Curriculum Development Document

Religious Education

Achieve Believe Care

Curriculum Rationale

At Howley Grange we strive to ensure that our curriculum enables all children to gain the wisdom and courage to make positive choices now, and in their futures.

Howley Grange is committed to providing children with an ambitious curriculum that is broad and balanced. We recognise the upmost importance of ensuring children gain fundamental literacy and numeracy skills and that they have opportunities to develop their individual interests and specialisms in a wide variety of subjects.

Staff plan key questions to encourage the use of enquiry, as well as focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout our school. Our curriculum is designed to help learners to remember the content they are taught in the long term and to integrate new knowledge into larger concepts. Parents, staff and most importantly our children tell us that they enjoy their learning and are eager to find out about the topics and themes, often choosing to take their learning beyond the classroom.

National Curriculum

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998. Schools have to teach RE but parents can withdraw their children for all or part of the lessons. Pupils can choose to withdraw themselves once they're 18.

Local Councils – 'RE Today'

Local Councils are responsible for deciding the RE syllabus. We ensure we meet the requirements of the Dudley agreed syllabus by teaching units, based around questions, using resources created by the National Association of Teachers of Religious Education (NATRE).

Christian	Hindu	Cross Religion	Jew	Islam	Sikhi	_____	Meets Dudley agreed syllabus	_____	Additional lesson

Y1	Y2	Y3	Y4	Y5	Y6
7-Who do Christians say made the world? 1, 2, 4 + assessment	**13-What is the good news Christians say Jesus Brings? (Part 1)** Lesson 1, 2, 3, 4 + assessment	**19-What is it like for someone to follow God?** Lesson 1, 3, 5 + assessment **20-What is the 'Trinity' and why is it important for Christmas?** Lesson 1+2, 4, 5 +assessment	**25-What kind of world did Jesus want?** Lessons 1, 2, 3, 5 + assessment **How well does considering parables from different angles help understand them?** Steps 1+2, 3, 4	**31-What does it mean if Christians believe God is loving and holy?** Lessons 1, 2, 4, 5 + assessment	**38-Why do Christians believe that Jesus was the Messiah?** Lessons 1, 2, 3, 4, 5, + assessment
8-Why does Christmas matter to Christians? Lesson 2, 4, 5 + assessment **What does "Jesus as light of world" mean for Christians?** 1 lesson	**14-What is the good news that Christians say Jesus brings? (Part 2)** Lesson 3, 4, 5 + assessment **Why are churches important to Christians and local communities?** 2 lessons	**What matters to many Sikhs?** Steps 1, 2, 3, 4 **Why do many Sikh people recite the name of God?** Steps 1+2 (combined), 3, 5. Step 6 – key vocabulary questions	**26-For Christians, when Jesus left; what was the impact of Pentecost?** Lessons 1, 3, 4, 5 + assessment	**32-What does it mean to be a Muslim in Britain today?** Lesson 1, 2, 3, 4+5 (combined) + assessment	**How do Sikh people show their beliefs through action?** Steps 1+2 (combined), 3, 4 **What does the Japji mean for Sikh people?** Steps 1+2 combined), 3, 4+5 (combined), 6
9-Who is Jewish and how do they live? 4 lessons + assessment	**15-Who is a Muslim and how do they live? (Part 1)** Lessons 1+2 (combined), 4, 5 + assessment	**21-How do festivals and worship show what matters to a Muslim?** Lessons 2, 3, 4, 5 + assessment	**27-What do Hindus believe God is like?** Lessons 1, 4, 5 + assessment	**33-Why is the Torah so important for Jewish people?** Lessons 1, 2, 3 **What does Shabbat mean to people living in Britain today?**	**39-Why do Hindus want to be good?** Lessons 1, 2, 3, 4, 5 + assessment

			What is ahimsa and how does it help Hindus? Steps 1+2 (combined), 3, 5 **6 lessons**	Steps 2+3 (combined), 3+4 (combined) **What does Adon Olam mean to Jewish people?** Steps 1+2 (combined), 3, 5 **8 lessons**	**Why is Sri Ganesh important to Hindus today?** Steps 1+2 (combined), 3+4 (combined)
10-What do Christians believe God is like? Lesson 1, 2+3 (combined), 4, 5 + assessment	**16-Why does Easter matter to Christians?** Lessons 1+2 (combined), 4, 5 + assessment **How do different people celebrate Easter?** 2 lessons	**22-How do festivals and family life show what matters to Jewish people?** **What do these objects tells us about living in a Jewish home?**	**28-Why do Christians call the day Jesus died 'Good Friday'?** Lessons 1-6	**34-Creation and science; conflicting or complementary?** Lessons 1, 2, 3, 4, + assessment	**40-What difference does the resurrection make to Christians?** Lessons 1, 2 + 3 (combined), 4, 5 + assessment
11-What does it mean to belong to a faith community? Lessons 1-5 + assessment	**17-Who is a Muslim and how do they live? (Part 2)** Lessons 1-5 + assessment	**23-What do Christians learn from the creation story?**	**29-What does it mean to be a Hindu in Britain today?** Lessons 1-6	**35-How can following God bring freedom and justice?** Lessons 1, 2, 3, 4 + assessment	**41-For Christians what Kind of King was Jesus?** Lessons 1, 2, 4, 5 + assessment
12-How should we care for others and the world and why does it matter? Lessons 1, 2, 4, 5 + assessment	**18-What makes some places sacred to believers?** Lessons 1-5 + assessment	**24-How and why do people try to make the world a better place?**	**30-How and why do people mark the significant events of life?** Lessons 1, 2, 3, 4, 5+6 (combined) **How can you live a good life and be happy?** Steps 1+2 (combined), 3, 4 **8 lessons**	**36-What matters most to Humanists and Christians?** Lessons 1, 2, 4, 5 + assessment **Why do some Humanists strive to make the world a better place?** Steps 1+2 (combined), 3+4 (combined), 5+6 (combined), 7 **8 lessons**	**42-Why do some people believe in God and some people not?** Lessons 1, 2, 4, 5, + assessment