

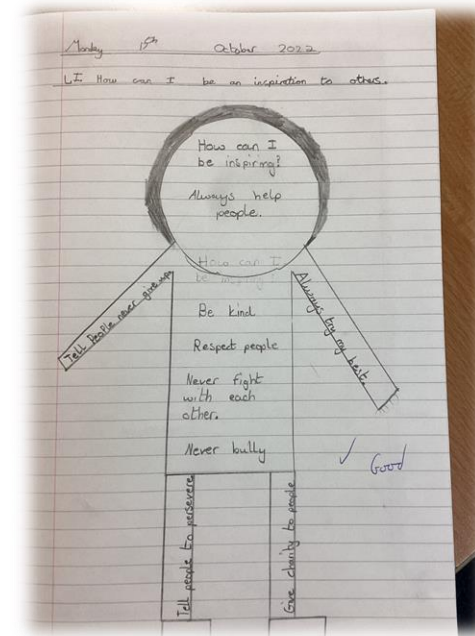
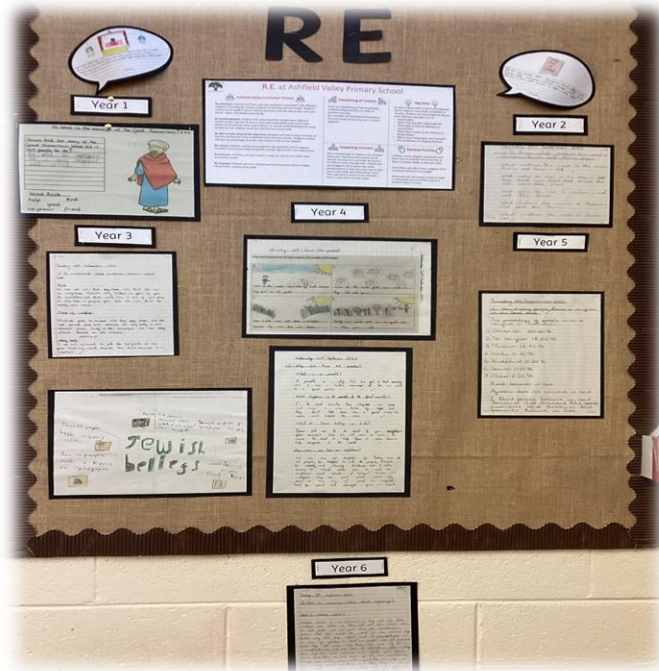


# The RE Curriculum

at Ashfield Valley Primary School

# There is a clear vision for the Teaching and Learning of RE

We follow the Rochdale 'SACRE' Agreed Syllabus for Religious Education. At the heart of our teaching of Religious Education is the development of understanding, tolerance and respect. Every child has the opportunity to study different religions and world views to help make sense of the world around them.



# There is a clear vision for the Teaching and Learning of RE

We aim for our RE curriculum to play a leading role in the development of children's social, moral, spiritual and cultural development.

We plan experiences and opportunities that enhance our children's understanding of and respect for all religions and world views.

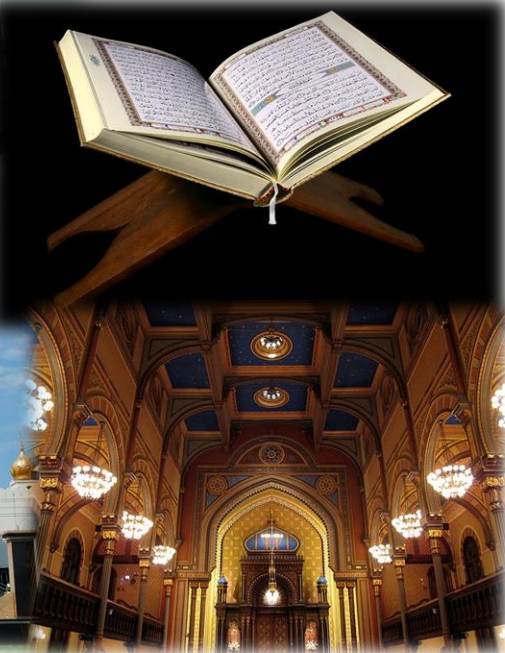
We aim to provide a sequential curriculum that allows children to express their own ideas, insights and responses to questions about the world. We want children to appreciate the significance of different ways of life.

# Our Curriculum is progressive and builds upon prior knowledge at every stage.

Year Group	Topics/ questions for the year				
EYFS	RE is taught as part of the 'Understanding the World' strand of the EYFS curriculum. Children will: <ul style="list-style-type: none"> <li>• Discuss similarities and differences, including race and religion.</li> <li>• Recognise that people have different beliefs and celebrate at different times in different ways</li> <li>• Understand that we respect and tolerate everyone and that everyone is different</li> </ul>				
1	How do we care for others and the world and why does it matter? (Islam)	What does it mean to belong to a faith community? (Islam)	What makes some places sacred? (Christianity, Islam)	What do Christians believe? (Christianity)	What do Muslims believe? (Islam)
2	How do we care for others and the world and why does it matter? (Christianity and Judaism)	What does it mean to belong to a faith community? (Christianity and Judaism)	What can we learn from sacred books? (Christianity, Judaism, Islam)	What do Jews believe? (Judaism)	How and why do we celebrate special and sacred times? (Christianity, Judaism, Islam)
3	What do different people believe about God? (Christianity, Islam, Judaism,)	What do muslims believe? (Islam)	What do Jews believe? (Judaism)	What do Hindus believe? (Hinduism)	Why are festivals important to religious communities? (Christianity, Islam, Judaism, Hinduism)
4	Why is Jesus inspiring to people? (Christians and people from all backgrounds)	What do Sikhs believe? (Sikhism)	Why are festivals important to religious communities? (Christianity, Islam, Judaism, Hinduism, Sikhism)	Why do some people think that life is like a journey and what significant experiences mark this? (Christianity, Islam, Judaism, Hinduism)	What can we learn from religions about deciding what is right or wrong? (Draw on all religions studied and our own moral codes)
5	Why do some people believe that God exists? (Draw on all religions covered, as well as Humanists, agnostics and atheists)	How do Christians worship and pray? (Christianity)	If God is everywhere, why go to a place of worship? (Draw on all religions covered)	How do people express the spiritual through the arts? (Christianity and Islam)	Is it better for people to express their beliefs through art and architecture or through charity and generosity? (Draw on all religions studied)
6	What do religions say to us when life gets hard? (Christianity, Islam, Hinduism and Humanism)	What is the concept of Ahimsa? (Hinduism)	What is good and challenging about being a religious person in Britain today? (Draw on all religions covered)		What matters most to people in Britain today? (Drawing on how religions influence people's priorities as well as shared priorities for all people in Britain)



# RE at Ashfield Valley



We selected our content coverage based on the context of the school, the surrounding area of Rochdale and the country that we live in. It is crucial that all pupils have an understanding of and respect for their own beliefs and the beliefs of others. We seek to find similarities between us all as humans.

# Pupil Voice

Why do we learn RE at school?



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