

## Mapping of curriculum subjects to National Curriculum

### Religious Education

The school follows the agreed syllabus for Religious Education. The syllabus has been split into four sections:

- Section 1 covers: Legislation Guidelines, Ofsted guidance, Curriculum Guidance Responsibilities, Alternative Provision and Inclusion.
- Section 2 covers: The Curriculum through Programmes of Study and Assessment to Policies and Planning.
- Section 3 covers: SOW/POS Early Years, KS1 & KS2
- Section 4 covers: SOW/POS KS3, KS4 & KS5

The revision of the Agreed Syllabus provides a framework for Redcar and Cleveland schools to take Religious Education forward in the next five years.

The Agreed Syllabus not only helps teachers as they deliver good quality Religious Education in our MAT, but also enhances the spiritual, moral, social and cultural development of all pupils

By the end of EYFS pupil will be provided with the opportunity to:

#### **Communication and language:**

- Children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Answer 'who', 'how', and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- Talk about how they and others show feelings.
- Develop their own narratives in relation to stories they hear from different traditions.

#### **Personal, social and emotional development:**

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously.
- Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Think and talk about issues of right and wrong and why these questions matter.
- Respond to significant experiences showing a range of feelings when appropriate.
- Have a developing awareness of their own needs, views and feelings and are sensitive to those of others.
- Have a developing respect for their own cultures and beliefs, and those of other people.
- Show sensitivity to others' needs and feelings, and form positive relationships.

#### **Understanding the world:**

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- Begin to know about their own cultures and beliefs and those of other people.
- Explore, observe and find out about places and objects that matter in different cultures and beliefs.

#### **Expressive arts and design:**

- Children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Respond in a variety of ways to what they see, hear, smell, touch and taste.

**Literacy:**

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

**Mathematics:**

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

By the end of Key stage one pupils will be taught the knowledge, skills and understanding through:

**Religions and beliefs**

- Christianity;
- at least one other principal religion;
- a religious community with a significant local presence, where appropriate;
- a secular world view, where appropriate.

**Themes**

- believing: what people believe about God, humanity and the natural world;
- story: how and why some stories are sacred and important in religion;
- celebrations: how and why celebrations are important in religion;
- symbols: how and why symbols express religious meaning;
- leaders and teachers: figures who have an influence on others locally, nationally and globally in religion;
- belonging: where and how people belong and why belonging is important;
- myself: who I am and my uniqueness as a person in a family and community.

**Experiences and opportunities**

- visiting places of worship and focusing on symbols and feelings;
- listening and responding to visitors from local faith communities;
- using their senses and having times of quiet reflection;
- using art and design, music, dance and drama to develop their creative talents and imagination;
- sharing their own beliefs, ideas and values and talking about their feelings and experiences;
- beginning to use COMPUTING to explore religions and beliefs as practised in the local and wider community.

By the end of Key stage two pupils will be taught the knowledge, skills and understanding through:

**Religions and beliefs**

- Christianity
- at least two other principal religions
- a religious community with a significant local presence, where appropriate
- a secular world view, where appropriate

**Themes**

- beliefs and questions: how people's beliefs about God, the world and others impact on their lives;

- teachings and authority: what sacred texts and other sources say about God, the world and human life;
- worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites;
- the journey of life and death: why some occasions are sacred to believers, and what people think about life after death;
- symbols and religious expression: how religious and spiritual ideas are expressed;
- inspirational people: figures from whom believers find inspiration;
- religion and the individual: what is expected of a person in following a religion or belief;
- religion, family and community: how religious families and communities practise their faith, and the contributions this makes to local life;
- beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

#### **Experiences and opportunities**

- encountering religion through visitors and visits to places of worship, and;
- focusing on the impact and reality of religion on the local and global community;
- discussing religious and philosophical questions, giving reasons for their own beliefs and those of others;
- considering a range of human experiences and feelings;
- reflecting on their own and others' insights into life and its origin, purpose and meaning;
- expressing and communicating their own and others' insights through art and design, music, dance, drama and Computing;
- developing the use of Computing, particularly in enhancing pupils' awareness of religions and beliefs globally.