



Valley End RE Curriculum Overview

Intent

We aim for Religious Education to give children in our school an opportunity to reflect on and learn from the faiths and beliefs of those around them. Our intent is to provide a broad, deep and balanced high-quality ambitious curriculum shaped by the school's vision and golden rules that is designed to give all learners the knowledge they need to succeed in life and recognises each pupil as a unique individual. We plan to engage with children's natural curiosity and help them to gain the skills to question and reflect at a deeper level. Effective Religious Education at Valley End has much to offer our children as they prepare for life in this rapidly changing world, where critical thinking and discernment will be ever more important and valuable. The teaching of RE also aims to enhance pupils' spiritual moral and cultural development and we recognise the importance of helping children learn to respect different religious faiths and gain a broader understanding of the moral and spiritual world.

Implementation

At Valley End we are required by law to provide Religious Education (RE) for all registered pupils. RE must be taught according to the locally agreed syllabus (The Revised Agreed Syllabus for Religious Education in Surrey Schools 2017 – 2022). Valley End is a Church of England controlled school and as such follows the Agreed Syllabus for Surrey. Learning within RE is scaffolded between each group and knowledge and skills are progressed and built up appropriately. We plan to implement a well sequenced RE curriculum that prepares pupils with prior knowledge they need for subsequent topics. To provide a knowledge rich and substantive curriculum where children have the opportunity to look at how they learn and know and can use their personal knowledge to reflect upon and make sense of big ideas that relate to them and their developing sense of self in the world.

Weekly RE lessons: - Develop knowledge and understanding of Christianity and of the other principal religions and beliefs represented in Great Britain. Develop interest in and enthusiasm for the study of religion and beliefs and enhance their own spiritual, moral, social and cultural development and promote empathy, generosity and compassion. Enable children to develop the ability to make reasoned, informed and creative responses to religious and moral issues and therefore develop respect for others and the world. Recognise and respect the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world and therefore encourage children to consider their responsibilities and how they might contribute to their communities and to wider society. Demonstrate an appreciation of the nature and belief and the important contribution of religious and spiritual insights and values to the individual's search for the meaning of life, whilst acknowledging that this may also come from a non-religious perspective. Pupils are encouraged to think deeply and ask and attempt to answer more open-ended questions. Where possible links are made to other subject and curriculum areas.

Impact

Through the teaching of Religious Education at Valley End, children feel valued and empowered within their own understanding and ideas. They gain an understanding of faiths around the World and the important role that they and others play within them.

The teaching and learning of RE allows children to develop important life skills such as empathy, respect, sense of community and understanding. It also enables them to have a sense of belonging as global citizens and the part that they play in the World's future. RE at Valley End also helps children to develop their own belief system and faith journey.



Curriculum Map

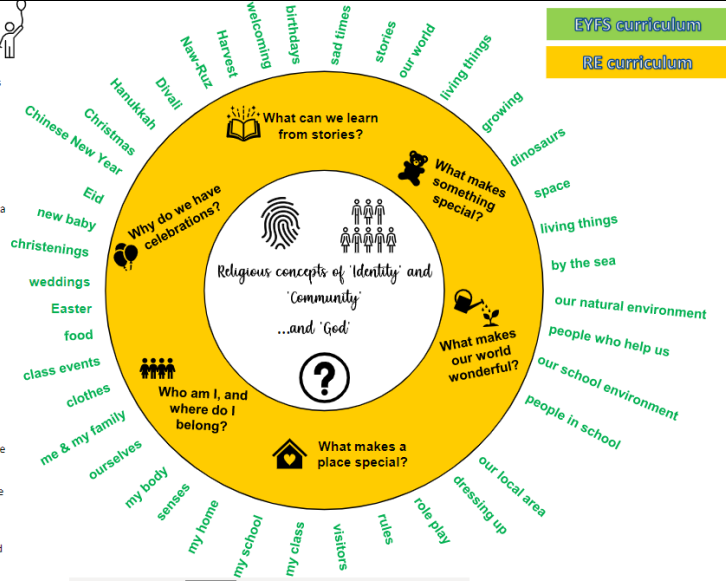
Understanding the RE Curriculum for EYFS

The RE curriculum for the EYFS always starts from where the children are, often taking a child's-eye view and drawing upon their personal experiences. The curriculum allows children to explore the world around them from this starting point. Each school may organise their EYFS curriculum differently, perhaps adopting a topic-approach, or more of a child-initiated learning approach.

The themes in green around this diagram are common to many EYFS settings (and are not limited to those listed here).

The 6 key questions within the yellow doughnut give pupils the foundations for understanding the 'Golden Threads' (religious and worldview concepts) of 'Identity', 'Community' and 'God', which are built upon in the KS1 RE curriculum. (more on next page)

These three Golden Threads tie into the 6 key questions that create the RE curriculum in the EYFS. Whilst the key questions could be taught as 'units', we recommend that you access them through your continuous provision, dipped in and out of as the year progresses and children's interests and topics change.



<p>Who am I, and where do I belong?</p> <ul style="list-style-type: none"> • Every person is special and unique • Some people believe that God made them this way • How new babies are welcomed • People belong together in different ways • People have different ways of showing they 'belong' together (religious and non-religious) • Special people in different religions (e.g., Jesus/Prophet Muhammad/Moses) 	<p>Why do we have celebrations?</p> <ul style="list-style-type: none"> • Celebrations are joyful times • Celebrations are often a time to say 'thank you' • Each person has a 'birth-day', and this is celebrated on the day he/she was born • Christians celebrate special times e.g., Harvest, Christmas, Easter • Other religions have different festivals • School-based celebrations
<p>What makes a place special?</p> <ul style="list-style-type: none"> • Some people have spaces that are special to them • There are special buildings where some people go to think and learn about God • Some people feel close to God anywhere or in their own special places 	<p>What can we learn from stories?</p> <ul style="list-style-type: none"> • People can have favourite stories • Through stories people share ideas and values about how to live • Some books are special to religious groups, e.g., Bible (Christians), Torah (Jews), Qur'an (Muslims) • Some stories are about special people e.g., Jesus, Prophet Muhammad, Moses
<p>What makes something special?</p> <ul style="list-style-type: none"> • Different things are special to people for different reasons • How to look after and respect things that are special to others • People can use objects to help them remember special times and places • Some objects are 'religious' objects and help people to think about God • Memories can be special 	<p>What makes our world wonderful?</p> <ul style="list-style-type: none"> • Our world is a place of wonder & we should look after it • People are naturally 'creative' • Some people believe our world was created by God and that this is an important story in their special books

Term	Year One	Hours	Year Two	Hours
Autumn	What do Christians believe God is like?	5-6	ASU - How does a dreidel help Jewish families to remember?	5-6
	ASU - Harvest – Why is Harvest a worldwide celebration?	5-6	Why is the Bible an important book for Christians?	5-6
	Christmas Y1: Why is Christmas important to Christians?	2-3	Christmas Y2 – What does the Christmas story tell Christians about Jesus?	2-3
Spring	Who is Jesus?	5-6	Easter Y2: Why is Easter important to Christians?	2-3
	Why did Jesus tell parables?	4-5	Who is Allah and how do Muslims worship him?	5-6
	Easter Y1: What do eggs have to do with Easter?	2-3	What is important to Muslim families?	5-6
Summer	What is the Torah and why is it so important to Jews?	5-6	Why is 'Church' important to Christians?	5-6
	Why do Jewish families celebrate Shabbat?	5-6	Why do Christians call Jesus Saviour?	4-5
	Why should we look after our World?	3-4	Is Prayer important to everyone?	3-4

