

Religious Education Curriculum



'Inspiring and achieving success for all!'

Upton Cross Academy

Intent

At Upton Cross Academy, we believe that it is vital for all our pupils to learn from and about the religions of the world so they can understand the world around them. Through religious education, pupils develop their knowledge of world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. The principle aim of religious education is to explore and understand what people believe, how they worship and how this effects the way they choose to live. Through RE our children will learn to handle important questions raised by allowing them time reflect on their own feelings and ideas of how to live.

Our RE curriculum encourages our children to think positively and respectfully of other people's faiths, beliefs and values in order to become polite and well-rounded members of society that celebrate diversity. Furthermore, we develop our children's sense of self, belonging and history through the Curriculum Kernewek units and encourages our children to explore the big questions about life through thematic units.

Implementation

Religious Education is a necessary part of a broad and balanced curriculum and is compulsory for all children in state-funded schools in England. RE is determined locally and a locally agreed syllabus is a statutory syllabus for RE adopted by the local authority. Our agreed syllabus is The Cornwall Agreed Syllabus 2020-2025.

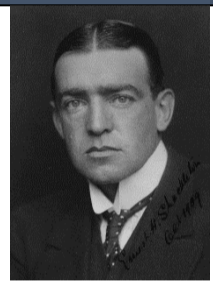
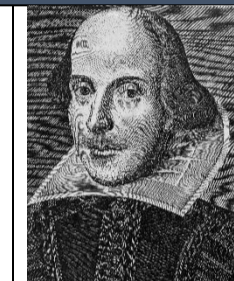
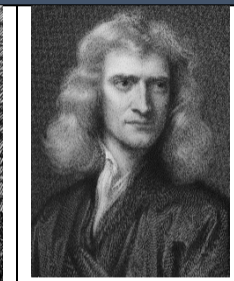



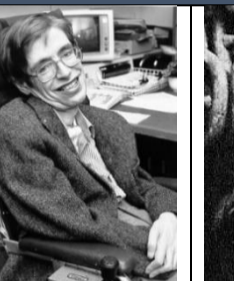
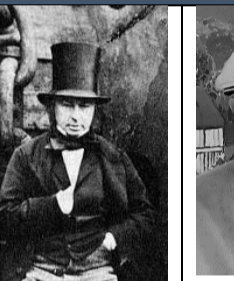

The Cornwall Agreed Syllabus is a spiral curriculum so that children revisit religions throughout their education to build on prior knowledge and understanding. Christianity is the main focus and is taught frequently with Judaism, Islam and Hinduism also covered throughout Key Stage 1 and 2. The curriculum Kernewek is covered in each Year of the 2-year rolling programme. These units give our children the opportunity to develop and apply knowledge and understanding of the religious, spiritual and cultural character of Cornwall.

At Upton Cross Academy, we have a 2-year rolling programme due to mixed age classes in order to cover the curriculum as outlined below. Each RE unit investigates a key question that the children then explore throughout the unit by making sense of beliefs, making connections and understanding the impact.

In all lessons there will be opportunities for discussion and time to allow the children to reflect on their own lives. Throughout a unit there will be a balance between discussion, written accounts and creative responses such as drama, dance, art and poetry as well as between opportunities for individual and group work.

At Upton Cross Academy, RE is taught through the reflective characteristics of learning outlined below, this embraces learning from EYFS through to Y6. We have selected a British ambassador for each characteristic as shown below.

Characteristics of Learning

								
Ernest Shackleton I can find out and explore.	William Shakespeare I play with what I know.	Sir Isaac Newton I am willing to have a go.	Beatrix Potter I am involved and can concentrate.	Emmeline Pankhurst I keep on trying.	Kelly Holmes I enjoy achieving what I set out to do.	Steven Hawking I have my own ideas.	Isambard Brunel I make links in my learning.	David Hockney I choose ways to do things.

Impact

Our children will have a secure knowledge of the different religions studied and be able to confidently communicate the different ways that beliefs are put in to practise by individuals within their everyday lives, communities and the wider world.

