

CITY OF
ROCHESTER



SCHOOL

City of Rochester School

RE Curriculum

RE Curriculum

Key Stage 1 - 3

Intent

- Our RE lessons are intended to offer an ambitious, broad and rich RE curriculum to allow for coverage of all areas; to allow for a variety of ways to explore religions, the pupils community and personal development and wellbeing.
- The lessons are coherently planned and sequenced with the intention of providing a high quality progressive experience of the subject, with scope for cross-curricular learning. This means that by the end of Key Stage 2, pupils will have covered the significant components of world religions starting with an overview and culminating in more in-depth study as pupils' progress through the year groups.
- Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues.
- SMSC, personal growth and community cohesion are featured throughout each strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences.
- The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.
- If parents hold a particular religious view, they are still encouraged to allow their child to explore different faiths. This promotes acceptance and tolerance of all faiths in contemporary British society. Parents are fully informed with regard to external visits to places of worship. We make it clear that the religious views of parents will not be compromised during these trips.
- The Board of Trustees which comprises experts in SEN and in particular ASD, have been actively involved in curriculum design. This means that the curriculum is fit for purpose for children with special educational needs. A large part of the curriculum is experiential as it is important for children on the autism spectrum to be able to make cohesive links that are not abstract. A fully immersive experience is required. Examples include visits to places of worship, where pupils are able to participate and experience how world religions express their faiths and beliefs.

Implementation

- Our curriculum is linked as far as possible to the National Curriculum. In addition, we link this to the school Equality and Diversity Calendar which aims to bring together key dates from the international calendar of important events. Examples include: Easter, World Day for Cultural Diversity and Ramadan.
- We have used units and lessons from Twinkl Planit to offer a broad range of study for children studying RE.
- In KS1, children begin to look at other religions, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings.
- Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from KS1 to the end of KS2. End of unit assessments are available to support teachers in making sure children have reached the intended outcomes.
- Staff have access to a bespoke and whole school training programme which enables them to meet the individual needs of pupils in relation to their diagnosis of ASD and other co-morbidities together with subject specific/curriculum training. Examples include: Understanding Autism, how the developing brain works, visits to other schools to observe and learn from best practice, subject specific training, memberships and participation in subject associations, participating in curriculum meetings, access to on-line resources – for example Optimus Education.
- Quality Assurance activities include: half-termly book monitoring, learning walks, formal and informal lesson observations, including peer to peer observations, pupil surveys and curriculum team meetings.

Impact

- We believe that the impact of our RE curriculum will be for children to have a better understanding of the religions that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion.
- All children will be more informed about their position in the world, and the decisions they can make impacting their future.
- All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live.
- The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves.
- Lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions of the world, their community and their future. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and understanding how it can help them in their future.
- This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations.
- Regular feedback is sought from pupils through the School Council (half-termly), pupil surveys, (termly), parent surveys (annually), staff surveys (annually)
- Confidence, Resilience and Success are core values at City of Rochester School. This means that the acquisition of social skills and personal development are of paramount importance to our pupils to life beyond school. Impact is therefore demonstrated through social and linguistic development which the school evidences through case studies.
- Pupils have significant barriers to learning which the school works hard to help pupils overcome. This means that the school works with a wide variety of partners such as medical professionals, curriculum partners, parents/carers, education professionals and the wider community to promote pupils engagement in learning.

Non-Statutory Guidance – RE

Religious Education is not a statutory part of the National Curriculum. Pupils at City of Rochester School study RE in Key Stages 1 – 3.

‘The curriculum for a maintained school must be a balanced and broadly based one which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.’ Section 2 79 (1) School Standards and Framework Act.

Breadth and depth is achieved in RE, by taking the following into account:

- RE provides opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experiences.
- There is a wide-ranging study of religion and belief across the key stages as a whole.
- Not all religions are studied at the same depth or in each key stage, but all that are studied are studied in a way that is coherent and promotes progression.
- Pupils have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives and subject matter should facilitate integration and promotion of shared values.
- The study of religion provides an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

These three areas underpin the breadth of coverage of RE and our assessment (B squared connecting steps) at City of Rochester school:

- SMSC
- Personal Growth and Development
- Community Cohesion

➤ **Beliefs and teachings (from various religions)**

Understanding the key teachings of various religions

➤ **Rituals, ceremonies and lifestyles (from various religions)**

Exploring the day-to-day lives and practices of various religions

➤ **How beliefs are expressed**

Understanding how books, scriptures, symbols, art and readings convey beliefs.

➤ **Time to reflect and personal growth**

Showing an appreciation for how religion plays an important role in people’s lives. Exploring identify and who we are.

➤ **Values (in your own and others’ lives)**

Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make.

