

2021-2022

A Guide to Religious Education at Carlinghow Academy

This document outlines the expectations of how we teach and monitor RE at Carlinghow Academy: progression across year groups and consistency across school. It should be read in conjunction with the RE section under learning on the website.

Intent

Carlinghow Academy's curriculum is driven by the academy's vision that all children 'can and will succeed'.

We provide an ambitious knowledge engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire.

The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school.

Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life. Where appropriate a bespoke and highly personalised curriculum offer is made to individual pupils.

Our cross curriculum approach is designed so that subject specific skills are taught within an exciting topic each half term and enables our children to make meaningful links and become passionate about their own learning and wellbeing. Hooks, enrichment activities and extra-curricular opportunities supplement each topic to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. Ensuring that the connections make sense to the children.

We are determined that every child, will have a lifelong love of reading, and will be able to comprehend and read fluently by the end of Year 6. Our curriculum is led by the high quality and diverse texts that we choose to support learning.

We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated.

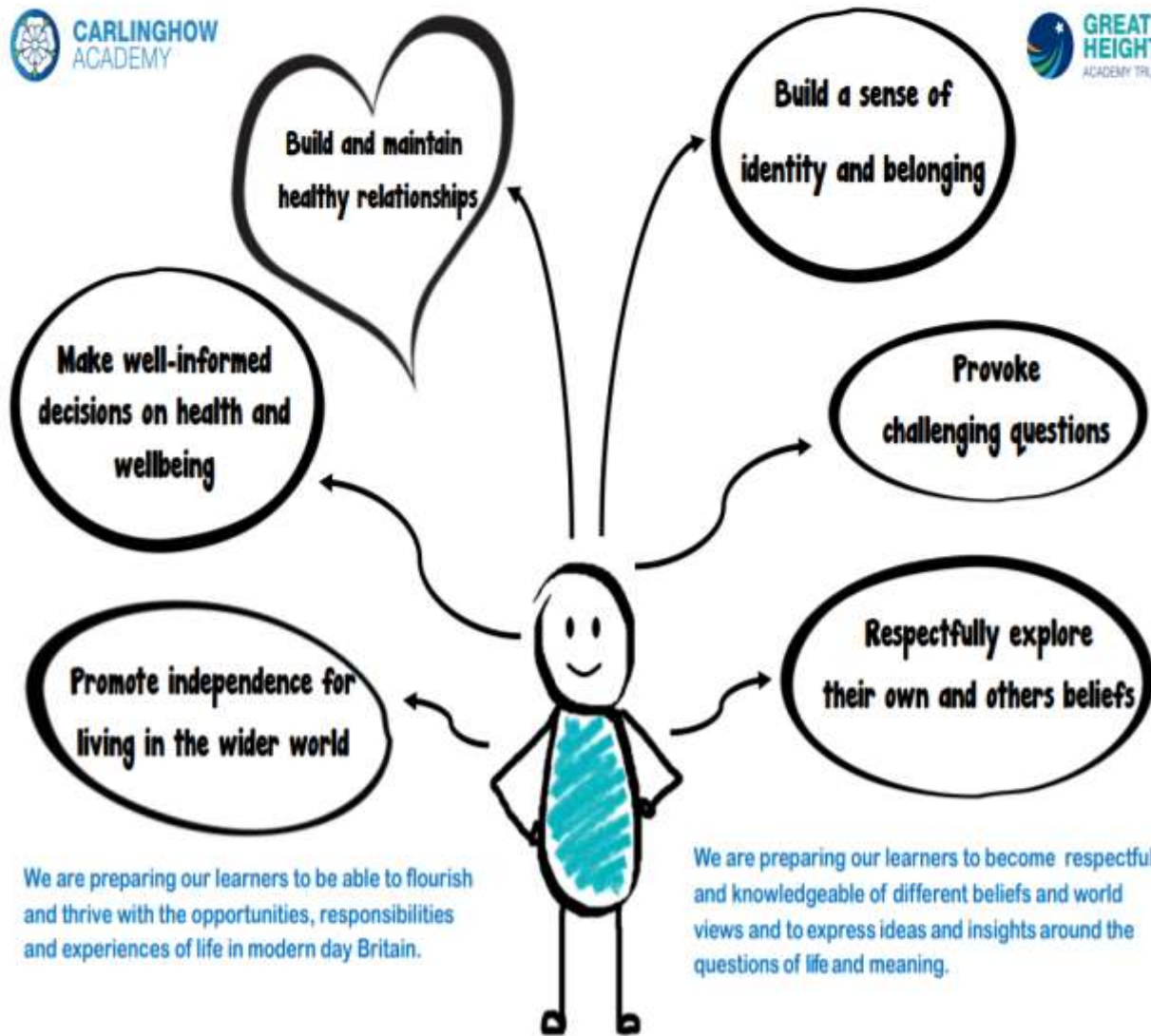
Implementation

The curriculum is a knowledge engaged curriculum based on good quality resources. This R.E guide explains how the Religious Education curriculum is implemented at Carlinghow Academy.

The school has adapted the curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

Impact

