

Religious Education at Hayward's

At Hayward's, RE is about exploring different worldviews 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 ideas and life choices.

The Teaching & Learning Approach:

At Hayward's our curriculum is based on the 2024-2029 Devon & Torbay SACRE syllabus.

- Each block is designed around a key question & children are given a knowledge organiser with key knowledge & vocabulary at the start of each block.
- The questions use the term 'Christians' rather than 'Christianity' as the focus of RE is on the 'lived experience' of believers rather than the history and belief structures of traditions.
- There is also a focus on diversity of 'lived experiences' within worldviews.

The curriculum is comprised of:

Skills

- **Making connections**

Evaluating, reflecting on and making connections between different worldviews and pupils' own worldviews.

- **Making sense of beliefs**

Identifying and making sense of core religious and non-religious worldview beliefs. Including being able to identify sources of authority and different interpretations of these sources.

- **Understanding the impact**

Examining how, and why, people put their beliefs into action and the impact of these actions on their own lives, community and wider world.

Knowledge

- **Substantive knowledge**

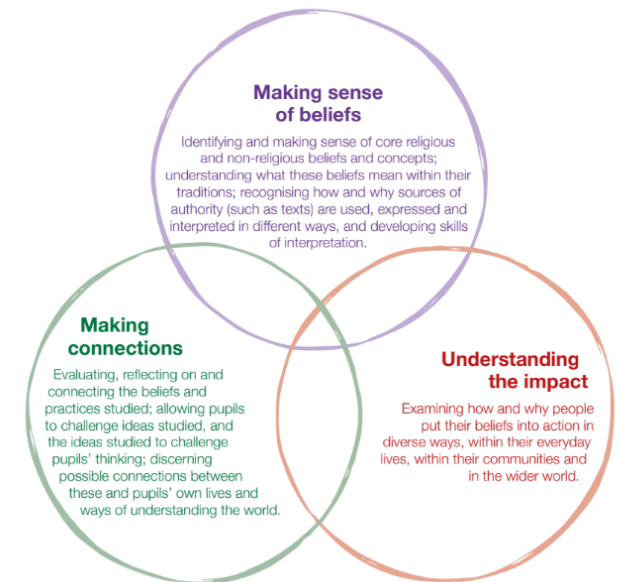
The subject content of core concepts, teachings, practices and behaviors across worldviews.

- **Ways of knowing**

Examining how theological, philosophical, sociological and psychological approaches can help us to understand worldviews.

- **Personal knowledge**


Developing the pupil's knowledge of their own beliefs, assumptions and values which form their worldview.



Foundation Stage	Block	Year one	Block
Autumn	F4 Being Special: where do we belong?	Autumn 1	1.2 Creation: Who do Christians say made the World? Harvest
		Autumn 2	1.1 God: What do Christians believe God is like?
Spring	F5 & F6 What places are special and why?	Spring 1	1.7 Who is Jewish & how do they live?
		Spring 2	
Summer	F1 God: Why is the word 'God' so important to Christians?	Summer 1	1.9 How should we care for the world and for others, and why does it matter?
		Summer 2	1.10 What does it mean to belong to a belief community?

Year Two	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	1.4 Gospel: What is the good news Christians believe Jesus brings?
Spring 2	1.5 Salvation: Why does Easter matter to Christians?
Summer 1	1.6 Who is Muslim and how do they live? (PART 2)
Summer 2	1.8 What makes some places sacred to different world views?







Word Bank 


Genesis
The first book of the Christian Bible.


'The Fall'
When humans first became separated from God by their sin.

sin
To do something against God's laws.

temptation
Wanting to do something, especially something wrong.

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Key Question: What do Christians learn from the creation story? 

'Sticky Knowledge' 

- To know that many Christians believe that God created the world and the wonder we feel from these things tells them about God.
- To know that 'the fall' describes the way in which Adam and Eve lost their close relationship with God.
- To know that to many Christians the story of 'the fall' teaches them that everyone sins – and that all people need to say sorry to God.
- To know that many Christians believe that because God created the Earth they need to take care of it.



Year Three	Block	Year Four	Block
Autumn 1	L2.1 Creation & The Fall: What do Christians learn from the creation story? Harvest	Autumn 1	L2.9 How do festivals and worship show what matters to a Muslim?
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 for a Christian to follow God?	Spring 1	L2.5 Salvation: Why do Christians call the day Jesus died 'Good Friday'? Easter
Spring 2	L2.4 Gospel: What kind of world did Jesus want?	Spring 2	L2.6 Kingdom of God: When Jesus left what was the impact of Pentecost ?
Summer 1	L2.7/L2.8 Who is Hindu and how do they live?	Summer 1	L2.11 How and why do people mark the significant events of life?
Summer 2	L2.12 How and why do people try to make the world a better place?	Summer 2	L2.13 How do people from religious and non-religious communities celebrate key festivals?

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 (shortened) Why do Hindu's Want to be Good?
Autumn 2	U2.3 Incarnation: Why do Christians believe Jesus is the Messiah? Christmas	Autumn 2	U2.13: What can be done to reduce racism? Can religion help?
Spring 1	U2.4 Gospel: How do Christians decide how to live? 'What would Jesus do'?	Spring 1	U2.2 Creation: Creation & Science – Conflict or Complimentary?
Spring 2	U2.9 Why is the Torah so important to Jewish people?	Spring 2	U2.5 Salvation: What do Christians believe Jesus did to save Human Beings? Easter
Summer 1	U2.11 What does it mean to be Humanist in Britain today?	Summer	U2.6 Kingdom of God: For Christians, what kind of King was Jesus?
Summer 2	U2.14 What do religious and non-religious worldviews teach about caring for the Earth?		