

# Victoria Dock Primary School

## RE Curriculum Overview



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# The Curriculum – Our Approach

## Victoria Dock Curriculum – Ambition for All

At Victoria Dock Primary School, we celebrate our rich, multicultural school community through a purposeful and progressive curriculum. Throughout their school journey, our children experience drivers of



Our curriculum is designed to provide a broad and balanced education that meets the needs of each and every one of our pupils. The children are provided with a breadth of learning opportunities, which encourage them to explore and exercise their creativity by growing and developing into enthusiastic and highly motivated learners.

At Victoria Dock Primary School, we acknowledge the importance of developing the whole child instead of solely preparing for academic success. Our curriculum offers excellent opportunities for each child to explore and exercise their passions for sport, music, acting, artistic flair, business and enterprise and much more. These activities are shared regularly with parents, carers and visitors through performances, workshops, exhibitions and assemblies. We consider our local community to be of paramount importance. We believe it is invaluable to educate the children about the area in which they live and learn and to build a sense of pride in our local community.

In addition, we offer the opportunity for children to make a highly influential and tangible contribution to the daily life of the school and the wider community through involvement in our School Council or our Buddy Teams.

# Victoria Dock Primary School

## Curriculum Drivers

### Aspiration

- \* Use prior knowledge as a springboard for new learning
- \* Resilience and perseverance
- \* Listen and learn from others
- \* Leadership skills
- \* Appreciate and use local knowledge
- \* Recognise success for all



### Collaboration

- \* Everyone's contribution has value and worth
- \* Build and maintain healthy relationships with others
- \* Encourage respect and the opinion of others
- \* Confidence in our own voices
- \* Leadership and group work



### Community

- \* Understand and accept differences
- \* Tolerance
- \* Appreciate the uniqueness of others
- \* Compassion
- \* Celebrate equality and diversity



### Enrichment




- \* Celebrate and embrace talent
- \* Appreciate the Arts
- \* Broaden life skills
- \* Have the confidence to learn new and unfamiliar things
- \* Ensure visits and visitors enhance learning





## Key Concepts

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Religious Education		
		
Theology	Philosophy	Social Sciences

## Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
RE	Significant people, places, events, places of worship, rituals, artefacts, books	Similarity and differences between faiths, beliefs, places of worship, rituals, artefacts, books		How religions and beliefs have changed over time	Understanding and respect for different faiths and beliefs		Research, visits, exploring holy buildings, meeting representatives from different faiths, taking part in rituals and events

## Key concepts (Big Ideas) in RELIGIOUS EDUCATION

*The school follows the locally agreed syllabus for Religious Education. Young people are growing up in a world where there is increasing awareness of the diversity of religious and other worldviews and the impact this diversity can have on individuals and society. Learning about religion and worldviews contributes dynamically to young people's education by provoking **challenging questions** about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.*

*In RE, young people learn about religion and worldviews in local, national and global contexts, to discover, explore, consider and interpret different responses to life's big questions. Studying religion and worldviews gives opportunity to develop knowledge and understanding of important aspects of human experience.*

The curriculum for RE aims to ensure that all pupils develop religious literacy through:

- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of **Theology**, **Philosophy** and **Social Sciences**
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them
- Gaining and deploying skills taken from the disciplines of **Theology**, **Philosophy** and **Social Sciences** to enhance learning about religions and different worldviews

**Pupils will have a broad, inclusive Religious Education, including studies of religious communities and non-religious worldviews.**

At all key stages more time will be spent on **Christianity** than on any other individual religion or worldview 'to reflect the fact that the religious traditions in Great Britain are in the main Christian' (Education Act 1988). **Principal religions** represented in Great Britain are usually regarded as: **Buddhism, Islam, Judaism, Sanatana Dharma (Hinduism), Sikhi**

### Theology



Theology is about believing, asking questions about the concept and nature of god, where beliefs come from and about sources of authority and influence. Pupils will be given opportunities to think about the beliefs and concepts underpinning different faiths, and where those beliefs come from. Consideration will be given to how beliefs may have changed over time, and are similar and different both within a faith and across different faiths. In addition, it considers how these beliefs and concepts provide a framework for understanding life, the universe and everything

### Philosophy















Philosophy is about thinking, asking questions about morality and ethics, about the nature of reality and what it means to be human. Using philosophy helps pupils to understand how and why people do certain things and how to live a good life. Through engaging with philosophical questions and reflecting on different responses, pupils will develop their powers to reason, to engage in dialogue and discussion, to deepen understanding about belief, about truth and what is real, about what it means to be good or evil, right or wrong.