The impact of providing such an ambitious curriculum driven by the academy's vision and values and taught by skilled teachers ensures that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life. Knowledge, understanding and skills are secured and embedded so that children attain highly. They take pride in all that they do, always striving to do their best. They demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities. They are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. They have strong communication skills, both written and verbal, and listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. They dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.



We are preparing our learners to be able to flourish and thrive with the opportunities, responsibilities and experiences of life in modern day Britain.

We are preparing our learners to become respectful and knowledgeable of different beliefs and world views and to express ideas and insights around the questions of life and meaning.

PSHCE

RE

At Carlinghow Academy we teach RE from the Kirklees RE Framework, both alongside and through, weekly themed assemblies.

RE is designed as a whole-school approach, the Kirklees framework is broken down in to half-terms for each year group. This is then broken down further in to lesson learning objectives for each topic.

Teachers use the framework to build engaging lessons, the learning objectives from the Kirklees framework also marry up with the learning objectives on the RE knowledge organisers in children's books for each half term.

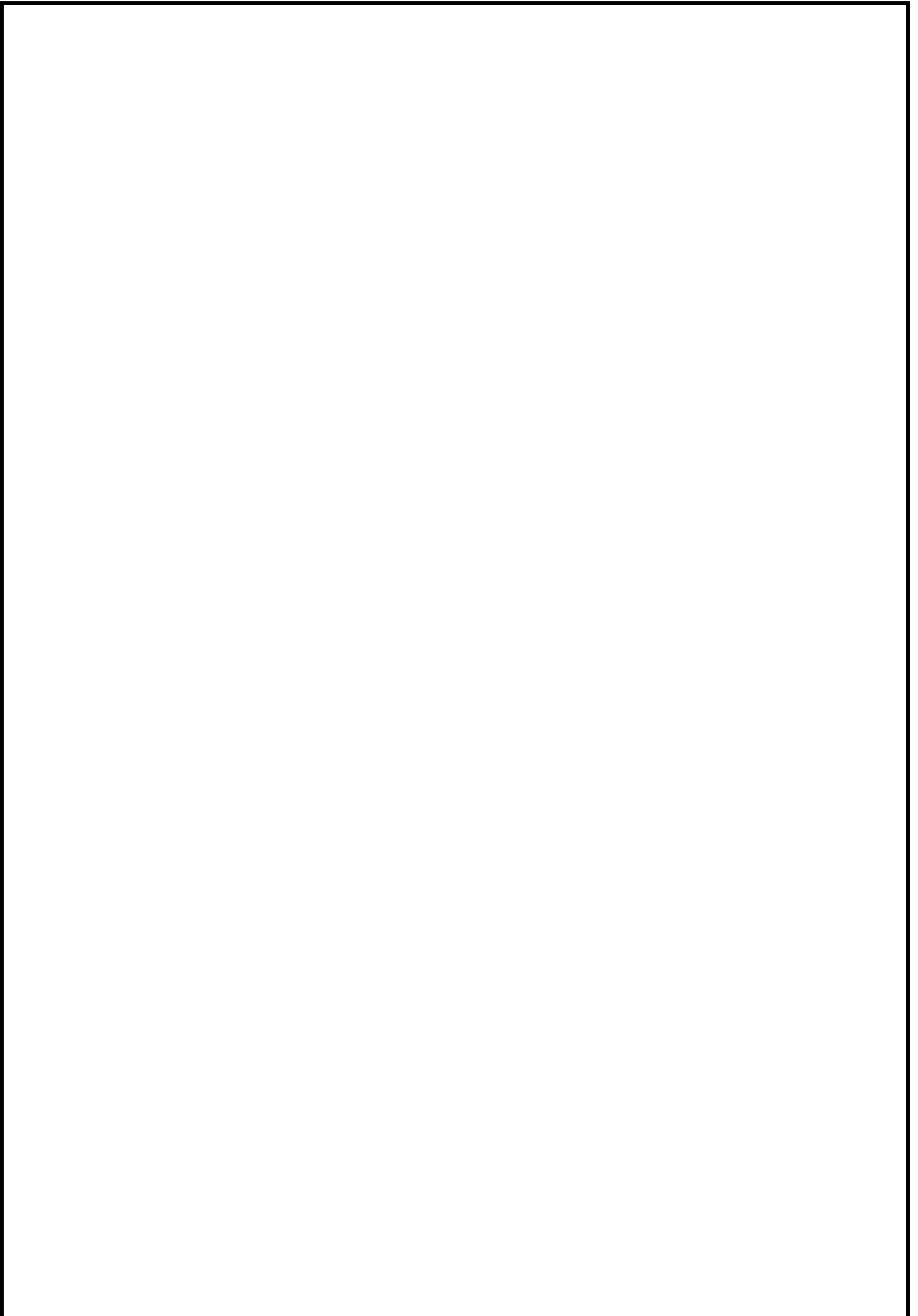
When teaching RE the school's marking policy is followed and the knowledge organisers are in the children's books, along with the progression of skills. The progression of skills aids teachers and children's understanding of what they have learnt previously in earlier year groups. Teachers recap this learning at the start of new topics to ensure the children can build on their previous knowledge. The children then can clearly see the links in their previous and current learning.

