



Statement of Curriculum Intent

RE – KS 1,2,3 and 4

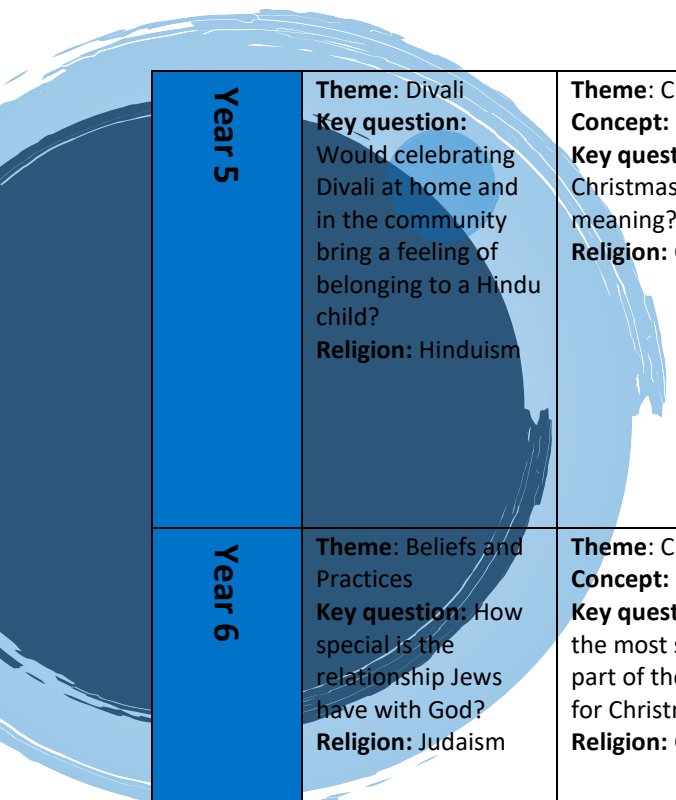
At Shenstone Lodge School we believe that it is vital for all our pupils to learn from, and about, religion. Religious Education here echoes the ethos of Safe, Happy, Learning and Safe, Independent, Learning.

It is our intention to recognise the rites of passage in different belief systems, to use the children's experiences of celebrations and happy times to provide opportunities to help them grow and develop in the school community, and further into the wider community.

We aim to inspire children to learn independence through the opportunities that Religious Education offers, exploring themes of tolerance, forming and challenging world views and mutual respect. Furthermore, with the inclusion of individual liberty, we believe our children will develop a positive sense of identity.

Crucially, our intention is to create an environment of tolerance, respect and inclusion for all: to challenge prejudice and empower our children.

Year group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS and Year 2	Theme: Special people Key question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Concept: Incarnation Key question: What is Christmas? Religions: Christianity,	Theme: Celebration Key question: How do people celebrate? Religions: Hinduism	Theme: Easter Concept: Salvation Key question: What is Easter? Religions: Christianity,	Theme: Stories Key question: What can we learn from stories? Religions: Christianity, Islam, Judaism, Hinduism and Sikhism	Theme: Special places Key question: What makes places special? Religions: Christianity, Judaism and Islam
Year 3	Theme: Creation Story Concept: God/Creation Key question: Does God want Christians to look after the world? Religion: Christianity	Theme: Christmas Concept: Incarnation Key question: What gifts might Christians in my town might have given Jesus if he were born here rather than in Bethlehem? Religion: Christianity	Theme: Jesus as a friend Concept: Incarnation Key question: Was it always easy for Jesus to show friendship? Religion: Christianity	Theme: Palm Sunday Concept: Salvation Key question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	Theme: Shabbat Key question: Is Shabbat important to Jewish children? Religion: Judaism	Theme: Rosh Hashhanah and Yom Kippur Key question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism
Year 4	Theme: What did Jesus teach? Key question: Is it possible to be king to everyone all of the time? Religions: Christianity,	Theme: Christmas- Jesus as a gift from God Concept: incarnation Key question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: Prayer at home Key question: Does praying at regular intervals help a Muslim in his/ her everyday life? Religions: Islam	Theme: Easter – Resurrection Concept: Salvation Key question: How important is it to Christians that Jesus came back to life after his crucifixion? Religion: Christianity	Theme: Creation Story Concept: God/Creation Key question: Does God want Christians to look after the world? Religion: Islam	Theme: Creation Story Concept: God/Creation Key question: Does God want Christians to look after the world? Religion: Islam



