# **Core Values**

Readiness Resilience Respect

Responsibility

Collaboration

Independence

Aspiration

Kindness

Confidence

Courage

Honesty

Compassion

# Vision

At Kender we promote positive attitudes towards each other through the Kender Values. We provide a curriculum that is rich and diverse, all our curriculum areas are underpinned by our curriculum aims which are:

- To develop and build upon knowledge and skills year upon year.
- To raise aspiration so that children can reach their full potential.
- To develop self confidence, self belief and self control.
- To ensure that children are able to develop their own identity and are provided with role models who can help them to do this.
- To provide a wealth of experiences both academic and practical so that children can develop life skills.
- To engage with the local community and make links with the local area to enrich then children's learning and experience.
- To embed the Kender Values throughout the curriculum as they encompass all that we are trying to achieve.

#### RE

Faith and Belief
Belonging/community
The natural world
Being a good citizen
Philosophy

#### Music

Singing
Listening
Composing
Performing
Musicianships
Pulse beat
Rhythm
Pitch
Instruments and playing
techniques

#### Art

Design and make
Draw
Paint
Sculpt
Generating ideas
Making links
Exploring artists
Sketchbooks
Evaluate

#### History

Time lines and Chronology
Artefacts
Interpretation, enquiry, analysis
Cause and consequence
Change and continuity
Past and Present
Fact and Fiction

#### English

Speaking and Listening
Vocabulary
Phonics
Handwriting
Reading
Spelling
Punctuation
Grammar
Writing
Composition
Transcription

#### Science

Working scientifically
Materials
Animals including humans
Plants
Everyday materials
Investigations

#### PE

Games
Gymnastics
Dance
Yoga
Swimming
Athletics
Orienteering

# Kender Curriculum 2022-23



#### Computing

E-safety
Programming
Handing data
Multimedia
Technology in our lives

#### MFL (KS2) French

Speaking and listening
Vocabulary
Reading
Writing
Grammar

#### PSHE/RSE/MHWB/CZS/BV

Physical health and wellbeing
Keeping safe and managing risks
Mental health and emotional wellbeing
Drug alcohol and tobacco
British Values

#### DT

Using technology
Construction/joining
Practical skills
Designing skills
Textiles
Cooking and nutrition
Evaluating n

#### Geography

Map and Atlas work
Place and locational knowledge
Humans and physical geography
Geographical skills and field work
Impact of humans on the
environment
Economy

#### Maths

Fluency
Reasoning
Problem solving
Number - Place Value Addition
and subtraction, multiplication
and division, fractions
Measurements
Geometry

## Wider Curriculum

We offer a wide range of sporting opportunities including:

- Swimming lessons;
- Dance and gymnastic lessons;
- PE lessons led by sports coaches, which ensure progression in sports skills across the school;

We have a specialist Art teacher who enhances children's creativity through different media enhanced by local art community projects and in partnership with the South London Gallery, Bold Tendencies and British Council.

We contribute to children's life skills and Social, Moral, Spiritual and Cultural Development through experiences within the classroom and beyond. These opportunities include: Forest School, residential trips, making links with businesses, participating in sporting events and educational visits - including to places of worship.

Our involvement with the Opal Play Project – recognised nationally - and our school play philosophy encourages creativity, emotional and social development, independence and risk taking amongst our pupils.

Through a positive and caring ethos and meaningful curriculum, we provide the opportunity for every child strive to reach their full potential, becoming successful citizens.



### Intent - We aim to...

At Kender we use the Lewisham Agreed Syllabus for RE. Our INTENT for RE is to use a range of strategies to allow children to think and consider the big questions that the RE curriculum brings and link these to British values. We aim to ensure that all thinking and reflection time is purposeful and leads to deeper learning. To ensure that this happens, we are mindful of thinking and reflection when planning units of work that consider big questions. (See skills document. These skills are progressive and is taught in the context of each year's RE topic.)

Our primary school curriculum works with the SACRE( Standing Advisory councils on Religious Education) agreed syllabus for Lewisham, and it aims to challenge children to learn about a range of religions and non-religious world-views whilst also considering the big questions of life. At our school we want to ensure that our children go out into the world with the knowledge and skills to understand the beliefs of others and live in peace and with respect in today's diverse and ever changing world. Our curriculum plans aim to give our children the opportunities to learn about and from religion and non-religious world-views in a variety of ways for example: through trips to places of worship, visitors of religious interests, art, music, drama and dance as well as through discussion and more formal writing opportunities. We follow the inquiry approach and have celebration assemblies for key religious festivals.



