



Curriculum Statement: RE

"All religions, arts, and sciences are branches of the same tree." — Albert Einstein

The Courtwood Curriculum Intent and Offer

<p>National Curriculum: Pupils learn the knowledge and skills required of them to be academically successful, building on their individual starting points</p>	<p>Inclusion: Pupils value diversity and demonstrate tolerance, compassion and mutual respect to all members of the school and wider community, whilst developing the life-skills needed to unlock their potential</p>	<p>Nurture: Pupils build their confidence, self-esteem and resilience, developing strategies which enable them to effectively safeguard their well-being</p>	<p>Outdoor Learning: Pupils understand and take responsibility for their influence in living healthy lifestyles, and supporting the planet to be sustainable, both now and in the future</p>	<p>Responsibility: Pupils have an awareness of their own impact on their future and how they can contribute positively to wider society</p>	<p>Enrichment: Pupils access experiences and opportunities which develop aspirations and broaden the horizons of life-long learning</p>
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Intent, Implementation and Impact in PSHE/RSHE

<p>Intent (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)</p>	<p>Implementation (What will this look like in the classroom?) <i>*school focus – retrieval & vocabulary</i></p>	<p>Impact (How will this be measured?)</p>
<p>For all children to:</p> <ul style="list-style-type: none"> • Have a basic knowledge of the six main world religions and non-religion. • Describe and explain beliefs and theological concepts. • Describe and explain some sources of authority and teachings within and across religious and non-religious traditions. • Describe and explain ways in which beliefs are expressed. 	<ul style="list-style-type: none"> • The Diocese of Norwich enquiry-based curriculum is used to ensure that all children have access to a broad RE offer introducing them to all of the big six religions and non-religions. As stated in the national curriculum for academies, our curriculum reflects that the religious traditions in Great Britain are, in the main, Christian. • One Page Profiles of religions relevant to the lesson are shared and discussed at the start of each lesson. 	<ul style="list-style-type: none"> • Children will be able to articulate knowledge about the beliefs of the religions that they've been taught. • Children will be able to retrieve knowledge they have previously learned about the religion and key themes to gradually build their understanding and be able to apply in different contexts to strengthen their long-term memory. • Children will understand and respect the major world views that they are likely to encounter in their classroom, in the local area and throughout their adult lives.



<ul style="list-style-type: none"> • Know and understand the significance and impact of beliefs and practices on individuals, communities and societies. • Gain and deploy deepening understanding of specialist vocabulary and terms. • Know and understand about religious diversity within the region, as well as nationally and globally. • Compare similarities and differences between different religions. • Know and understand how religion can be defined and what is meant by the term “religious and non-religious worldviews” and with increasing clarity know that these worldviews are complex, diverse and plural. • Gain and deploy skills that enable critical thinking and enquiry in relation to the material they study. • Understand the impact of religion on art and architecture through history. • Reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment. 	<ul style="list-style-type: none"> • An enquiry-based curriculum allows children to explore different religious and non-religious views in a non-judgemental way while developing their critical thinking skills. • A Programme of Study for Pupils with SEND is also used to support children in our ELP. • Key vocabulary is explicitly taught to children as part of quality-first teaching. Vocabulary is clearly modelled on knowledge organisers. • Knowledge Organisers are used to support children’s understanding and retrieval of the key knowledge, vocabulary and support organisations available. They also aim to help children know more and remember more. • Children’s behaviour will be tolerant of each other and wider communities, demonstrating empathy and showing respect to people of all faiths. • Visits to Places of Worship allow children to understand religious views in our local area and compare different religions. • Teachers’ skilful questioning allows all children to make progress and reflect on learning. • Retrieval opportunities are planned for by teachers, to ensure children have opportunity to secure new knowledge. 	<ul style="list-style-type: none"> • Floor books (R-KS1) and individual workbooks (KS2) evidence of progression in core themes. • Children actively engage in learning about religion and ask questions about other people’s beliefs. • Children can explain the impact of religion on local culture, world culture and art. • Children can function as theologians to develop their disciplinary skills in the subject.
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PSHE/ RSHE Curriculum Summary

EYFS (Reception)	KS1 & KS2		
Understanding the World (UtW) <ul style="list-style-type: none"> • People and communities • The World 	Core Theme 1: Religion in the society	Core Theme 2: Art and Architecture	Core Theme 3: Poverty



COURTWOOD PRIMARY SCHOOL

Nurturing Knowledge;
Learning for Life.

Respect Resilience Aspiration Kindness

Religion	When it's First Introduced	When it's Followed Up
Hinduism	Year 1 – Autumn 1	Year 1 – Summer 2 Year 2 – Autumn 1, Summer 2 Year 4 – Spring 2 Year 5 – Summer 2
Christianity	Year 1 – Autumn 2	Year 1 – Spring 2, Summer 2 Year 2 – Autumn 2, Summer 2, Year 3 – Autumn 2, Spring 2 Year 4 – Autumn 2, Spring 2, Summer 1 Year 5 – Autumn 2, Spring 2 Year 6 – Spring 2
Islam	Year 1 – Autumn 2	Year 2 – Summer 2 Year 3 – Summer 2 Year 4 – Summer 1 Year 5 – Autumn 2
Judaism	Year 1 – Spring 1	Year 2 – Autumn 1 Year 2 – Spring 2 Year 3 – Autumn 1
Humanism (non-religion)	Year 2 – Summer 2	Year 3 – Spring 2 Year 4 – Summer 1 Year 6 – Spring 2
Sikhism	Year 3 – Autumn 1	Year 4 – Spring 1
Buddhism	Year 5 – Summer 1	Year 6 – Autumn 2

Festival	Religion	When its Covered
Christmas	Christian	Reception, Year 1, 2 and 5 - Autumn 2
Easter	Christian	Reception, Year 1, Year 4 and 5 – Spring 2
Eid	Islam	Year 1 – Autumn 2
Ramadan	Islam	Year 3 – Summer 2
Diwali	Hindu	Year 2 – Autumn 1
Passover	Jewish	Year 2 – Spring 2
Hanukkah	Jewish	Year 2 – Autumn 1