

Keevil CofE Academy RE Curriculum



“We presume children to achieve their very best.”

Keevil CofE Academy Mission Statement

We know that for children to achieve their best our curriculum needs to be designed in order to enable the maximum amount of learning, through the recall and understanding of knowledge and concepts. Therefore our curriculum is organised as a progression which facilitates the re-visiting of learning through recurrent themes, such that it becomes embedded in children’s long term memory. We also understand the importance of children making connections between prior and new learning. The cyclical nature of our curriculum design, in which topics are returned to over the course of a child’s time with us, helps to enable this.

Vision Statement

As a Church of England Academy, Religious Education (RE) forms an integral part of our curriculum. We approach it with the same academic rigour that we do all other subjects that we teach, but recognise its unique and special attributes and place within our school. We feel that RE is more important now than ever before, in helping us understand the essential teaching and practice of the Christian faith and the role Christianity has played in forming and shaping our society in modern Britain. As well as going to the very heart of who we are, and providing a framework on which everything else fits.

RE provides an opportunity for children to pause, think and reflect. It allows them to explore and nurture their spirituality, challenging materialistic views of the world around them. It also, most importantly, encourages the development of critical and analytical skills. Encouraging children to ask questions, investigate and research, and preparing them to challenge perceived notions in order to find their own beliefs and answers. This culture of critical thinking provides a powerful inoculation for children against the influence of extremism. Facts are taught and learnt about other religions, and faiths are ‘un-packed’ so that children can see where they come from and what they really mean. This understanding of other belief systems comes from a Christian standpoint, rooted in tolerance and understanding.

However, as a church school RE extends beyond the lessons in classrooms, through our collective worship, into everything we do, acting as the glue that joins it all together. Whether children leave with a Christian faith or not, they should all at the very least understand what Christianity is and have seen this lived out through the

life of the school. Understanding how to live their values by reflecting their beliefs through actions and that Christianity is alive and relevant to everyday life.

Keevil Curriculum Statement

Throughout RE learning the children have the opportunity to explore and deepen their core Keevil characteristics. Children are exposed to a wide range of world faiths and through this learning they learn to appreciate and respect the values of other people. Children have the opportunity to develop their communication through expressing their own thoughts, beliefs and opinion. They have to show team work when allowing everyone's thoughts and opinions to be acknowledged through working as part of a team. Children develop their resilience through their belief and trust in God and understanding that they do not always know his plan or intentions but to be resilient when things don't work out the first time. They develop their problem solving skills through finding possible answers to the unknown big questions that surround RE and through accepting that there is more than one right answer. Finally the children have the opportunity to further their diligence by producing work to the best of their ability considering the core values important to them.

Keevil CofE Academy RE Knowledge Progression

Theme	EYFS/KS1	Lower KS2	Upper KS2
<h1>Christianity</h1>			
God	<p>Key question: What do Christians believe God is like?</p> <p>Children will know that:</p> <ul style="list-style-type: none"> • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this. • Christians worship God and try to live in ways that please him. 	<p>Key question:</p> <p>Children will know that:</p> <ul style="list-style-type: none"> • Christians believe God is Trinity: Father, Son and Holy Spirit (see Incarnation). • Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. 	<p>Key question: What does it mean if God is holy and loving?</p> <p>Children will know that:</p> <ul style="list-style-type: none"> • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.
Creation/Fall	<p>Key question: Who made the world?</p> <p>Children will know that:</p> <ul style="list-style-type: none"> • The word God is a name. • Christians believe God is the Creator of the universe. • Christians believe God made our wonderful world and so we should look after it. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. 	<p>Key question: What do Christians learn from the Creation story?</p> <p>Children will know that:</p> <ul style="list-style-type: none"> • God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short. 	<p>Key question: Creation and Science: Conflicting or Complementary?</p> <p>Children will know that:</p> <ul style="list-style-type: none"> • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

People of God		Key question: What is it like to follow God? Children will know that: <ul style="list-style-type: none"> • The Old Testament tells the story of a particular group of people, the children of Israel — known as the People of God — and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God. 	Key question: How can following God bring freedom and justice? Children will know that: <ul style="list-style-type: none"> • The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.
Incarnation	Key question: Why does Christmas matter to Christians? Children will know that: <ul style="list-style-type: none"> • Christians believe God came to Earth in human form as Jesus. • Christians believe Jesus came to show that all people are precious and special to God. • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming. 	Key question: What is the Trinity? Children will know that: <ul style="list-style-type: none"> • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	Key question: Was Jesus the Messiah? Children will know that: <ul style="list-style-type: none"> • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation).
Gospel	Key question: What is the good news Jesus brings? Children will know that: <ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. 	Key question: What kind of world did Jesus want? Children will know that: <ul style="list-style-type: none"> • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. 	Key question: What would Jesus do? Children will know that: <ul style="list-style-type: none"> • Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus'