## Implementation - How do we achieve our aims?

We use the Lewisham Agreed syllabus and work in partnership with the SACRE while following the inquiry approach. At kender we maintain the legal position of RE as a component of the basic curriculum and plan for it to be taught alongside the national curriculum subjects. Hence we teach RE according to Lewisham Agreed syllabus allocation:

#### Time allocation

The Agreed Syllabus is based on the expectation that 5% of curriculum time which equates to the following hours, should be devoted to religious education:

KS1 -36 hours per year (50 minutes a week)

KS 2-45 hours per year (an hour a week)

Kender School, in addition to assemblies and whole school celebrations around festivals of faith and culture, RE is taught on a dedicated RE day every half term, and or on a weekly basis as deemed suitable by year groups to ensure that children become fully immersed in their learning.

#### EYFS...

In Nursery and Reception, children learn through role-play, storytelling and taking part in their own celebrations. They look at similarities and differences between their own celebrations and those of other religions and share these with one another. Children and their parents share their celebrations in the form of stories, home videos, music and dance.

# KS1...

In Key Stage 1, children learn about Christianity, Judaism, Sikhism and Hinduism, as well as topics such as natural world, belonging and food.

#### KS2...

In Key Stage 2, children continue to build on the knowledge acquired from the religions learnt in Key Stage 1, as well as being introduced to; Buddhism and Islam. They also learn about Peace and the Journey of Death within different religions. The new curriculum has also introduced Understanding Faith and Belief in Lewisham that is taught in Year 6.

#### **Impact -** How will we know we have achieved our aims?













Children are actively engaged and thoughtful in lessons

The skills the children learn will help them to recognise similarities amongst different beliefs as well as celebrate each other's differences



Teachers will have

high expectations

and quality

evidence will be

presented in a range

of forms.

Children will have a

secure knowledge

and understanding

of the correct

vocabulary to

articulate what they

believe in and

respectfully

articulate the

differences between

their beliefs and others.



Children will

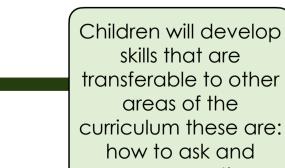
be well

equipped to live

in today's

diverse world

with care and



curriculum these are: how to ask and answers questions, research using a range of resources, debate and discuss, analyse, evaluate think critically, develop their own perspective and form a coherent argument.

Children will be conversant the British values which also impacts positively on their relationships with one another

Children leave Kender with a rich understanding of who they are, where they came from and who and what has has impacted their lives and how / why they unique



Leinder Printed	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum Objectives	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)	See the objectives section on the RE guidance plan for specific topics taught.(in Shared)
Skills	Investigation – this includes: asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s). b) Interpretation – this includes: the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts (in the context of the religions taught)	Investigation – this includes: asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s). b) Interpretation – this includes: the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts (in the context of the religions taught)	Reflection – this includes: the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions. d) Empathy – this includes: developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view. (in the context of the religions taught)	Reflection – this includes: the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions. d) Empathy – this includes: developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view. (in the context of the religions taught)	others, religious teaching and individual conscience. f) <b>Analysis</b> – this includes: distinguishing between opinion, belief and fact; recognizing bias, caricature, prejudice	Evaluation – this includes: the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience.  f) Analysis – this includes: distinguishing between opinion, belief and fact; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions.	Synthesis – this includes: linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole. h) Application – this includes: making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values.	Expression – this includes: the ability to articulate ideas, beliefs and values; the ability to respond to religious ideas, beliefs and questions through a variety of media.  j) Self-understanding – this includes: the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.
Knowledge	Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities	Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews	Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews  Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning  (in the context of the religions taught)	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them  Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come  Recognise some different symbols and actions which express a	life, appreciating some similarities between communities  Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities  Explore and describe a range of beliefs, symbols and actions so	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities  Explore and describe a range of beliefs, symbols and actions so	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning  Explain and interpret ways that the history and culture of religions and worldviews influence individuals and communities, including a wide range of beliefs
Second Se	cabulary vocation on the secondance RE and for planted topics	tion on the second dance RE place place to the specific place to the second sec	cabulary volution on the seguidance RE	echnemunity's way of life, appreciating some similarities between climinatines between climinatines and for specific pics taught. (in the context of the Officions taught)	mark important see the points in life, in points in life, in seathern deas the seathern deas the seathern deas the seathern deas the context of the religions speailife) topics aught. (in	eether can enderstand Understand Ways of eliterature ways of elite	Sthat they can understand valestand valestand values of sete tion way the Response of the file taking the specific taking the taking the specific	see the order to appraise reasons why some specific supportine purities to pics the religions to piched purities to pics to pi
Vocabulary	See the vocabulary section on the RE guidance	See the vocabulary section on the RE guidance	See the vocabulary section on the RE guidance	See the vocabulary section on the RE guidance	See the vocabulary section on the RE guidance	See the vocabulary section on the RE guidance	See the vocabulary section on the RE guidance	See the vocabulary section on the RE guidance
	plan for specific topics taught.(in Shared)	plan for specific topics taught.(in Shared)	plan for specific topics taught.(in Shared)	plan for specific topics taught.(in Shared)	plan for specific topics taught.(in Shared)	plan for specific topics taught.(in Shared)	plan for specific topics taught.(in Shared)	plan for specific topics taught.(in Shared)

