

Religious Education

National Curriculum 2014: **Rodney House School Modified Programme of Study**

Key Stage 1

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year A	My religion / The religion of my family, friends or others in my class: Sounds and songs, special days, festivals and celebrations, smells, tastes and foods, images and art, stories / poems, special people and artifacts, places of worship, moral values All pupils to take part in a daily act of collective worship					
Year B						

Key Stage 2 (lower)

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year A	The religions of those in my community: Sounds and songs, special days, festivals and celebrations, smells, tastes and foods, images and art, stories / poems, special people and artifacts, places of worship, moral values All pupils to take part in a daily act of collective worship					
Year B						

Key Stage 2 (upper)

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year A	The religions of others around the world: Similarities and differences between religions, sounds and songs, special days, festivals and celebrations, smells, tastes and foods, images and art, stories / poems, special people and artifacts, places of worship, moral values, All pupils to take part in a daily act of collective worship					
Year B						

References:

B Squared <http://www.bsquared.co.uk/>

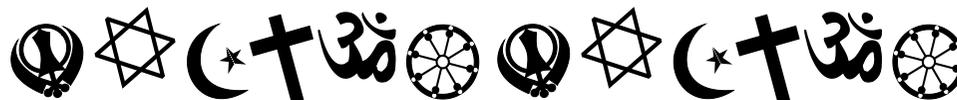
National curriculum: <https://www.gov.uk/government/collections/national-curriculum>

Equals: www.equals.co.uk

Manchester RE syllabus : http://www.mewan.net/curriculum/re/index.php?category_id=46

Additional Information:

Religion is the experience and expression of faith. RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. It helps pupils develop an understanding and appreciation of themselves, others; experience the times of stillness, quietness and develop the skill of reflection. Planning will be partially determined by Multi-Faith Calendar.



Manchester Agreed Syllabus for Religious Education 2011

Which religions and beliefs should we teach?

Breadth of study

The knowledge, skills and understanding are developed through the breadth of study, which has three elements:

- religions and beliefs;
- themes; and
- experiences and opportunities.

When developing schemes of work, it is important to balance the three elements of the breadth of study. At times learning will focus on the discrete study of a religion. On other occasions, the theme or experience will be the central element. It is of course possible to combine all three elements. For example, visiting a place of worship can enhance the theme of symbols as well as develop knowledge and understanding of the religion being studied.

Religions and beliefs

To make sure the legal requirements are met and the curriculum is broad and balanced this Agreed Syllabus specifies that:

- Christianity should be studied throughout each Key Stage;
- the other principal religions represented in Great Britain (here regarded as Buddhism, Hinduism, Islam, Judaism and Sikhism) should be studied across the key stages; and
- by the end of Key Stage 3 pupils must have encountered all of these six principal religions in sufficient depth.

It is also essential that RE enables pupils to share their own beliefs, viewpoints and ideas without embarrassment or ridicule. Many pupils come from religious backgrounds but others have no attachment to religious beliefs and practices.

The Manchester Agreed Syllabus follows this advice by stipulating the following breadth of study:

EYFS	Christianity and any other religion(s) relevant to children in the school. The choice of religion should reflect the composition of the school. RE does not have to be provided for children in nursery education but it is able to make a valuable contribution to most of the early learning goals. It is a statutory requirement for reception children aged 5 years.
KS 1	Christianity and Islam. Schools may in addition choose to include any other religion(s) relevant to children in the school. The choice of religion should reflect the composition of the school.

KS 2	<p>Christianity, Islam and Judaism. Schools may in addition choose to include any other religion(s) and / or belief(s) relevant to children in the school. These may include non-religious beliefs. A school may choose to study a religion or denomination with a significant local presence.</p>

Pupils must study the following six aspects of Christianity, the other religions and beliefs in order to achieve an all-round religious education. These aspects are sometimes referred to as 'key concepts'.

Beliefs, teachings and sources

- Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs
- Understanding and responding critically to beliefs and attitudes.

Practices and ways of life

- Exploring the impact of religions and beliefs on how people live their lives.
- Understanding that religious practices are diverse, change over time and are influenced by cultures.

Expressing meaning

- Appreciating that individuals and cultures express their beliefs and values through many different forms.

Identity, diversity and belonging

- Understanding how individuals develop a sense of identity and belonging through faith or belief.
- Exploring the variety, differences and relationships that exist within and between religions, values and beliefs.

Meaning, purpose and truth

- Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.

Values and commitments

- Understanding how moral values and a sense of obligation can come from beliefs and experience.
- Evaluating their own and others' values in order to make informed, rational and imaginative choices.

Guidance on how pupils can progress in their depth of understanding in relation to these aspects and to each religion and beliefs can be found in the Guidance section.

Pupils should also study how religions relate to each other, recognising both similarities and differences within and between religions. They should be encouraged to reflect on:

- the significance of interfaith dialogue
- the important contribution religion can make to community cohesion and the combating of religious prejudice and discrimination.

Themes

The themes provide the context for 'learning about religion' and 'learning from religion'. They may be taught separately, in combination with other themes, or as part of religions and beliefs. However the themes are combined, the knowledge, skills and understanding should be covered with sufficient breadth and depth. The specificity of content, both in terms of religions and beliefs studied and themes, is the legal responsibility of the Agreed Syllabus Conference or faith community.

Experiences and opportunities

Pupils should be provided with a range of experiences and opportunities that can enrich and broaden their learning in RE