Assessment: The expectation is that all RE will be assessed using the target tracker statements at the end of each term, however it is encouraged that assessments for all statements are updated more frequently at regular intervals throughout the term. The Kirklees Framework is a great tool for the assessment of individual children for each lesson. (The intended outcomes are all shown for each objective and activity). This should be used to inform future planning and assessment.

Monitoring: The subject leader will monitor RE through use of Target Tracker data, lesson observations, book scrutinies, working walls, pupil voice and through discussions with teachers. This will be completed as per the monitoring schedule and teachers will be advised in advance of these actions.

Differentiation and SEND: When planning, care should be taken to ensure the content of each session is suitable for all children including those with SEND. If a child's social and emotional or cognitive ability indicates that a lesson may not be suitable for them, alternative arrangements/ lessons planned at their ability will be planned.

Working walls should be evidenced in classroom showing the current teaching of RE, displays will include elements of discussions and activities relating to the current theme and religion being studied.



Units of study of Religious Education at Carlinghow:

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Year 1/2 Cycle A	1.1 Which books and stories are special?	1.2 How do we celebrate special events?	1.3 What does it mean to belong to a church or a Mosque?	1.4 How and why do we care for others?	1.5 Who brought messages about God and what did they say?
Year 1/2 Cycle B	2.1 How is new life welcomed?	2.2 How can we make good choices?	2.3 How and why do people pray?	2.4 How can we look after our planet?	2.5 What did Jesus teach and how did he live?
Year 3/4 Cycle A	3.1 How do Jews remember God's covenant with Abraham and Moses?	3.2 How do people express spirituality?	3.3 What do Christians believe about a good life?	3.4 What do creation stories tell us about our world?	3.5 Who can inspire us?
Year 3/4 Cycle B	4.1 How are important events remembered in ceremonies?	4.2 What faiths are shared in our country?	4.3 How do the 'Five Pillars' guide Muslims in life?	4.4 Why are Gurus at the heart of Sikh belief and practice?	
Year 5/6 Cycle A	5.1 Why are some places and journeys special?	5.2 What values are shown in codes for living?	5.3 Should we forgive others?	5.4 What do Christians believe about old and new covenants?	
Year 5/6 Cycle B	6.1 How do Sikhs show commitment?	6.2 What do Christians believe about Jesus' death & resurrection?	6.3 How does growing up bring responsibilities and commitments?	6.4 How do Jews remember Kings and Prophets in worship & life?	

