

R.E. Curriculum Overview



Every Moment Matters

Purpose of study

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

Aims

The aim of Religious Education is to help pupils to engage confidently, constructively and reflectively with beliefs, values and lifestyles in a religiously diverse world. A Religiously Educated pupil in Cornwall must have had the opportunity to:

- acquire knowledge and understanding of religions in Cornwall in the present day
- acquire knowledge and understanding of how religious traditions have shaped the identity of Cornwall
- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- develop the ability to make reasoned and informed judgements about issues arising from the study of religions
- reflect on their own beliefs, values and experiences as part of their study

Attitudes

Respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to Religious Education in that they are prerequisites for entering fully into the study of religions and learning from that experience.

The following attitudes should be fostered:

- Commitment
 - understanding the importance of commitment to a set of values by which to live one's life; willingness to develop a positive approach to life; the ability to be challenged; willingness to develop values and commitments.
- Fairness
 - listening to the views of others with respect; careful consideration of other views; willingness to consider evidence and argument; readiness to look beyond surface impressions.
- Respect
 - respecting those who have different beliefs and customs to one's own; recognising the rights of others to hold their own views; avoidance of ridicule; discerning between what is worthy of respect and what is not; appreciation that people's religious convictions are often deeply felt, recognising the needs and concerns of others.
- Self-understanding
 - developing a sense of self-worth and value; developing the capacity to discern the personal relevance of religious questions.
- Enquiry
 - curiosity and a desire to seek after truth; developing a personal interest in metaphysical questions; an ability to live with ambiguities and paradox; the desire to search for the meaning of life; being prepared to reconsider existing views; being prepared to acknowledge bias and prejudice in oneself; willingness to value insight and imagination as ways of perceiving acknowledged realities.
- Openness
 - developing a sense of awe, wonder and delight.

Key Stage 2

Christianity should figure in no less than 60% of the RE delivered in any one year and any other religion taught no more than 40% in any one year. The programme of study is intended to occupy approximately 45 hours per year in this key stage, which is 5% of curriculum time in Community and Controlled schools.

Learning about religion

Pupils should be taught to:

- describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
- identify key moments in the story of Christianity in Cornwall and how that has shaped Cornwall in the present
- describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings
- identify and begin to describe the similarities and differences within and between religions
- investigate the significance of religion in the local, national and global communities
- consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them
- describe how people seek to communicate with God and how this informs the language of prayer and how they seek to communicate their beliefs within and beyond their communities
- describe and begin to understand religious and other responses to ultimate and ethical questions
- use specialist vocabulary in communicating their knowledge and understanding
- use and interpret information about religions from a range of sources.

Learning from religion

Pupils should be taught to:

- reflect on what it means to belong to a faith community, communicating their own and others' responses

- reflect on the impact of living in Cornwall and how this place helps to form their own and others' view of the world and the place of religion within it
- respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- discuss their own and others' views of religious truth and belief, expressing their own ideas
- reflect on ideas of right and wrong and their own and others' responses to them
- reflect on sources of inspiration in their own and others' lives.

Cornwall Agreed Syllabus for Religious Education provides the content that must be taught to each age group.

Year 3	Christianity				World Religions	
	Autumn 2		Spring 2		Summer 2	
	Christianity: <i>Main Beliefs</i>	Jesus	Christianity: <i>Holy Week</i>	Significance	Sikhism	Guru Nanak
		Father, Son & the Holy Spirit		Palm Sunday		Ten Gurus
		Bethlehem		Maundy Thursday		Gurdwara
		Christmas, Easter, Lent		The Last Supper		Bandi Chhor Divas
		Bible		Good Friday		Guru Granth Sahib
		Cross, Dove and Ichthus		Easter Sunday		The 5 K's
Year 4	Autumn 2		Spring 2		Summer 2	
	Christianity: <i>Christmas</i>	Christmas Story	Christianity: <i>The Bible</i>	Sacred Text	Islam	Prophets
		Interpretation		Words of God		5 Pillars of Islam
		Nativity		Text Types		Mosque
		Gospel		Parables		Ramadan and Eid-al-Fitr
		Advent		Use of the Bible		Qur'an
		Celebrations		Sacred		Star and Crescent
Year 5	Autumn 2		Spring 2		Summer 2	
	Christianity: <i>God and Jesus</i>	Miracles	Christianity: <i>Evidence of God and Notable People</i>	Noah's Ark	Hinduism	South East Asia
		Paralysed Man		Harvest		Polytheism
		Man at Bethesda		Patterns in Nature		Mandir
		Servant		The Pope		Holi, Navaratri and Diwali
		Healing Touch		Archbishop of Canterbury		Shruti and Smriti
		Stories		St Piran		Aum
Year 6	Autumn 2		Spring 2		Summer 2	
	Christianity: <i>Cornwall</i>	Kernow	Christianity: <i>The Church</i>	Characteristics	Judaism	Abraham, Canaan
		Celtic		Beliefs		Moses, Ten Commandments
		Methodism		Identity		Passover
		Catholic Emancipation		Worship		Synagogue
		Diocese and the Cathedral		Calendar		Torah, TaNaCH, Yad
		New Testament translation		History and Key Figures		Hanukkah