



Statement of Curriculum Intent – RE

The Big Ideas / Key Concepts for RE are:

- Respect
- Empathy
- Faith

The overarching aim of the RE curriculum at Duxford CofE Community Primary School is

The RE teaching at Duxford aims to develop pupils' knowledge and understanding of Christianity and the other world religions represented in this country, and to explore, reflect on and respond to human experience in the light of their study. In line with national RE requirements, children are expected to learn both about and from religions.

Our aim is that children leave this school

All pupils in Duxford Primary School are entitled to receive Religious Education (RE) and it forms part of the spiritual, moral and cultural education in the school. RE has equal status with all the subjects of the National Curriculum and the syllabus that the school delivers is in line with Understanding Christianity units and the Emmanuel Project (as requested by the Diocese) and the 2018 Agreed Syllabus for Cambridgeshire Schools. This specifies the statutory core units of study (CU), for each key stage and the minimum number of School-Designed Unit. Core concepts are explored using key questions and a three prong approach being; Text, Impact and Connections. Additional units of work are based on the "Community of Enquiry" approach to teaching and learning. The remaining units, mostly exploring other religions (50%) are also explored through the enquiry methodology where a key question is explored through a number of smaller questions over a series of lessons.

Understanding Christianity is a substantial resource to support teaching of Christianity in Religious Education, supported and developed by the Church of England. It explores significant theological concepts within Christianity as part of 'developing pupils' wider religious, theological and cultural literacy'. It seeks to 'support teachers in developing their own knowledge and understanding of Christianity theology to be able to teach with confidence.'

The Emmanuel Project was developed in Suffolk with much the same aims, and grew out of the work of an RE Adviser involved in planning Understanding Christianity. It unpacks key theological concepts in different world faiths, viewing their scriptures, practices and lifestyles systematically through these. Originally written to meet the Suffolk agreed syllabus requirements, it is now used much more widely.

With such similar approaches, the Emmanuel Project works well alongside Understanding Christianity.

The curriculum coverage ensures this by

- A holistic approach that builds on prior learning and the needs of the individual child
- Allowing scope for a variety of practical activities, including the constant refinement of RE concepts
- Revisiting and building upon prior learning experiences

- Allowing learners the opportunity to appraise and modify their work as often as possible
- Providing open-ended learning experiences where appropriate, to encourage learners' innate creativity
- Introducing learners to different religions
- Making links with the school, local and wider community wherever possible

Teaching should ensure that there is a regular review of prior learning at the start of each lesson. Key vocabulary should be actively taught and definitions learned by children and these should be displayed in the classroom. Lessons should be planned so that children learn important information in a logical sequence and that lessons are learning not 'doing'. Teaching should be supported by trips, visits and real experiences wherever possible and these should be placed towards the middle/end of the teaching sequence, once knowledge has been learned. Wherever possible, children should be facilitated to see real examples of what they are learning about, and if this is not possible, video, audio clips, photographs and drawings should be used.

Progression through the subject is planned to ensure that the content of the National Curriculum is taught in a logical way that builds on previous knowledge and skills. We follow the 50% Christianity section of this plan.

Curriculum progression is as follows:

Possible EYFS Scheme of work / Long Term Plan

The EYFS units for Understanding Christianity, both the main units and the 'Digging Deeper' sections, were based on the six EYFS units of the Emmanuel Project. On the flash drive, you will find detailed copies of the original units. In each, there is an encounter with a story from a different religion. The Emmanuel Project uses the units in the order below, which matches the seasons of the school year and Christian calendar well and may be a useful steer for those using 'Understanding Christianity'.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Why is the word 'God' so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious?	How can we care for our wonderful world?
CREATION 1	INCARNATION 1	SALVATION 2	SALVATION 1	INCARNATION 2	CREATION 2
<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>	<i>Including an encounter with ...</i>
<i>A Muslim whispering Allah in a baby's ear</i>	<i>A Muslim story: Muhammad and the Ants</i>	<i>A Sikh story: Har Gobind and the 52 Princes</i>	<i>A Buddhist story: The Monkey King</i>	<i>Hindus celebrating at Raksha Bandhan</i>	<i>Tu be Shevat: the Jewish 'Birthday of Trees'</i>

