

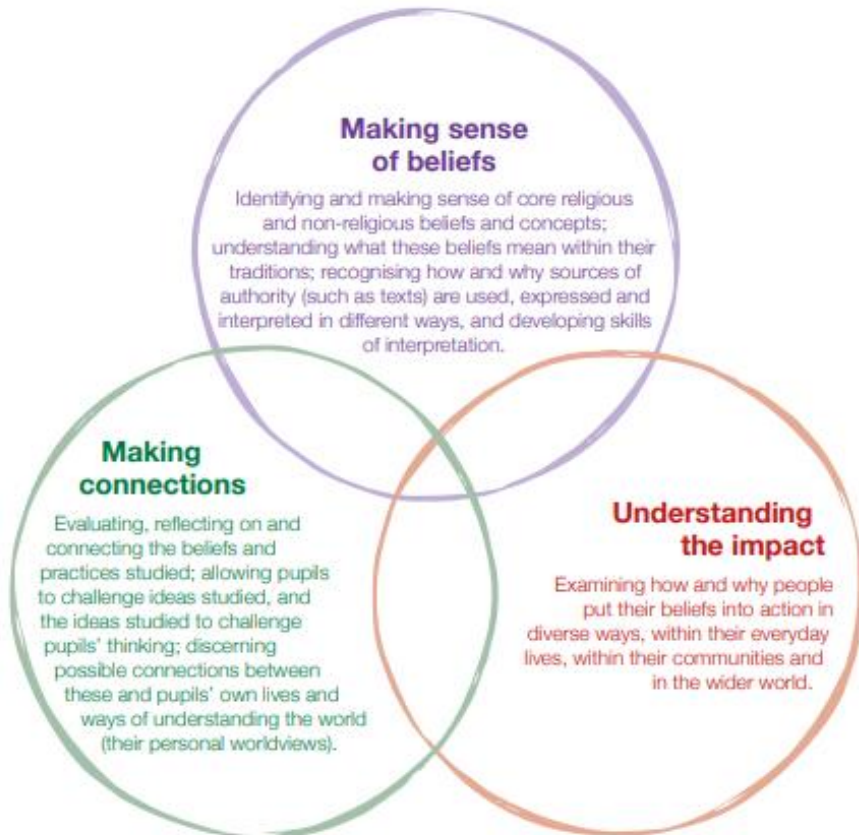
Introducing the East Sussex Agreed RE Syllabus 2022-2027

INSET Day Sept 2022



Purpose and aims

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 threefold aim of RE elaborates this principal aim. The curriculum for RE aims to ensure that all pupils:

Make sense of a range of religious and non-religious beliefs

Understand the impact and significance of religious and non-religious beliefs

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied

What religions are to be taught?

EYFS	Pupils will explore Christians and other faiths, as part of their growing sense of self, their own community and their place within it.
KS1	Christians, Jews and Muslims.
KS2	Christians, Jews, Muslims and Hindus.

Notice the language – ‘Christians’ rather than ‘Christianity’, ‘Hindus’ rather than ‘Hinduism’. This is to reflect that RE is about living faiths rather than the history of the religion. This also recognises the diversity within and between people of the same and different religions.

Depth rather than breadth – Pupils will return to religions and core concepts in order to further their understanding and make connections.

All schools within the federation will follow the same curriculum.

EYFS (Nursery)

Myself	People who help us	Special times
My life	Friendship	Our community
My senses	Welcome	Special books
My special things	Belonging	Stories
People special to me	Special places	The natural world

Some ideas for religious education in the nursery can include:

- creative play, make-believe, role play, dance and drama
- dressing up and acting out scenes from stories, celebrations or festivals
- making and eating festival food
- talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- exploring authentic religious artefacts, including those designed for small children such as ‘soft toy’ artefacts or story books
- seeing pictures, books and videos of places of worship and meeting believers in class
- listening to religious music
- starting to introduce religious vocabulary
- work on nature, growing and life cycles or harvest
- seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions

Planning

Step 1: Unit/key question

- Select a unit/key question from p.57.
- Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.

Step 2: Use learning outcomes

- Use the learning outcomes from column 1 of the unit outlines on pp.61-72, as appropriate to the age and ability of your pupils.
- Being clear about these outcomes will help you to decide what and how to teach.

Step 3: Select specific content

- Look at the suggested content for your key question, from column 2 in the unit outlines.
- Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes.

Step 4: Assessment: write specific pupil outcomes

- Turn the learning outcomes into pupil-friendly 'I can', 'You can' or 'Can you ...?' statements.
- Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to know, be able to understand and do as a result of their learning.
- These 'I can'/'You can'/'Can you ...?' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

Step 5: Develop teaching and learning activities

- Develop active learning opportunities, using some engaging stimuli, to enable pupils to achieve the outcomes.
- Be clear about the knowledge you want them to gain, integrating it into their wider understanding in RE and life. Be clear about the skills you want pupils to develop.
- Make sure that the teaching and learning activities allow pupils to process the knowledge and understanding, thinking hard and practising these skills as well as showing their understanding.
- Consider ways of recording how pupils show their understanding e.g. photographs, learning journey wall or class book, group work, annotated planning, scrapbook, etc.



