



GOD'S LOVE IN ACTION

St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing **God's love in action** at the heart of everything we do, we hope to see our **children flourish, our culture transformed, and our community thrive.**

Through **high-quality education** and an **enriching curriculum**, we will equip every child with the knowledge and skills they need to **overcome challenges** and therefore **achieve their full potential.**

Our hope is that every child at St John's and St Peter's CE Academy can **uniquely contribute to the community and make it a place they are proud to call home.**

RE Intent

Contents

1. Curriculum Vision
2. Curriculum Aims
3. National Curriculum
4. Why study RE in this way?

1. Curriculum Vision

'Gods love in Action' is the ethos behind everything that we do at St Johns and St Peters CE Academy. As a Church of England school our actions and principles are focused on the teachings of the Bible. We are an inclusive school where everyone is valued, seen, and heard.

We have a diverse community made up of many different faiths, beliefs and backgrounds and we are all unique and celebrated. Our RE curriculum teaches our students about each religion and creates an environment where the children can explore faith, deepen their spiritual understanding, and engage in conversations with others from diverse backgrounds.

We aim to create a space where knowledge can be grown and we are understanding, compassionate and supportive of one another.

2. Curriculum Aims

The aims of our RE Curriculum are:

- To know and understand a variety of different religions and world views.
- To understand and explain different beliefs and practices throughout the world.
- To investigate and respond to a variety of big questions about different faiths and topics.
- To express ideas about individual beliefs and values
- To appreciate and understand other faiths and world views.
- To explore other religions and their beliefs and create space for children to explore their own spirituality.

3. National Curriculum

Under the terms of their funding agreement with the Secretary of State for Education, all academies have to provide RE for all their pupils, except for those whose parents exercise the right of withdrawal. The type of RE specified in the funding agreement depends on whether or not the academy has a religious designation, and for converter academies, on whether the predecessor school was a voluntary-controlled (VC), voluntary-aided (VA) or foundation school.

Other than for academies where the predecessor school was a VC or foundation school, the model funding agreement specifies that an academy with a religious designation must provide RE in accordance with the tenets of the particular faith specified in the designation. They may in addition provide RE that is in line with a locally agreed syllabus and teach about other faiths if they choose.

4. Why study RE in this way?

a) Why has this knowledge been selected?

At All Saints Multi Academy Trust, RE is taught using Understanding Christianity and the Emmanuel project. Both of these schemes allow teachers to administer high quality teaching and to allow children to gain a deeper knowledge of different faiths and beliefs. The curriculum has been organised in a way that children are deepening their understanding of each faith across their time at primary school. Alongside our learning within the classroom children also partake across all years in LIEP school trips which allow children to deepen their understanding of different faiths through exploring different places of worship and learning from different faith leaders.

As a Christian faith school we teach Christianity as our main religion within our RE curriculum. We use Understanding Christianity to unpack big questions about Christian faith and to understand the teachings of the bible. We also supplement this with 'The Emmanuel Project.' This covers a large variety of other faiths within our curriculum such as Judaism, Islam, Sikhism and Buddhism. This follows an Enquiry Cycle model within each unit (Engage / Enquire / Explore / Evaluate / Express). All the units expand the EXPLORE section into three areas (scriptural text or narrative / community practice / daily living) to ensure a balanced approach to religious material, rather than an approach that focused solely on religious festivals or sacred stories. The Emmanuel Project uses a key question at the start of each unit that the children refer back to every lesson. It focused on faith groups other than Christianity to ensure children receive a wide and balanced education.

Our school celebrates the large variety different religious backgrounds represented in our school community. We ensure that they learn about each other's beliefs and learn how to respect each other and foster a space where they can speak openly and honestly. Within the curriculum the children take part in several school trips to local places of worship – these include: the church, the mosque, the synagogue, and the pagoda. The lessons are adapted where necessary to meet the needs of all children and to make sure that all children can access RE.

b) Why is it taught in this order?