Links To Other Subjects

RE has strong links with PSHEE and Literacy. City of Rochester School uses Jigsaw to deliver our PSHE curriculum. Jigsaw offers a comprehensive programme in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. [The links are: please can we be more explicit here](#)

Cultural and Diversity Calendar

The City of Rochester school has a comprehensive cultural and diversity calendar which supplements the curriculum throughout the year. Through this we encourage the children to make links with their work in RE as well as showing an appreciation for what people value and how it is an important aspect of their life.

September	13 th to 22 nd Heritage open days https://www.heritageopendays.org.uk/	13 th Roald Dahl Day https://www.roalddahl.com/home/teachers
October	Black History Month https://www.blackhistorymonth.org.uk/	4 th to 10 th World Space Week https://www.worldspaceweek.org/
November	11 th to 15 th Anti Bullying Week https://www.anti-bullyingalliance.org.uk/anti-bullying-week/anti-bullying-week-2019-change-starts-us	11 th Remembrance Day https://www.britishlegion.org.uk/get-involved/remembrance
December	2 nd International Slavery Abolition Day https://www.un.org/en/events/slaveryabolitionday/	13 th Christmas Jumper Day https://www.savethechildren.org.uk/christmas-jumper-day
January	25 th Chinese New Year https://www.activityvillage.co.uk/chinese-new-year	27 th Holocaust Memorial Day https://www.hmd.org.uk/what-is-holocaust-memorial-day/
February	1 st to 8 th National Storytelling Week https://www.sfs.org.uk/national-storytelling-week	LGBT History Month https://lgbthistorymonth.org.uk/
March	5 th World Book Day https://www.worldbookday.com/	22 nd March Mother's Day 25 th March Pancake Day
April	2 nd April Autism Awareness Day	12 th Easter 23 rd St George's Day
May	18 th to 24 th Mental Health Awareness Week	21 st May World Day for Cultural Diversity https://www.un.org/en/events/culturaldiversityday/
June	21 st Father's Day	27 th Armed Forces Day
July	City of Rochester School British Values Day	City of Rochester School End of term trip

Curriculum Overview

- * Our curriculum is designed with our children in mind but is subject to change. Units may be moved around to suit children's interests, current affairs and to make better use of resources. If this happens staff ensure that there is breadth and balance across the year to ensure coverage.

KS1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Caring for Others	Gifts and Giving	Friendship	Easter and Surprises	Religion and Rituals	Places of Worship - include a trip
Connecting steps	Steps 1 - 2					
Year 2	Nature and God	Light and Dark	Rules and Routines	Beginnings and Endings	Ceremonies	Places of Worship - include a trip
Connecting steps	Steps 2 – 3					

KS2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Hinduism	The Nativity Story	Islam	Good Friday	Sikhism	Judaism
Connecting steps	Steps 3 – 4					
Year 4	Buddhism	People of Faith	Christianity	Food and Fasting	Pilgrimage	The Bible
Connecting steps	Steps 4 – 5					
Year 5	Worship	The True Meaning of Christmas	Peace	Forgiveness	Jesus the Healer	Commitment
Connecting steps	Steps 5 -6					
Year 6	Creation Stories	The Christmas Story	Justice and Freedom	Crucifixion	Eternity	Humanism
Connecting steps	Steps 6 - 7					

KS3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7					RE – Buddhism	RE – Social Justice
Connecting steps					RE 7-8	RE 7-8
Year 8					RE – Christianity	RE – Life After Death
Connecting steps					RE 8-9	RE 8-9
Year 9					RE - Humanism	RE – Religion and Life
Connecting steps					RE 9-10	RE 9-10