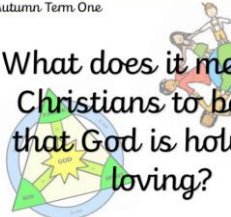
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians? <i>Understanding Christianity - INCARNATION</i>	F1 Why is the word 'God' so important to Christians? <i>Understanding Christianity - GOD</i>	F3 Why is Easter special to Christians? <i>Understanding Christianity - SALVATION</i>	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1 and 2 Cycle 1	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like? <i>Understanding Christianity - GOD</i>	1.2 Who do Christians say made the world? <i>Understanding Christianity - CREATION</i>	1.4 What is the 'good news' Christians believe Jesus brings? <i>Understanding Christianity - GOSPEL</i>	1.7 Who is Jewish and how do they live?	
Year 1 and 2 Cycle 2	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)	1.3 Why does Christmas matter to Christians? <i>Understanding Christianity - INCARNATION</i>	1.6 Who is a Muslim and how do they live?	1.5 Why does Easter matter to Christians? <i>Understanding Christianity - SALVATION</i>	1.6 Who is a Muslim and how do they live? Part 2.	1.8 What makes some places sacred to believers? (C,M)
Year 3 and 4 Cycle 1	L2.1 What do Christians learn from the Creation story? <i>Understanding Christianity - CREATION/FALL</i>	L2.2 What is it like for someone to follow God? <i>Understanding Christianity - PEOPLE OF GOD</i>	L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 What kind of world did Jesus want? <i>Understanding Christianity - GOSPEL</i>	L2.10 How do festivals and family life show what matters to Jewish people?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 3 and 4 Cycle 2	L2.7 What do Hindus believe God is like?	L2.3 What is the 'Trinity' and why is it important for Christians? <i>Understanding Christianity - GOD/INCARNATION</i>	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? <i>Understanding Christianity - SALVATION</i>	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? <i>Understanding Christianity - KINGDOM OF GOD</i>	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5 and 6 Cycle 1	U2.1 What does it mean if Christians believe God is holy and loving? <i>Understanding Christianity - GOD</i>	U2.3 Why do Christians believe Jesus was the Messiah? <i>Understanding Christianity - INCARNATION</i>	U2.8 What does it mean to be a Muslim in Britain today?	U2.4 Christians and how to live: 'What would Jesus do?' <i>Understanding Christianity - GOSPEL</i>	U2.9 Why is the Torah so important to Jewish people?	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year 5 and 6 Cycle 2	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.6 For Christians, what kind of king is Jesus? <i>Understanding Christianity - KINGDOM OF GOD</i>	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people? <i>Understanding Christianity - SALVATION</i>	U2.2 Creation and science: conflicting or complementary? <i>Understanding Christianity - CREATION</i>	U2.12 How does faith help people when life gets hard?

Vocab



Although new vocabulary isn't specifically outlined in the learning outcomes, it is incredibly important to allow all children to access the lesson. Please bear this in mind when planning lessons and success criteria. UKS2 use a cover page, you might like to do similar!

Autumn Term One

What does it mean for Christians to believe that God is holy and loving?



Key Vocabulary	
Ethics	
Immutable	
Diocese	
Prophet	
Psalm	
Omniscient	

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of beliefs:

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people

Understand the impact:

- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)

Make connections:

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

Term 1

What does it mean to belong to a faith community?

Make sense of beliefs:

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people

Understand the impact:

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Make connections:

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

- To know that different people belong to different religions.
- To know the names of symbols and artefacts used by Christians
- To know the names of symbols and artefacts used by people from other religions.
- To know that everyone is valuable.
- To know that Christians, Jewish people and Muslims all believe in looking after other people.
- To know what happens in a Christian baptism ceremony.

Thursday 1 st September 2022			
Let's learn how people are welcomed into religion		Me	T
Cool	I can explain what 'welcome' means		
Warm	I can describe what happens at a Christian baptism ceremony		
Hot	I can compare a Christian baptism with a Jewish/Muslim welcoming ceremony		
Spicy	I can describe how both welcoming ceremonies show love		
I - independent	SC - scaffolded	S - supported	

Teaching & Learning

Use the suggested content as a starting point to make your lessons as purposeful as possible. This could include using:

- Photographs and observation stickers [\(31\) Good Learning in RE: Lie down on the playground 5-7s - YouTube](#)
- Drama
- Art
- Story-telling/story boards
- Debates/discussions
- Extended writing opportunities (a focus area for KS2)
- Open enquiries (a big question)
- Reflection questions

Why is Mary known as the 'Model of the Church' by Christians?
 She is known as the model of the church because she agreed to be the mother of god's son and she was a good woman and always following God and looking after his son.

