Newhall Junior School

Religious Education

Intent

At Newhall Junior School, our Religious Education curriculum is ambitious, inclusive and designed to develop pupils' understanding of a range of religious and non-religious worldviews. Through carefully sequenced learning, pupils develop the knowledge, skills and confidence to explore beliefs, values and traditions, whilst understanding the diversity of the world in which they live.

We aim to:

- Develop secure knowledge and understanding of key religious and non-religious worldviews.
- Build knowledge that pupils can recall, apply and connect across different areas of learning.
- Encourage pupils to engage with ethical, philosophical and theological questions.
- Develop the skills to reason, discuss, debate and evaluate different viewpoints.
- Foster respect, empathy and cultural awareness, preparing pupils for life in modern Britain.
- Provide a safe and inclusive environment in which pupils can explore their own beliefs, values and identity.
- Promote curiosity, open-mindedness and an appreciation of diversity.

Our curriculum is carefully sequenced so that pupils revisit and build upon prior learning, enabling them to develop deeper understanding over time. Through the study of different faiths, beliefs and worldviews, pupils gain enriched cultural capital, develop respect for others and learn to engage thoughtfully with both similarities and differences within society.

By the end of Key Stage 2, pupils are equipped with the knowledge, understanding and confidence to think critically, ask meaningful questions and participate positively in an increasingly diverse and interconnected world.

Implementation

Newhall Junior School whole school curriculum map

RE Overview

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 3	**Sanatana Dharma (Enquiry 1) – Pilgrimage to the River Ganges** Does visiting the Ganges make a person a better Sanatani?	**Christmas Theme: Incarnation, God the Son** Has Christmas lost its true meaning?	**Christianity Theme: Incarnation, God the Son** Could Jesus heal people? Did he perform miracles or is there some other explanation?	**Easter Theme: Salvation** What is good about Good Friday?	**Sanatana Dharma (Enquiry 2) Theme: Belief** What do some deities tell Sanatanis about God?	**Sanatana Dharma (Enquiry3) Theme: Belief into Action** What is the best way for a Sanatani to lead a good life?
Year 4	**Judaism (Enquiry 1) Theme: Beliefs and Practices** What is the best way for a Jew to lead a good life?	**Christmas Theme: Incarnation** What is the most significant part of the nativity story for Christians today?	**Judaism (Enquiry 2) Theme: Belief into Action** How do Jewish beliefs, teachings and stories impact on daily life?	**Easter Theme: Salvation** Is forgiveness always possible for Christians?	**Judaism (Enquiry 3) Theme: Shavuot/Festivals** How does celebrating Shavuot help Jewish children feel closer to God?	**Christianity Theme: Prayer and Worship** Do people need to go to church to show they are Christians?
Year 5	**Sikhism (Enquiry 1) Theme: Belief into Action** How far would a Sikh go for their religion?	**Christmas Theme: Incarnation** Is the Christmas story true?	**Sikhism (Enquiry 2) Theme: Beliefs and moral values** How are sacred teachings and stories interpreted by Sikhs today?	**Easter Theme: Salvation** How significant is it for Christians to believe God intended Jesus to die?	**Sikhism (Enquiry 3) Theme: Prayer and Worship** What is the best way for a Sikh to show commitment to God?	**Christianity Theme: Beliefs and Practices** What is the best way for a Christian to show commitment to God?
Year 6	**Islam (Enquiry 1) Theme: Commitment** What is the best way for a Muslim to show commitment to God?	**Christmas Theme: Incarnation** How significant was it that Mary was Jesus' mother?	**Christianity Theme: Beliefs and Meanings/Salvation** Is anything ever eternal?	**Easter Theme: Beliefs and Meanings/Salvation** How do the events of Easter and Pentecost impact on Christians today?	**Islam (Enquiry 2) Theme: Sacred Writings** How is the Qur'an vital to Muslims today?	**Islam (Enquiry 3) Theme: Life after Death** Does belief in Akiriah (life after death) help Muslims lead good lives?

Religious Education is taught through a carefully sequenced curriculum based on the **Derbyshire Agreed Syllabus**, enabling pupils to develop secure knowledge, understanding and disciplinary thinking about a range of religious and non-religious worldviews. Learning is planned progressively across Key Stage 2 so that pupils revisit key concepts, deepen their understanding and build connections between different beliefs, practices and ways of life.

Key features of our curriculum include:

- Enquiry-led learning that begins with pupils' own experiences, questions and reflections.
- Carefully sequenced knowledge that enables pupils to revisit, recall and deepen understanding over time.
- Explicit teaching of key religious concepts, beliefs, practices and vocabulary.
- Opportunities to discuss, reason, debate and evaluate different viewpoints.
- The study of both religious and non-religious worldviews, promoting understanding and respect.
- Adaptive teaching that ensures all pupils, including those with SEND and disadvantaged pupils, can access and succeed within the curriculum.

- Learning about significant festivals, celebrations and events to develop cultural literacy and understanding.

Our curriculum is enriched through workshops and visits provided by the **Derby Open Centre**, giving pupils first-hand experiences of a range of faiths and worldviews, including Hinduism, Judaism, Sikhism and Islam. These experiences strengthen pupils' understanding of lived religion and help bring learning to life.

Assessment is ongoing and informs future learning through discussion, questioning, written responses and pupil reflection. Through carefully planned opportunities to explore beliefs, values and traditions, pupils develop the knowledge, skills and confidence to engage thoughtfully with religious and non-religious perspectives.

Parents and carers have the legal right to withdraw their child from all or part of Religious Education. The school will discuss any request for withdrawal with parents, ensuring they are fully informed about the content and aims of the curriculum before making a decision.

Impact

By the end of Key Stage 2, pupils have developed a secure and meaningful understanding of a range of religious and non-religious worldviews. They are able to articulate what they know, remember and can do, drawing upon knowledge gained throughout their Religious Education journey.

Pupils demonstrate a secure understanding of key beliefs, practices, vocabulary and concepts across the religions and worldviews they have studied. They make connections between beliefs, values and ways of living, developing a deeper understanding of how religion and worldviews influence individuals, communities and society.

Through regular retrieval and carefully sequenced learning, pupils recall prior knowledge with increasing accuracy and apply it confidently in discussion, written responses and evaluative thinking. They develop the ability to reason, question, debate and reflect upon ethical, philosophical and theological issues, considering a range of perspectives with increasing maturity.

Pupils show respectful attitudes, empathy and understanding towards people of different faiths, beliefs and backgrounds. They develop enriched cultural capital and an appreciation of diversity, preparing them to participate positively in modern British society.

Assessment, pupil voice, work scrutiny and ongoing monitoring demonstrate clear progression in pupils' knowledge, understanding and disciplinary thinking. By the end of Year 6, pupils leave Newhall Junior School as thoughtful, reflective and informed young citizens who can engage confidently with diversity and difference, grounded in a secure understanding of religion and worldviews in the modern world.