

## Holywell School Curriculum Overview

### Key Stage 2 Curriculum Overview

#### RE

#### Curriculum Intent

RE is a vital part of the Holywell Middle school curriculum with cross-curricular links to not only the other Humanities subjects but also to English, Art, Music and Drama. As a Church of England School providing a values-based education, we place great emphasis on the development of mutual respect and kindness. We have created a school that is both welcoming and caring towards everyone who joins us. These values are embodied within the RE curriculum as we seek to explore further students' understanding of and respect for other cultures and religions, while still retaining Christianity as the underlying belief system of the school community.

Students are encouraged not only to learn about aspects of religion, belief and worship, but also to identify, cross-examine and refine their own beliefs in the light of their learning. All this takes place within a safe and caring environment in which students can explore their thoughts and feelings with growing confidence, encouraged by both their peers and teachers.

Term	Year 5	Year 6
<b>Autumn term</b>	<p><b><u>Judaism</u></b>                      Old Testament stories                      Genesis – creation and the fall                      Abraham and Isaac – Jews as God’s chosen people                      Moses - Jew’s as God’s chosen people                      Jewish Beliefs/ Practices                      Ten Commandments                      The Sabbath                      Jewish worship                      The Synagogue – role, artefacts                      Festivals -Rosh Hashanah/Yom Kippur</p>	<p><b><u>Teachings of Jesus</u></b>                      Love – Matthew 5: 38-42, examples of putting this into practice                      Peace – 6<sup>th</sup> commandment etc – Conscientious objectors                      Forgiveness – adulterous woman etc – Corrie Ten Boom                      Wealth – Mark 10:25 etc – Mother Teresa</p>
Evidence of learning	ASSESSMENT – ANALYSIS – Story of Abraham and Isaac ASSESSMENT – KNOWLEDGE/UNDERSTANDING/CONNECTIONS – The importance of the Sabbath to Jews	ASSESSMENT – ANALYSIS – Do not resist an evil person ASSESSMENT – CONNECTION – How do modern day Christians put Jesus’ teaching into practice?
Links to prior learning	Dependent on syllabus taught by lower schools	Year 5 – Life of Jesus – treatment of sinners, forgiveness on cross Year 5 Parable of the good Samaritan
Links to future learning	Year 5 – Faith – why believers make sacrifices for religion Year 6 – Sikhism – role of gurdwara, Rites of passage – showing commitment, cleansing of sin Year 7 Islam – role of the mosque, Salvation – Jesus as Messiah Year 8 – Nature of God – creation theories, problem of evil	Year 6 – Sikhism – connecting belief to action [sewa] Year 7 – Racism and Discrimination – linking sacred texts to action Year 8 – Justice and Poverty – linking sacred texts to action, specific Christians who have put Jesus’ teaching into practice

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Protected Characteristics	Mutual respect and tolerance for those whose opinions do not match our own. Recognition that many believers are willing to suffer hardship or inconvenience in the pursuit of their religious beliefs and goals. By using the balanced RE pedagogical approach to this topic students will deeply reflect whilst becoming religiously literate which will aid the British value of tolerance through understanding about people with different views to their own	Mutual respect and religious tolerance of those whose opinions do not match our own
<b>Spring term</b>	<b><u>The Life of Jesus</u></b> Jesus Early Life – Signs he was the Son of God Birth – Nativity Story Childhood – lost in temple Baptism Jesus’ Ministry – Signs he was the Son of God Mixing with sinners Teaching - Good Samaritan, Prodigal Son, Good Shepherd Miracles	<b>Sikhism</b> Origins Guru Nanak – life and teachings The other 9 gurus and establishing the Sikh religion Commitment Amrit Ceremony – 5 K’s Worship Guru Granth Sahib Ji The role of the gurdwara Sewa
Evidence of learning	ASSESSMENT – EVALUATE –Jesus was the Son of God ASSESSMENT - ANALYSE – how have Jesus’ parables influenced how Christians behave in the modern world?	ASSESSMENT – EVALUATE – Who was the most important guru and why? ASSESSMENT – CONNECTION – how do Sikh beliefs influence the way they live their lives?
Links to prior learning	Year 5 – Judaism – symbolism in Genesis One, Moses’ miracles	Year 5 Life of Jesus – comparing Jesus and Nanak Year 5 – Judaism – role of the synagogue Year 5 - Faith – role of the church Year 6 – Teachings of Jesus – connecting belief to action
Links to future learning	Year 6 – teaching of Jesus Year 7 – Salvation Year 7 – Jesus’ teaching on discrimination Year 8 – Jesus’ teaching on equality and justice	Year 9 – World War One Year 9 – The Holocaust
Protected Characteristics	Mutual respect and religious tolerance of those whose opinions do not match our own	Mutual respect and tolerance-students will learn to respect those of different views. Recognition that some suffer as a result of discrimination by others due to religious beliefs and views. By using the balanced RE pedagogical approach to this topic students will deeply reflect whilst becoming religiously literate which will aid the British value of tolerance through understanding about people with different views to their own

