



Religious Education Curriculum Summary and Overview:

Intent:

Religious education has a unique place within our curriculum offer at Sir Tom Finney Community High School. It is neither a core nor a foundation subject; the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

At the heart of our RE curriculum is the quest to understand what it is 'to be human'. Within a safe space we encourage students to develop communication skills including reflection, dialogue and debate. By learning about, and from, religion we explore concepts of self and self-awareness, respect, tolerance and diversity, as well as exploring beliefs and values.

Through our Religious Education curriculum we aim:

- to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- to provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- to develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- to enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- to enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- to encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

Implementation:

Legal requirements for Religious Education:

Religious Education is a statutory subject of the curriculum for all pupils in each year group and 'should be provided for all registered pupils except those withdrawn at the request of their parents.' (s 71 SSFA 1998) Parents have the right to request that their son or daughter be excused from all or part of the RE provided at school.

The syllabus reflects the fact that 'religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996)

At STFCH we ensure that we comply with the legal requirements by following the Lancashire Agreed Syllabus for Religious Education 2021 as a basis 'as far as is practicable' with adaptations based upon the varying additional needs of our students.

The delivery of Religious Education is generally organised in broadly 'ability based' groupings across Lower School & Upper School which allows work to be differentiated with access to staffing ratios that offer small group and individual 1:1 support when needed. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions.

Learning in the upper school is delivered weekly and follows a 5 year long-term cycle of half-termly topics. In Lower School we use immersive 'Theme Days' to allow students to 'experience' the religions. Highly skilled teachers may develop their own key questions linked to the themes in the syllabus, allowing links with other subject areas where appropriate.

Pupils accessing the SFX department have profound, complex or severe learning difficulties. The curriculum is non-subject specific and is delivered through a thematic and differentiated approach working towards individualised targets derived from the EHCP and the four areas of the SEND curriculum. The curriculum aims to:

- Develop pupils' awareness of themselves and others.
- Equip pupils with the tools needed to self-regulate and therefore be able to contribute to the school and wider community in an appropriate way.
- Embed individual positive behaviour support strategies throughout the school day which allow pupils to know 'right from wrong'.
- Allow students to experience what it is to be part of a 'community' through whole school, department and class events.
- Develop social skills; promoting sharing, turn taking and purposeful interactions which will allow pupils to build positive relationships with others.
- Use individualised communication methods so pupils can express simple wants, needs and beliefs.

In addition to this, the SFX department recognises important religious celebrations throughout the year, through immersive and multi-sensory theme days. They experience different music, food, art and physical activities from a range of religions.

Impact:

Religious Education at Sir Tom Finney High School develops pupils'...

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

It also encourages pupils to...

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;

- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

As well as enhancing pupils'...

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Pupils' progress in RE is based on the expected outcomes outlined in the Agreed Syllabus and we track individual pupil's progress in this way, whilst also bearing in mind that the statements do not cover all aspects of teaching and learning in RE. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to good RE.

Lower School RE Long-Term Overview

Big Question – Why are somethings special?

KS3 will access RE through one theme day per half term with a focus faith as outlined below. Over the Key Stage, teaching will aim to answer the big question – Why are some things special? This encompasses Special times, Special Stories and Special Places. Pupils will carousel around 6 sessions throughout the day which will include the four following elements:

- Shared human experiences – the nature of being human.
- Living religious tradition – principle religious traditions.
- Beliefs and values – the theology that lies at the heart of these traditions.
- The search for personal meaning – a lifelong quest for understanding.

It will be taught in a multi-sensory, practical, and immersive style to provide a greater contextualised learning experience. This format will be the same for each theme day to allow for repetition and over-learning allowing pupils to make connections between activities and key messages. Teachers delivering RE will plan for variations in activities, differentiation, and progression across the year and key-stage.

Mapped out below are the faiths that will be covered each term and an outline of what pupils will learn and potential questions that will be explored.

This should be read in the conjunction with the Lancashire Agreed Syllabus for RE medium term mapping ‘Why are some things special?’ for suggested activities ideas.