Detailed Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	Caring for Others	Gifts and Giving	Friendship	Easter and Surprises	Religion and Rituals	Places of Worship - include a trip
Learning Objectives Covered	<ul style="list-style-type: none"> describe the main beliefs of a religion; describe the main festivals of a religion. name religious symbols and the meaning of them; learn the name of important religious stories; retell religious stories and suggest meanings in the story. 	<ul style="list-style-type: none"> describe the main beliefs of a religion; describe the main festivals of a religion. name religious symbols and the meaning of them; learn the name of important religious stories; retell religious stories and suggest meanings in the story. 	<ul style="list-style-type: none"> identify things that are important in their lives; ask questions about the puzzling aspects of life; understand that there are similarities and differences between people. look at how values affect a community and individuals; explain how actions can affect other people; understand that they have their own choices to make and begin to understand the concept of morals. 	<ul style="list-style-type: none"> describe the main beliefs of a religion; describe the main festivals of a religion. name religious symbols and the meaning of them; learn the name of important religious stories; retell religious stories and suggest meanings in the story. 	<ul style="list-style-type: none"> recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; observe when practices and rituals are featured in more than one religion or lifestyle. 	<ul style="list-style-type: none"> recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; observe when practices and rituals are featured in more than one religion or lifestyle. name religious symbols and the meaning of them; learn the name of important religious stories; retell religious stories and suggest meanings in the story.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Nature and God	Light and Dark	Rules and Routines	Beginnings and Endings	Ceremonies	Places of Worship - include a trip
Learning Objectives Covered	<ul style="list-style-type: none"> describe the main beliefs of a religion; describe the main festivals of a religion. name religious symbols and the meaning of them; learn the name of important religious stories; retell religious stories and suggest meanings in the story. 	<ul style="list-style-type: none"> describe the main beliefs of a religion; describe the main festivals of a religion. name religious symbols and the meaning of them; learn the name of important religious stories; retell religious stories and suggest meanings in the story. 	<ul style="list-style-type: none"> recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; observe when practices and rituals are featured in more than one religion or lifestyle. look at how values affect a community and individuals; explain how actions can affect other people; understand that they have their own choices to make and begin to understand the concept of morals. 	<ul style="list-style-type: none"> describe the main beliefs of a religion; describe the main festivals of a religion. recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; observe when practices and rituals are featured in more than one religion or lifestyle. 	<ul style="list-style-type: none"> recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; observe when practices and rituals are featured in more than one religion or lifestyle. 	<ul style="list-style-type: none"> describe the main beliefs of a religion; describe the main festivals of a religion. recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; observe when practices and rituals are featured in more than one religion or lifestyle. identify things that are important in their lives; ask questions about the puzzling aspects of life; understand that there are similarities and differences between people.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Hinduism	The Nativity Story	Islam	Good Friday	Sikhism	Judaism
Learning Objectives Covered	<ul style="list-style-type: none"> describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books. identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used; explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. begin to identify religious symbolism in different forms of art and communication; looking at holy texts and stories, explaining meaning in a story; express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. 	<ul style="list-style-type: none"> describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books. 	<ul style="list-style-type: none"> describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books. begin to identify religious symbolism in different forms of art and communication; looking at holy texts and stories, explaining meaning in a story; express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. make informed choices and understand the consequences of choices; describe how shared values in a community can affect behaviour and outcomes; discuss and give opinions on morals and values, including their own. 	<ul style="list-style-type: none"> describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books. understand that personal experiences and feelings can influence their attitudes and actions; offer suggestions about why religious and non-religious leaders and followers have acted the way they have; ask questions that have no agreed answers, and offer suggestions as answers to those questions; understand that there are similarities and differences between people and respect those differences. 	<ul style="list-style-type: none"> describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books. begin to identify religious symbolism in different forms of art and communication; looking at holy texts and stories, explaining meaning in a story; express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. make informed choices and understand the consequences of choices; describe how shared values in a community can affect behaviour and outcomes; discuss and give opinions on morals and values, including their own. 	<ul style="list-style-type: none"> describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books. begin to identify religious symbolism in different forms of art and communication; looking at holy texts and stories, explaining meaning in a story; express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. make informed choices and understand the consequences of choices; describe how shared values in a community can affect behaviour and outcomes; discuss and give opinions on morals and values, including their own.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	Buddhism	People of Faith	Christianity	Food and Fasting	Pilgrimage	The Bible
Learning Objectives Covered	<ul style="list-style-type: none"> describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books. 	<ul style="list-style-type: none"> Understand that personal experiences and feelings can influence their attitudes and actions; offer suggestions about why religious and non-religious leaders and followers have acted the way they have; ask questions that have no agreed answers, and offer suggestions as answers to those questions; understand that there are similarities and differences between people and respect those differences. 	<ul style="list-style-type: none"> begin to identify religious symbolism in different forms of art and communication; looking at holy texts and stories, explaining meaning in a story; express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. 	<ul style="list-style-type: none"> identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used; Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. make informed choices and understand the consequences of choices; describe how shared values in a community can affect behaviour and outcomes; Discuss and give opinions on morals and values, including their own. 	<ul style="list-style-type: none"> identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used; explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. 	<ul style="list-style-type: none"> describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books. begin to identify religious symbolism in different forms of art and communication; looking at holy texts and stories, explaining meaning in a story; express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Worship	The True Meaning of Christmas	Peace	Forgiveness	Jesus the Healer	Commitment
