



## Levendale Curriculum Intent Statement

At Levendale, the curriculum is based on a carefully considered progression of transferable skills and knowledge acquisition from 3-11. The Levendale Curriculum is tailored to our local area and context, allowing children to acquire relevant knowledge and skills whilst allowing them to appreciate the historical and cultural importance of both their local area and other areas of the country and world. Children are encouraged to develop life skills that can be applied in a wide range of disciplines to prepare them to make a positive contribution to society.



Our curriculum fosters a deep-rooted love of learning through developing the key skills of questioning, investigating and evaluating. Children are encouraged to be resilient and increasingly independent learners in all areas; they demonstrate positive attitudes to learning and apply key skills in multi-disciplinary areas through meaningful links across curriculum areas. Children develop a base of secure factual knowledge through appropriate support and challenge for all.

Learning experiences should be stimulating, engaging, purposeful, relevant and accessible to all, taking account of prior learning and giving all children the opportunity to consolidate and embed their understanding and knowledge across all subject areas. Children should be encouraged to develop an appreciation and understanding of the world in which they live, at both local, national and global levels. The curriculum should be responsive to individual and/or cohort need, taking into account changes at local, national and global levels. Children should depart from Levendale in Y6 having had the opportunities and experiences necessary to take responsibility for their own learning at KS3 and beyond whilst being willing and able to make positive contributions to wider society. Children should be encouraged to fulfil their potential and be given the opportunities to do so, whether in curriculum areas, through extra-curricular provision or through established links with other agencies or individuals.

Assessment is used to form meaningful and relevant judgements on a child's progress and attainment at regular points throughout the year. Assessment, both formative and summative, informs planning and provision, addresses gaps in learning where these are evident and offers support and challenge where required.

## R.E. Curriculum Intent Statement

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. At Levendale, our Religious Education intent is to deliver a curriculum to equip pupils with an understanding of a range of religions and world views, enabling them to develop their ideas, values and identities, so that they can understand the world around them. Our aim is to develop the skills pupils will need to participate and contribute positively in our society, learning to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ. We use the Stockton Agreed Religious Education Syllabus as the basis for our curriculum and enhance the learning of each faith by visiting places of worship in our local area as far as possible.

### The Stockton Agreed Syllabus – curriculum coverage

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
YEAR 1	<b>Belonging:</b> What does it mean to belong?	<b>Festivals/Beliefs and Practices:</b> Why do Christians give gifts at Christmas?	<b>Belonging:</b> What does it mean to belong?	<b>Festivals/Beliefs and Practices:</b> What is Easter and why is Palm Sunday important?	<b>Founders and Leaders:</b> Who is Mohammed and why is he important?	<b>Belonging:</b> Choose from Buddhism, Hinduism, Judaism or Sikhism
YEAR 2	<b>Sacred Texts:</b> What is the Quran and why is it important?	<b>Festivals/Beliefs and Practices:</b> How and why do Christians celebrate Christmas?	<b>Sacred Texts</b> Choose from Buddhism, Hinduism, Judaism or Sikhism	<b>Festivals/Beliefs and Practices:</b> What are the key events associated with the Easter story?	<b>Founders and Leaders:</b> Who was Jesus and who were his friends (disciples)?	<b>Founders and Leaders</b> Choose from Buddhism, Hinduism, Judaism or Sikhism
YEAR 3	<b>Sacred Texts:</b> What is the Bible and why is it important?	<b>Festivals/Beliefs and Practices:</b> What are the symbols associated with Christmas?	<b>Places of Worship:</b> What is a mosque and why is it important?	<b>Festivals/Beliefs and Practices:</b> How is Easter celebrated in Church?	<b>Beliefs and Practices</b> Choose from Buddhism, Hinduism, Judaism or Sikhism	<b>Festivals:</b> What is EID and why is it important?
YEAR 4	<b>Festivals:</b> Choose from Buddhism, Hinduism, Judaism or Sikhism	<b>Festivals/Beliefs and Practices:</b> What are the journeys that take place within the Christmas story?	<b>Places of Worship:</b> What is a church and why is it important?	<b>Festivals/Beliefs and Practices:</b> Why is Easter important to Christians?	<b>Beliefs and Practices:</b> What are the five pillars and why are they important?	
YEAR 5	<b>Places of Worship:</b> Choose from Buddhism, Hinduism, Judaism or Sikhism	<b>Festivals/Beliefs and Practices:</b> How do we know about the Christmas story?	<b>Beliefs and Practices:</b> What food, drink and leisure are important in Islam and why?	<b>Festivals/Beliefs and Practices:</b> How do betrayal and loyalty feature in the Easter story?	<b>Worship in the Home:</b> Thematic compare and contrast Christianity, Islam and one other	
YEAR 6	<b>Rites of Passage:</b> Thematic compare and contrast Christianity, Islam and one other	<b>Festivals/Beliefs and Practices:</b> What do the Gospel stories tell is about the birth of Jesus?	<b>Expressions of faith through Art:</b> Thematic compare and contrast Christianity, Islam and one other	<b>Festivals/Beliefs and Practices:</b> How far can the death of Jesus be seen as a victory in Christianity?	Left blank deliberately to allow for SATS, transition days and end of year activities; any of the above units not yet covered or completed could be undertaken in this time.	



