

# Kingsham Primary School



## Religious Education

**As a University of Chichester Academy Trust school Religious Education is taught according to Living Difference III, the agreed syllabus for Hampshire, Southampton, Portsmouth and Isle of Wight schools.**

**In the EYFS children in general engage with aspects of Christianity.**

**At Key Stage 1 children study Christianity and Judaism. At Key Stage 2 children study Christianity and Hinduism (Years 3 and 4) and Christianity and Islam (Years 5 and 6).**

The enquiry-based learning approach of Living Difference III offers many opportunities to support the development of social and emotional aspects of learning. Elements of the cycle of enquiry in Living Difference III that have particular potential for developing aspects of PSHE are Communicate (when pupils and students have opportunities to express their own responses to a particular concept and share their own experiences), Apply (when pupils and students consider how responses to a concept affect their own and others' lives), and Enquire (when pupils and students investigate the concept in depth and work towards interpreting its meaning). There is particular potential to identify common ground between PSHE and religious education when pupils and students are enquiring into concepts that are common to all people (for example, belonging, community, devotion).

| YEAR A     | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|------------|--|---|--|--|--|--|
| EYFS       |  | <b>Celebrating birth and birthdays</b><br>Jesus | <b>Learning from Jesus' stories –</b><br>Jesus as a story-teller   | <b>Symbol of new life</b><br>Celebrations and eggs as sign of new life | <b>Specialness</b><br>Special people – Jesus<br>Special clothes<br>Special places<br>Special things – cross/ Torah | <b>Preciousnes</b><br>Water  |
| Year 1 & 2 | <b>Thankfulness</b><br>Celebrating harvest             | <b>Journey's End</b><br>Nativity journeys       | <b>Remembering</b><br>Passover                                     | <b>Welcoming</b><br>Psalm Sunday                                       | <b>Belonging</b><br>Belonging in Judaism   | <b>Authority</b><br>Events in Jesus Life                           |
| Year 3 & 4 | <b>Sacred Places</b><br>Places of worship and devotion | <b>Holy</b><br>Mary, mother of God              |  | <b>Suffering</b><br>Key events of Holy week                            |  | <b>Myth</b><br>Myth  |
| Year 5 & 6 | <b>Stewardship</b><br>Creation                         |   | <b>Umma (Community)</b><br>What it means to live life as a Muslim? | <b>Resurrection</b><br>The Empty Cross                                 | <b>Laws</b><br>Jesus the Law Breaker   | <b>OR Peace (Islam)</b><br>What it means to live life as a Muslim? |

Christianity Hinduism Judiasm Islam

The **RE curriculum contributes to personal, social and health education (PSHE)** through, for example

developing confidence and responsibility and making the most of their abilities by being taught what is fair and unfair, right and wrong, and being encouraged to share their opinions

developing a healthy, safer lifestyle by being taught about religious and non-religious perspectives on food and drink, leisure, relationships and enabling children and young people to consider and express their own views

developing good relationships and respecting the differences between people by being taught about the diversity of different ethnic groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings, considering issues of family life, and meeting and encountering people with beliefs, views and lifestyles that are different from their own.

The **RE curriculum contributes to the social, moral, spiritual and cultural development** of pupils.

RE promotes spiritual development through:

discussing and reflecting upon key questions of meaning and truth, such as the origins of the universe, life after death, good and evil, the being of God, and values such as justice, honesty and truth

learning about, and reflecting upon, important concepts, experiences and beliefs which are at the heart of religious traditions and practices

considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity

considering how religious and non-religious ways of life perceive the value of human beings, and their relationships with one another, with the natural world, and perhaps with God.

RE promotes moral development through:

valuing diversity and engaging in issues of truth, justice and trust

exploring the influence on moral choices of family, friends and the media, and how society is influenced by beliefs, teachings, sacred texts and guidance from religious and non-religious leaders

considering what is of ultimate value to all people through studying the key beliefs and teachings from religious and non-religious ways of life, on values and ethical codes of practice

studying a range of moral issues, including those that focus on justice, to promote racial and religious respect and the importance of personal integrity.

RE promotes social development through:

considering how religious and non-religious ways of life lead to particular actions and concerns

investigating social issues from religious and non-religious perspectives, recognising diversity of viewpoint within and between religious and non-religious ways of life.

RE promotes cultural development through:

promoting cultural understanding from a religious and non-religious perspective through encounters with people, literature, the creative and expressive arts, and resources from differing cultures

considering the relationship between religious and non-religious ways of life and cultures and how religious and non-religious ways of life contribute to cultural identity and practices

promoting racial harmony and respect for all, combating prejudice and discrimination.