How was Mary faithful to God and Jesus?
 By always praying to God and asking for help. She also always was in Jesus' life and looking after him. She followed his story.

Why is Mary being recognised more by Christians today and how do they follow her example?
 Because men were always liked and thought to be more strong however, nowadays we are equalised and she is respected because she gave birth to God's son.

My artistic interpretation of Mary...

The Jewish Story of Moses!

The Egyptians are afraid of Israelites. They make them slaves and all baby boys shall be killed. The princess saved him.

Moses was born. His mother put him in a basket and threw him in the sea.

Moses is raised by the king's daughter. He kills a God and goes.

Moses sees a burning bush and hears God's voice saying to get his people.

The king says no and the 10 plagues come.

Moses leads through the red sea.

He is all-powerful
 Omnipotent
 Holy
 Eternal
 Loving

The envelope landed on my desk. 'It's for you,' said the boss. 'This case has been hanging around for a long time. Clear it up. I want a report on my desk in 7 days.'

I opened the envelope and drew out a single sheet of paper. Printed in big letters:

Is God real?

A Big Question, I thought.



Teaching & Learning

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Introduce the idea that Muslims believe in Allah as the one true God ('Allah' is the word for 'God' in Arabic. In Islam, the central belief that there is only one God is referred to as '**Tawhid**').
- **Iman** means belief, and it is expressed in the words of the *Shahadah* ('There is no God but Allah; Muhammad is the messenger of Allah'). Find out about the *Shahadah*, and how this is the most important belief for Muslims. It is part of Muslims' daily prayers, and also part of the Call to Prayer; its words are incorporated into the *adhan*, seen as the best first words for a baby to hear, whispered into their ear soon after birth. Talk about why it is used these ways, and how it shows what is most important to Muslims. To be a Muslim is to submit willingly to God – to allow Allah to guide them through life.
- Muslims believe it is impossible to capture fully what God is like, but they use the mentioned 99 Names for Allah to help them understand Allah better. Explore some of the names and what they mean; look at some of them written in beautiful calligraphy. Ask the pupils to choose one of the names, think about what the name means and how this quality might be seen in their life or the lives of others. Respond to the sentence starters: *One beautiful name found in the Qur'an for Allah is... If I was... I would... If other people were... they would...* Ask the pupils to create some calligraphy around a 'beautiful name' of Allah; ask them to explain why this characteristic of God might be important to a Muslim.
- Remind pupils that the *Shahadah* says Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name – or write PBUH). Examine the idea that stories of the Prophet are very important in Islam. They say a lot about what the Prophet Muhammad said and did, and these stories often teach Muslims an inspiring lesson. Muslims follow Allah (God), but they learn a lot from the Prophet's example. Give examples of some stories of the Prophet Muhammad e.g. The Prophet cared for all Allah's creation (the story of the tiny ants); Muhammad forbade cruelty to any animal, and cared for animals himself to show others how to do it (the camel); he was considered very wise (Prophet Muhammad and the black stone); Muhammad believed in fairness and justice for all (Bilal the first muezzin was a slave to a cruel master. The Prophet's close companion, Abu Bakr, freed him, and made him the first prayer caller of Islam; see www.natre.org.uk/primary/good-learning-in-re-films). Talk about how these stories might inspire people today.
- Revisit the *Shahadah* – it says Muhammad is God's messenger. Now find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an, widely celebrated on the 'Night of Power'. Find out about how, where, when and why Muslims read the Qur'an, and work out why Muslims treat it as they do (wrapped up, put on a stand, etc.).
- Introduce the idea of the Five Pillars as examples of '**ibadah**', or 'worship'. Reciting the *Shahadah* is one Pillar. Another is prayer, '*salah*'. Look at how Muslims try to pray regularly (five times a day). Find out what they do and say, and why this is so important to Muslims. What difference does it make to how they live every day? (Note that Units L2.9 and U2.8 will go into other Pillars in more depth, so only introduce the others at this point.)
- Reflect on what lessons there might be from how Muslims live: how do they set a good example to others? Consider whether prayer, respect, celebration and self-control are valuable practices and virtues for all people to develop, not only Muslims.

Each unit has suggested content to meet the learning outcomes, so use this when you begin planning.

Other great resources are:

BBC Bitesize (a fantastic one!)

Understanding Christianity

NatRE

RE:Online

Implementation & Assessment

All schools to be successfully teaching and assessing within the new syllabus by July 2023. Target Tracker will be updated by the end of Term 2 to fit with the new curriculum aims. Book monitoring is also happening throughout the year.

RE Displays

Slight change to the Learning Environment policy for RE displays: they should be more interactive and display current learning, similar to a Working Wall. Reflection activities can be displayed here too if suitable.

How to use the syllabus for planning and where to find it

G:\Shared drives\Pioneer Staff Shared\Curriculum\RE

Time to explore and think of any questions...