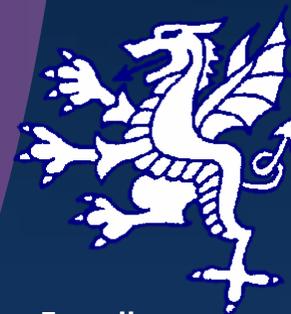




Horningsham Primary School Religious Education Overview



Together
we learn

RE Curriculum

Curriculum

The school follows the Wiltshire Syllabus for RE and use Discovery RE as a toolkit for implementing this.

Discovery RE Scheme of Work is a set of Religious Education lesson planning for the whole Primary school, years F1 through to Year 6.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief.

RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Organisation and Teaching

RE is taught by an RE specialist teacher throughout the school, weekly for 45 minutes. The classes work on a rolling programme (Robins and Woodpeckers two years and Owls three years).

Supporting British Values

Individual liberty

Discovery RE promotes the idea that individuals have freedom to choose what they believe. Woven into every enquiry is the idea that not everyone is the same. Through enquiries children are given the opportunity to explore, gain knowledge and to reach an understanding that people are at liberty to choose how they express their faith and what they believe in.

Rule of law

There are many examples of 'rule of law' within Discovery RE. Children are encouraged to think about the laws, commandments, expectations within a faith and how those rules would impact on their own lives as well as on the lives of the people within those religions. Children are enabled to understand the origins of the various codes of conduct, rules, laws and expectations put forward by different religions and belief positions, and to consider their own position in relation to these.

Mutual respect, democracy and tolerance of those of different faiths and beliefs.

These three concepts stand at the very heart of every classroom. Every lesson is a chance to demonstrate them. Teachers have opportunity to model respect, tolerance and democracy within the classroom, allowing all children the opportunity to speak, using class voting systems and debate and using trips and visitors to bring the subject to life. Through learning about faith practices and really investigating what they mean for the individuals, children are encouraged to develop mutual respect and tolerance but also to develop critical thinking skills enabling them to question and discuss beliefs and the ways they might be manifested. They are also enabled, through their knowledge, to challenge ideas about religion and spot intolerance when they see it amongst their community and in the media. Discovery RE advocates the holistic study of one religion/belief system at a time to avoid confusion, but in due course, children will begin to identify similarities and draw comparisons between different faiths. Through the framework of their own experience, they learn to understand and respect the experiences of others. They are also enabled through their knowledge to challenge ideas about religion and recognise intolerance.

KS1 Wiltshire RE Syllabus

Principal Aim of RE

To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.

Focus of RE at KS1:

Religious education aims to promote the personal development of children through an exploration of the world of religion in terms of its special people, stories, times, places and objects and by visiting places of worship. A key part of personal development is spiritual development. A major contribution to this is gained through helping children to reflect on that which is of worth and value in their lives and the lives of others. Children will also learn to appreciate that spirituality, for most religious people, will spring from their belief in and relationship with God. Learning should help children investigate and reflect on their own thoughts, feelings and experience, as appropriate to their age. At the same time, it should help them to begin to explore religion in its various forms and contexts. These two dimensions – Exploring and responding – are inextricably linked and RE should be a balance of both.

KS2 Wiltshire RE Syllabus

Principal Aim of RE

To engage pupils in enquiring into key questions arising from study of religion and belief, so as to promote their personal and spiritual development.

Focus statement

During Key Stage 2 pupils should begin to engage in a more systematic study of religion whilst at the same time reflecting on their own beliefs, values and questions in light of what they are learning. Pupils should study Christianity throughout the four years and also aspects of at least two other principal religions covering Western and Eastern traditions. They should begin to recognise the impact of religion and belief locally, nationally and globally and consider the different forms of religious expression.

Pupils should

- consider the beliefs, teachings, practices and ways of life central to religion learn about sacred texts and other sources and consider their meanings begin to recognise diversity in religion, learning about similarities and
- differences both within and between Religions and Beliefs, and the importance
- of dialogue between them
- extend the range and use of specialist vocabulary
- recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true
- communicate their ideas, recognising other people's viewpoints
- consider their own beliefs and values and those of others in the light of their learning in religious education

Horningsham Primary School RE Overview

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Owls	Cycle A	Theme	Belief into Action	Christmas	Hindu Beliefs	Easter	Prayer and Worship	Beliefs and moral values
		Key Question	How far would a Sikh go for their religion?	Is the Christmas story true?	How can Brahman be everywhere and in everything?	Did God intend Jesus to be crucified?	What is the best way for a Hindu to show commitment to God?	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?
		Religion	Sikhism	Christianity	Hinduism	Christianity	Hinduism	Hinduism
	Cycle B	Theme	Beliefs and Practices	Christmas	Beliefs and Meaning	Easter	Beliefs and moral values	
		Key Question	What is the best way for a Muslim to show commitment to God?	How significant is it that Mary was Jesus' mother?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead good lives?	
		Religion	Islam	Christianity	Christianity	Christianity	Islam	
	Cycle C	Theme	Belief and Practices	Christmas	Passover	Easter	Rites of Passage and Good Works	Prayer and Worship
		Key Question	How special is the relationship Jews have with God?	What is the most significant part of the nativity story for Christians today?	How important is it for Jewish people to do what God asks them to do?	Is forgiveness always possible?	What is the best way for a Jew to show commitment to God?	Do people need to go to church to show they are Christians?
		Religion	Judaism	Christianity	Judaism	Christianity	Judaism	Christianity

