RELIGIOUS EDUCATION



OUR APPROACH

At Columbus school, we believe that Religious Education is a vital subject that helps pupils explore the diverse world of beliefs and values. We're committed to creating a safe and inclusive learning environment where every pupil, regardless of their individual needs, can engage with religious concepts at their own pace.

Introduction to the aims of the curriculum

Our RE curriculum is designed to be broad and balanced, introducing pupils to key religious traditions like Christianity, Hinduism, Sikhism, and Judaism. We also recognise the importance of non-religious perspectives. A core aim is to help pupils develop an understanding of ethical and moral principles, encouraging them to reflect on their own values and beliefs. We know that for our pupils, abstract concepts can be challenging. That's why we prioritise rich sensory and experiential learning opportunities

RELIGIOUS EDUCATION

How We Teach RE: Engaging All Learners

Our teaching strategies are specifically adapted to meet the diverse learning needs of our pupils:

- Adapted Teaching: We use visual aids, sensory activities, and simplified language to make learning accessible. We also utilise Widgit symbols and coreboards to support communication.
- Multi-Sensory Learning: We prioritise experiences that engage multiple senses. This includes exploring religious artifacts, listening to sacred music, tasting culturally significant foods, and engaging in creative activities. Handling religious artifacts like rosary beads, prayer mats, Diwali diyas, and Christmas ornaments, experiencing their different textures and forms.
- Storytelling and Drama: We bring religious stories to life through storytelling, drama, and role-play, acting out stories and exploring different viewpoints; fostering empathy and understanding. A great example is our work on the "Good Samaritan."
- Collaborative Learning: We encourage group discussions and shared projects to promote social interaction and peer support. Our School Council, which meets every half term, is a testament to the power of collaborative learning.
- Real-World Connections: We help pupils see how religious beliefs and practices are expressed in their local community and beyond.
- Outside Resources: When appropriate, we invite religious leaders into the classroom and organise visits to religious buildings to provide authentic experiences.

Our RE curriculum, while always evolving, is carefully planned to equip our pupils with the skills they will require as they move into adulthood. We ensure that our curriculum coverage includes, where appropriate, the National Curriculum requirements.

Our pupils develop:

- Knowledge and Understanding of Religions and Worldviews: They learn about the core beliefs, practices, and traditions of major religions and non-religious worldviews.
- Understanding the Impact of Religions and Worldviews: They explore how religions and worldviews influence individuals, communities, and societies.
- Increased understanding of key religious concepts and beliefs.
- Enhanced respect and tolerance for diverse religious and non-religious worldviews.
- Improved communication and social skills through collaborative learning activities and discussions.
- Increased engagement and motivation in lessons, thanks to our multi-sensory and experiential learning approach.
- Positive attitudes towards learning about religion and belief.
- Confidence to express their own ideas and opinions in a safe and supportive environment.

We believe that RE at our school provides a unique and valuable learning experience for every pupil.

The Bridge Trust Columbus

RELIGIOUS EDUCATION

CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	KS5 (FE)
		Christian	**Christianity Judaism**	**Christianity Islamic**	**Christianity Hinduism Buddhism**	**Chritianity Sikhism World religion**
World Religion	I know the importance of belonging	• Pupils will know who is in their class group. • Pupils will know what it means to be part of a family CC - RSE • Pupils will know what it means to be part of a family CC - RSE	• Pupils will be aware of belonging to a special club CC - RSE • Pupils will recognise the importance of belonging to a group (friendships) CC - RSE	• Pupils will be aware of belonging to the community CC - RSE • Pupils will be aware of belonging to the community CC - RSE • Pupils will be aware of belonging to a church group. • Pupils will understand the importance of tolerance, respect and acceptance. • Pupils will understand the importance of tolerance, respect and acceptance.	• Pupils know the important role to play in a community and how a celebration can bring a community together CC - RSE* • Pupils will demonstrate tolerance and acceptance of different views, opinions, beliefs and practices. *	• Pupils will be aware of how religious groups contribute to society and culture.

The Bridge Trust Columbus

RELIGIOUS EDUCATION

CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	KS5 (FE)
	I know what the word religion means	• Pupils can recognise a special class book or story and state why it is special to the class • Pupils will know what a belief is	• Pupils are aware of their own special book or story and can state why it is special to them • Pupils can retell some religious stories. • Pupils are aware that there are many different religions.	• Pupils can identify different sacred books and the meaning of some stories in them • and recognise that people follow different religious stories • Pupils are aware that belonging to a church group means belonging to a religion • Pupils understand that not everyone follows or adheres to a specific religious belief.	• Pupils can recognise some common religious artefacts / symbols / books/readings / words and know how these special items are treated • Pupils will achieve a basic understanding of the nature of the Bible. • Pupils are aware of where some religious worldviews originated	• Pupils will be aware of what belonging to a religion means • Pupils recognise there are lots of different religions with their own festivals, celebrations, artefacts, symbols and beliefs • Pupils understand some of the features and functions of Hindu places of worship- puja in Hindu temples.