Year 5	Theme: Divali Key question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' miracles Concept: Incarnation Key question: Could Jesus heal people? Were these miracles or could we explain another reason for them? Religion: Christianity	Theme: Easter-forgiveness Concept: Salvation Key question: What is 'good' about Good Friday? Religion: Christianity	Theme: Hindu beliefs Key question: How can Brahman be everyone and everything? Religion: Hinduism	Theme: Pilgrimage to the River Ganges Key question: Would visiting the River Ganges be as special to a non-Hindu? Religion: Hinduism
Year 6	Theme: Beliefs and Practices Key question: How special is the relationship Jews have with God? Religion: Judaism	Theme: Christmas Concept: Incarnation Key question: What is the most significant part of the nativity story for Christmas today? Religion: Christianity	Theme: Passover Key question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Easter Concept: Salvation Key question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: Rites of Passage and Good Works Key question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Theme: Prayer and Worship Key question: Do people need to go to church to show they are Christians? Religion: Christianity
Year 7	Theme: Prayer and worship Key question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam Theme: NB: This enquiry is taught in 2 sections over the term	

The Brades Lodge

At the Brades Lodge site the curriculum will reference and develop themes from KS1-2. It will provide opportunities for all pupils to learn and achieve whilst promoting the spiritual, moral, social and cultural development.

It will be used to:

provoke challenging questions

Look at local, national and global contexts

Weigh up the value of wisdom

Equip pupils with systematic knowledge enabling them to develop their ideas, values and identities.

Will provide an aptitude for dialogue

And gain skills needed to understand, interpret and evaluate sources of information.

Although we will not have specific RE sessions these themes taken from the Sandwell Agreed Syllabus for Religious Education 2018-2023 will permeate throughout the curriculum as a whole.

There will be opportunities to visit different places of worship and gain some insight into how religions vary and indeed are similar, these will be done during themed weeks run by tutor groups and during SMSC activities.

Themes from the Sandwell Syllabus including:

Mutual Tolerance

Respectful attitudes

Democracy

Rule of Law

Individual Liberty

Will be taught through the broader curriculum and at times of mass congregation such as specialist workshops and assemblies.

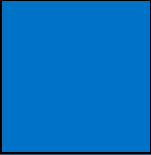
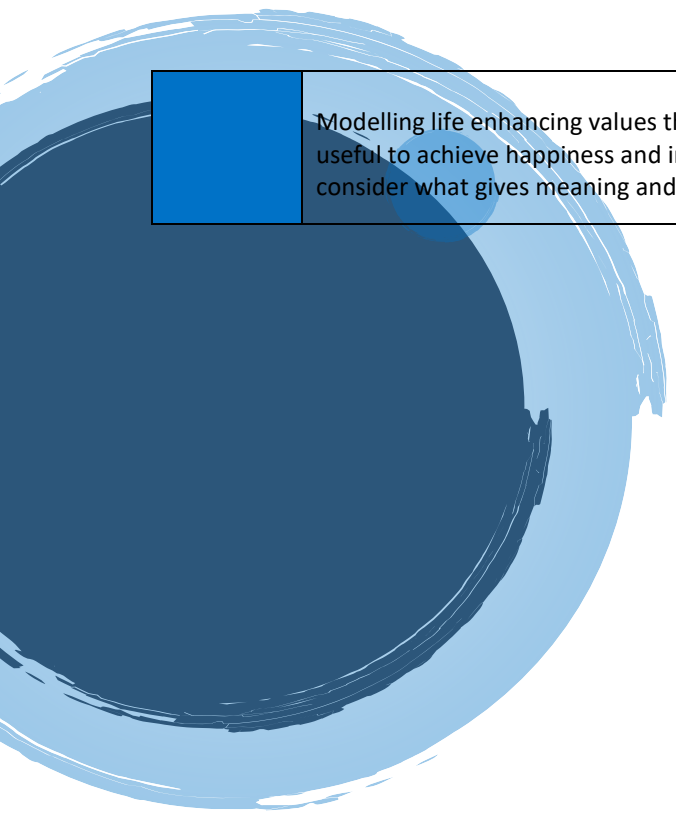
Special People, Celebrations and Special Places (F1/2)..

Through cases studies students will have a mirror to develop empathy and see the lives of others. This mirror will enable students to ask the question 'Who am I?'

Forgiveness (Y3)

Case studies in forgiveness and non-forgiveness, the cost and benefits. These options are deeply personal choices. Students will explore case studies such as the murder of Anthony Walker (D. 2005) and discuss the response of his family.

Beliefs and Moral Values (Y5) Beliefs and Meaning (Y6)



Modelling life enhancing values through case studies and autobiographies. Morality defined not simply as the right thing but as what is useful to achieve happiness and independence. The Golden Rule will be presented as a beneficial rule of thumb for life. Students consider what gives meaning and purpose to the lives of others and to ask this question for themselves.