

Dame Catherine Harpur's Religious Education Curriculum (version January 2024)



Our vision for RE

At Dame Catherine's we believe that it is crucial for children's lives to be enriched by their knowledge and understanding of a diversity of cultures and beliefs. They need, now more than ever, to understand other peoples' beliefs, cultures and traditions. Religious Education makes a major contribution to children's intellectual, social and emotional development.

Intent : what we teach and why we teach it

At Dame Catherine's we provide a real breadth of learning across major world religions and consider their role in our community, our society in the UK and in the current global environment. RE lessons aim to help all the children develop their skills of enquiry, reasoned argument and reflection. Children will learn to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school, through our wide curriculum themes and work on learning about our everyday life and current affairs. It plays an important role, along with all other curriculum areas, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote important values, ensuring that children are aware of their rights and responsibilities as UK citizens.

As with all of our subjects, we encourage creativity, imagination, enquiry, debate, discussion and independence.

Implementation: what this looks like in practice

This will be through a combination of curriculum themes and discrete opportunities. A significant number of the smaller challenge questions will include RE. Theme days or weeks and preparing for performances will play a role in supporting this model, as will our 'Off Piste' work, where we

respond to events happening in the world and experiences or ideas from individual children.

There are details of the areas to be incorporated over time in our coverage and progression document for RE, which allows us to ensure breadth but also be highly flexible in when and how we incorporate these into our curriculum. This will provide a picture over a rolling 3 or 4 year period. Our model has a high degree of flexibility so that we can respond to the ideas and needs of current groups of children and cater for our mixed-age and part time groups. We can therefore expand our coverage and give the teaching staff the ability to tailor contexts using their professional judgement from knowing their children. This also helps us to be more agile and benefit from resources available, including adult expertise, which support us in providing exciting and relevant learning experiences.

In RE pupils discover, explore, and consider different answers to questions, in local, national and global contexts. They do this through learning about and learning from religions and other world views. They learn, over time, to articulate their own personal beliefs, ideas, values and experiences, whilst respecting the rights of others to differ.

Impact: the effects of the experiences the children have in DCHS

Through our discussions with children, it will be evident that they have a growing understanding and appreciation for the beliefs, values and ideas of other individuals and groups. Children are inspired to further develop their knowledge and understanding and demonstrate the impact of their learning in shaping their own lives and behaviour, and in their ability to make reasoned and informed judgements about religious and moral issues.

Our curriculum overview



Three and Four Year olds	Four and Five Year Olds	ELGs (milestones leading into stage D)
Contexts will be the same as for the 5-7 year olds		
<p>Personal, Social and Emotional Development Develop their sense of responsibility and membership of a community.</p> <p>Understanding the World Continue to develop positive attitudes about the differences between people.</p>	<p>Personal, Social and Emotional Development See themselves as a valuable individual. • Think about the perspectives of others.</p> <p>Understanding the World Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Personal, Social and Emotional Development <i>(building relationships)</i> Show sensitivity to their own and others' needs.</p> <p>Understanding the World <i>(past and present)</i> Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. <i>(people and communities)</i> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>



5-7 years stages D and A	7-11 years stages M, E, C and H
<p>Children will be taught about:</p> <p>Christianity Hinduism Special celebrations in a number of other faiths How and what the world celebrates at certain times of year</p> <p>Examples of questions covered:</p> <ul style="list-style-type: none"> • Who and what are special to us? • What can we see in our wonderful world? • What makes us a good helper / a good friend etc. • Which books and stories are special? • What does it mean to belong to a church or temple? • How and why do we care for others? • How and why do people pray? • What did Jesus teach and how did he live? 	<p>Children will be taught about:</p> <p>Christianity Buddhism Islam Judaism Sikhism Hinduism (light touch revisit) Non-religious approaches</p> <p>Examples of questions covered:</p> <p>General</p> <ul style="list-style-type: none"> • What is religious freedom? • Do all Christians / Muslims etc. believe the same thing and worship in the same way? • What is spirituality? • What do creation stories tell us? • What faiths are shared in our community / local areas? • Who can inspire us? • Why are some journeys and places special? • What values are seen as codes for living? <p>For each religion consider the following questions</p> <ul style="list-style-type: none"> • Who founded the faith and where? • Where is it practiced today and what role does the faith play today in the UK? • What are the key beliefs?