RELIGIOUS EDUCATION

CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	KS5 (FE)
	I know what my religion is	• Pupils will develop a sense of being unique and that everyone is unique • Pupils will develop a sense of being unique and that everyone is unique • Pupils will develop a sense of being unique and that everyone is unique	• Pupils will know they have feelings, thoughts and experiences that are similar and different to other people	• Pupils can recognise that people have different beliefs. • Pupils understand that it is acceptable to have beliefs that are different to others and that others can have beliefs different to their own.	• Pupils can recognise that people follow different religious stories • Pupils understand that religious beliefs can be personal and private.	• Pupils will know what their religion is and of those around them who choose to share their religious beliefs.

The Bridge Trust Columbus

RELIGIOUS EDUCATION

CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	KS5 (FE)
Places of Worship, Artefacts & Stories	I I know the importance of a place of worship and the ceremonies that take place within it for a person with religious beliefs	Pupils will visit a local church and identify its features Pupils will know what the word god means Pupils are aware that God is the name Christians use for who they believe created the earth and universe (Creation story, Noah's Ark)	Pupils will be aware of what happens in a church (Ceremonies, celebrations, Prayer etc) Pupils will be aware of what happens in a church (Ceremonies, celebrations, Prayer etc) Pupils will be aware of synagogues in their environment and the features of it Pupils will know that Jewish people go to worship in the synagogue (Synagogue visit) Pupils will be aware that Jews believe in one God and He is the creator. Pupils will become aware of why Shabbat is a special time.	Pupils can identify different places of worship in the community and at home Pupils can identify what happens at a Christening/Baptism through participation including how artefacts are used (church visit mock baptism) Pupils will be aware of mosques in their environment and the features of it. Pupils will be aware of the islamic religion and that Muslims go to worship in a mosque (Mosque visit)	Pupils identify what happens at a Christian Wedding including how artefacts are used (Church visit mock wedding) Pupils will have an understanding of the Hindu place of worship and what they learn about God(Brahman) from the narratives about Rama and Krishna. Pupils are aware of Hindu temples (Mandir) in their environment. Pupils are aware of what a shrine is and the architects used in the hindu faith	Pupils will plan a Christmas Carol concert at a local church Pupils know the impact of Christian teachings on daily life, and the role of the Christian community in charity work. To enable pupils to understand the value of silence, stillness and solitude, with particular reference to Christian and Hindu practices.

The Bridge Trust Columbus

RELIGIOUS EDUCATION

CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	KS5 (FE)
	I know the different religious symbols & artefacts used in worship	Pupils will know that the Bible is an important book for Christians Pupils will explore artefacts through sensory experiences Pupils will know what the cross means to Christians Pupils will explore artefacts through sensory experiences Pupils will know what the cross means to Christians Pupils will listen and follow religious Christian stories. Pupils will listen and follow religious Christian stories.	Pupils are aware of the language, artefacts and symbols used in the Christian Faith Pupils are aware of the signs and symbols in Judaism. Pupils show an understanding of a Bar mitzvah and the reason for the reading from the Torah, holy scroll of Judaism. Pupils are aware of how Jewish people welcome and say goodbye to Shabbat and the artefacts used	Pupils are aware of the language, signs and symbols used in Islam Pupils will be aware that Muslims believe in one God (Allah)and He is the creator Pupils are aware of how Muslims greet.	Pupils know the symbols of Hinduism e.g. Aum, diva lamp etc * Pupils are aware of how hindu people celebrate Diwali and the artefacts used* Pupils are aware of Buddhist religious symbols and artefacts*	Pupils will know the ten commandments are an important part of Christian living Pupils will appreciate how world religions have responded to the beauty and apparent order and purpose of the natural world through creation stories, and to consider the implications of these stories for the way we treat the earth. Pupils will know that sikhs worship at a Gurdwara and the features and artefacts associated with it Pupils will know some similarities and differences between Sikh and Christian worship

