

## Religious Education Curriculum Overview & Map

### Enquiry Based Learning

The primary aim of our Religious Education curriculum is to help pupils become religiously literate through theological enquiry. Pupils study 5 theological enquiry questions over the course of the academic year; asking questions (engaging), investigation (digging deeper), evaluating (understanding the impact on people's lives) and reflecting and assessing (including personal belief and values). They are broadly divided into three key areas of study: Theology, Philosophy and Human / Social Sciences.

- **Theology:** Thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.
- **Philosophy:** Thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.
- **Human / Social Sciences:** Thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

### Christian: Multi-faith Balance

Our Curriculum Map ensures that, as a Federation rooted in a Christian ethos, we have a ratio of 2:3 Christian focus in our teaching units. We promote enquiry and learning about all faiths and beliefs, including those who have none. We nurture and encourage our pupils to be free thinkers and provide space for pupils to explore their own relationship with faith.

### ECO Awareness

Teaching about stewardship is made explicit at times during the year, including an annual ECO awareness week. Teaching about ECO awareness is fundamental to many of the enquiry strands and incorporated within the wider curriculum.

## Religious Education Curriculum Map: All Saints

The balance between **Theology**, **Philosophy** & **Human / Social Science** is shown through the colours.

	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
<b>EYFS Annually</b>	Why is the word <i>God</i> so important to Christians?	Why do Christians perform nativity plays at Christmas?		Why do Christians put a cross in an Easter Garden?	
<b>KS1 Year A</b>	What do my senses tell me about the world of religion and belief? (Christian)	How does a celebration bring a community together? (Christian)	What do Jewish people remember on Shabbat? (Jewish)	What does the cross mean to Christians? (Christian)	How did the universe come to be? (Christian)
<b>KS1 Year B</b>	How do Christians belong to their faith family? (Christian)	What does the nativity story teach Christians about Jesus? (Christian)	Why is light an important symbol? (Christian/Jewish/Hindu)	How do Jewish people celebrate <i>Passover</i> (Pesach)? (Jewish)	Why do different people have different views about God? (Christian/Humanist)
<b>LKS2 Year A</b>	How do people express commitment to their faith? (Christian)	What do Muslims believe about God? (Islam)	What difference does being a Muslim make to everyday life? (Islam)	What is the <i>Trinity</i> ? (Christian)	What is philosophy? How do people make moral decisions? (Christian/Humanist)
<b>LKS2 Year B</b>	Where do religious beliefs come from? (Christian)	How do/have religious groups contributed to society and culture? (Hinduism/Christianity)	What do we mean by truth? Is seeing believing? (Multi, including Sikh views on God as truth)	What does sacrifice mean? (Christianity/Humanism)	Why is there so much diversity of belief within Christianity? (Christian)
<b>UKS2 Year A</b>	Is believing in God reasonable? (Christian/Humanist)	How has belief in God/Allah impacted on music/art through history? (Christian/Islam)	What can we learn about the world/knowledge/meaning of life from the great philosophers? (Buddhist/Christian)	What difference does the resurrection make to Christians? (Christian)	How do Hindus make sense of the world? (Hinduism)
<b>UKS2 Year B</b>	How and why does religion bring peace and conflict? (Christian)	Creation or science: conflicting or complementary? (Christian/Humanist)	What does it mean to be human? Is being happy the greatest purpose in life? (Humanist/Christian)	How do Buddhists explain the suffering in the world? (Buddhist)	How do beliefs shape identity for Muslims? (Islam) Preparation for KS3

## Religious Education Curriculum Map: Hapton

The balance between **Theology**, **Philosophy** & **Human / Social Science** is shown through the colours.