Possible KS1 Scheme of work / Long Term Plan – 50% Christianity

NB: This is an example. The purple units are from **UNDERSTANDING CHRISTIANITY**. The units on Judaism and Islam are from **Emmanuel**. Refer to your RE subject leader for guidance on selecting religions other than Christianity; they may do this in relation to a locally agreed syllabus or the religions represented in your local area. This particular example allows for a school-designed unit of another faith and suggests key concepts around which to base these; the **Emmanuel** units will give a useful pattern for developing such units in an Enquiry Cycle model.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR
Christianity God <i>What do Christians believe that God is like?</i>	Judaism Mitzvot / tzedakah <i>Why is learning to do good deeds so important to Jewish people?</i>	Christianity Creation <i>Who made the world?</i>	Christianity Salvation <i>Why does Easter matter to Christians? (Core Learning)</i>	Judaism Creation / blessings <i>Why do Jewish families say so many prayers and blessings?</i>	<i>If your local syllabus requires you to teach a unit on a different religion, put your own together here e.g.</i> Buddhism Meta (kindness) Hinduism Ahimsa (non-violence/respect for life) Sikhism Sewa (service)	1 OR A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR
Judaism Teshuvah <i>Why do Jewish families talk about repentance at New Year?</i>	Christianity Incarnation <i>Why does Christmas matter to Christians?</i>	Islam Mercy / compassion <i>How do some Muslims show Allah is compassionate and merciful?</i>	Christianity Salvation <i>Why does Easter matter to Christians? (Digging Deeper)</i>	Judaism Torah / rabbi <i>Why is the Torah such a joy for the Jewish community?</i>	Christianity Gospel <i>What is the good news that Jesus brings?</i>	2 OR A

Possible LKS2 Scheme of work / Long Term Plan – 50% Christianity

NB: This is an example. The purple units are from **UNDERSTANDING CHRISTIANITY**. The units on other world faiths are from **Emmanuel**. Refer to your RE subject leader for guidance on selecting religions other than Christianity; they may do this in relation to a locally agreed syllabus or the religions represented in your local area.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity People of God <i>What is it like to follow God?</i>	Judaism Covenant <i>What symbols and stories help Jewish people remember their covenant with God?</i>	Hinduism Karma <i>Why do Hindus want to collect good <u>karma</u>?</i>	Christianity Gospel <i>What kind of a world did Jesus want?</i>	Christianity Kingdom of God <i>When Jesus left, what was the impact of Pentecost?</i>	Islam Submission <i>How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?</i>	YEAR 3 OR A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity Creation <i>What do Christians learn from the Creation story?</i>	Christianity Incarnation <i>What is the Trinity?</i>	Hinduism Dharma <i>How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u>?</i>	Christianity Salvation <i>Why do Christians call the day Jesus died 'Good Friday'?</i>	Islam Prophethood <i>Why do Muslims call Muhammad the 'seal of the <u>prophets</u>'?</i>	Sikhism* Equality <i>How do Sikhs put their beliefs about <u>equality</u> into practice?</i>	YEAR 4 OR B

**Or the unit entitled: *How does the teaching of the gurus move Sikhs from dark to light?*

Possible UKS2 Scheme of work / Long Term Plan – 50% Christianity

NB: This is an example. The purple units are from **UNDERSTANDING CHRISTIANITY**. The units on other world faiths are from **Emmanuel**. Refer to your RE subject leader for guidance on selecting religions other than Christianity; they may do this in relation to a locally agreed syllabus or the religions represented in your local area.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Christianity God <i>What does it mean if God is loving and holy?</i>	Christianity Incarnation <i>Was Jesus the Messiah?</i>	Hinduism* Moksha <i>What spiritual pathways to Moksha are written about in Hindu scriptures?</i>	Christianity Salvation <i>What did Jesus do to save human beings?</i>	Buddhism Enlightenment <i>How did Buddha teach his followers to find enlightenment?</i>	Islam* Revelation <i>What does the Qur'an reveal about Allah and his guidance?</i>	YEAR 5 OR A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Humanism** Happiness <i>Why do humanists say happiness is the goal of life?</i>	Hinduism Brahman <i>How do questions about Brahman and atman influence the way a Hindu lives?</i>	Christianity Kingdom of God <i>What kind of king is Jesus?</i>	Christianity Salvation <i>What difference does the resurrection make for Christians?</i>	Islam Tawhid <i>How does <u>tawhid</u> create a sense of belonging to the Muslim community?</i>	Christianity Creation <i>Creation and science: conflicting or complementary?</i>	YEAR 6 OR B

* OR choose Judaism **What is holiness for Jewish people: a place, a time, an object or something else?**

** OR choose Buddhism **How does the Triple Refuge help Buddhists in their journey through life?**

We ensure that this curriculum links with other areas of curriculum by

RE weaves its way into every aspect of our lives and relates to all areas of the curriculum. RE is a very creative subject and its ideas can be expressed through art, music, writing, history and others. We try to ensure that pupils realise the positive contribution of both men and women of any culture or race to the subject. We will not only emphasise the positive effects of RE on the world but also include problems, which some human activities can produce.