



SEATON SLUICE FIRST SCHOOL

RELIGIOUS EDUCATION

Curriculum Delivery Overview- Reception- Year 4

The Intent of Religious Education

The Northumberland Agreed Syllabus 2022 asserts the importance and values of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society.

Principal aim

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The purpose of RE is captured in this principal aim. It should be considered as a doorway into the wider purpose articulated in the following purpose statements which underpin the syllabus, which is constructed to support pupils and teachers in fulfilling them:

- ❖ RE contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- ❖ In PE, pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- ❖ Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- ❖ Teaching therefore, should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- ❖ RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- ❖ Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right to others to differ.



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Legal requirements: what does the legislation say in England?

- ❖ Every child has an entitlement to religious education.
- ❖ RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents.
- ❖ The 'basic' school curriculum includes the national curriculum, RE and relationships and sex education.
- ❖ RE is determined locally, not nationally. The Local Authority recommend the scheme for RE by an agreed syllabus conference for adoption.
- ❖ Local authority-maintained schools without a religious character must follow the locally agreed syllabus.
- ❖ There is a minimum allocation of five percent of curriculum time for RE (EYFS: 36 hours per year, KS1: 36 hours of tuition per year, KS2: 45 hours of tuition per year).

The implementation of RE teaching and learning approach in Northumberland

The syllabus is designed to support schools in developing and delivering excellence in RE. It deepens pupils' knowledge about religions and for developing their 'religious literacy'. It does this by studying one religion at a time ('systemic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.

The framework sets out an underlying teaching and learning approach. Whereby pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief. There are three core elements which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the main aims:

1. To make sense of a range of religious and non-religious beliefs, so they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within



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communities

- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

These elements set the context for open exploration of religion and belief. They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews – which reflect the backgrounds of many pupils in our schools. The elements present a broad and flexible strategy that allows for different traditions to be treated with integrity. These elements offer a route through each unit while also allowing for a range of questions reflecting different approaches, for example, from religious studies, philosophy, sociology, ethics and theology.



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Teaching and learning approach and the aims for R.E in Northumberland.

1. Making sense of beliefs

Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

3. Making connections

Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.

2. Understanding the impact

Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.



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	Autumn		Spring		Summer	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
EYFS	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1	1.10 What does it mean to belong to a community faith?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter?
Year 2	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	Who is a Muslim and how do they live? (Part 2)	1.5 Why does Easter matter to Christians	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
Year 3	L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God?		L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.11 How and why do people try to make the world a better place?
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindu's believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the	L2.6 For Christians, when Jesus	L2.11 How and why do people mark the



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				day Jesus died 'Good Friday'?	left, what was the impact of Pentecost?	significant events of life?
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End of Phase Outcomes

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them. Below are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to the end of phase outcomes.

Teaching and Learning Approach	END Key Stage 1 Pupils can...	End lower Key Stage 2
Element 1 Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	identify core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers	identify and describe the core beliefs and concepts studied make clear links between texts/ sources of authority and the core concepts studied offer informed suggestions about what texts/sources of authority can mean and give examples of what these



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Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice	make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into practice
Element 3: Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make	make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make



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Detailed lesson plans and progression documents for all age groups can be accessed using the *Northumberland Agreed Syllabus 2022-27* and supporting units of work.