The Bridge Trust Columbus

RELIGIOUS EDUCATION

CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	KS5 (FE)
Celebrations	I know how celebrations bring communities together	Pupils will know that Chritistian's thank God for his creation and giving in a Harvest Festival Pupils will know how Christmas is celebrated Pupils will know how Easter is celebrated	Pupils will know what makes Easter a special time for Christians Pupils will know what makes Easter a special time for Christians Pupils are aware of the festival of Rosh Hashanah, Yom Kippur and Hanukkah Pupils can demonstrate an understanding of the story of Passover (Pesach)and Jewish family traditions related to Passover Pupils can identify what the Seder Meal is and the symbolism of each part of the Seder plate (bitter herbs, Charoset, Karpas, Zeroah, Beitzah and Three Matzot)	Pupils will understand the historical background behind Easter and the traditions around the world Pupils will be aware of the significance of Eid, how and why Muslims celebrate this religious festival bringing the community together Pupils show an understanding of Ramadan and how Muslims fast during this period. Pupils will learn about where Easter came from and discover how people celebrate it in different places. Pupils will learn about the origins of Easter. This includes understanding its historical development, its roots in different traditions (both religious and secular), and how various cultural and religious influences shaped its evolution. Pupils will discover how people celebrate Easter in different places. This involves exploring the diverse customs, rituals, and festivities associated with Easter across various cultures and countries, highlighting both commonalities and unique expressions of celebration.	Pupils will begin to explore about the meaning of different Christmas traditions and rituals and how it brings the community together* Pupils will be aware of Buddhism- the main teachings of Buddha-Siddhartha Gautama, do good; keep the mind clear; live happily.* To know how different religions celebrate special days in the yearly calendar.	Pupils are aware of Christmas carols and the importance of them to christians. Pupils will understand the celebrations of Vaisakhi (Sikh new year) Pupils will understand why the Ten Gurus are important to Sikhism

The Bridge Trust Columbus

RELIGIOUS EDUCATION

CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	KS5 (FE)
	I know different religions celebrate in different ways	Pupils will recognise the birth of Jesus is known as the Nativity and it was an important event for Christians (Nativity) Pupils will begin to identify the Characters in the Nativity Story Pupils are aware of how the Diwali story reflects Hindu beliefs about good and evil	Pupils will explore how Christians use the nativity story to influence their actions at Christmas (e.g thankfulness and giving) Pupils will join in celebrating the meaning of Easter Pupils will join in celebrating the meaning of Easter	Pupils are aware of the Five Pillars of Islam (Shahadah, Salah, Sawm, Zakat and Hajj) Pupils will begin to explore how the nativity/Christmas is different around the world because of the cultural/historical influences on Christianity Pupils will be aware why Christians call the day Jesus died 'Good Friday' Pupils will explore what the Bible says about Jesus - some of the stories about Jesus as an adult	Pupils will explore the Christingle story Pupils will begin to explore about the meaning of different Easter traditions and rituals	Pupils will know why Christians celebrate Easter (Christians believe Jesus' died on a cross (crucifixion) to save people (salvation); Christians believe Jesus came back to life (resurrection); Christians believe Easter gives people hope of a new life) Pupils will show understanding of some Sikh values and the impact they have on Sikh Community life

RELIGIOUS EDUCATION

CURRICULUM OVERVIEW

Subject Specific Skill	End Point	EYFS / KS1	KS2	KS3	KS4	KS5 (FE)
	I know why light is an important symbol in many religions	Pupils will demonstrate an appreciation of stillness and quietness using light. Pupils will show an interest in an event or object such as leaning towards a source of a light, sound or scent.	Pupils will understand the value of silence and stillness during candle time/thinking time.	Pupils will become aware of the significance of the festival of lights celebrated during Diwali. Pupils will understand the value of silence, stillness and solitude, through meditation.	Pupils will understand the symbolism behind the Easter service of light.	Pupils will know why light is so important in many religions and which religions it's associated with

The Bridge Trust Columbus

RELIGIOUS EDUCATION

CURRICULUM OVERVIEW

All	EYFS / KS1	KS2	KS4	KS4	KS5 (FE)
					

RELIGIOUS EDUCATION

CURRICULUM OVERVIEW

Subject Specific Skill	End Point	Lower School	Middle School 1	Middle School 2	Upper School	KS5 (FE)
		Key Vocabulary: Christian Church Celebration Belonging Easter Christmas Harvest Jesus God	**Key Vocabulary:** Christian Christmas Easter Synagogue Jewish Hanukkah Passover Buddhism	**Key Vocabulary:** Community Christening Baptism Synagogue Bar mitzvah Judaism Torah Moses	**Key Vocabulary:** Community Bible Shabbat Seder Yom Kippur Christingle Mosque Islam	**Key Vocabulary:** Festival Gurdwara Hanukkah Holy Communion Confirmation Crucifixion Resurrection Salvation
Resources:	Essex Approved Syllabus 2022 Equals Scheme of work					