



Ottery St Mary Primary School RE Curriculum Overview



Pupils at Ottery St Mary Primary School will:

- Take an interest in a variety of world faiths and world views,
- Have a knowledge of differing beliefs, traditions and values of other individuals, societies and cultures,
- Participate in discussions regarding religious and world views,
- Listen respectfully to the ideas of others and respectfully contribute their own ideas to class discussions,
- Reflect on their understanding of faith, beliefs and celebrations of their own and other cultures.

RE Curriculum

Intent	To ensure our pupils have an understanding of the main faiths and cultures which are celebrated across the world. By participating in class dialogue, pupils will grow their knowledge of these faiths and the similarities and differences between them. Class dialogue will promote respectful discussion and equip our children to tackle challenging conversations. A wide knowledge of cultural beliefs and practices will enable pupils to combat prejudice, challenge misconceptions and prepare them for adult life. 'The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.' (From 'Devon and Torbay Agreed Syllabus of Work 2019-2024')
Implementation	Our curriculum is taken from the " Devon and Torbay Agreed Syllabus of Work 2019-2024 ". This is further supplemented by the programme of assemblies and visits from community leaders.

RE curriculum intent by Key Stage

	EYFS	Y1	Y2	Y3/4	Y5/6
Intent	During the foundation stage, children begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration.	At key stage 1 pupils learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers, especially other children and their families.			At key stage 2 children investigate and consider the impact of religion and belief locally, nationally and globally. They learn about sacred texts and other sources and consider their meanings. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. At key stage 2 children study, in a more systematic way Christianity, Hinduism, Judaism and Islam and non-religious worldviews such as Humanism.

RE curriculum coverage by term						
	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	<i>'Myself'</i>	<i>'Beliefs and stories'</i>	Christians, Muslims, Hindus and Jews	Christians, Muslims, Hindus and Jews	Christians, Muslims, Hindus and Jews	Christians, Muslims, Hindus and Jews
Key Questions	What places, people and music are special to people?	1.1 What do Christians believe God is like? 1.6 Who is a muslim and how do they live?	L2.1 What do Christians learn from the creation story? L2.2 What is it like for someone to follow God?	L2.7 What do Hindus believe God is like? L2.8 What does it mean to be Hindu in Britain today?	U2.1 What does it mean if Christians believe God is holy and loving? U2.2 Creation and science: conflicting or complementary?	U2.7 Why do Hindus want to be good? U2.8 What does it mean to be a Muslim in Britain today?
Spring	<i>'Celebrations'</i>	<i>'Teachers and leaders'</i>	Christians, Muslims, Hindus and Jews	Christians, Muslims, Hindus and Jews	Christians, Muslims, Hindus and Jews	Christians, Muslims, Hindus and Jews
Key Questions	What does it mean to belong to a faith community?	1.7 Who is Jewish and how do they live?	L2.3 What is the 'Trinity' and why is it important for Christians? L2.4 What kind of world did Jesus want?	L2.9 How do festivals and worship show what matters to a Muslim? L2.10 How do festivals and family life show what matters to Jewish people?	U2.3 Why do Christians believe Jesus was the messiah? U2.4 How do Christians decide how to live?	U2.9 Why is the Torah so important to Jewish people? U2.10 What matters most to humanists?
Summer	<i>'Belonging'</i>	<i>'Sacred Places'</i>	Christians, Muslims, Hindus and Jews	Christians, Muslims, Hindus and Jews	Christians, Muslims, Hindus and Jews	Christians, Muslims, Hindus and Jews
Key Questions	How should we care for others and the world and why does it matter?	1.8 What makes some places sacred to believers?	L.5 Why do Christians call the day Jesus died 'Good Friday'? L.6 For Christians, what was the impact of Pentecost?	L2.11 How and why do people mark significant events in life? L2.12 How and why do people try to make the world a better place?	U2.5 What do Christians believe Jesus did to 'save' people? U2.6 For Christians, what kind of King is Jesus?	U2.11 Why do some people believe in God and some don't? U2.12 How does faith help when life gets hard?