

Religious Education - Rationale

At St Margaret's Primary Academy, we have adopted the Discovery RE Curriculum. We follow an enquiry- based approach beginning with the children's own life experience before moving into learning about and from religion. Children will learn about the major world faiths, Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism. They will be given space to ponder on the meaning and purpose of life, beliefs, the self, issues of right and wrong and commitment and belonging. Children will be encouraged to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. Children will be given the opportunity to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. Developing respect for others, including people with different faiths and beliefs, and helping to challenge prejudice is a key aim of our RE curriculum. Through their studies, children will be prompted to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. This encourages empathy, generosity and compassion. Children will develop a sense of awe, wonder and mystery as well as being given time to nurture their own spiritual development.

The teaching of RE will be supplemented by recognising festivals and celebrations via whole school assemblies and themed days throughout the academic year.

EYFS Outcomes

The RE Curriculum has been designed to enable children in EYFS to progress in line with the Foundation Stage Profile, with a particular focus on **Communication and Language, Personal, Social & Emotional Development** and **Understanding of the World**. Opportunities for sequential learning in other Areas of Learning are detailed in medium term plans. Children in EYFS will be introduced to topic related vocabulary in each unit which will aid their understanding and help them to talk about their learning. There are opportunities for children to revisit and learn new topic related vocabulary throughout KS1 & KS2 when religions, festivals and celebrations are revisited and explored in greater depth.

Area of Learning	Communication & Language	Personal, Social & Emotional Development	Understanding the World
ELGs	<ul style="list-style-type: none"> Listening, Attention and Understanding. Speaking 	<ul style="list-style-type: none"> Self-Regulation Managing Self Building Relationships 	<ul style="list-style-type: none"> Past and Present People, Culture and Communities
Vocabulary	Jesus, Moses, Mary, Joseph, Frankincense, Myrrh, Nowruz, Holi, Vishnu, Jesus, Palm Sunday, The Last Supper, Cross, Tomb, Parable, Allah, Brahmin, Sadhana, Guru Nanak, Church, Font, Altar, Lectern, Mosque, Minaret, Musalla, Mihrab, Minbar, Qur'an, Synagogue, Ark, Torah, Prayer Shawls, Kippah.		

In Key Stages 1 and 2, children develop their **views**, **knowledge** and **critical thinking** in each enquiry.

Aspects of Learning	<ul style="list-style-type: none"> Children's own thoughts opinion, belief, empathy Personal resonance with, or reflection The concepts & beliefs 	<ul style="list-style-type: none"> Subject Knowledge 	<ul style="list-style-type: none"> Skills of evaluation and critical thinking in relation to the big enquiry question
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End of Key Stage 1 Outcomes & Vocabulary

Building on their learning from EYFS, children further investigate the religions of Christianity, Judaism and Islam. Children's topic related vocabulary will increase alongside their subject knowledge as they learn new vocabulary and revisit words previously learned in EYFS.

Outcomes	<ul style="list-style-type: none"> I can tell you / talk about what concepts like belonging. Commitment, kindness and forgiveness mean to me in my world. I can verbalise and / or express my own thoughts. 	<ul style="list-style-type: none"> I can recall facts about religions/ beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts and practices etc. 	<ul style="list-style-type: none"> I can start to think through the enquiry question using some fact and am beginning to see there could be more than one answer.
Vocabulary	Creation Story, Adam, Eve, Mary, Joseph, Frankincense, Myrrh , Zacchaeus, Jesus , Mary, Martha and Lazarus, Palm Sunday , Palm Cross, Shabbat, Challah, Rosh Hashanah, Yom Kippur, Shofar, Samaritan, Parable, Advent, Pesach Passover, Seder, Hagadah, Matzah, Charoset, Zeroah, Beitzah, Maror, Karpas,		

Revisited vocabulary	Chazeret, Exodus, Moses, Kashrut, Kosher, Easter Egg, Hot cross bun, Resurrection, Salah, Allah, Qur'an, Makkah/ Makkah, Ka'bah, Mosque Minaret, Musalla, Mihrab, Minbar, Qur'an, Wudu, Prayer mats, Hajj.		
End of Lower Key Stage 2 Outcomes			
During Lower Key Stage 2, children explore Christianity in greater depth and are introduced to the religions of Sikhism and Buddhism. Children will be introduced to / revisit the following vocabulary to aid their learning.			
Outcomes	<ul style="list-style-type: none"> I can tell you / talk about the concepts / belief e.g. belonging and start to relate this to the people I am studying, e.g. Jews. I can express my own opinions and start to support them with rationale. 	<ul style="list-style-type: none"> I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance. 	<ul style="list-style-type: none"> I can apply my knowledge to the enquiry question and give an answer supported by one or more of its facts.
Vocabulary Revisited vocabulary	Guru, Amrit, Khalsa, Karah Prashad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Khanda, Advent, Incarnation, Miracle, Jesus, Palm Sunday, The Last Supper, Cross, Tomb, Bread and Wine, Maundy Thursday, Good Friday, Disciples, Judas, Vaisakhi Festival, Gurdwara, Divali, Guru Hargobind, Guru Granth Sahib, Langar, Karah Parshad, Amrit, Khalsa, Karah Parshad, Guru Granth Sahib, Mool Mantar, Buddha, Bodhi, 8-fold path, Prince Siddhattha, Gautama Yasodhara, Frankincense, Myrrh, Christingle, The Lord's Prayer, Peter, Church, Baptism, John the Baptist, Eucharist/Holy Communion.		
End of Key Stage 2 Outcomes			
During Key Stage 2, children build upon knowledge of the major world religions, ending with an in-depth study of Islam. Children continue to increase their vocabulary and confidence in using it during their RE Lessons and beyond.			
Outcomes	<ul style="list-style-type: none"> I can tell you / talk about the concepts / belief e.g. forgiveness resonates in my own life and can also see that this might be different for other people because of their religion/ beliefs. I can express my own thought etc. having reflected on them in relation to other people's 	<ul style="list-style-type: none"> I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems. 	<ul style="list-style-type: none"> I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.
Vocabulary Revisited vocabulary	Guru, Amrit, Khalsa, Karah Prashad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Guru Granth Sahib, Langar, Golden Temple of Amritsar, Guru Nanak, Advent, Incarnation, Sewa, Holy Week, Pilate, Herod, Mount of Olives, Garden of Gethsemane, Puja Tray, Mantra, Vedas, Purusharthas, Dharma, Karma, Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesha, Lakshmi, Puja, Atman, Krishna, Avatar, Chadogya Upanishad, Karma, Samsara, Moksha, Bhagavad Gita, Upanishads, Atman, Sadhu, Mary, Virgin Birth, Incarnation, Holy Spirit, Five Pillars, Zakah, Sawm, Qur'an, Hajj, Lent, Ash Wednesday, Shrove Tuesday, Fish symbol, CAFOD, Ten Commandments, Akhirah, Muhammad (pbuh), Jihad, Ummah		