### Social Sciences















Social sciences are about living, asking questions about the influence of religions and beliefs on individuals, communities, culture and how people live their lives. Using the discipline of Social Sciences to investigate the impact of religious belief and practice in different cultures and societies, pupils will develop an appreciation of the diversity of religious traditions and the way religious beliefs are expressed through, for example, the arts. They will explore personal and community rituals and celebrations in religions and other worldviews and consider the impact of these on individuals and communities.

## RE Key Concepts Year Group Mapping – Cycle A

	Autumn	Spring	Summer
EYFS	<p>In EYFS pupils are taught R.E. through the strand Understanding the World.</p> <p>Throughout the year pupils will be taught: Special places, times, people and books</p>		
Years 1 and 2	<p>Belonging Christmas</p> 	<p>Worship Easter</p> 	<p>What a Wonderful World</p> 
Years 3 and 4	<p>Remembering Christmas</p> 	<p>Founders of Faith Easter</p> 	<p>Sacred Places</p> 
Year 5	<p>Expressions Christmas</p> 	<p>Faith in Action Easter</p> 	<p>Pilgrimage</p> 
Year 6	<p>Justice and Freedom Christmas</p> 	<p>Living a Faith Easter</p> 	<p>Hopes and Visions</p> 



## RE Key Concepts Year Group Mapping – Cycle B

	Autumn	Spring	Summer
EYFS	In EYFS pupils are taught R.E. through the strand Understanding the World.  Throughout the year pupils will be taught: Special places, times, people and books		
Years 1 and 2	Lead Us Not Into Temptation Christmas 	Believing Easter 	Questions, Questions 
Years 3 and 4	Communities Christmas 	People Who Inspire Us Easter 	Our World 
Year 5	Expressions Christmas 	Faith In Action Easter 	Pilgrimage 
Year 6	Justice and Freedom Christmas 	Living a Faith Easter 	Hopes and Visions 

Y1 Units of learning	Essential core knowledge, skills and understanding <b>Theology-Philosophy-Social sciences</b>	These contribute to the following <b>End of Key Stage</b> statements
1.1 Belonging	<ul style="list-style-type: none"> <li>Recall some of the symbols, artefacts and rules associated with belonging to a faith group</li> <li>Recognise some similarities between faith groups</li> <li>Talk about what it means to belong and understand the importance of a promise</li> </ul>	<ul style="list-style-type: none"> <li>Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them</li> <li>Tell of the ways people express identity in belonging to a faith group and show how they are similar to another faith group</li> </ul>
1.2 Worship	<ul style="list-style-type: none"> <li>Recall the important features of a place of worship and say how they are used</li> <li>Say why a local place of worship is important for many people</li> <li>Recognise which holy books are special to different religions</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences</li> </ul>
1.3 What a wonderful world	<ul style="list-style-type: none"> <li>Recall Christian/Jewish beliefs about God and creation stories, adding some details</li> <li>Retell a creation story using relevant vocabulary and say where the story comes from</li> <li>Ask their own 'wondering' questions about the world</li> <li>Talk about ways of caring for the world</li> </ul>	<ul style="list-style-type: none"> <li>Retell and suggest meanings for some religious and moral stories and say how they influence people today</li> <li>Consider and make responses to big questions from different worldviews</li> </ul>
Y2 Units of learning	Essential core knowledge, skills and understanding <b>Theology-Philosophy-Social sciences</b>	These contribute to the following <b>End of Key Stage</b> statements
2.1 Lead us not into temptation	<ul style="list-style-type: none"> <li>Respond sensitively to decisions about what's right and what's wrong</li> <li>Respond respectfully to people of different faiths and cultures</li> <li>Recognise differences and similarities between school rules and religious rules</li> </ul>	<ul style="list-style-type: none"> <li>Express ideas and opinions about moral questions of right and wrong</li> <li>Share ideas and examples of cooperation between people who are different</li> </ul>
2.2 Believing	<ul style="list-style-type: none"> <li>Recall and name key beliefs from different religions</li> <li>Recognise similarities and differences between the key beliefs of different faiths</li> <li>Suggest two examples of religious beliefs which lead into action</li> </ul>	<ul style="list-style-type: none"> <li>Recall different beliefs and practices, naming key words, key figures and core beliefs</li> </ul>
2.3 Questions, questions	<ul style="list-style-type: none"> <li>Suggest answers to Big Questions from different religious perspectives</li> <li>Describe what different religions believe about God</li> </ul>	<ul style="list-style-type: none"> <li>Consider and make responses to big questions from different worldviews</li> </ul>