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Art Programme of study

	<ul style="list-style-type: none"> • Begin to express their own ideas about the meaning of prayer • Ask and respond to questions about the world and creation • Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings • Express ideas about how to care for the planet • Retell some of Jesus' parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today. • Name and retell key events in the final days of Jesus' ministry (Easter) 	<ul style="list-style-type: none"> • Begin to express their own ideas about the meaning of prayer • Ask and respond to questions about the world and creation • Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings • Express ideas about how to care for the planet • Retell some of Jesus' parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today. • Name and retell key events in the final days of Jesus' ministry (Easter) 	<ul style="list-style-type: none"> • Begin to express their own ideas about the meaning of prayer • Ask and respond to questions about the world and creation • Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings • Express ideas about how to care for the planet • Retell some of Jesus' parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today. • Name and retell key events in the final days of Jesus' ministry (Easter) 	<ul style="list-style-type: none"> • Begin to express their own ideas about the meaning of prayer • Ask and respond to questions about the world and creation • Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings • Express ideas about how to care for the planet • Retell some of Jesus' parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today. • Name and retell key events in the final days of Jesus' ministry (Easter) 	<ul style="list-style-type: none"> • Begin to express their own ideas about the meaning of prayer • Ask and respond to questions about the world and creation • Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings • Express ideas about how to care for the planet • Retell some of Jesus' parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today. • Name and retell key events in the final days of Jesus' ministry (Easter) 	
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	<ul style="list-style-type: none"> • Consider how and why people express their spiritual side through the arts • Re-tell some well-known parables and teachings of Jesus and consider their meaning • Observe and consider how the Bible influences Christians in the way they live • Respond thoughtfully and express ideas about right and wrong. • Begin to compare their own decisions and choices with the Christian view. • Re-tell a range of creation stories, making links between them. • Express ideas about creation and suggest meanings for the stories • Express different views and ideas about helping to look after the world around them. • Reflect and make connections between different ideas in the creation stories • Compare some different creation stories. • Describe and make links between different leaders (religious and non-religious), exploring similarities and differences. • Explain how leaders teach through their personal qualities, actions and stories. • Give examples of the ways in which communities follow their leaders 	<ul style="list-style-type: none"> • Consider how and why people express their spiritual side through the arts • Re-tell some well-known parables and teachings of Jesus and consider their meaning • Observe and consider how the Bible influences Christians in the way they live • Respond thoughtfully and express ideas about right and wrong. • Begin to compare their own decisions and choices with the Christian view. • Re-tell a range of creation stories, making links between them. • Express ideas about creation and suggest meanings for the stories • Express different views and ideas about helping to look after the world around them. • Reflect and make connections between different ideas in the creation stories • Compare some different creation stories. • Describe and make links between different leaders (religious and non-religious), exploring similarities and differences. • Explain how leaders teach through their personal qualities, actions and stories. • Give examples of the ways in which communities follow their leaders 	<ul style="list-style-type: none"> • Consider how and why people express their spiritual side through the arts • Re-tell some well-known parables and teachings of Jesus and consider their meaning • Observe and consider how the Bible influences Christians in the way they live • Respond thoughtfully and express ideas about right and wrong. • Begin to compare their own decisions and choices with the Christian view. • Re-tell a range of creation stories, making links between them. • Express ideas about creation and suggest meanings for the stories • Express different views and ideas about helping to look after the world around them. • Reflect and make connections between different ideas in the creation stories • Compare some different creation stories. • Describe and make links between different leaders (religious and non-religious), exploring similarities and differences. • Explain how leaders teach through their personal qualities, actions and stories. • Give examples of the ways in which communities follow their leaders 	<ul style="list-style-type: none"> • Consider how and why people express their spiritual side through the arts • Re-tell some well-known parables and teachings of Jesus and consider their meaning • Observe and consider how the Bible influences Christians in the way they live • Respond thoughtfully and express ideas about right and wrong. • Begin to compare their own decisions and choices with the Christian view. • Re-tell a range of creation stories, making links between them. • Express ideas about creation and suggest meanings for the stories • Express different views and ideas about helping to look after the world around them. • Reflect and make connections between different ideas in the creation stories • Compare some different creation stories. • Describe and make links between different leaders (religious and non-religious), exploring similarities and differences. • Explain how leaders teach through their personal qualities, actions and stories. • Give examples of the ways in which communities follow their leaders 	
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	<p>expressed in different religions through symbols and actions</p> <ul style="list-style-type: none"> • Give examples of ways in which people show they belong • Explain why belonging to a community may be valuable but also challenging. • Discuss their understanding of the beliefs expressed, and compare with their own ideas about belonging. • Describe and explain key teachings of Islam and the different ways these are interpreted by believers; • Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; • Explain how the pilgrimage of Hajj can affect a Muslims life. • Begin to investigate different approaches to Muslim beliefs, offering evidence for their views and interpretations. • Give examples of Sikh beliefs and stories about their Gurus • Describe and show understanding of Sikh practices relating to the Guru Granth Sahib • Explain and give reasons for Sikh values e.g. equality 	<p>expressed in different religions through symbols and actions</p> <ul style="list-style-type: none"> • Give examples of ways in which people show they belong • Explain why belonging to a community may be valuable but also challenging. • Discuss their understanding of the beliefs expressed, and compare with their own ideas about belonging. • Describe and explain key teachings of Islam and the different ways these are interpreted by believers; • Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; • Explain how the pilgrimage of Hajj can affect a Muslims life. • Begin to investigate different approaches to Muslim beliefs, offering evidence for their views and interpretations. • Give examples of Sikh beliefs and stories about their Gurus • Describe and show understanding of Sikh practices relating to the Guru Granth Sahib • Explain and give reasons for Sikh values e.g. equality 	<p>expressed in different religions through symbols and actions</p> <ul style="list-style-type: none"> • Give examples of ways in which people show they belong • Explain why belonging to a community may be valuable but also challenging. • Discuss their understanding of the beliefs expressed, and compare with their own ideas about belonging. • Describe and explain key teachings of Islam and the different ways these are interpreted by believers; • Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers; • Explain how the pilgrimage of Hajj can affect a Muslims life. • Begin to investigate different approaches to Muslim beliefs, offering evidence for their views and interpretations. • Give examples of Sikh beliefs and stories about their Gurus • Describe and show understanding of Sikh practices relating to the Guru Granth Sahib • Explain and give reasons for Sikh values e.g. equality 	
		<ul style="list-style-type: none"> • Identify and explain features of some special places and journeys • Suggest reasons why special places and journeys inspire people • Investigate places of pilgrimage and reflect on the challenges involved in the journey • Reflect on how places of pilgrimage inspire and influence believers and express own ideas about this. • Make connections between morals and values found in 	<ul style="list-style-type: none"> • Identify and explain features of some special places and journeys • Suggest reasons why special places and journeys inspire people • Investigate places of pilgrimage and reflect on the challenges involved in the journey • Reflect on how places of pilgrimage inspire and influence believers and express own ideas about this. • Make connections between morals and values found in 	Y 5