NOTE: These RE skills are progressive and should be taught in the context of each year group's RE topics. In addition to the skills allocated to each year group, social skills including empathy, critical awareness and reflections should also be taught in every RE lesson and should be linked to Kender and British values.

The Knowledge section is what the children should know at the end of each key stage .i.e at the end of KS1 and 2 etc.



	Kender Curriculum Religious Education overview							
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2		
EYFS	Settling in  Stories from different cultures/beliefs	Festivals & Celebrations	Self and others	Symbols and rituals	Growing together	Living things		
Υ1	SDU: The Natural world	Christianity unit 1( The Bible and Christmas	SUD: Who am I? / Belonging	Judaism unit 1 Shabbat	Christianity unit 2 : A local church	SDU: Food		
<b>Y2</b>	Believing/ story Hinduism unit 1	Christianity unit 3  The life and teaching of Jesus including Christmas	Judaism unit 2 - Festivals and Faith	Christianity unit 4 - Easter and symbols	Sikhism unit 1 - Sikh beliefs	Sikhism unit 2 Sikh teachings		
Y3	SDU: Peace	Christianity unit 5- The Bible including Christmas (Extra focus	Buddhism unit 1 - The Buddha	Buddhism unit 2 - living as a Buddhist	Islam unit 1- Prophet Mohammed	Islam unit 2- The Five Pillars of Islam		
Y4	Judaism unit 3- Abraham	Christianity unit 6 including Christmas	Hinduism unit 2- The Hindu home	Christianity unit 7-celebrations	Sikhism unit 3 The Gurdwara and Guru Granth Sahib-Final Guru	Islam unit 3- Ramadan and Idul Fitr		
Y5	Sikhism unit 4- Belonging to the community	Christianity unit 8 - Jesus human and Divine including Christmas story	Judaism unit 4- prayer and worship	Christianity unit 9- Leading a Christian life	Hinduism unit 3- God and beliefs	Hinduism unit 4- The Hindu life and pilgrimage .		
Y6	Buddhism unit 3- Following the Buddha's teachings	SDU- Christianity- The journey of life and death	Islam unit 4- Hajj and Idul Adha	Buddhism unit 4- The Buddhist community worldwide	SDU:Understa nding faiths and beliefs in Lewisham 1 Research based	SDU: Understanding faiths and beliefs in Lewisham 2		



# DE CLIDDICLILLINA NAND 22/24. An anguiry based approach

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SDU: The Natural World Unit Key question: How does the world come to exist? What are the similarities and differences between the Creation stories from different religions?  How can we look after creation? (Different religions perspective)	Christianity Unit 1 The bible and Christmas Key question: Should some days be more special than others? Is there such a thing as a special book? What gift would you have given Jesus if he was born in lewisham and not in Bethlehem? What do Christians remember at Christmas? What do Christians remember at Christmas? What do Christians remember at Christmas?	SDU: Who am I?/ Belonging Key question: What does it mean to belong? How do different religious beliefs show that they belong? What are the outward signs that a person belongs to a religious community?	Judaism Unit 1 Shabbat – A day of rest Key question: Why is it important to keep traditions/ customs alive?  Are religious celebrations important to people?  How important is Shabbat to Jewish children?  Jewish visitor or synagogue visit	Christianity Unit 2: A local church Key question: Does having a special place make the time you spend there special? What happens in a Christian place of worship? How does a place of worship help Christians to remember their beliefs about Jesus?  How do Christians try to follow Jesus' example?	SDU: Food Key question: What meals do we share with others? How is that sharing made special? Why is it important for Christians to share bread and wine? Why is offering food to God important for Hindus?

