

RE Curriculum

St Matthew's Church of England Primary School

Curriculum Intent	Breadth and balance	Key resources & provision	Subject Leader
At St Matthew's our curriculum is designed to build upon prior learning, improve communication skills, promote creativity, broaden knowledge and prepare pupils for life beyond school. We embrace our diversity as individuals and celebrate our unity as a caring, Christian community.	We value pupils as individuals and aim to recognise their achievements in a wide range of areas. Our curriculum therefore ensures balance between academic and personal development. It gives equal importance to core and foundation subjects.	The Emmanuel Project scheme. Regular MAT liaison and support from Gemma Taylor (MAT RE advisor). RE themed days (Pentecost, Eucharist). Links with St Matthew's Church / clergy. Visits (Mosque, The Salvation Army).	Ms Bolton The Emmanuel Project 
Communication	- Key vocabulary is taught explicitly, such as <i>faith, belief, parable, resurrection, mitzvah, Guru etc.</i> - Sentence stems are used to help pupils develop the skills of questioning and reflection. - Clear and explicit focus on RE learning objectives improves subject specific understanding and knowledge.		
Aspiration	- High expectations benefit all pupils. Children with a faith are encouraged to share and celebrate their religion. - Visits to churches and other religious buildings promote a sense of awe and wonder and widen pupils' horizons. - Achievement in RE is not limited by academic ability in reading and writing. Learning is accessible to all.		
Creativity	- Scrapbooks provide evidence of a creative approach, including drama, role play, art and the use of digital media. - RE themes are sometimes utilised in English lessons, providing context and meaning. For example, <i>Christmas / Easter</i>. - Opportunities are given to create artwork linked to RE themes. For example, Bible story canvases and parable pictures.		
Knowledge of the World	- Pupils learn facts about different religions but are also encouraged to reflect about their learning on a personal level. - Units of work are well resourced and designed to help pupils develop a rich knowledge and understanding of religion. - Scrapbooks provide a useful summary of learning and are used regularly by teachers to revisit and recap prior learning.		

Suggested monitoring schedule	Autumn	Spring	Summer
Work scrutiny	EYFS 3 5	1 2 4 6	EYFS 1 2
Drop ins	EYFS 3 5	1 2 4 6	3 4 5 6
Pupil perceptions	EYFS 1 2 3 4 5 6		

The Emmanuel Project: This scheme meets the requirements of the Suffolk Agreed Syllabus for Religious Education. Two of our teachers were involved in writing the original units of work.

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Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Big Question What does the word 'God' mean?	Big Question Why are some people revered?	Big Question Is it always easy to help someone?	Big Question Does everyone need some help?	Big Question Is every one of us special?	Big Question What is really important to do?
	Christianity Harvest / Creation Why is the word God so important to Christians? Encounter: Islam	Christianity Christmas / Incarnation Why do Christians perform Nativity plays at Christmas? Encounter: Islam	Christianity Lent / Salvation How can we help others when they need it? Encounter: Sikhism	Christianity Easter / Salvation Why do Christians put a cross in an Easter garden? Encounter: Buddhism	Christianity Pentecost / Incarnation What makes every single person unique and precious? Encounter: Hinduism	Christianity Creation / Stewardship How can we care for our wonderful world? Encounter: Judaism
In each unit of work pupils will learn about Christianity as a world view and encounter one other Belief, often through experience and practice shared by children in the class.						
See 'The Emmanuel Project' scheme of work for detailed information on... • Learning intentions • Resources and key vocabulary • Progression of skills and knowledge • Assessment opportunities						
Year 1	Big Question Is it important to belong?		Big Question Why do people celebrate?		Big Question Should everyone learn to pray?	
	Christianity Church Why is belonging to God and the church family important to Christians?	Judaism Mitzvot Why is learning to do good deeds so important to Jewish people?	Christianity Resurrection What are the best symbols of Jesus death and resurrection at Easter?	Hinduism Devotion How does a Hindu celebrate devotion to a diety at the festival of Holi?	Judaism Tefillah Why do Jewish families say so many prayers and blessings?	Christianity Worship Why do Christians pray to God and worship him?
In each unit of work pupils will learn about a belief as a world view.						
See 'The Emmanuel Project' scheme of work for detailed information on... • Learning intentions • Resources and key vocabulary • Progression of skills and knowledge • Assessment opportunities						

	Year 2	Big Question What do people believe is important?		Big Question Who is it right to follow?		Big Question Can books and stories be good teachers?	
		Judaism Teshuvah Why do Jewish families talk about repentance at New Year?	Christianity Saviour Why was Jesus given the name 'saviour'?	Islam Compassion How do some Muslims show Allah is compassionate and merciful?	Christianity Trust Why do Christians Trust and follow Jesus?	Christianity Parables What did Jesus teach about God in his parables?	Judaism Torah Why is the Torah such a joy for the Jewish community?
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	Year 3	Big Question Do beliefs make any difference to someone's life?			Big Question What beliefs drive people to make a difference in the world?		
RE Curriculum Progression KS2		Christianity How do Christians show that reconciliation with God and others is important?	Islam How does a Muslim show their submission and obedience to Allah?	Hinduism Why does a Hindu want to collect good karma?	Christianity What do Christians mean when they talk about the Kingdom of God?	Humanism Why do Humanists use the golden rule as a basis for morality?	Christianity Is the cross a symbol of love, sacrifice or commitment for Christians?
	Year 4	Big Question What makes some people an inspiration to others?			Big Question What beliefs bind a community together		
		Islam Why do Muslims call Muhammad the Seal of the Prophets?	Christianity How does believing Jesus is their saviour inspire Christians to save and serve others?	Hinduism How does the story of Rama & Sita inspire Hindus to follow their dharma?	Christianity Why do Christians call themselves the Body of Christ?	Christianity Why do Christians believe they are people on a mission?	Sikhism How do Sikhs put their beliefs about equality into practice?

	Year 5	Big Question Where do people look for answers to life and living?			Big Question Are somethings more sacred than others?		
		Christianity Why is the gospel such good news for Christians?	Islam What does the Qur'an reveal to Muslims about Allah and his guidance?	Hinduism What spiritual pathways to Moksha are in the Hindu scriptures?	Christianity Why do Christians think being a pilgrim is a good analogy for life itself?	Christianity What is the great significance of the Eucharist?	Buddhism How did Buddha teach his followers to find enlightenment?
	Year 6	Big Question Why are there so many different ideas about God?			Big Question What are the best ways to think about death and dying?		
		Islam How does tawhid create a sense of belonging in the Muslim community?	Christianity How do Christians show belief that Jesus is God incarnate?	Hinduism How do questions about Brahman & atman influence the way a Hindu lives?	Christianity How do the Heroes of Faith encourage Christians today?	Christianity Should believing in the resurrection change how Christian's view life & death?	Humanism Why do Humanists say happiness is the goal of life?
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