Y3 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
3.1 Remembering	<ul style="list-style-type: none"> <li>Compare the ways in which festivals are celebrated in the community and across the world</li> <li>Explain the link between the rituals associated with celebrations and the stories behind them.</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals</li> <li>Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today</li> </ul>
3.2 Founders of Faith	<ul style="list-style-type: none"> <li>Recognise the key events in the lives of some faith founders and the impact they made</li> <li>Describe and make links between the teachings of faith founders</li> </ul>	<ul style="list-style-type: none"> <li>Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief</li> </ul>
3.3 Sacred Places	<ul style="list-style-type: none"> <li>Discover the milestones in life for different religions and respond to the way they offer a sense of identity and belonging</li> <li>Recognise what makes a place sacred and suggest reasons why</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals</li> </ul>
Y4 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
4.1 Communities	<ul style="list-style-type: none"> <li>Explain what makes a community</li> <li>Describe the contribution of a religious group to their community</li> </ul>	<ul style="list-style-type: none"> <li>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect</li> </ul>
4.2 People who inspire us	<ul style="list-style-type: none"> <li>Explain what prompts people to commit to an ethical cause</li> <li>Explain and give reasons why a person of faith devoted themselves to a cause</li> <li>Give examples of altruistic actions in the community</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of how people of faith express their identity and their spirituality through symbols and actions</li> <li>Articulate the responses of different religions and non -religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair</li> </ul>
4.3 Our world	<ul style="list-style-type: none"> <li>Reflect and present ideas about the origin of the universe</li> <li>Offer reasons why it is important to look after the Earth</li> <li>Describe what different religions say about the attributes of God</li> </ul>	<ul style="list-style-type: none"> <li>Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief</li> <li>Offer some answers to ultimate questions from different religious and non-religious perspectives</li> </ul>

Y5 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
5.1 Expressions	<ul style="list-style-type: none"> <li>Identify the importance of symbolism in the expression of beliefs</li> <li>Describe different forms of worship and spiritual expression and explain where they might take place</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of how people express their identity and their spirituality through symbols and actions</li> </ul>
5.2 Faith in action	<ul style="list-style-type: none"> <li>Identify the origins and make connections between the different faith teachings</li> <li>Give a considered response to the challenges of following a faith</li> </ul>	<ul style="list-style-type: none"> <li>Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief</li> <li>Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today</li> </ul>
5.3 Pilgrimage	<ul style="list-style-type: none"> <li>Identify and explain why people may participate in a pilgrimage</li> <li>Describe and show understanding of actions carried out by a pilgrim</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals</li> <li>Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable</li> </ul>
Y6 Units of learning	Essential core knowledge, skills and understanding Theology-Philosophy-Social sciences	These contribute to the following End of Key Stage statements
6.1 Justice and Freedom	<ul style="list-style-type: none"> <li>Explain hopes and dreams for a just community and a just world</li> <li>Discuss barriers to reconciliation and harmony and the power of forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief</li> <li>Articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair</li> </ul>
6.2 Living a Faith	<ul style="list-style-type: none"> <li>Explain and give reasons about how personal milestones engender a sense of identity</li> <li>Discuss and give examples of how participating in rites of passage have an impact on religious communities</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages, and rituals</li> <li>Demonstrate understanding of how people express their identity and their spirituality through symbols and actions</li> </ul>
6.3 Hopes and visions	<ul style="list-style-type: none"> <li>Debate differing faith views about the purpose of life; compare different possible answers and contrast with a secular view</li> <li>Explain and give examples of how people of different faiths respond to the question 'Who is god?'</li> </ul>	<ul style="list-style-type: none"> <li>Offer some answers to ultimate questions from different religious and non-religious perspectives</li> </ul>