

At Moulton Primary School we follow the agreed syllabus for Northamptonshire using Jigsaw RE.

Jigsaw RE is an enquiry-based scheme of work, covering the principal world faiths and humanism in a progressive way from EYFS to Year 6. In the early years, the learning is closely matched to Development Matters to contribute meaningfully to the child's holistic development. Throughout all the enquiries, the children's spiritual, moral, social and cultural education is carefully considered.

Each enquiry lasts for half a term and begins with a "big" question such as "What is the best way for a Christian/Jew/Muslim etc. to show commitment to God?" The children then start discussing the theme of the enquiry from their own experience. What have they shown commitment to? Brownies? Cubs? Their sporting team? Playing an instrument?

Only when the children fully understand the concept they are considering, do they then move on to investigating what the people following the studied religion or worldview believe about it. They will spend approximately 3 lessons on this, learning in a variety of ways, so they can adapt their responses and come to a measured conclusion.

The final week in every enquiry gives the children time to reflect on what they have learnt about the concept and apply to it their own lives, thus allowing them to form their own beliefs and identity.

### Statutory guidance from the syllabus:

All Jigsaw RE enquiries have been mapped out to these three lenses:

1. Disciplinary Lenses of Theology (T),
2. Social Science (HSS)
3. Philosophy (P).

There are six key concepts that are the basis of our spiral curriculum whereby pupils return to each concept each year:

1. **Belonging and Believing:** The connection between identity, community, and faith, and how belief shapes personal identity.
2. **Words and Wisdom:** The study of sacred texts and teachings across religions and how they guide followers
3. **Respecting Places and the World: Reverence** and responsibility towards sacred places and the natural world
4. **Experience and Behaviour:** How religious experiences influence actions and moral decisions
5. **Leading a Good Life:** Ethical teachings within religions and philosophies on living morally good lives
6. **Continuity, Change and Diversity:** How religious beliefs evolve over time while maintaining continuity, and the coexistence of diverse perspectives

The aims and purpose (can be found on p.15 of the agreed syllabus for Northamptonshire) ensure that the following is taught:

- a. Christianity to be studied in all Key Stages
- b. At least two other worldviews in KS1.
- c. In KS2, the worldviews taught in KS1, as well as at least two additional worldviews (one of which must be a non-religious worldview).

End of Phase Outcomes aligned with the three disciplinary lenses (can be found on p.20-23 of the agreed syllabus for Northamptonshire)

Jigsaw RE meets the requirements of our locally agreed Northampton syllabus. By following Jigsaw RE at Moulton Primary School, we intend that Religious Education will:

- **adopt an enquiry- based approach**, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how this impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development.**

Age Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ages 4-5 Early Years	What makes people special?  Christianity and Judaism	What is Christmas?  Christianity concept: Incarnation	How do people celebrate?  Sanatana Dharma	What is Easter?  Christianity concept: Salvation	What can we learn from stories?  Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special?  Christianity, Islam, Judaism
LAS Link		0.2	0.1	0.5	0.4	0.3, 0.6
Disciplinary Lenses		Theology	Philosophy	Theology	Social Sciences	Theology, Philosophy
Key Concept		2	1	2	1	3
Ages 5-6 Year 1	What do Christians believe about God? (5-6 C Autumn 1)	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?  (5-6 C Autumn 2)	Who is God to the Jews?  (5-7 J Enquiry 1)	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?  (5-6 C Spring 2)	Is Shabbat important to Jewish children? (5-7 J Enquiry 2)	Does visiting the synagogue help Jewish children feel closer to God?  (5-7 J Enquiry 3)
LAS Link	1.2, 1.4, 4.6	2.2, 2.4	1.3/1.5, 1.6	2.4	1.3/1.5, 1.4, 2.4, 4.6	1.3/1.5, 2.6, 6.3
Disciplinary Lenses	Theology	Social Sciences	Theology	Philosophy / Theology	Social Sciences	Philosophy / Social Sciences
Primary Concept	3	6	2	1	4	5
Secondary Concept	1, 5	2, 4	1, 5	2, 4	3, 5	1, 3, 4

