



RE at Madginford Primary School Our Curriculum

Our curriculum

At Madginford Primary School, our RE curriculum is intended to offer a broad & rich range of opportunities that allow children a variety of ways to explore & understand religions as well as the wider community in which we live.

Through each unit, children will explore & develop their understanding relating to different religions & world views. They will be encouraged to identify, investigate & consider a variety of questions that could impact on their lives & those of others. At Madginford, children are taught to understand, respect & value the religions, beliefs & cultures of all people.

How we deliver our curriculum

At MPS, we use the agreed Kent RE syllabus to ensure a broad & balanced curriculum. In EYFS, children begin their RE journey by developing an understanding of what is 'special' in their world. As children move through KS1, they begin to describe & recognise the main beliefs & festivals associated with religions. During their time in KS2, children expand & deepen their knowledge of world religions & beliefs, comparing & making links between the different religions studied. At all stages of their journey, children reflect on what they've learnt, developing respect & tolerance for the beliefs of others and understand the importance of these attributes in their day-to-day life.

The impact of our curriculum

By the end of their time at MPS, we aim for children to have a better understanding of the world religions they have studied during their time at school. We want children to understand & be able to work alongside each other, valuing the ideas & beliefs of those who make up their community. We want children to understand & develop the personal attributes of respect, tolerance and empathy that will enable them to become responsible, well-rounded members of the community.

Our Curriculum Overview

We follow the approved R.E. syllabus for Kent.

| | T1 | T2 | T3 | T4 | T5 | T6 |
|------|--|---|--|---|---|--|
| EYFS | Which stories are special? Why? | Which people are special? Why? | Which places are special? Why? | Which times are special? Why? | Where do we belong? | What is special about our world? |
| Y1 | What is special about our world? | Who is a Christian? What do they believe? | | How & why do we celebrate special & sacred times? | What makes some places sacred? | What does it mean to belong to a faith community? |
| Y2 | Who is Jewish? What do they believe? | | How should we care for others & the world? Why does it matter? | How & why do we celebrate special & sacred times? | How can we learn from sacred books? | |
| Y3 | What does it mean to be a Christian in Britain today? | | What do different people believe about God? | Why are festivals important to religious communities? | Why do people pray? | Why is the bible so important for Christians today? |
| Y4 | What does it mean to be a Hindu in Britain today? | | What can we learn from religions about deciding what is right & wrong | Why is Jesus inspiring to some people? | Why are festivals important to religious communities? | Why do some people think that life is like a journey and what significant experiences mark this? |
| Y5 | Why do some people think God exists? | If God is everywhere, why go to a place of worship? | What would Jesus do? (Can we live by the values of Jesus in the 21 st century?) | | What does it mean to be Muslim in Britain today? | |
| Y6 | Is it better to express your beliefs in arts and architecture or charity and generosity? | What difference does it make to believe in ahimsa, grace and/ or Ummah? | What matters most to Christians and Humanists? | | | What do religions say to us when life gets hard? |