	<ul style="list-style-type: none"> • What are the special places? • How are special festivals celebrated? • What are the important documents? • What symbols are there and what are their meanings? <p>Example questions relating to specific religions</p> <p>Islam : How do the five pillars guide muslims?</p> <p>Sikhism: Why are Gurus at the heart of Sikh belief and practice? How do Sikh’s show commitment?</p> <p>Christians: What do Christians believe about Jesus’ death and resurrection? What is the true meaning of Christmas?</p> <p>Judaism: How do Jews remember Kings and Prophets in worship and life?</p> <p>Buddhism: What is the path to enlightenment? What is the Nobel 8 fold path?</p>
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Contexts for Knowledge and Understanding (3 / 4 year cycle of coverage)

5-7 year olds

Year and term	Area / religion	Coverage	Curriculum question (where relevant)
2021-22 Autumn	Christianity	Why Christians celebrate Christmas	Off Piste / celebration
2021-22 Autumn	Hinduism	Diwali	Off Piste / celebration
2021-22 Autumn	Judaism	Hannukah	Off Piste / celebration
2021-22 Spring	Sikhism	Vaisakhi	Off Piste / celebration
2021-22 Summer	Islam	Eid	Off Piste / celebration

2022-23	Christianity	Celebrations observed by Christians	Off Piste
2022-23	General	How different faiths are represented through stories and actions.	Off Piste

7-11 year olds

Year and term	Area / religion	Coverage	Curriculum question (where relevant)
2021-22 Autumn	Buddhism	Life of Siddharta and road to enlightenment Buddhism compared to other religions Key beliefs of Buddhism and the 4 noble truths The Noble 8 fold path How Buddhists worship Buddhist symbols	What's our Power?
2021-22 Autumn	Islam	Islam: Comparison of differing interpretations of Koran (Malala) Some terms used in Islam (Malala book)	What's our Power?
	Judaism	The story of Hannukah	Off Piste
2021-22 Spring	Comparison of major world religions	World Religion Day theme day. Comparisons of major world religions. The spread of major world religions over the centuries.	Off Piste
2021-22 Spring	Creation	Explore various ideas regarding creation (Yoruba, Maori, Greek)	Are Myths Merely Misconceptions?
2021-22 Summer	Christianity	Role of the CofE in the monarchy of the 20 th century	The 2 nd Elizabethan Era: a good review?
2022-23 Autumn	Paganism Christianity	What is Paganism? Key features. Key celebrations. Focus on Samhain. Comparison of traditions in different countries (Scandinavia, Ireland England in the past) and exploring reasons for similarities. How do customs and celebrations develop when we see a change in the major religion in an area? (Paganism to Christianity in the UK) All Souls and All Saints Patron Saints and how Saints are chosen.	Shall we go up above or down under?
2022-23 Spring	Judaism	Celebrations – focus on Passover	What are Europe's awes and abominations?
2022-23 Summer	Judaism Comparison of faiths	Link to work on the 'between the war years' and WWII Treatment and persecution of Jews throughout history in different countries. Focus on 1930s Germany and UK Diversity in cities	What are Europe's awes and abominations?

	Christianity	Linked into the Coronation and role of the monarch in the Church of England. Symbols.	
2023-24	Shintoism	Shinto beliefs. Comparison of Shinto shrines with Buddhist Temples. How Shintoism sits alongside other religions such as Buddhism in Japan. Godai Japanese philosophy	Is it all Elementary?