

WHOLE SCHOOL SUBJECT OVERVIEW

SUBJECT: RE

SUBJECT LEADER:

FS	Details of how the subject fits into the key areas of learning and FS provision				
Please refer to Early Years Foundation Stage curriculum overview document					
YEAR GROUP RELIGION COVERED	CURRICULUM DELIVERY METHOD (taught weekly throughout the year). Taught as a topic in one particular term. Blocked into a theme day, week. Covered through termly T.A.S.C days. Taught weekly by specialist etc)	ACTIVITIES PLANNED AND THEMATIC/TOPIC LINKS (What activities will be taught? What cross-curricular/ topic context will this be in?) KEY QUESTIONS COVERED BRIEF OUTLINE OF ACTIVITIES	CONTENT AND SKILLS COVERED BASED ON THE LOCALLY AGREED BARNSELY SYLLABUS	ASSESSMENT INFO (I can statements)	ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES
Year 1 Islam	Blocked during Interfaith week. Consecutively through alternate half terms	How can faith contribute to Community Cohesion? -Beliefs and family traditions Why are some times special? - Festivals, families, objects and artefacts Why are these words special? - Sacred books	KEY STAGE 1 AT1: Learning about religion: Show awareness... (of similarities) Identify...(how religion is expressed) Suggest meanings (symbols stories) Begin to recognise ... (importance) AT2: Learning from religion Respond sensitively... Ask questions... Recognise...(own values others values)	<ul style="list-style-type: none"> - Put seven parts of the creation story into the right order (sequencing) and a relevant story from Islamic beliefs. - I can begin to recognise the difference between Christian and Muslim family traditions. - Match up some Christian and Muslim beliefs to some Christian and Muslim symbols and artefacts - I can recognise two things that matter to a Christian or to a Muslim - Show awareness of the key messages in Christianity and Islam. - I can respond sensitively to stories form Christianity and Islam. 	Interfaith week. PLT philosophy challenges. Cookery. Arts work.
2 Judaism	Weekly lesson. Blocked during Interfaith week.	Why are these words special? -sacred books and special stories Why are some places special? church and synagogue artefacts		<ul style="list-style-type: none"> - I can recall religious stories and symbols applied in everyday life. - I can suggest meaning behind a religious story. - I can use some religious words and phrases to identify the importance of religious faith. - I can identify two similarities between Christianity and Judaism. - I can identify a difference between Christianity and Judaism. 	Interfaith week. PLT philosophy challenges. Cookery. Arts work.

		How can faith contribute to community cohesion?		<ul style="list-style-type: none"> - I can ask and respond sensitively to my peers' questions about their experiences and feelings - I can create my own question which is difficult to answer/ - I can identify things I think are good, bad, wrong etc 	
3 Christianity Hinduism	Blocked during Interfaith week. Alternate half termly lessons weekly.	Why are these words special? Why are some times special? How can faith contribute to Community Cohesion?	KEY STAGE 2 AT1: Learning about religion: Describe similarities and differences... Make links between ... Describe the impact of religion...	<ul style="list-style-type: none"> - I can describe similarities and differences between Christian celebrations and Hindu celebrations. - I can use religious vocabulary to show understanding of worship in Christianity and Hinduism - I can show my understanding of the festival of Diwali 	Interfaith week. PLT philosophy challenges. Cookery. Arts work.
Year 4 - Sikhism	Blocked into interfaith week.	How can faith contribute to community cohesion? (Beliefs, ethics, family traditions and faith in the community) What can be learned from the lives of significant people of faith? (Role models and examples) Why are some places special? (Local places of worship, objects, artefacts, signs and symbols, sacred sites and pilgrimages)	Use religious vocabulary to show understanding... AT2: Learning from religion Suggest answers to questions... Describe what inspires/influences... Refer to religions... Apply ideas to their own lives ... Show my understanding...	<ul style="list-style-type: none"> - I can refer to Sikh teaching about Langar and Sewa in describing my vision of an inspiring community. - I can describe what influences the daily life of a Sikh. (5 K's) - I can show my understanding of what it means to belong to the Sikh Dharan by describing how Amrit feels to a Sikh person of my age. - I can connect Sikh stories of the Gurus with some of the ideas of the Mool Mantar. - I can describe similarities and differences between the Golden Temple and Church. - I can use religious vocabulary to show understanding of Sikhs? 	Interfaith week. PLT philosophy challenges. Cookery. Arts work.
5 Islam	Interfaith Week and units Blocked into weeks	Why are some places special? What can be learned from the lives of significant people of faith? How do I and others feel about life and the universe around us?		<ul style="list-style-type: none"> - I can how that I understand why pilgrimage is different from a holiday. - I can describe what pilgrims hope for on their way to Mecca. - I can describe three ways in which Muslim worship shows devotion to Allah. - Describe how two contemporary religious leaders have inspired their followers to make a difference to their community. - I can show my understanding of two differences between Muslims, Christians and Hindus, and two of the ways these faiths are similar. 	Interfaith week. PLT philosophy challenges. Cookery. Arts work.

				<ul style="list-style-type: none"> - I can refer to Islamic sources or quotations in giving my own response to Muslim belief about God. 	
6 Christianity Buddhism	Blocked during Interfaith week. Blocked sessions through the Summer Term. Cross-curricular links through Autumn Term.	<p>Why are some times special? Exploring the traditions and importance of Christmas around the World.</p> <p>What can be learned from the lives of significant people of faith? Martin Luther King inspirational speech. How can faith contribute to the community?</p> <p>How do I and others feel about life and the universe around us? Ultimate questions. P4C. Buddhism beliefs and values.</p>		<ul style="list-style-type: none"> - I can compare similarities and differences between Christmas traditions around the world. - I can describe how Martin Luther King has inspired others. - I can apply three sayings from Jesus and Buddha to my own life. - I can suggest answers to really big questions. 	Interfaith week. PLT philosophy challenges. Cookery. Arts work.
<p>Community Cohesion, Enrichment, Extra-curricular: Parents/carers invited to interfaith art galleries and exhibitions. Pupils learning about the diversity of faith in our locality, nationally and internationally. Visitors into school of different faiths. Assemblies. Exploring how faith can contribute to community cohesion. We have celebration events throughout the year. Pupils have the opportunity to share their engagement in festivals and religious events during assembly time.</p> <p>Theme Weeks: We have an annual interfaith and philosophy week. Last academic year we had an interfaith focus of our Arts week. We have half termly PLT challenges which often support elements of our RE curriculum.</p> <p>Website: Evidence of learning in RE. Links to philosophy, PSCE and British Values.</p> <p>PLT Challenges: Providing pupils with the opportunity to develop their PLTs through spiritual, moral and cultural themes.</p> <p>Pupil Premium/Dis: Any events or activities in school requesting a voluntary contribution PP funding is used to ensure engagement from all PP Dis students. Teachers are aware of the individuals making up this group within the class and monitor progress and attainment closely.</p> <p>G&T/Challenge: All RE activities are differentiated. During Interfaith and philosophy week pupils have the opportunity to work on a range of projects facilitated by teaching staff. Teachers are aware of the individuals making up this group within the class and monitor progress and attainment closely.</p> <p>SEN/Inclusion: All lessons are differentiated and the school's inclusion policy followed. Teachers are aware of the individuals making up this group within the class and monitor progress and attainment closely.</p>					