

RE

THE FOXTON CURRICULUM



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Tolerance isn't about not having beliefs. It's about how your beliefs lead you to treat people who disagree with you.
– Timothy Keller

At Foxtton Primary School, we are knowledgeable about world religions and respectful of those of all faiths and those of none.



Our Religious Education Curriculum

RE is an important subject at Foxtton as it develops knowledge and understanding of the religions and beliefs which form part of our society. Children of all faiths and no faith enjoy RE because it provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and nature of reality, right and wrong, and what it means to be human. As well as learning about world religions, the RE curriculum also contributes to pupils' spiritual, moral, social and cultural development. It promotes critical thinking skills and enhances the children's understanding of their own well-being. Alongside this, it encourages community cohesion by promoting mutual respect and tolerance in a diverse society.

At Foxton, the principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. We follow the Leicestershire Agreed Syllabus and support this using RE Today – Understanding Christianity. Staff have developed an overarching knowledge planner as well as core knowledge progression documents for Christianity, Hinduism, Islam and Judaism to give an overview of how their lessons fit the bigger picture and build on previous knowledge and skills.

Our children in Fox Cubs begin to learn about Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. In Class 1, children extend their understanding of Christians as well as learn about Jews and Muslims. Further up the school, this is extended to Christians, Muslims, Hindus and Jews. Consideration of other religions and nonreligious worldviews can occur at any Key Stage, as appropriate to the school context.

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of five per cent of curriculum time for RE. This is based on the most recent national guidance:

- Foundation Stage – 36 hours of tuition per year.
- Key Stage 1 – 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
- Key Stage 2 – 45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Cycle A Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fox Cubs	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Class 1	1.10 What does it mean to belong to a faith community?	1.2 Who do Christians say made the world?	1.7 Who is Jewish and how do they live?		1.1 What do Christians believe God is like?	1.9 How should we care for the world and for others, and why does it matter?
Class 2	L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God?		L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Class 3	U2.1 What does it mean if Christians believe God is holy and loving?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.8 What does it mean to be a Muslim in Britain today?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)

Cycle B Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fox Cubs	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Class 1	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? Part 2.	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
Class 2	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Class 3	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not?	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?

Knowing more and remembering more

RE lessons always start with retrieval practice in order to combat the forgetfulness curve. This retrieves the most recent learning, when appropriate, as well as relevant units taught previously. Through responsive teaching, staff continuously monitor pupils' progress against expected attainment for their age and provide in-lesson feedback in order to move the learning forward. Additional support and challenge is provided as required. Children record their work for RE in the back of their topic book which evidences their progress. Every unit has an assessment sheet which highlights cohort and individual strengths and weaknesses; subsequent planning is then adapted in order to meet the needs of all learners.

A Global Curriculum

Within our RE curriculum at Foxton, we embark on a journey of understanding, empathy, and celebration of diversity. This journey aligns seamlessly with the United Nations Sustainable Development Goals (SDGs), encapsulating various significant objectives that resonate with our values and objectives.

The promotion of spiritual, moral, cultural, and social development within our RE curriculum corresponds with Goal 4: Quality Education. By nurturing students' ethical and emotional intelligence, we empower them to engage thoughtfully with the world and become compassionate global citizens.

RE serves as a platform for the celebration and exploration of diverse cultures, beliefs, and values, mirroring the essence of Goal 10: Reduced Inequalities. Through these explorations, we foster an environment of inclusivity and respect, advancing the broader goal of reducing inequalities and promoting a harmonious society.

Furthermore, our commitment to the principles of peace, justice, and strong institutions aligns with Goal 16: Peace, Justice, and Strong Institutions. By engaging students in discussions about ethical and moral considerations, we contribute to the development of informed and responsible individuals who are poised to contribute positively to societal structures.

In addition, our RE curriculum intersects with Goal 5: Gender Equality by encouraging critical discussions around cultural norms, biases, and the role of religion in shaping gender dynamics. By promoting open dialogue, we empower students to question and challenge traditional gender roles, contributing to the broader goal of achieving gender equality.

Ultimately, our primary RE curriculum serves as a conduit for nurturing compassionate, ethically conscious, and culturally sensitive individuals. By

aligning with the SDGs, we not only fulfil our commitment to quality education but also cultivate an environment that empowers students to champion positive change within their communities and beyond.