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<b>Summer term</b>	<p><b><u>Faith</u></b>            Communion with God            Role of solitude and prayer            Pilgrimage – reasons for going, sites            Role of the church            Features of a church and its functions            Showing commitment            Monks and nuns</p>	<p><b><u>Rites of Passage</u></b>            Introduction - Why do bad things happen?            Welcoming Babies into the Faith            Comparing Christian, Muslim and Sikh rites of passage and identifying symbolism            Coming of Age/Commitment Ceremonies            Comparing Christian, Muslim and Sikh ceremonies, symbolism            Marriage Ceremonies            Comparing Christian, Muslim and Sikh ceremonies, symbolism            Is community more or less important than opportunities of modern life – persuasive writing</p>
Links to prior learning	Year 5 – Judaism - features of a synagogue Year 5 – Life of Jesus – prayer at Gethsemane	Year 5 – Faith – importance of solitude and prayer Year 5 – Life of Jesus – identifying and explaining symbolism Year 6 – Sikhism – Amrit ceremony
Links to future learning	Year 6 – Sikhism – role of gurdwara Year 6 - Teachings of Jesus – forgiveness Year 6 - Rites of passage -naming and commitment ceremonies Year 7 – Islam – role of the mosque Year 7 – Salvation, ways to get to heaven Year 8 – Nature of God – answered prayers	Year 7 – Islam – views of marriage and divorce Year 8 - Hinduism – comparing rites of passage to Christianity and identifying/explaining similarities and differences Year 7 English – persuasive writing ‘Balloon debate’
Careers Links	Aid/charity worker, church organisation worker, youth worker, life coach, community development officer, social worker, healthcare professional, counsellor, sales and marketing, civil service, administration, librarian, law enforcement, diplomat, media consultant, researcher	
Protected characteristics	Mutual respect and religious tolerance of those whose opinions do not match our own. Recognition that many believers are willing to suffer hardship or inconvenience in the pursuit of their religious beliefs and goals.	
<p><b>Spirituality</b></p> <p><b>Spiritual Capacities</b> – Students learn Bible stories about personal growth such as Zacchaeus the tax collector. The unit on Faith in year 5 allows students to consider the reasons for pilgrimage and the affect cleansing of sin might have on an individual in the long term. They also learn about the value of forgiveness and prayer. The Year 6 unit on Rites of Passage involves exploring how going through a commitment ceremony should affect a believer’s attitude and behaviour in the future. In this unit students also reflect on the meaning of life and compare the strengths and weaknesses of living on an isolated island with a strong community compared to a busy, more isolated life in the ‘real world’.</p> <p><b>Spiritual Experiences</b> – Year 5 students begin their studies of RE by studying the creation story and reviewing their own and others’ beliefs about how the world began. Both Key Stages are taught about miracles and consider how this is possible. Whilst learning about pilgrimage, some students have an experiential lesson where sins are written onto tissue paper and ‘washed away’. All students are also encouraged to recognise that most religions have almost identical teaching and may have been inspired by belief in the same God – similarities between Guru Nanak and Jesus are explored and possible reasons for this discussed.</p>		

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**Spiritual Understanding** - All years are taught about the Holy Trinity and the concept of God the Holy Spirit working inside us. Year 5 study several Old Testament stories at the start of the year to help them understand that God loves, He is like our Father, that he rewards, forgives but also punishes.

**Spiritual Responses** The year 6 unit on Jesus' teaching involves detailed reflection on how we can put the meaning of his words and deeds into practice in the modern world. Students also learn about key religious people like Mother Teresa and Corrie Ten Boom and how they were inspiring and selfless and made every day sacrifices for their religious beliefs. Students are asked to reflect personally on how their learning has affected them and if it has encouraged them to follow his teachings in some way.

### **Reading in the curriculum (Literacy & Vocabulary)**

Students are encouraged to read, comprehend and analyse primary and secondary sources in every unit  
The scheme of work has built in feedback lessons that involve detailed comprehension activities centred around lengthy pieces of writing  
Students are often set reading and comprehension homework to supplement their classroom learning

### **Safeguarding including safety in the curriculum**

Ensuring students are seated in a way that takes account of safeguarding notes and which promotes positive learning and social outcomes

### **How we track your progress**

Linking to the progress descriptors all students' progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments/quizzes

### **Parents/Carers can support their child by:**

Checking Satchel One for the homework that is being set and ensuring it is completed. Listening to students read aloud and discussing important ideas with them. Encouraging students to read related material at home or explore related websites. Help students to develop independent working skills and resilience. Taking students to relevant museums, living history experiences and encouraging them to read around the subject at home by exploring related websites or selecting relevant non-fiction library books. Ensuring there is a quiet place to concentrate and study at home, away from any distraction.

### **Sustainability within the subject**

In Year 5 students learn about the creation story and how God created the earth for us to live in and plants and animals for us to use. This links to the need to preserve these for future generations and the notion of stewardship. Our Year 6 Island unit involves discussions around how to exist on an island and the need to use vegetation for creation of cloth, oil, sustainable fishing etc.

### **Careers Links**

Aid/charity worker, church organisation worker, youth worker, life coach, community development officer, social worker, healthcare professional, counsellor, sales and marketing, civil service, administration, librarian, law enforcement, diplomat, media consultant, researcher