opinions/belief? What people believe about God, humanity and the natural world.  Christianity Unit 3 The life and teaching of Jesus and the natural world.  Christianity Unit 3 The life and teaching of Jesus Sod, humanity and the natural world.  Key question: Is it true that Jesus came back to life again? How does what happens at each possible to be kind to everyone kind to everyone kind to everyone  Worship help people to feel closer to God or their faith community? How does what happens at each Festival help to teach young Jews about their past?  Worship help people to feel closer to God or their faith community? How does what happens at each Festival help to teach young Jews about their past?  What does  What does  What does	2	Believing/Story –	Christmas	Judaism Unit 2	Christianity Unit 4	Sikhism Unit 1	Sikhism Unit 2
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to a Hindu child?  Values?  Values.  Va					· •		
community bring a feeling of belonging to a Hindu child?  Why is the Bible a special book for Christians?  Enrichment Temple visit  Why is the Bible a special book for Christians?  People to do what God asks them to do?  Enrichment Jewish visitor or							
feeling of belonging to a Hindu child?  Special book for Christians?  Special book for Christians?  Furichment Temple visit  Special book for Christians?  God asks them to do?  Enrichment Jewish visitor or			Why is the Rible a				
to a Hindu child?  Christians?  Enrichment Temple visit  Christians?  Death of the content of th		,		· · ·			
Enrichment Temple visit  Enrichment Jewish visitor or			•				
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}	SDU:Peace	Christmas (Extra	Buddhism Unit 1	Buddhism Unit 2	Islam Unit 1	Islam Unit 2
	Key question:	Focus)	The Buddha	Living as a	Prophet	Five Pillars of
	What is peace to	\ \	Key question: Is	Buddhist	Muhammed	Islam
	you?	Why is Christmas	there a particular			Key question:
	Key question:	celebrated in	way of achieving	What is truth?	Who is your role	
	What is the	different ways	full happiness and		model?	What is the bes
	relationship	<ul><li>around the world?</li><li>What do all</li></ul>	wellbeing in life?	Can one claim to		way for a Musli
	between religion	Christians share		develop full	What do Muslims	to show
	and peace?	about	What is a	spiritual growth/	believe?	commitment to
	What do	Christmas? Christianity Unit 5	Buddha?	attainment?	Why is prophet	God ( Allah)?
	different religions believe	The bible	How did the		Mohammad(pbuh) important in Islam?	
	about Peace?	How do Christians	Buddha teach that people should	What is the	What is the	Does praying at
		use the Bible?	live?	importance of a	Qur'ran?	regular interval
	Is it possible to hold religious	<ul> <li>What does the</li> </ul>		temple or a		everyday help a
	beliefs without	Bible contain?		Buddhist centre?	Do scared texts	Muslim in his/h
	trying to make the	<ul> <li>How does using the Bible help</li> </ul>		Why do Buddhists	have to be 'true' to help people	everyday life?
	world a better	Christians to grow		have images of	understand their	What does
	place?	in their faith?		the Buddha?	religion?	worship mean t Muslims?
		Enrichment:		<b>Christianity Unit 4</b>		<b>Enrichment</b>
		Christian visitor		Easter and		Mosque visit
				symbols( follow		iviosque visit
				up from Year2)		

				symbols( follow up from Year2)		iviosque visit
4 Jud		RE CURRICULUM M  Christmas	IAP 23/24 - An enqu Hinduism Unit 2	iry based approach  Christianity Unit 7	Sikhism Unit 3	Islam Unit 3
Abr Wh you fath fore • We im Je • Ho Tora peo und beir mea How rela	raham  nat will make a leave you herland to a eign land? Why is Abraham hoortant to ews?  ow does the ah help Jewish ople to derstand what ng Jewish ans?  w special is the ationship Jews ve with God?	-What is the most significant part of the Nativity story for Christians?  Christianity Unit 6 Local Christian places of worship  Do people need to go to church to show they are Christians?  Do religious people lead better lives?  Does participating in worship help people feel closer to God or their faith community?  Enrichment: church or cathedral visit		Celebrations  How do festivals help Christians to remember Jesus and His teachings?  Is true forgiveness possible? (Easter focus)  What happens in places of worship to help Christians understand the meaning behind their festivals?		Ramadan and Id ull Fitr  Is there a best way to show commitment to ones faith?  Why doMuslims fast during

