



INTENT, IMPLEMENTATION, IMPACT - STRAND SCHEME OF WORK.

The curriculum is designed with our pupils and the Skidby community in mind. At Skidby CE VC Primary School we strive to be 'A Christian School in a small community, making a big difference.' This vision underpins every decision we make and drives the curriculum we teach. Though their educational journey with us we will develop the knowledge of every individual, help them to understand the challenges they will face in life and ultimately develop their skills to cope in an ever-changing society with the aim of helping the children to become respectful, responsible and resilient members of the community.

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Subject	Relevant Curriculum Statements	Related Vocabulary	
RELIGIOUS EDUCATION –Places of Worship	EYFS	<p>“They know about similarities and differences between themselves and others, and among families, communities and traditions.”</p> <p>“Children know about similarities and differences in relation to places.”</p>	Special (T1) Church (T1) Minster (T2)
	KS1	<p>“Explore a place of worship and how the building is used.”</p>	Worship (T2) Synagogue (T2) Altar, Font & Cross (T3)
	KS2	<p>“Explore the diversity and significance of local religious places to faith groups and members of the community.”</p>	Mosque (T2) Pilgrimage (T3) Sacred (T2)
SCHOOL AIMS Our curriculum focuses on these three key Christian values, giving children a deep level of knowledge and understanding to help them make their own decisions about how they can make a ‘big difference’. <ul style="list-style-type: none"> ✓ Respect ✓ Responsibility <input type="checkbox"/> Resilience 		BRITISH VALUES <ul style="list-style-type: none"> <input type="checkbox"/> Democracy. <input type="checkbox"/> The rule of law. ✓ Individual liberty. ✓ Mutual respect. ✓ Tolerance of those of different faiths and beliefs 	
CULTURAL CAPITAL Children may demonstrate an understanding of the significance of different religious buildings and places in terms of belief, community, architecture, culture, geography, and history. They will understand some of the purposes of such buildings and the impact they have had and continue to have on their communities and beyond. They may develop an appreciation for different religious expressions as well as a sense of awe and wonder through viewing and possibly visiting places of worship.			
IMPLEMENTATION AND SEQUENCING			
What will be made, produced, performed, or published?			
Children will produce work linked to the RE units of work on a two-yearly cycle, following the suggested lines of enquiry. This may be in the form of a written piece; a model; a film.			
What sequence of activity and pedagogy will be undertaken?			
EYFS: Children name some special (religious) places & buildings. Year 1: Children name different parts of a place of worship. Year 2: Children describe and reflect on how faith members use a place of worship. Year 3: Children compare activities at different places of worship. Year 4: Children explain how activities at local places of worship create a sense of community. Year 5: Children show understanding of what is sacred for believers in religious places. Year 6: Children compare key places of pilgrimage and identify why a faith member might go there. Mastery: Children suggest ideas about the meaning of pilgrimage to a believer and the impact on their life.			
IMPACT			
What knowledge will the children have embedded?			
Children will be able to name some religious buildings and other places of worship. They will increasingly understand what occurs in such places and why. They will be able to make some links between different places of worship and increasingly understand their significance to believers and the impact such places have on faith members as well as others in the community.			
What retention may be demonstrated?			
Here are some example questions that may be used to assess children’s understanding. EYFS: Can you name a (type of) religious place/building? Can you name a religious building in Skidby? KS1: What are some of the features of a church? What do people do in a church? KS2: What activities might occur at both a mosque and a church? Name a place of pilgrimage – why do believers go there?			