



Hayward's Primary

RE Syllabus

What is the purpose of Religious Education?

The Devon Agreed Syllabus (SACRE 2019):

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.

At Hayward's:

At Hayward's, RE is about exploring different beliefs and how they change the way people live, individually, in our community and in the wider world. We are developing the knowledge, understanding and skills we will need to handle the big questions in life and to reflect on our own life choices.

RE at Hayward's is taught in line with our five core curriculum principles.

RE contributes to **knowledge and skills** development as it is comprised of three key elements: making sense of beliefs, making connection and understanding the impact. It is expected that children will not only learn knowledge about the beliefs, lifestyles and practices of four core world religions (as well as considering non-religious world views) but that they will also engage in deep and purposeful thinking and discussion about the impact and consequences of these belief sets.

At Hayward's all of our learning is underpinned by our school ethos, embodied in our **Hayward's Hero Characters**. The characters represent the values of: honesty, perseverance, maturity, focus and respect. It is recognised that RE is an excellent context through which to develop these skills as well as the wider 'British Values' curriculum goals.

In all RE teaching teachers will plan to introduce subject-specific vocabulary and key terms using our 'know, show, grow' **vocabulary** system which aims to develop children's higher-level (Tier 3) vocabulary use.

As in all lessons, it is crucial that adults consider the **mental health and wellbeing of pupils** and how this might be enhanced through their teaching and programme of study. In RE there is a genuine opportunity to work on enhancing pupils self-esteem, confidence and emotional literacy skills which should be optimised.

At Hayward's we recognise the following legal points in relation to the teaching of religious education:

- Every pupil 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.
- Right to withdrawal: The right to withdraw children from RE was granted historically when the subject took the form of Religious Instruction which carried with it connotations of induction into Christianity. Modern RE in schools is plural, open, broad and explorative in nature.. However, parents do retain the right to withdraw their children from RE lessons, or any part of the RE curriculum and the school has the responsibility to supervise them, though not to provide additional teaching or incur extra cost. If a parent wishes to discuss this further, we ask that they make an appointment to speak with the Head Teacher

Assessment Arrangements:

Progress in RE is measured against end of Key Stage objectives. In order to gather evidence of pupil progress, teachers will complete end of unit assessment sheets (based on unit objectives) which then collectively form a detailed picture of progress and allow for targeted teaching.

Religious Education Visits & Visitors:

At Hayward's, we actively organise and encourage visits from speakers from a range of religious backgrounds. All visitors to the school are asked to sign our Visitor Code of Conduct which makes clear the purpose and scope of their visit. Visits to religious buildings are sensitively and respectfully carried out in line with school visit policies.

Cross-Curricular Links:

Making links between RE and other subjects is encouraged where the link contributes to an enhanced RE learning experience for pupils.

Links with the PSHE curriculum as identified by this symbol:



Blocks which contribute to meeting the 'British Values' curriculum as identified by this symbol:



Foundation Stage	Block	Year One	Block
Autumn 1 >	F4 Being Special: where do we belong?	Autumn 1 >	1.2 Creation: Who Made the World? Harvest
Autumn 2	F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas ?	Autumn 2 >	1.10 What does it mean to belong to a faith community?
Spring 1	F5 What places are special and why?	Spring 1	1.1 God: What do Christians believe God is like?
Spring 2	F3 SALVATION: Why do Christians put a cross in an Easter garden?	Spring 2 >	1.7 Who is Jewish & how do they live? Parts 1 & 2
Summer 1	F1 GOD/ CREATION: Why is the word 'God' so important to Christians?	Summer 1	
Summer 2 >	F6 What times/stories are special and why?	Summer 2 >	1.9 How should we care for the world and for others, and why does it matter?

FS:
 I know it is important to listen to what others say and respond appropriately.
 I know some ways my own actions affect other people.
 I know about similarities and differences between myself and others, and among families, communities and traditions.
 I can talk about past and present events in my own life and the lives of family members.
 I can name and describe different feelings and show sensitivity.



Y1:
 I can identify people who look after and care for me.
 I know other people (and animals) need looking after and can name some of the needs of all living things.
 I know that I am unique and there is no one else like me. This makes me special.
 I can name different groups I belong to and describe what it is like to be part of a group.
 I can name and describe different feelings and show sensitivity.
 I know that choices might have good or bad consequences.
 I can name good and bad things about my local environment and how I can do or not do something to help it.



