

Tonwell St Mary's School Curriculum Overview of Intent for RE

Overall aims:

Our school's overarching aims are 'Knowing each child, growing each child, in God's love'. Of course, our school shares the aims set out in the Hertfordshire Agreed Syllabus that all children should 'develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses' but in addition to this, we aim to help children appreciate and 'live out' Christian values and grow not just academically but spiritually as well. At Tonwell St Mary's, we recognise children's spirituality as developing children's individual identity, their response to experiences and the values by which they choose to live.

Our unique context:

As a Church of England Voluntary Controlled School, we follow the Agreed Syllabus for RE as set out by the Local Authority. To supplement this learning, we also use 'Understanding Christianity' resources to support our children to develop their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. We recognise that our families are predominantly White British and of Christian or non-faith backgrounds. We are strongly committed to developing children's spirituality and cultural understanding, so choose to include the 6 main world religions within the curriculum. In addition, we give our children the opportunity to visit a different place of worship every year. The school has an embedded cycle to help pupils learn about Christian values, which are explored in RE lessons, worship times and in our reflection area.. We utilise close links to our church, Holy Trinity, with regular links e.g. volunteers leading worship, Easter experience, Open the Book.

Due to the unique context of our school with mixed-age classes and rolling programmes of study, we have organised our curriculum for RE in the following ways:

Our units of work are arranged around the eight key areas of learning from the Hertfordshire Agreed Syllabus 2017-2022: Beliefs and Practices; Sources of Wisdom; Symbols and Actions; Prayer, worship and reflection; Identity and Belonging; Ultimate Questions; Human Responsibility and Values and Justice and Fairness. Themes are revisited over each two-year cycle. The 'Digging Deeper' aspects of Understanding Christianity are used to challenge older and more-able children.

Tonwell Ten: religion, Christian, God, belief, festival, celebrate, worship, values, prayer, symbol

	Autumn Term		Spring Term		Summer Term	
Whole School Christian Values Years A & B	Respect	Love	Forgiveness	Patience	Honesty	Thankfulness
	Perseverance	Joy	Friendship	Compassion	Peace	Hope
EYFS Years A & B	How and why do we prepare for and celebrate a joyous occasion?	Why do Christians perform nativity plays at Christmas? (UC	How do people, including those from religious groups,	Why do Christians put a cross in an Easter garden? (UC Salvation)	How do we show care and concern for each other?	Why is the word 'God' so important

	<p>How and why do Christians celebrate Harvest Festival? What are the similarities and differences between people's joyous times? What are some of these festivals all about? (Hindu Diwali) but consider - Buddhist Hanamatsuri (Buddha's birthday), Sikh Vaisakhi, Jewish Purim or Muslim Eid depending on children's experiences</p>	<p>Incarnation) /Why do Christians perform nativity plays at Christmas? Digging deeper (UC Incarnation F.2) including digging deeper</p>	<p>celebrate belonging? Why do some people get married in a church?</p>			<p>to Christians? (UC God) Why is it important to experience times of quiet?</p>
	<p>Harvest, Christian, God, Hindu, Diwali, light, celebrate, prayer, worship, thankfulness, same, different, prayer, stillness</p>	<p>Nativity, advent, Jesus, Christmas, Christ, angel, Nazareth, Jerusalem, King, Bible, light of the world, Bethlehem</p>	<p>Marriage, church, bride, groom, vicar, reverend, promise, ceremony</p>	<p>Easter, cross, symbol, save, rescue, Good Friday, Easter Sunday, Palm Sunday, Hosanna (save us), alive, dead, prayer, stillness</p>	<p>Care, community, help, support, concern, love</p>	<p>God, create, creator, Christians, praise, worship, Ten Commandments, Lord's Prayer, stillness, reflection</p>
<ul style="list-style-type: none"> • To explore different ways of living, including beliefs and festivals • To listen and respond to religious stories 						

	<ul style="list-style-type: none"> • To communicate about people, places and religious symbols and artefacts • To communicate through talk or gesture about prayer. To experience periods of stillness and reflection • To show awareness of things and people that matter to them and link this to learning in Religious Education • To use imagination and curiosity to develop their wonder of the world and ask questions about it • To explore how people show concern for each other and the world around them • To begin to understand what is right, wrong and fair 					
KS1 Year A	How do some religious communities express their thankfulness for our world? For example, what is Sukkot and how is it celebrated?	Why does Christmas matter to Christians? (UC Incarnation) What are the similarities and differences between Hannukah and Christmas?	How and why do people have special ways of welcoming babies?	Why does Easter matter to Christians? (UC Salvation) Why does Shabbat have a special place in Jewish families? How and why do people celebrate special and holy times e.g. Passover, Easter?	Why is the Bible holy and sacred for Christians? (UC Gospel) Why are the Torah and/or Qur'an holy and sacred for Jews and/or Muslims and how do they look after them?	Why are places of worship special? What are their special features? Link to whole school visit What do Christians believe God is like? (UC God) What do faith stories tell us about the way people should look after each other and the world?
	Harvest, Sukkot, Jew, Jewish, Egypt, Israel, meal, special, thankful, prayer, stillness, reflection	Hannukah, Christmas, celebration, Jesus, Gospels, festival, incarnation, Jesus as 'God on Earth', gelt, latkes, Menorah	Christening, baptism, font, candle, promise	Easter, cross, death, resurrection, Mary Magdalene, crucifixion Passover, Moses, seder meal, seder plate, matzoh, Torah	Bible, Qu'ran, Torah, holy, sacred, Gospel, good news, teachings, message, belief	Vocabulary for features of place of worship visited Faith, story, message, teachings
KS1 Year B	How do we celebrate Harvest? What is a religious symbol?	How do festivals bring people together (Christmas/Eid)? Why does Christmas matter	How do different religions say 'thank you' to God? In what way do different religions	What is the good news that Jesus brings? (UC Gospel)	What do many Christians, Muslims and Jews believe about how the world was made?	Why are places of worship special? What are their special features? Link to whole school visit

