



Religious Education (RE) Curriculum Map



Religious Education Curriculum Intent at Ghost Hill



“The highest result of education is tolerance.” – Helen Keller

The intent of Religious Education at Ghost Hill is to ensure the children have the opportunity to develop as tolerant young people with respect and understanding of the views of others, including the beliefs and practices of religions and other world views. Our belief is that, using an enquiry-based model well, children’s critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Religious Education at Ghost Hill seeks to help the children acquire and develop knowledge and understanding of Christianity, alongside other principal religions. We hope to support the children’s ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. We also use ‘key questions’ in our provision. This supports the opportunity for precise teaching of religious education and promotes the opportunity to think and consider key concepts in an open way.

At Ghost Hill Infant and Nursery School we choose to cover four religions, enhancing the expectations of the Norfolk Syllabus for RE (which expects Christianity plus one other). We also use Jigsaw RE scheme of learning which adopts an enquiry-based approach to teaching and learning. This is to further enhance and enrich their cultural and religious knowledge and therefore tolerance and their own individual choice relating to religion. The four religions we cover are:

Christianity
Judaism
Hinduism (Sanatana Dharma)
Islam

Composite

(From Norfolk Agreed Syllabus for RE)

Progression Components (The building blocks to National Curriculum Composites)

Pupils begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

By the End of KS1 (Y2)

The Building Blocks of Knowledge in the Early Years Foundation Stage

In Early Years these building blocks will be observed and provided through rich opportunities in the environment for children to access independently. RE is predominantly observed within physical development and expressive art and design.

Year 1

Year 2

Nursery

Reception (including ELG)

- **Key Questions**
- What do Christians believe about God?

Key Questions

- Is it possible to be kind to

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| | Key Questions <ul style="list-style-type: none"> • What makes people special to me and others? • What is Christmas to me and others? • How do I and other people celebrate? (Sanatana Dharma) • What is Easter to me and others? • What can I and other people learn from stories? (Christianity, Islam, Sanatana Dharma, Sikhi) • What makes places special to me and others? (Christianity, Islam, Judaism) | Key Questions <ul style="list-style-type: none"> • What makes people special to me? • What is Christmas? • Celebrations (Sanatana Dharma) • What is Easter? • What can we learn from stories? (Christianity, Islam, Sanatana Dharma, Sikhi) • What makes places special? (Christianity, Islam, Judaism) | <ul style="list-style-type: none"> • What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? • Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? • Who is God to the Jews? • Is Shabbat important to Jewish children? • Does visiting the synagogue help Jewish children feel closer to God? | <p>everyone all of the time?</p> <ul style="list-style-type: none"> • Why do Christians believe God gave Jesus to the world? • How important is it to Christians that Jesus came back to life after his crucifixion? • Who is God to Sanatanis? (Hinduism) • What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali? • Who is God to Muslims? |
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