	<ul style="list-style-type: none"> Christians believe Jesus' teachings make people think hard about how to live and show them the right way. 	<ul style="list-style-type: none"> Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	<p>values favour serving the weak and vulnerable, not making people comfortable.</p> <ul style="list-style-type: none"> Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future. (See Salvation and Kingdom of God). Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.
Salvation	<p>Key question: Why does Easter matter to Christians?</p> <p>Children will know that:</p> <ul style="list-style-type: none"> Christians remember Jesus' last week at Easter. Jesus' name means 'He saves'. Christians believe Jesus came to show God's love. Christians try to show love to others. Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead, giving people hope of a new life. 	<p>Key question: Why do Christians call the day Jesus died Good Friday?</p> <p>Children will know that:</p> <ul style="list-style-type: none"> Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection. 	<p>Key question: What did Jesus do to save human beings?</p> <p>Key question: What difference does the resurrection make to Christians?</p> <p>Children will know that:</p> <ul style="list-style-type: none"> Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.
Kingdom of God		<p>Key question: When Jesus left, what was the impact of Pentecost?</p> <p>Children will know that:</p> <ul style="list-style-type: none"> Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a 	<p>Key question: What kind of King is Jesus?</p> <p>Children will know that:</p> <ul style="list-style-type: none"> Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun,

		<p>demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, your will be done on earth as it is in heaven'.)</p> <ul style="list-style-type: none"> • Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost, as the beginning of the Church. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. 	<p>through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <ul style="list-style-type: none"> • The parables suggest that there will be a future Kingdom, where God's reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.
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Other Major World Faiths

Theme	EYFS/KS1	Lower KS2	Upper KS2
Beliefs and Values	<p>JUDIASM What is the best way for a Jew to show commitment to God?</p> <ul style="list-style-type: none"> • Children can explain why they could do certain things at certain ages. • Children can tell you what they are most committed to in their life. • Children can talk about one of the ways Jews show commitment to God. • Children can talk about a way that Jews show commitment to God and say why this might be important. 	<p>BUDDHISM Is it possible for everyone to be happy?</p> <ul style="list-style-type: none"> • They can start to show an understanding of why people think it is difficult to be happy all the time. • Children can tell you some of the things Siddhattha did to try to be happy and explain why they think they didn't work for him. • Children can begin to show an understanding of what being happy means to Buddhists. <p>BUDDHISM What is the best way for a Buddhist to lead a good life?</p> <ul style="list-style-type: none"> • Children can describe one of their 'good' choices and the consequence of it. They can also explain the consequences of making a different choice. • Children can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. • Children can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to. <p>HINDUISM How can Brahman be everywhere and in everything?</p> <ul style="list-style-type: none"> • Children can explain some of the different roles they play whilst still being themselves. 	<p>ISLAM What is the best way for a Muslim to show commitment to God?</p> <ul style="list-style-type: none"> • Children can show an understanding of why people show commitment in different ways. • Children can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. • Children can think of some ways of showing commitment to God that would be better than others for Muslims. <p>ISLAM Does belief in Akirah (life after death) help Muslims lead good lives?</p> <ul style="list-style-type: none"> • Children can give examples of times their choices have been influenced and may have changed when they considered the consequences that might follow. • Children can explain how believing in Akhirah influences Muslims to do their best to lead good lives. • Children can recognise what motivates or influences them to lead a good life and compare it with what motivates and influences Muslims. • Children can give examples of times when they misinterpreted something.

		<ul style="list-style-type: none">• Children can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.• Children can recognise what they think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.	<ul style="list-style-type: none">• Children can explain two different Muslim interpretations of Jihad.• Children can recognise what motivates them or influences them to lead a good life and compare it with what motivates and influences Muslims. <div>SIKHISM</div> <div>Are Sikh stories important today?</div> <ul style="list-style-type: none">• Children can explain how some stories can teach people about what is important and how to behave.• Children can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.• Children can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. <div>SIKHISM</div> <div>What is the best way for a Sikh to show commitment to God?</div> <ul style="list-style-type: none">• Children can show an understanding of why people show commitment in different ways.• Children can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.• Children can start to express what they think about the best way a Sikh could show commitment to God.
Festivals	<div>JUDIASM</div> <div>Does celebrating Chanukah make Jewish children feel closer to God?</div> <ul style="list-style-type: none">• Children can talk about how cards help to mark celebrations.• Children can recognise some of the symbols used at Chanukah and start to explain them.• Children can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s\he feels about God. <div>JUDIASM</div> <div>Is Shabbat important to Jewish children?</div> <ul style="list-style-type: none">• Children can tell you which is their favourite day of the week and talk about food they would like to share in a special meal.• Children can use the right names for things that are special to Jewish people during Shabbat and explain why.• Children can start to make a connection between being Jewish and decisions about behaviour. <div>JUDIASM</div> <div>How important is it for Jewish people to do what God asks them to do? (Passover)</div> <ul style="list-style-type: none">• Children can talk about why they do as some people ask but not others.	<div>BUDDIASM</div> <div>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</div> <ul style="list-style-type: none">• Children can tell you three important actions they could take to support a group they belong to.• Children can discuss their understanding of their group’s symbol.• They can describe some of the ways Hindus celebrate Diwali and start to explain how.• Children about think Hindu children might feel at Diwali.• Children can start to say why Diwali might bring a sense of belonging to Hindus.	

	<ul style="list-style-type: none">• Children can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.• Children can suggest what they think are the most and least important things Jews do that God asks them to do and add at least one reason.		
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