



The intent of our RE Curriculum at Mayfield

Our high-quality RE education at Mayfield aims to provide opportunities for all pupils to explore their own beliefs, values and traditions and those of others in meaningful and engaging ways. Pupils share their diverse range of experiences and grow individually and together with sensitivity and respect towards people of all faiths and none. Through high quality learning experiences, we enable children to explore beliefs, investigate moral and ethical issues, appreciate diverse viewpoints and celebrate diversity to promote pupils' spiritual, moral, social and cultural development (SMSC).

The aims for implementation of our curriculum for RE at Mayfield

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.

The threefold aim of RE elaborates this principal aim and puts the purpose of the subject into action.

The curriculum for RE aims to ensure that all pupils:

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary;
- explain how and why these beliefs are understood in different ways, by individuals and within communities;
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways;
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world;
- appreciate and appraise the significance of different ways of life and ways of expressing meaning.

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses;
- challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response;
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Each of the 3 RE Core Fundamentals will be focused upon throughout the year:

Making Sense of Belief

Understanding the Impact

Making Connections

RE Long Term Plan / Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Christianity</u> Who is a Christian? What do Christians believe God is like?	<u>Christianity- special days</u> Why does Christmas matter to Christians? [Incarnation]	<u>Islam</u> -Beginning to learn Islam What do Muslims believe and how do they live?	<u>Islam</u> – Festivals and family life What can we learn from stories of the Prophet?	<u>Making Connections</u> What does it mean to belong to a faith community?	<u>Making connections</u> What can we learn from sacred books and stories?
	Making sense of belief- Beginning to learn Christianity	Making sense of belief Impact of faith	Belief- Teachings	Belief- Worship Impact of Faith	Making connections Impact of Faith	Making connections Worship
Year 2	<u>Christianity</u> What would Jesus do? What do stories of Jesus tell Christians about how to live?	<u>Islam</u> What makes some places sacred? (Mosques and Makkah in Islam)	<u>Islam</u> How should we care for others and the world, and why does it matter?	<u>Christianity</u> Why does Easter matter to Christians?	<u>Making Connections</u> Who is an inspiring person? What stories inspire Christians and Muslims?	<u>Making connections</u> Who celebrates what, how and where? What celebrations matter to Christians and Muslims?
	Making sense of belief- Beginning to learn Christianity	Belief Teachings/ places of worship	Beliefs and worldviews	Impact of faith Special days	Making connections	Making connections Impact of faith
Year 3	<u>Judaism</u> What do Jewish people believe and how do they live?	<u>Making Connections</u> What do different people believe about worshipping God?	<u>Christianity</u> What does it mean to be a Christian in Britain today?	<u>Judaism</u> How do festivals and family life show what matters to Jewish people?	<u>Christianity</u> What kind of world did Jesus want? Why?	<u>Making Connections</u> Why do people pray?
	Making sense of belief	Making connections Impact of faith	Impact of faith	Impact of faith Special days	Making sense of belief	Making connections Impact of faith
Year 4	<u>Hinduism</u> What does it mean to live in a Hindu community today?	<u>Hinduism</u> What helps Hindu people make good choices?	<u>Making Connections</u> What are the deeper meanings of the festivals? Six aspects of celebration – religious study	<u>Christianity</u> Why do Christians call the day Jesus died 'Good Friday'?	<u>Making Connections</u> What can we learn from religions about temptation, right and wrong?	<u>Christianity</u> Why do some people think Jesus is inspirational? Salvation, sacrifice, inspiration
	Making sense of belief-	Making sense of belief Impact of faith	Making connections Impact of faith	Making sense of belief	Making connections Impact of faith	Making sense of belief Impact of faith
Year 5	<u>Humanists</u> Values: What matters most to Humanists and Christians?	<u>Christianity</u> How do Christians celebrate Christmas around the world?	<u>Making Connections</u> What are the different ways to worship? What are the differences and similarities between religions?	<u>Islam</u> Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their way of living?	<u>Making Connections</u> Christian Aid, Islamic relief and non-religious charities – can charity change the world? Why does faith make a difference?	<u>Making Connections</u> What is a pilgrim? Does a pilgrimage have to be a place of worship?
	Making sense of belief-	Making sense of belief-	Making sense of belief Impact of faith	Making connections Impact of faith	Making connections Impact of faith	Making connections Impact of faith
Year 6	<u>Making Connections</u> How and why do some religious people inspire others?	<u>Christianity</u> Christmas in the Gospels: Why do Christians believe that Jesus is the Messiah? [Incarnation]	<u>Impact of Belief</u> How does faith enable resilience? Can religions help when life gets hard? Christian, Hindu, non-religious.	<u>Making Connections</u> Is it better to express your religion in arts and architecture or in charity and generosity?	<u>Impact of Belief</u> If God is everywhere, why go to a place of worship?	<u>Making connections</u> What does religion look like in Oldham? What will make our community a more respectful place?
	Making connections Impact of faith	Making sense of belief-	Making connections Impact of faith	Making connections Impact of faith	Making sense of belief Impact of faith	Making connections Impact of faith