Year 2	Block
Autumn 1 ➤	1.6 Who is Muslim and how do they live? (PART 1)
Autumn 2 ➤	1.3 INCARNATION: Why does Christmas matter to Christians?
Spring 1 ➤	1.6 Who is Muslim and how do they live? (PART 2)
Spring 2	1.5 SALVATION: Why does Easter matter to Christians?
Summer 1	1.4 GOSPEL: What is the good news Jesus brings?
Summer 2 ➤	1.8 What makes some places sacred to believers?

Y2:

I can perform acts of kindness and describe how it makes me and the other person feel.

I know everyone has the right to be treated equally.

I know it is important to respect people's differences.

I can identify special things about other people.

I can name and describe a range of feelings.

I know how feelings can affect the way I behave.



End of KS1 Outcomes:

Making Sense of Beliefs:

- 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.

Understanding the Impact:

- 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

Making connections:

- 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.

Year Three	Block	Year Four	Block
Autumn 1	L2.1 CREATION/ FALL: What do Christians learn from the creation story?	Autumn 1	L2.7 What do Hindus believe God is like?
Autumn 2 ➤	L2.10 How do festivals and family life show what matters to Jewish people?	Autumn 2	L2.3 INCARNATION/GOD: What is the Trinity? Christmas
Spring 1	L2.2 PEOPLE OF GOD: What is it like to follow God?	Spring 1 ➤	L2.8 What does it mean to be a Hindu in Britain today?
Spring 2 ➤	L2.9 How do festivals and worship show what matters to a Muslim?	Spring 2 ➤	L2.5 SALVATION: Why do Christians call the day Jesus died 'Good Friday'? Easter
Summer 1	L2.4 GOSPEL: What kind of world did Jesus want?	Summer 1	L2.6 KINGDOM OF GOD: When Jesus left what was the impact of Pentecost ?
Summer 2 ➤	L2.12 How and why do religious and non-religious people try to make the world a better place?	Summer 2	L2.11 Why do some people think that life is like a journey and what significant events mark this?

Y3:

Know how my choices and actions have impacted self and others.
 I can recognise feelings which suggest negative pressure from others.
 I recognise the shared responsibility in maintaining a clean environment.
 I can identify different types of relationships and identify some ways special relationships are recognised.
 I know why it is important to listen to other's points of view
 constructively challenge other peoples' point of view.



Y4:

I know what is meant by 'community' and that we all belong to communities.
 I recognise and challenge stereotyping and discrimination.
 I can identify different types of relationships and identify some ways special relationships are recognised.



Year Five	Block	Year Six	Block
Autumn 1 >	U2.8 What does it mean to be a Muslim in Britain today?	Autumn 1	U2.7 Why do Hindus want to be good?
Autumn 2	U2.3 INCARNATION Was Jesus the Messiah? Christmas	Autumn 2	
Spring 1	U2.1 GOD: What does it mean if God is Holy and Loving?	Spring 1	U2.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary?
Spring 2	U2.9 Why is the Torah so important to Jewish people?	Spring 2	U2.5 SALVATION: What did Jesus do to save Human Beings? Easter
Summer 1	U2.5 GOSPEL: What would Jesus do?	Summer 1	U2.6 KINGDOM OF GOD: What kind of King is Jesus?
Summer 2 >	U2.11 Why do some people believe in God and some people not?	Summer 2 >	U2.12 How does faith help people when life gets hard?

Y5:

I can explain the importance of stopping, taking a step back and asking 'what if...'

I know it is important to speak out about things which make me uncomfortable or are not ok.

I recognise and challenge stereotyping and discrimination.

I respect the opinions of others during a discussion or debate.

I know that media and online claims may not always be true.



Y6:

I know how & why laws are made.

I can discuss and debate topical issues with evidence for my opinions.

I respect the opinions of others during a discussion or debate.

I know it is important to speak out about things which make me uncomfortable or are not ok.

I have some strategies for managing complex and conflicting emotions.



End of LKS2 Outcomes:

Making Sense of Beliefs:

- 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.

Understanding the Impact:

- 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

Making connections:

- 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.

End of UKS1 Outcomes:

Making Sense of Beliefs:

- 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.

Understanding the Impact:

- 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

Making connections:

- 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.