			How important is 'home' as a place of worship to Hindus?			
5	Sikhism Unit 4 Belonging to the community Key Questions:	Christmas Is the Christmas story true?	Judaism Unit 4 Prayer and worship	uiry based approach  Christianity Unit 9  Leading a  Christian life	Hinduism Unit 3 God and beliefs Key questions Do all religious	Hinduism Unit 4 The Hindu life/ pilgrimage Key questions:
	<ul> <li>What do Sikhs believe about God?</li> <li>What does Guru mean?</li> <li>What does it mean to be equal?</li> <li>Key Questions: What is the best way for Sikhs to show commitment to God?</li> <li>Why was Guru Gobind Singh important?</li> <li>What is the significance of the Amrit Ceremony?</li> </ul>	Has Christmas lost its true meaning?  Do scared texts have to be 'true' to help people understand their religion?  Christianity Unit 8 Jesus human and divine  How possible is for Jesus to be both Human and Divine?  • Who do Christians believe Jesus to be?  • What evidence do Christians base their beliefs upon?	What is the best way for a Jew to show commitment to God?  How does the Shema tell Jews to keep their religion alive?  • How does the role of a Jew change after their Bar/Bat Mitzvah?  • Why are the home and synagogue equally important	Key Questions:  Should people follow religious leaders and teachings?  • How do Christians follow Jesus and His teachings in their daily lives?  • What Christian values guide the actions of the people and organisations studied?  • What are the challenges of living a Christian life today?	beliefs influence people to behave well towards others?  Is it possible to hold religious beliefs without trying to make the world a better place?  • What does it mean to be a Hindu?  • How important is peace in Hinduism?  • Do beliefs in Karma Samsara and Moksha help Hindus lead good lives?	What is a pilgrimage?  Does going on pilgrimages to The Ganges, Kailash and Rameswaram make a person a better Hindu? What stories are associated with the places of Hindu pilgrimages?  • How important is The Holy Ganges and what role does it play in Hindus belief?  What is the best way for Hindus to show commitment to God?
		RE CURRICULUM M	IAP 23/24 - An enqui	iry based approach		

		base their beliefs upon?		life today?		way for Hindus to show commitment to God?
			1AP 23/24 - An enqu			
6	Buddhism Unit 3	Christmas: How	Islam Unit 4	Buddhism Unit 4	SDU:	SDU:
	Following the	significant is it	Hajj and Id ul Adha	The Buddhists	Understanding faiths and beliefs	Understanding faiths and beliefs
	Buddha's teaching	that Mary was Jesus' mother?	Auna	community worldwide	in Lewisham 1	in Lewisham 2
	How do Buddhists	Jesus modifici:	Key questions:	VVOITAVVIAC	III LC WISHAIII I	Key question
	try to follow the	Has Christmas lost	What is a	Key Questions:	Key question:	
	teachings of the Buddha?	its true meaning/	pilgrimage?	<ul> <li>Which places have special</li> </ul>	How has life in	How have Christian faith
			Does completing	meaning to Buddhists?	Lewisham been	communities in
	How do the	Do scared texts	Hajj make a	Daddinsts:	enriched by the	Lewisham changed over the
	teachings and example of the	have to be 'true' to	person a better	How do Buddhists	diversity of the faiths and beliefs	past 50 years?
	Buddha help	help people understand their	Muslim?	try to live a good	that make up the	what are the
	Buddhists to grow towards	religion?	What stories are	life?	borough? This is a research	reasons for changes in these
	enlightenment?		associated with	Do Buddhists	based unit.	communities?
		CDII. Chuistis uitus	the stories of	need to go tho the		How do faith
		SDU: Christianity	Hajj? How does the Hajj	temple to prove their commitment		groups work in partnership with
		The journey of life and death	make Muslims	as Buddhists?		each other and
		Key questions:	appreciate they are			the local community?
		How is life like a	all part of one			Sommanity:
		journey?	family?			
		Is anything ever	Does it feel special			
		eternal?	to belong?			
		Should religious				
		people be sad	Is God important			
		when one dies?	to everyone?			
		How well do				
		funerals and rituals tell you				
		about what				