Woodpeckers	Cycle A	Theme	Divali	Christmas	Jesus' Miracles	Easter - forgiveness	Sharing and Community	Prayer and Worship
		Key Question	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its true meaning?	Could Jesus really heal people? Were these miracles or is there some other explanation?	What is good about Good Friday?	Do Sikhs think it is important to share?	What is the best way for a Sikh to show commitment to God?
		Religion	Hinduism	Christianity	Christianity	Christianity	Sikhism	Sikhism
	Cycle B	Theme	What did Jesus teach?	Christmas – Jesus as a gift from God	Prayer at Home	Easter - resurrection	Community and Belonging	Hajj
		Key Question	Is it possible to be kind to everyone all of the time?	Why did God give Jesus to the world?	Does praying at regular intervals every day help a Muslim in their everyday life?	Is it true that Jesus came back to life again?	Does going to the Mosque give Muslims a sense of belonging?	Does completing Hajj make a person a better Muslim?
		Religion	Christianity	Christianity	Islam	Christianity	Islam	Islam

Robins	Cycle A	Theme	Creation Story	Christmas Story	Jesus as a Friend	Easter – Palm Sunday	Shabbat	Chanukah
		Key Question	Does God want Christians to look after the world?	What gift would I have given to Jesus if he had been born in my town, not in Bethlehem?	Was it always easy for Jesus to follow friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Does celebrating Chanukah make Jewish children feel close to God?
		Religion	Christianity	Christianity	Christianity	Christianity	Judaism	Judaism
	Cycle B	Theme	Special People	Christmas	Celebrations	Easter	Story Time	Special Places
		Key Question	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
		Religion	Christianity, Judaism	Christianity	Islam, Judaism	Christianity	Christianity, Buddhism, Islam, Hinduism, Sikhism	Christianity, Judaism, Islam

Owls RE Overview

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	Theme	Belief into Action	Christmas	Hindu Beliefs	Easter	Prayer and Worship	Beliefs and moral values
	Key Question	How far would a Sikh go for their religion?	Is the Christmas story true?	How can Brahman be everywhere and in everything?	Did God intend Jesus to be crucified?	What is the best way for a Hindu to show commitment to God?	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?
	Religion	<i>Sikhism</i>	<i>Christianity</i>	<i>Hinduism</i>	<i>Christianity</i>	<i>Hinduism</i>	<i>Hinduism</i>
Cycle B	Theme	Beliefs and Practices	Christmas	Beliefs and Meaning	Easter	Beliefs and moral values	
	Key Question	What is the best way for a Muslim to show commitment to God?	How significant is it that Mary was Jesus' mother?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead good lives?	
	Religion	<i>Islam</i>	<i>Christianity</i>	<i>Christianity</i>	<i>Christianity</i>	<i>Islam</i>	
Cycle C	Theme	Belief and Practices	Christmas	Passover	Easter	Rites of Passage and Good Works	Prayer and Worship
	Key Question	How special is the relationship Jews have with God?	What is the most significant part of the nativity story for Christians today?	How important is it for Jewish people to do what God asks them to do?	Is forgiveness always possible?	What is the best way for a Jew to show commitment to God?	Do people need to go to church to show they are Christians?
	Religion	<i>Judaism</i>	<i>Christianity</i>	<i>Judaism</i>	<i>Christianity</i>	<i>Judaism</i>	<i>Christianity</i>

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School Cycle	Cycle C	Cycle A	Cycle B	Cycle C	Cycle A	Cycle B	Cycle C	Cycle A	Cycle B
Publisher Cycle	1	2	3	1	2	3	1	2	3

Woodpeckers RE Overview

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	Theme	Divali	Christmas	Jesus' Miracles	Easter - forgiveness	Sharing and Community	Prayer and Worship
	Key Question	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its true meaning?	Could Jesus really heal people? Were these miracles or is there some other explanation?	What is good about Good Friday?	Do Sikhs think it is important to share?	What is the best way for a Sikh to show commitment to God?
	Religion	<i>Hinduism</i>	<i>Christianity</i>	<i>Christianity</i>	<i>Christianity</i>	<i>Sikhism</i>	<i>Sikhism</i>
Cycle B	Theme	What did Jesus teach?	Christmas – Jesus as a gift from God	Prayer at Home	Easter - resurrection	Community and Belonging	Hajj
	Key Question	Is it possible to be kind to everyone all of the time?	Why did God give Jesus to the world?	Does praying at regular intervals every day help a Muslim in their everyday life?	Is it true that Jesus came back to life again?	Does going to the Mosque give Muslims a sense of belonging?	Does completing Hajj make a person a better Muslim?
	Religion	<i>Christianity</i>	<i>Christianity</i>	<i>Islam</i>	<i>Christianity</i>	<i>Islam</i>	<i>Islam</i>

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School Cycle	Cycle B	Cycle A	Cycle B						
Publisher Cycle	1	2	1	2	1	2	1	2	1

Robins RE Overview

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cycle A	Theme	Creation Story	Christmas Story	Jesus as a Friend	Easter – Palm Sunday	Shabbat	Chanukah
	Key Question	Does God want Christians to look after the world?	What gift would I have given to Jesus if he had been born in my town , not in Bethlehem?	Was it always easy for Jesus to follow friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Does celebrating Chanukah make Jewish children feel close to God?
	Religion	<i>Christianity</i>	<i>Christianity</i>	<i>Christianity</i>	Christianity	<i>Judaism</i>	<i>Judaism</i>
Cycle B	Theme	Special People	Christmas	Celebrations	Easter	Story Time	Special Places
	Key Question	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
	Religion	<i>Christianity, Judaism</i>	<i>Christianity</i>	<i>Islam, Judaism</i>	<i>Christianity</i>	<i>Christianity, Buddhism, Islam, Hinduism, Sikhism</i>	<i>Christianity, Judaism, Islam</i>

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
School Cycle	Cycle B	Cycle A	Cycle B						
Publisher Cycle	1	2	1	2	1	2	1	2	1