>A Know &amp; Understand</b>	Describe features; recognise diversity.	<ul style="list-style-type: none"> <li>• I can describe worship or festivals.</li> <li>• I know not everyone believes the same.</li> </ul>
<b>B Express &amp; Communicate</b>	Give reasons for ideas.	<ul style="list-style-type: none"> <li>• I can explain why a story matters.</li> <li>• I can share ideas respectfully.</li> </ul>
<b>C – Gain &amp; Deploy Skills</b>	Investigate objects/texts.	<ul style="list-style-type: none"> <li>• I can explore artefacts.</li> <li>• I can sequence events.</li> </ul>

<b>End of Year 4</b>	Expectation	I can statements
<b>A – Know &amp; Understand</b>	Link beliefs, stories, actions.	<ul style="list-style-type: none"> <li>• I can link teachings to actions.</li> <li>• I can explain how a text guides believers.</li> </ul>
<b>B – Express &amp; Communicate</b>	Offer insights; recognise similarities/differences.	<ul style="list-style-type: none"> <li>• I can say how beliefs affect actions.</li> <li>• I can compare celebrations.</li> </ul>
<b>C – Gain &amp; Deploy Skills</b>	Interpret texts/symbols.	<ul style="list-style-type: none"> <li>• I can explain a symbol.</li> <li>• I can compare traditions.</li> </ul>

<b>End of Year 5</b>	Expectation	I can statements
<b>A – Know &amp; Understand</b>	Explain connections; explore diversity.	<ul style="list-style-type: none"> <li>• I can explain how beliefs link to actions.</li> <li>• I can show differences between groups.</li> </ul>
<b>B – Express &amp; Communicate</b>	Express reasoned ideas.	<ul style="list-style-type: none"> <li>• I can give my opinion with reasons.</li> <li>• I can respond thoughtfully.</li> </ul>
<b>C – Gain &amp; Deploy Skills</b>	Use enquiry skills.	<ul style="list-style-type: none"> <li>• I can investigate questions.</li> <li>• I can summarise learning.</li> </ul>

<b>End of year 6</b>	Expectation	I can statements
<b>A – Know &amp; Understand</b>	Analyse beliefs and expressions.	<ul style="list-style-type: none"> <li>• I can analyse religious ideas.</li> <li>• I can evaluate ways people express belief.</li> </ul>
<b>B – Express &amp; Communicate</b>	Offer coherent insights.	<ul style="list-style-type: none"> <li>• I can justify opinions using evidence.</li> <li>• I can explain belief impact on choices.</li> </ul>
<b>C – Gain &amp; Deploy Skills</b>	Evaluate viewpoints.	<ul style="list-style-type: none"> <li>• I can compare viewpoints fairly.</li> <li>• I can use RE vocabulary confidently.</li> </ul>

### **Cross Curricular Links:**

RE provides many links with other curriculum subjects including:

- Geography: a knowledge of religion in other countries and continents
- History: an understanding of the role that religion has played in our history, for example, the spread of Christianity to Britain in Anglo Saxon times.
- Art: the religious subject matter of great paintings;
- Music: how religion has inspired great works of music such as Handel's Messiah.
- RE is integral to the development of Social, Spiritual, Moral and Cultural education and the promotion of British Values.

### **Enrichment:**

The RE Curriculum is enriched in a variety of ways including:

- Visits to places of worship
- Religious visitors to school

### **Progression and Assessment:**

EYFS Regular observations and assessments of learning are recorded and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes for The World – People and Communities.

Pupils' learning in RE is assessed using the outcomes from the RE scheme of work. KS1 and KS2 Pupils' learning is assessed during and at the end of the unit, using the learning outcomes which are part of the North Yorkshire Scheme of Work. The assessments contribute to a summative judgement at the end of the phase, Reception, KS1, Y3/4 and Y5/6.

### **Impact:**

We will evaluate the RE curriculum each year through learning observations, assessments, and pupil discussions, with wider impact monitored through SMSC and PSHE. Our RE curriculum aims for pupils to:

- extending their knowledge and understanding of religions and beliefs
- developing a religious vocabulary and interpret religious symbolism in a variety of forms
- reflecting on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views
- exploring ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society