	Why and how do some people pray to Allah for help?	to Christians? (UC Incarnation)	people share actions when praying (link to learning about Islam)? Why do Christians all over the world pray 'The Lord's Prayer'?		Who made the world? (UC God)	How do the religious groups in your local community look after people and the world? What is carried out locally for the benefit of the whole community? Should everyone in the world take responsibility for looking after each other?
	Symbol, prayer, stillness, reflection, Allah, Muslim, Islam, charity	Festival, Christmas, Eid, Abraham, sacrifice, Ishmael, Ramadan, Five pillars of Islam	Father, heaven, hallowed, sin, trespass, glory	Gospel, Easter, cross, death, resurrection, Mary Magdalene, crucifixion	Create, creation, Muslim, Jew, Christian, belief, believe	Vocabulary for features of place of worship visited
KS1 Years A & B revisited objectives	<ul style="list-style-type: none"> •To be able to give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them. •Retell and suggest meanings to some religious and moral stories: think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come. •Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities. . •Talk with others about how groups express who they are and how individuals belong to communities, including faith groups. Describe what a leader does and why. •Ask and answer a range of "how" and "why" questions about belonging, meaning and truth expressing their own ideas and opinions. •Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this. 					

	<ul style="list-style-type: none"> • Explain the influences of rules. Explore moral stories and consider what is right and wrong, just and fair. 		
KS2 Year A	<p>What is it like to follow God? (UC People of God) What does it mean to belong to a faith community? Christian, Muslim, Jewish What are Advent and Christmas traditions around the world?</p>	<p>What do Christians learn from the Creation story? (UC Creation) What can we learn from the creation stories - Christianity, Judaism, Hinduism, Islam? Why do Christians call the day Jesus died 'Good Friday'? (UC Salvation)</p>	<p>Why are places of worship special? What are their special features? Link to whole school visit What kind of world would Jesus want? (UC Gospel) Can anyone pray? How should we pray?</p>
	<p>Noah, promise, covenant, family, faith, community, advent, Christingle, pilgrimage, life event, ceremony, belonging, belief, practice</p>	<p>Creation, Genesis, wonders of the world, meaning, truth, purpose, ultimate questions, God, heaven, response, conflict</p>	<p>Vocabulary for features of place of worship visited, prayer, silence, humility, wudu, foot washing, submission, Lord's prayer, Surah, stillness, reflection</p>
KS2 Year B	<p>What is the Trinity? (UC Incarnation) What does it mean to belong to a faith community? Christian, Sikh What are Advent and Christmas traditions around the world?</p>	<p>What do Christians learn from the Creation story? (UC Creation) Why are there some questions about life to which we don't have the answers? Why do Christians call the day Jesus died 'Good Friday'? (UC Salvation)</p>	<p>Why are places of worship special? What are their special features? Link to whole school visit When Jesus left, what was the impact of Pentecost? What kind of world would Jesus want? (UC Gospel)</p>
	<p>Trinity, father, son, holy spirit, faith, community, advent, incarnation</p>	<p>Good Friday, Easter, Creation, Genesis, wonders of the world, meaning, truth, purpose, ultimate questions, God, heaven, response, conflict</p>	<p>Vocabulary for features of place of worship visited, Pentecost, Jesus, Holy Spirit, ascension</p>
KS2 Year C	<p>What might be the most difficult aspect of being a Jew, Christian or Muslim in Britain today? Was Jesus the Messiah? (UC Incarnation) What happens in a church service? (preparing and presenting readings and prayers for school Christmas service at church)</p>	<p>What does it mean if God is holy and loving? (UC God) Creation and Science – can religion and science both be right? (UC Creation) (Christianity, Judaism Hinduism, Islam) How is Easter celebrated around the world? (Visit to Easter Experience)</p>	<p>Why are places of worship special? What are their special features? Link to whole school visit Why were all the sacred texts written so long ago and are they still relevant? (Christianity, Islam, Hinduism) Does prayer make a difference? How does prayer enhance worship? What would Jesus do? (UC Gospel)</p>

