Curriculum Map – RE (Intention)

Seagrave follow - Religious Literacy for All

The Agreed Syllabus for Religious Education 2016-2021 Leicestershire SACRE with some personalisation for Seagrave Children.

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| **Intention for RE**  Following monitoring activities (pupil discussions, book trawls, learning walks) we found pupils broad and in-depth knowledge of other cultures was very limited. The majority of pupils at Seagrave are white working class and as a result the pupils have limited understanding of the diversity in Leicester/Leicestershire. Staff needed support with knowledge to ensure accurate and effective teaching and so we decided to follow the Sacre document to ensure progression and coverage.  Our intention is to equip pupils with a broad and in-depth knowledge of the different cultures within Leicester/Leicestershire through progressive teaching, understanding of self and others, empathy and respect. This builds from EYFS where the children will focus on themselves and our immediate locality to year 6 when they look in-depth at different religions. Along the way pupils will visit places of worship and meet leaders from different religions. They will also experience whole school enrichment days for festivals and significant events in the religious calendar. | | | | |
|  | **EYFS**  **Objectives taken from DM – Understanding the world – People and communities** | **Year 1/2**  **Objectives taken from Sacre Syllabus** | **Year 3/4**  **Objectives taken from Sacre Syllabus** | **Year 5/6**  **Objectives taken from Sacre Syllabus** |
| **Autumn 1** | | | | |
| **Implementation (first stage)**  **CYCLE A** | Special Stories  Special People | Christianity – people’s beliefs  Harvest | Beliefs about God   * Christianity * Hinduism * Islam   Similarities and differences | Big questions  Define atheist/agnostic/theist  Valuing good |
| **Implementation (first stage)**  **CYCLE B** | Which stories are special and why? | Visit a place of worship - Church | Beliefs about God   * Buddhism * Sikhism * Christianity   Similarities and differences | Why do some people believe God exists?  Christianity |
| **Autumn 2** | | | | |
| **Implementation (first stage)**  **CYCLE A** | Friends – being a good friend  Look at the Bible  Christmas Stories  Diwali | Islam  Learn about Mohammad, Quran  Christmas | Bible stories inspire Christians  Messages from the Bible | The Parables  How this teaches Christians how to live |
| **Implementation (first stage)**  **CYCLE B** | Why people are special and Why? | How and why do we celebrate special and sacred times? | Why are festivals important to religious communities | What do religions say when life gets hard? |
| **Spring 1** | | | | |
| **Implementation (first stage)**  **CYCLE A** | Special Places  Church visit  Places of worship | Stories from the bible | Life of Jesus  Why are Christian values important?  The journey of life | Islam – 5 pillars  Islam – Quran |
| **Implementation (first stage)**  **CYCLE B** | What is special about our world? | Hinduism - stories and Gods | What can we learn from religions about right and wrong? | Is it better to express your beliefs in arts and architecture or in charity and generosity? |

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| **Spring 2** | | | | |
| **Implementation (first stage)**  **CYCLE A** | Special occasions  Wonderful World – feeling about the world  Easter | Judaism – Synagogue visit   * God * Messiah * Sukkot   Easter | Celebrations  Holy Week  Marriage  Prayers – what is a prayer and why do people pray  Easter | Life/death/suffering – what matters the most  Easter  Challenges |
| **Implementation (first stage)**  **CYCLE B** | Special occasions  Wonderful World – feeling about the world  Easter | Sikhism – Gurdwara visit  Easter | Greek Gods (topic link) | What matters most to Christians and Humanists? |
| **Summer 1** | | | | |
| **Implementation (first stage)**  **CYCLE A** | Growing up  Christenings  Special ceremonies | Holy Books  Christianity  Islam  Judaism  Hindu  Sikh | Families – religion  British values – what is the importance of religion | Re-Incarnations – religious beliefs  Interpretations of the after life |
| **Implementation (first stage)**  **CYCLE B** | Where do we belong | Caring for others | Why do people pray? | If God is everywhere why do we go to a place of worship? |
| **Summer 2** | | | | |
| **Implementation (first stage)**  **CYCLE A** | Islam - Eid | Religious symbols  Creation stories | Hindu faith – the way of life  Family values | Places of worship - Buddhism |
| **Implementation (first stage)**  **CYCLE B** | Which times are special and why? | Islam | What does it mean to be a Christian in Britain today?  What does it mean to be a Hindu in Britain today? | What does it mean to be Muslim in Britain?  Visit a Mosque |
| **Impact**  We are currently working with Target Tracker to develop Sacre objectives into the statement tracking section. While this is in development class teachers are using paper based assessments to monitor understanding and gaps. The subject leader will continue to monitor breadth and depth and pupil understanding through pupil conferencing, learning walks and book trawls.  **Pupils will leave Seagrave with empathy and respect for different cultures. They will talk with confidence about different religious practices, festivals and places of worship.** | | | | |