Learning Objectives Covered	<ul style="list-style-type: none"> explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyles associated with belonging to a non-religious community; compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; show an understanding of the role of a spiritual leader. explore religious symbolism in literature and the arts; explain some of the different ways individuals show their beliefs; share their opinion or express their own belief with respect and tolerance for others. 	<ul style="list-style-type: none"> recognise and explain how some teachings and beliefs are shared between religions; explain how religious beliefs can shape the lives of individuals and contribute to society. explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyles associated with belonging to a non-religious community; compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; show an understanding of the role of a spiritual leader. 	<ul style="list-style-type: none"> recognise and explain how some teachings and beliefs are shared between religions; explain how religious beliefs can shape the lives of individuals and contribute to society. explore religious symbolism in literature and the arts; explain some of the different ways individuals show their beliefs; share their opinion or express their own belief with respect and tolerance for others. explain why individuals and communities may have similar and differing values; show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; express their own values while respecting the values of others. 	<ul style="list-style-type: none"> recognise and explain how some teachings and beliefs are shared between religions; explain how religious beliefs can shape the lives of individuals and contribute to society. recognise and express feelings about their identities and beliefs; explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; explain why their answers may be different from someone else's and respond sensitively. 	<ul style="list-style-type: none"> explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyles associated with belonging to a non-religious community; compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; show an understanding of the role of a spiritual leader. explore religious symbolism in literature and the arts; explain some of the different ways individuals show their beliefs; share their opinion or express their own belief with respect and tolerance for others. 	<ul style="list-style-type: none"> explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyles associated with belonging to a non-religious community; compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; show an understanding of the role of a spiritual leader.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	Creation Stories	The Christmas Story	Justice and Freedom	Crucifixion	Eternity	Humanism
Learning Objectives Covered	<ul style="list-style-type: none"> explain practices and lifestyles associated with belonging to a faith; explain practices and lifestyles associated with belonging to a non-religious community; compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; show an understanding of the role of a spiritual leader. recognise and express feelings about their identities and beliefs; explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; explain why their answers may be different from someone else's and respond sensitively. 	<ul style="list-style-type: none"> recognise and explain how some teachings and beliefs are shared between religions; explain how religious beliefs can shape the lives of individuals and contribute to society. explore religious symbolism in literature and the arts; explain some of the different ways individuals show their beliefs; share their opinion or express their own belief with respect and tolerance for others. 	<ul style="list-style-type: none"> recognise and express feelings about their identities and beliefs; explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; explain why their answers may be different from someone else's and respond sensitively. explain why individuals and communities may have similar and differing values; show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; express their own values while respecting the values of others. 	<ul style="list-style-type: none"> recognise and express feelings about their identities and beliefs; explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; explain why their answers may be different from someone else's and respond sensitively. 	<ul style="list-style-type: none"> recognise and express feelings about their identities and beliefs; explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; explain why their answers may be different from someone else's and respond sensitively. 	<ul style="list-style-type: none"> recognise and explain how some teachings and beliefs are shared between religions; explain how religious beliefs can shape the lives of individuals and contribute to society. recognise and express feelings about their identities and beliefs; explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; explain why their answers may be different from someone else's and respond sensitively.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	History –	History	Geography	Geography	RE - Buddhism	RE – Religion and Social Justice
Learning Objectives Covered					<ul style="list-style-type: none"> • present a coherent understanding of a number of different religions and worldviews including beliefs, values, practices and ways of life as systems and ways of seeing and living in the world • demonstrate a greater understanding of the similarities and differences between the different religions studied and of the distinctive features of each religion 	<ul style="list-style-type: none"> • demonstrate an understanding of the varied beliefs, practices and ways of life of some different groups • express their own and others' views with reasons about some moral/ethical questions, where possible establishing links with religious and other worldviews • present their own views about matters of meaning, purpose and truth giving reasons for their own views and demonstrating some awareness of alternative views.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 8	History –	History	Geography	Geography	RE - Christianity	RE – Life After Death
Learning Objectives Covered					<ul style="list-style-type: none"> • present a coherent understanding of a number of different religions and worldviews including beliefs, values, practices and ways of life as systems and ways of seeing and living in the world • demonstrate a greater understanding of the similarities and differences between the different religions studied and of the distinctive features of each religion 	<ul style="list-style-type: none"> • demonstrate an understanding of the varied beliefs, practices and ways of life of some different groups • express their own and others' views with reasons about some moral/ethical questions, where possible establishing links with religious and other worldviews • present their own views about matters of meaning, purpose and truth giving reasons for their own views and demonstrating some awareness of alternative views.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	History	History	Geography	Geography	RE - Humanism	RE – Religion and Life
Learning Objectives Covered					<ul style="list-style-type: none"> • present a coherent understanding of a number of different religions and worldviews including beliefs, values, practices and ways of life as systems and ways of seeing and living in the world • demonstrate a greater understanding of the similarities and differences between the different religions studied and of the distinctive features of each religion 	<ul style="list-style-type: none"> • demonstrate an understanding of the varied beliefs, practices and ways of life of some different groups • express their own and others' views with reasons about some moral/ethical questions, where possible establishing links with religious and other worldviews • present their own views about matters of meaning, purpose and truth giving reasons for their own views and demonstrating some awareness of alternative views.