	diversity, reflecting, rites of passage, sacred rituals, religious concepts, spiritual, believer, Messiah, symbol, artefact, Church service, reading, order of service	Ultimate questions, religious leader, divine, perspectives, accounts, meditation, Passover, Easter, prayer, stillness, reflection	Vocabulary for features of place of worship visited, The Lord's Prayer, the Gospels, the Torah, Psalms, the Vedas, Bhagavad-gita, wisdom, sacred text
KS2 Year D	How do different religions and worldviews express their beliefs through the arts? (Christians, Muslims, Buddhists) Was Jesus the Messiah? (UC Incarnation) What happens in a church service? (preparing and presenting readings and prayers for school Christmas service at church)	What kind of King is Jesus? Compare religious leaders How is Easter celebrated around the world? (Visit to Easter Experience)	Why are places of worship special? What are their special features? Link to whole school visit Why is there evil in the world? Does helping others mean we should expect something in return? How can following God bring freedom and justice? (UC People of God)
	Messiah, church service, reading, order of service, gestures of Buddha, lotus flower, wheel, Last Supper, baptism, creative arts, stained glass	Ultimate questions, religious leader, divine, perspectives, accounts, meditation, Passover, Easter, prayer, stillness, reflection	Vocabulary for features of place of worship visited, justice, ethics, fairness, prejudice, poverty, humanitarian
KS2 Years A, B, C & D revisited objectives	<ul style="list-style-type: none"> • Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked. • Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers. • Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities. • Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections. 		<ul style="list-style-type: none"> • Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities. • Show awareness, respond to and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers. • Compare how and why a range of beliefs, expression and actions communicate different meanings to individuals within communities. Identify and describe similarities and differences between and within communities.

<ul style="list-style-type: none"> • Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders. • Respond to a range of challenging “if” and “why” questions about making sense of the world, expressing personal reflections. Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility. • Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong. 	<ul style="list-style-type: none"> • Through enquiry and experience, demonstrate worshippers’ connection to prayer, faith and sacred spaces. • Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others’ lives. • Present a range of views and answers to challenging questions about belonging, meaning and truth.
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Skills Ladder

	Beliefs and practices	Sources of Wisdom	Symbols and Actions	Prayer, worship and reflection	Identity and Belonging	Ultimate Questions	Human Responsibility and Values	Justice and Fairness
Nursery	Explore some festivals	Listen to religious stories	Explore different religious symbols and artefacts	Begin to talk about prayer. Experience short periods of stillness and reflection	Show awareness of things and people that matter to them	Begin to ask questions about the world	Explore how people show concern for each other	Begin to have an understanding of what is right, wrong and fair
Reception	Explore different ways of living, including beliefs and festivals	Listen and respond to religious stories	Communicate about people, places and religious symbols and artefacts	Communicate through talk about prayer. Experience periods of stillness and reflection	Show awareness of things and people that matter to them and link this to learning in Religious Education	Use imagination and curiosity to develop their wonder of the world and ask questions about it	Explore how people show concern for each other and the world around them	Understand what is right, wrong and fair
Year 1	Give at least two examples of different beliefs and festivals	Retell some religious and moral stories	Give at least two examples of symbols and actions	Begin to explore how worshippers connect to	Talk about how individuals belong to groups including faith	Begin to ask a range of ‘how’ and ‘why’ questions and	Tell stories and share real life examples of how people show care	Listen to and begin to explore moral stories and consider

				prayer. Participate in periods of stillness and reflection.	groups. Begin to describe what a leader does.	begin to consider their own ideas.	and concern for humanity and the world	what is right and wrong, just and fair
Year 2	Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meanings behind them	Retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come	Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities	Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection	Talk with others about how groups express who they are and how individuals belong to communities, including faith groups. Describe what a leader does and why	Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions	Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this	Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair
Year 3	Describe on some religious beliefs and practices studied, including how celebrations and key moments in life are marked	Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts.	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers.	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections	Show an understanding of some of the challenges individuals face when belonging to a faith community. Explore how some religious people are guided by their religious leaders	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections	Find out about how diverse communities can live together respectfully sharing the same important values and sense of responsibility	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong
Year 4	As Y3 and also make connections and reflect on these	As Y3 and also interpret stories. Develop an understanding	As Y3 and describe some similarities between communities	As Y3	As Y3 and demonstrate how the challenges may help people.	As Y3	As Y3 and explain and illustrate this	As Y3

		of the impact on individual believers						
Year 5	Describe some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities	Show awareness, respond and begin to interpret a range of stories, sacred writings and sources of wisdom.	Compare how and why a range of beliefs expression and actions communicate different meanings to individuals within communities.	Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces	Show and express insights into the challenges of individual commitment, belonging and faith.	Have awareness of some views and answers to challenging questions about belonging, meaning and truth	Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.	Ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices
Year 6	As Y5 and also make connections and reflect on these	As Y5 and also interpret stories. Develop an understanding of the impact on different communities and individual believers	As Y5 and identify and describe similarities and differences between and within communities	As Y5	As Y5 and raise questions on guidance and leadership in their own and others' lives	As Y5 and present a range of views.	As Y5 and use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief	As Y5 and evaluate these