	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
<b>EYFS Annually</b>	Why is the word <i>God</i> so important to Christians?	Why do Christians perform nativity plays at Christmas?		Why do Christians put a cross in an Easter Garden?	
<b>Robins Year A</b>	3.1 How do people express commitment to their faith? (Christian)	1.2 How does a celebration bring a community together? (Christian)	1.3 What do Jewish people remember on Shabbat? (Jewish)	3.4 What is the <i>Trinity</i> ? (Christian)	2.5 Why do different people have different views about God? (Christian/Humanist)
<b>Robins Year B</b>	1.1 What do my senses tell me about the world of religion and belief? (Christian)	2.3 Why is light an important symbol? (Christian/Jewish/Hindu)	2.4 How do Jewish people celebrate <i>Passover</i> (Pesach)? (Jewish)	1.4 What does the cross mean to Christians? (Christian)	3.5 What is philosophy? How do people make moral decisions? (Christian /Humanist)
<b>Robins Year C</b>	2.1 How do Christians belong to their faith family? (Christian)	2.2 What does the nativity story teach Christians about Jesus? (Christian)	3.2 What do Muslims believe about God? (Islam)	3.3 What difference does being a Muslim make to everyday life? (Islam)	1.5 How did the universe come to be? (Christian)
<b>Owls Year A 21-22</b>	5.1 Is believing in God reasonable? (Christian/Humanist)	6.1 How and why does religion bring peace and conflict? (Christian)	4.3 What do we mean by truth? Is seeing believing? (Multi, including Sikh views on God as truth)	6.4 How do Buddhists explain the suffering in the world? (Buddhist)	4.5 Why is there so much diversity of belief within Christianity? (Christian)
<b>Owls Year B 22-23</b>	6.2 Creation or science: conflicting or complementary? (Christian/Humanist)	4.2 How do/have religious groups contributed to society and culture? (Hinduism/Christianity)	5.3 What can we learn about the world/knowledge/meaning of life from the great philosophers? (Buddhist/Christian)	4.4 What does sacrifice mean? (Christian/Humanist)	5.5 How do Hindus make sense of the world? (Hinduism)
<b>Owls Year C 23-24</b>	4.1 Where do religious beliefs come from? (Christian)	5.2 How has belief in God/Allah impacted on music/art through history? (Christian/Islam)	6.3 What does it mean to be human? Is being happy the greatest purpose in life? (Humanist/Christian)	5.4 What difference does the resurrection make to Christians? (Christian)	6.5 How do beliefs shape identity for Muslims? (Islam) Preparation for KS3

## Religious Education Curriculum Map: St. Andrew's

The balance between **Theology**, **Philosophy** & **Human / Social Science** is shown through the colours.

	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
<b>EYFS Annually</b>	Why is the word <i>God</i> so important to Christians?	Why do Christians perform nativity plays at Christmas?		Why do Christians put a cross in an Easter Garden?	
<b>KS1 Year A</b>	What do my senses tell me about the world of religion and belief? (Christian)	How does a celebration bring a community together? (Christian)	What do Jewish people remember on Shabbat? (Jewish)	What does the cross mean to Christians? (Christian)	How did the universe come to be? (Christian)
<b>KS1 Year B</b>	How do Christians belong to their faith family? (Christian)	What does the nativity story teach Christians about Jesus? (Christian)	Why is light an important symbol? (Christian/Jewish/Hindu)	How do Jewish people celebrate <i>Passover</i> (Pesach)? (Jewish)	Why do different people have different views about God? (Christian/Humanist)
<b>LKS2 Year A</b>	How do people express commitment to their faith? (Christian)	What do Muslims believe about God? (Islam)	What difference does being a Muslim make to everyday life? (Islam)	What is the <i>Trinity</i> ? (Christian)	What is philosophy? How do people make moral decisions? (Christian/Humanist)
<b>LKS2 Year B</b>	Where do religious beliefs come from? (Christian)	How do/have religious groups contributed to society and culture? (Hinduism/Christianity)	What do we mean by truth? Is seeing believing? (Multi, including Sikh views on God as truth)	What does sacrifice mean? (Christianity/Humanism)	Why is there so much diversity of belief within Christianity? (Christian)
<b>UKS2 Year A</b>	Is believing in God reasonable? (Christian/Humanist)	How has belief in God/Allah impacted on music/art through history? (Christian/Islam)	What can we learn about the world/knowledge/meaning of life from the great philosophers? (Buddhist/Christian)	What difference does the resurrection make to Christians? (Christian)	How do Hindus make sense of the world? (Hinduism)
<b>UKS2 Year B</b>	How and why does religion bring peace and conflict? (Christian)	Creation or science: conflicting or complementary? (Christian/Humanist)	What does it mean to be human? Is being happy the greatest purpose in life? (Humanist/Christian)	How do Buddhists explain the suffering in the world? (Buddhist)	How do beliefs shape identity for Muslims? (Islam) Preparation for KS3