Our children will be able to evaluate, reflect upon and make connections between the beliefs and practices studied. They will be able to confidently and respectfully challenge the ideas studied and be comfortable in having their own ideas and thinking challenged by the ideas studied.

Our children will be able to ask and explore big questions about faith, life, themselves, and others. They will exhibit tolerance and respect for different ideas and traditions and be able to celebrate diversity and difference.

Our children will be curious about the world they live in, be compassionate towards others and have the courage to stand up for their ideas and beliefs and those of others. They will appreciate the connections between different people, beliefs, ways of life and cultures and will understand the importance of conservation in protecting the beauty and diversity of the world in which we all live.

EYFS Unit 1 Year Programme

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
F4: Being Special. Where do we belong?	F2: Why is Christmas special for Christians?	F1: Why is the word 'God' special to Christians?	F3: Why is Easter special for Christians?	F5: Which places are special and why?	Which stories are special and why?

2 Year Rolling Programme

	KS1		LKS2		UKS2	
	Year A	Year B	Year A	Year B	Year A	Year B
Autumn Term	1.2 CREATION: Who do Christians say made the World? Harvest 1.10 What does it mean to belong to a faith community?	1.6 Who is Muslim and how do they live? (PART 1) 1.3 INCARNATION: Why does Christmas matter to Christians?	L2.7 What do Hindus believe God is like? L2.3 INCARNATION/ GOD: What is the Trinity and why is it important for Christians? Christmas	L2.1: CREATION/ FALL: What do Christians learn from the creation story? L2.10 How do festivals and family life show what matters to Jewish people?	U2.8 What does it mean to be a Muslim in Britain today? U2.1 GOD: What does it mean if Christians believe God is Holy and Loving?	U2.6 KINGDOM OF GOD: For Christians, what kind of King is Jesus? U2.3 INCARNATION Why do Christians believe Jesus was the Messiah? Christmas
Religions	Christianity	Islam / Christianity	Hinduism / Christianity	Christianity / Judaism	Islam / Christianity	Christianity
Spring Term	1.1 GOD: What do Christians believe God is Like? 1.7 Who is Jewish and how do they live? (PART 1)	1.6 Who is Muslim and how do they live? (PART 2) 1.5 SALVATION: Why does Easter matter to Christians?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? L2.8 What does it mean to be a Hindu in Britain today?	L2.2 PEOPLE OF GOD: What is it like to follow God? L2.9 How do festivals and worship show what matters to a Muslim?	U2.9 Why is the Torah so important to Jewish people? U2.5 : SALVATION: What do Christians believe Jesus did to 'save' Human Beings? Easter	U2.2 CREATION/FALL: Creation & Science – Conflict or Complimentary? U2.7 Why do Hindus want to be good?
Religions	Christianity / Judaism	Islam / Christianity	Christianity / Hinduism	Christianity / Islam	Judaism / Christianity	Hinduism
Summer Term	1/7 Who is Jewish and how do they live? (PART 2) How should we care for the world and for others, and why does it matter?	1.4 GOSPEL: What is the good news Jesus brings? 1.8 CK4RE What makes some people and places in Cornwall sacred?	L2.6 KINGDOM OF GOD: For Christians, what was the impact of Pentecost ? Unit L2.11 CK4RE How and why do people in Cornwall mark significant events in community life?	L2.4 GOSPEL: What kind of world did Jesus want? L2.12 How and why do religious and non-religious people try to make the world a better place?	U2.4 GOSPEL: How to Christians decide how to live? 'What would Jesus do?' Unit U2.12 CK4RE Does faith help people in Cornwall when life gets hard?	U2.7 Why do Hindus want to be good? U2.11 Why do some people believe in God and some people not? OR U2.10 What matters most to Humanists and Christians?
Religions	Judaism	Christianity	Christianity	Christianity	Christianity	Hinduism / Christianity