Our RE Curriculum is sequenced so that children can build upon prior knowledge across their time within school. Children learn each year about different faiths and the questions work alongside each other to broaden the knowledge and deepen the understanding of each faith. Our units are planned with the religious calendars in mind too so that children can understand the different festivities and occasions whilst they learn about different faiths.

Every lesson each child will do:

- **Do now:** Recap of prior learning and concepts.
- **Key Vocabulary**
- **Faith based story/scriptural text**
- **Big Question**
- **Hinge Question**
- **Independent task**
- **Plenary**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F1 Why is the word 'God' so important to Christians? DD	F2 Why do Christians perform nativity plays at Christmas? DD	What makes every single person unique and precious?	F3 Why do Christians put a cross in an <u>Easter garden</u> ? (LIEP)	How can we help others when they need it?	How can we care for our wonderful world?
Year 1	1.2 Who made the world?	1.3 Why does Christmas matter to Christians?	Why is the Torah such a joy for the Jewish Community? (LIEP)	What do Muslim's believe?	1.1 What do Christians believe God is like?	Why do Jewish families say so many prayers and blessings?
Year 2	How do some Muslims show Allah is compassionate and merciful?	1.3 Why does Christmas matter to Christians? DD	1.4 What is the good news Jesus brings?	1.5 Why does Easter matter to Christians? (LIEP)	Why is learning to do good deeds so important to Jewish families?	Sikhism topic What do the Sikh community believe and practice?
Year 3	2a.1 What can Christians learn from the Creation story?	How does the story of Rama and Sita inspire Hindus to follow their dharma? (LIEP)	2a.2 What is it like to follow God?	How do Sikhs put their beliefs about equality into practice? (LIEP)		How does a Muslim show their submission and obedience to Allah?
Year 4	2a.4 What kind of world did Jesus want?	2a.3 What is the Trinity? DD (LIEP)	Why do Muslims call Muhammad the 'Seal of the Prophets'? (LIEP)	2a.5 Why do Christians call the day Jesus died 'Good Friday'.	2a. When Jesus left what was the effect of Pentecost?	Why does a Hindu want to collect good karma?
Year 5	2b.1 What does it mean if God is holy and loving?	2b.3 How can <u>following</u> God bring freedom and justice? (LIEP)	What is holiness for Jewish people: a place, a time, an object, or something else?	2b.6 What did Jesus do to save human beings?	2b.5 What would Jesus do?	What does the Qur'an reveal about Allah and his guidance?
Year 6	2b.2 Creation and science, conflicting or complimentary?	2b.4 Was Jesus the Messiah?	How did Buddha teach his followers to find enlightenment? (LIEP)	2b.7 What difference does the resurrection make to Christians?	2b.8 What kind of king is Jesus?	How do questions about Brahman and atman influence the way a <u>Hindu lives</u> ?
KEY:	Christian Topics	Other Faiths	(LIEP)	Visit to religious building linked to topic		

c) How are RE lessons taught at St John's?

RE lessons are taught for one hour a week by a Class teacher every week. It is taught every half term in every year group with a different unit every half term starting with a big question. Each unit will start with a question that the children will unpack throughout the term. These big questions inform the structure of the lessons and will enable the children to continue to develop their understanding of different faiths and their approaches to various situations and questions.

Each lesson begins with a 'Do now' based off the previous learning, vocabulary or information that will support their retention of learning. After this new vocabulary will be introduced and explained to the children and will be used to inform their knowledge and add to their understanding. Children will then be presented with the big question each lesson to allow them to continue to build upon their knowledge. Children will then listen, read and examine a religious story/text this will be linked with the big question. After the input children will then be presented with a hinge question to check for understanding.

RE also includes a lot of classroom-based discussions and opportunities for children to explore their own personal beliefs and understand others. This allows children to develop their questioning and

Alongside class learning, children also have access to the prayer space which includes a large array of different books and texts that explore different faiths, religious ceremonies, and stories. This space has books for children across all year groups and can be accessed outside of class time.