	<p>religious teachings and everyday life.</p> <ul style="list-style-type: none"> • Identify and explain similarities and differences between Humanist, Muslim and Christian values • Investigate and apply ideas about values and how people choose to live their lives. • Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty • Discuss the importance of having a worked through set of ethical values to help live life well. • Show understanding of some reasons people might feel sorry. • Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. • Respond clearly with their own ideas about importance of confession to Christians. • Describe how some modern individuals have faced the challenge of forgiveness. • Explore and express their views about the consequences of forgiveness for themselves • Understand how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths. • Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories and the idea of a covenant between God and the people. • Find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements. • Begin to make connections between the different narratives and the continued 	<p>religious teachings and everyday life.</p> <ul style="list-style-type: none"> • Identify and explain similarities and differences between Humanist, Muslim and Christian values • Investigate and apply ideas about values and how people choose to live their lives. • Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty • Discuss the importance of having a worked through set of ethical values to help live life well. • Show understanding of some reasons people might feel sorry. • Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. • Respond clearly with their own ideas about importance of confession to Christians. • Describe how some modern individuals have faced the challenge of forgiveness. • Explore and express their views about the consequences of forgiveness for themselves • Understand how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths. • Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories and the idea of a covenant between God and the people. • Find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements. • Begin to make connections between the different narratives and the continued 	
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	<p>covenant between God and the people.</p>	<p>covenant between God and the people.</p>	
		<ul style="list-style-type: none"> • Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community • Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them • Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community • Compare and contrast Sikh beliefs and ways of life with those of other faiths • Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels. • Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today. • Explain how festivals and seasons are celebrated, including Ascension and Pentecost. • Describe and understand the rights and responsibilities that come with growing up • Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies • Reflect on their own beliefs, principles and values reasonably • Begin to evaluate different arguments about the rights and responsibilities of 	<p>Y 6</p>

teenagers and the ages
these should be applied

- Describe and express ideas about festivals and how and why they are commemorated.
- Give a considered response to how Jewish people follow the commandments set out in the Torah
- Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.