Why are some things special?	Special times: How and why do we celebrate? What times are special to different people and why?	Special Stories: Why are some stories special? What special messages can we learn from them stories?	Special places/Special World: What buildings and places are special to different people? What is special about our world?
Questions to be covered across all faiths.	<p>What does it feel like to be part of a special celebration?</p> <p>Why might people send cards and exchange gifts at special times?</p> <p>Why do people gather to celebrate special times?</p> <p>What aspects of my life do I want to celebrate? Why? With whom?</p>	<p>Which stories are special to you and why?</p> <p>What does it mean if something is special?</p> <p>How do people care for special things?</p> <p>What do you treat with respect and why?</p>	<p>How and why do we behave differently in different places?</p> <p>What do you think is special in the world?</p> <p>What do people think is special in the world?</p> <p>What is it like to be inside a religious building?</p>
Autumn 1	Christianity		
	<p>What do Christians do to celebrate Harvest?</p> <p>Why is it important to give to those less fortunate?</p> <p>What can we do to help?</p> <p>Why is sharing food important?</p>	<p>Christians try to follow the example of Jesus as read in the bible. Christians believe that the Bible is holy.</p> <p>Pupils will learn about how stories from the Bible might guide Christians how to live their life.</p> <p>What stories are there including those in the bible that teach us about giving?</p>	<p>Pupils should know a church is a holy place for Christians. Christians visit the Church to talk to God and worship him as a Christian family.</p> <p>Christians actively look after the environment and promote the care of God's world.</p> <p>Christians and Jews share a story which tells them that God created the world.</p> <p>Christian should look after the world as a way of doing what God wants.</p>
Autumn 2	Christianity		
	<p>Christians celebrate the birth of Jesus.</p> <p>Children should learn about what Christians might do to celebrate Christmas.</p> <p>How do we celebrate a birthday?</p>	<p>Why is Jesus a special person?</p> <p>Who is special to us?</p> <p>What does it mean to have a family?</p>	<p>How should we behave differently at school than at home?</p> <p>What is my special place?</p> <p>Why is it special?</p> <p>What makes it special?</p>
Spring 1	Islam		
	<p>Muslims believe they should be grateful and thank God for all that is provided.</p> <p>Pupils should learn about Eid-ul-Adha and how Muslims might celebrate it.</p>	<p>Muslims believe that the Quran directs them on how they live their lives.</p> <p>Muslims follow what is written in the Qur'an as it is the word of Allah.</p> <p>Muslims believe the Quran is holy because it is the word of Allah.</p>	<p>Muslims visit the mosque to listen to the word of Allah and worship.</p> <p>Muslims follow the example of the prophet Muhammad and treat animals kindly.</p> <p>Muslims follow the example of prophet Mohammed and treat the world with care.</p> <p>Muslims believe that Allah's creation must be treat with care.</p>
Spring 2	Christianity		
	<p>Christians believe that they should look after the world and thank God for creation.</p> <p>How do Christians celebrate easter? How do Christians celebrate different stages in their life?</p>	<p>What does the story of creation tell us?</p> <p>Why is it important to forgive?</p> <p>Why is it important to be sorry?</p> <p>When might we need to say sorry?</p>	<p>How do people harm the natural world?</p> <p>How do people take the care of the world?</p> <p>What can you do to take care of the world?</p>
Summer 1	Hinduism		
	<p>Pupils should learn about how Hindus might celebrate Diwali.</p>	<p>Hindus celebrate the story of Rama and Sita as the triumph of good over evil.</p>	<p>Hindus visit the mandir to worship and talk to God through the deities.</p>
Summer 2	Judaism/Buddhism/Sikhism/Non-religious worldviews		
	<p>What do people from different religions wear for different celebrations?</p> <p>What clothes do we wear for special times within our lives?</p> <p>Why is Sabbath a special day for Jews and what do they do? – (How might we celebrate a special day? How do we rest?)</p>	<p>What cam Buddha teach us?</p> <p>What is the Torah and why is it important to Jews.</p>	<p>What places are special to different religions?</p> <p>Christians and Jews share a story which tells them that God created the world.</p>

(Upper school) 5 Year RE Long-Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A - What do people say about God? (2023 – 2024)	Christianity (God) Why do Christians say that God is a Father? God the Father, prayer.	Christianity (Jesus) Why is Jesus Special to Christians? The nativity story, beliefs about Jesus as God incarnate, Christmas.	Islam How might beliefs about creation affect the way people treat the world? God as creator, care for the planet.	Judaism Why might some people put their trust in God? God's promise, Noah, Abraham, trusting in God.	Hindu Dharma What do Hindus believe about God? One God in many forms, God in all things, expressing ideas about God.	Christianity (Church) How might some people show that they 'belong' to God? Baptism, belonging.
Year B - How do we respond to the things that really matter? (2024 – 2025)	Christianity (God) Does how we treat the world matter? Creation, Care for the planet, Harvest.	Christianity (Jesus) Why do Christians say Jesus is the 'Light of the World'? Jesus as the light of the world, symbolism of light, Advent and Christmas.	Hindu Dharma How might people express their devotion? Devotion, worship in the home and temple.	Islam Why do Muslims believe it is important to obey God? Submission and gratitude, prayer.	Hindu Dharma What do Hindus believe about God? One God in many forms, God in all things expressing ideas about God.	Christianity (Church) How might some people show that they 'belong' to God? Baptism, belonging
Year C - Who should we follow? (2025 – 2026)	Christianity (God) How (and why) have some people served God? Prophets, Service to God, Inspirational People	Islam Why is the prophet Muhammad (pbuh) an example for Muslims? The prophet, Muhammed, Zakah, Role models	Christianity (Jesus): What does it mean to be a disciple? Discipleship, following the example of Jesus, helping others	Christianity (Church) What do Christians mean by the 'Holy Spirit'? The Holy Spirit gifts of spirit, Pentecost	Sikhism Why are the Gurus important to Sikhs? Guru Nanak, The 10 gurus, Baisakhi.	Hindu Dharma Why is family an important part of Hindu life? Religious Duty, Hindu scriptures (the Ramayana), Raksha Bandhan
Year D - How should we live our lives? (2026 – 2027)	Hindu Dharma What might a Hindu learn through celebrating Diwali? Vishnu. Rama and Sita, Diwali.	Christianity (God) How and why might Christians use the bible? The Bible, Christian life – guided by wisdom, teachings and authority.	Sikhism How do Sikhs express their beliefs and values? The 5 K's, equality, the Gurdwara.	Christianity (Jesus) Is Sacrifice an important part of religious life? Jesus in the wilderness, Lent, Sacrifice.	Islam Why do Muslims fast during Ramadan? The Five Pillars of Islam, Ramadan.	Christianity (Church) What does 'love your neighbour' really mean? Parables, love for all
Year E – Where do we find guidance about how to live our lives? (2027 – 2028)	Christianity (God) How do Christians mark the 'turning points' on the journey of life? Christian rite of passage, denomination, differences.	Hindu Dharma Is there one journey or many? Reincarnation, Karma, the 4 ashramas	Islam What is Hajj and why is it important to Muslims? The Ummah, Hajj	Christianity (Jesus) Why do Christians believe Good Friday is 'good'? Holy Week The Eucharist Denominational differences	Buddhism What do we mean by a 'good life'? The Buddha The Four Noble Truths The Eightfold path	Christianity (God) If life is like a journey, what's the destination? Salvation Forgiveness