## Key skills within R.E.

A variety of skills, often inter-related, need to be developed in order for pupils to progress access deeper levels of understanding and appreciation for the subject. The key skills Stockton SACRE believes are central to RE and require pupils to develop are noted in the table below. Aligned to these general skills are suggestions as to how they might apply within an RE context. Teachers should identify in their planning the skills to be used and develop these with their pupils in lessons.

Investigation and Enquiry	<ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Know how to use different types of sources to gather information</li> <li>• Know what may constitute evidence for understanding religion(s)</li> </ul>
Interpretation	<ul style="list-style-type: none"> <li>• Draw meaning from artefacts, works of art, poetry and symbolism</li> <li>• Interpret religious language</li> <li>• Suggest the meanings of religious texts</li> </ul>
Expression	<ul style="list-style-type: none"> <li>• Explain concepts, rituals and practices</li> <li>• Communicate the significance of religious symbols, technical terms and religious imagery</li> <li>• Identify and articulate matters of deep conviction and concern</li> <li>• Respond to religious issues through a variety of media</li> </ul>
Application	<ul style="list-style-type: none"> <li>• Make the association between religions and the individual community, national and international communities</li> </ul>
Analysis	<ul style="list-style-type: none"> <li>• Distinguishing between opinion, belief and fact</li> <li>• Distinguishing between the features of different religions</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Debate issues of religious significance with reference to evidence and argument</li> <li>• Weigh the respective claims of self-interest, consideration for others, religious teaching and individual conscience</li> </ul>
Synthesis	<ul style="list-style-type: none"> <li>• Link significant features of religion together in a coherent pattern</li> <li>• Connect different aspects of life into a meaningful whole</li> </ul>
Reflection and Response	<ul style="list-style-type: none"> <li>• Think reflectively about feelings, relationships, experience, ultimate questions, beliefs and practices, moral issues</li> </ul>
Empathy	<ul style="list-style-type: none"> <li>• Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others</li> <li>• Develop the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</li> <li>• Seeing the world through the eyes of others and considering issues from their point of view</li> </ul>

## Skills and knowledge progression

The continuum below outlines the developmental progression of skills and knowledge across our Art curriculum. The colour bands correspond approximately to the following year groups:



	Progression criteria
	<ul style="list-style-type: none"> <li>• develop more confidence when exploring and talking about different personal experiences, feelings and ideas</li> <li>• show greater understanding of the reasons why things have importance</li> <li>• use a wider range of vocabulary and more detail when describing aspects of religion</li> <li>• ask their own questions about religious material</li> </ul>
	<ul style="list-style-type: none"> <li>• recognise and describe different symbols, ideas and experiences</li> <li>• extend their range of factual information about the religions studied</li> <li>• begin to ask about the significance and meaning of religious beliefs and practices</li> <li>• link together different aspects of religious belief and practice to see how they connect together</li> <li>• use more technical language accurately when investigating religions</li> <li>• show greater independence in asking questions about religious material</li> </ul>
	<ul style="list-style-type: none"> <li>• explain symbols, ideas and experiences in more detail</li> <li>• recognise and explain different viewpoints about a range of ideas</li> <li>• develop greater accuracy about the factual information in each religion studied</li> <li>• develop the skills of interpreting and speculating about religious material</li> <li>• form a more coherent understanding of each religion and of religion in general</li> <li>• work more independently when investigating religious material</li> <li>• develop their own ideas about the ways of investigating religious material</li> </ul>
	<ul style="list-style-type: none"> <li>• offer thoughtful personal responses to a range of aspects of human experience and symbolism</li> <li>• compare and contrast different viewpoints and ideas</li> <li>• explain the meaning and significance of different beliefs and practices showing an understanding of how they connect together</li> <li>• explain ways in which religious commitment affects daily life in more detail</li> <li>• develop their own lines of enquiry into religious material</li> </ul>
	<ul style="list-style-type: none"> <li>• use a wide range of examples to illustrate different concepts, ideas and viewpoints</li> <li>• use more evidence to support their ideas and arguments</li> <li>• use and evaluate a range of sources when investigating religious material</li> <li>• make more links between different areas of work within RE</li> <li>• show greater maturity and independence in thinking about religious issues</li> </ul>

- evaluate ideas using evidence to support their views
- use a wide range of information accurately and selectively
- show an understanding of different interpretations of ideas and practices
- offer more independent conclusions about religious issues
- produce sustained and extended written work across a range of areas
- consistently demonstrate the ability to evaluate ideas, evidence and arguments across a wide range of different areas of study