Ages 6-7 Year 2	Is it possible to be kind to everyone all of the time? (6-7 C Autumn 1)	Why do Christians believe God gave Jesus to the world? (6-7 C Autumn 2)	Who is God to Muslims? (5-7 I Enquiry 1)	How important is it to Christians that Jesus came back to life after his crucifixion? (6-7 C Spring 2)	How important is the Qur'an to Muslims? (5-7 I Enquiry 3)	What do Humanists believe? (5-7 H Enquiry 1)
LAS Link	1.1, 1.6	2.2, 2.4	1.4, 2.1/2.3	2.4	1.6, 2.3/2.3	1.1, 4.1/4.2
Disciplinary Lenses	Philosophy	Theology	Theology	Philosophy / Theology	Theology	Social Sciences
Primary Concept	5	3	1	4	2	6
Secondary Concept	2, 4	2, 1	2, 4	1, 2	4, 3, 5	3, 5
Ages 7-8 Year 3	What might Sanatanis (Hindus) learn from the story of Rama and Sita? (5-7 SD Enquiry 2)	What is the most significant part of the nativity story for Christians today? (8-9 C Autumn 2)	What do some deities tell Sanatanis about God? (7-9 SD Enquiry 2)	Why are there four Gospels and how are they relevant for Christians? (8-9 C Optional)	Can the Buddha's teachings make the world a better place? (7-9 B Enquiry 2)	What is the best way for a Buddhist to lead a good life? (7-9 B Enquiry 3)
LAS Link	3.3	4.4, 5.1	3.1	3.4	3.6	4.2
Disciplinary Lenses	Social Sciences	Social Science	Theology	Social Sciences / Theology	Theology / Philosophy	Philosophy
Primary Concept	1	2	6	4	3	5
Secondary Concept	4, 5	1, 6	1, 2	2, 5	4, 5	3, 4

Ages 8-9 Year 4	How do Jewish beliefs, teachings and stories impact on daily life? (7-9 J Enquiry 2)	Do people need to go to church to show they are Christians? (8-9 C Summer 2)	What is the best way for a Jew to show commitment to God? (9-12 J Enquiry 2)	Is forgiveness always possible for Christians? (8-9 C Spring 2)	What is the best way for a Sanatani to lead a good life? (7-9 SD Enquiry 3)	What motivates Humanists to lead good lives? (7-9 H Enquiry 1)
LAS Link	3.5, 5.4	2.6, 3.2	3.2, 5.4	2.5, 4.2	4.2	3.6, 4.1/4.2, 4.6, 6.1
Disciplinary Lenses	Theology / Social Sciences	Social Sciences	Social Sciences	Theology / Philosophy	Philosophy	Philosophy
Primary Concept	2	3	1	5	4	6
Secondary Concept	4, 5	1, 4	4, 5	2, 4	5, 6	5, 4
Ages 9-10 Year 5	Does praying at regular intervals help a Muslim in their everyday life? (7-9 I Enquiry 1)	What is the best way for a Christian to show commitment to God? (9-10 C Summer 2)	What is the best way for a Muslim to lead a good life? (7-9 I Enquiry 3)	How significant is it for Christians to believe that God intended Jesus to die? (9-10 C Spring 2)	Does joining the Khalsa make someone a better Sikh? (7-9 S Enquiry 1)	How are sacred teachings and stories interpreted by Sikhs today? (9-12 S Enquiry 3)
LAS Link	2.6, 4.2, 4.5	4.2	4.5, 5.5	5.3	5.1	5.1
Disciplinary Lenses	Social Sciences	Social Sciences	Philosophy	Philosophy	Theology	Theology
Primary Concept	3	1	5	4	6	2
Secondary Concept	1, 4	4, 5	2, 4	2, 5	1, 4	1, 4

Ages 10-11 Year 6	What is the best way for a Sanatani to show commitment to God? (9-12 SD Enquiry 1)	Is anything ever eternal? (10-11 C Spring 1)	What is the best way for a Buddhist to show commitment to their beliefs? (9-12 B Enquiry 1)	Is Christianity still a strong religion over 2000 years after Jesus was on Earth? (10-11 C Spring 2)	Do beliefs in Karma, Samsara and Moksha help Sanatanis lead good lives? (9-12 SD Enquiry 3)	How do inspirational people impact on how Humanists live today? (9-12 H Enquiry 1)
LAS Link	2.6, 5.2	4.2, 5.6	5.1	4.2	5.6, 6.2	4.6, 6.1
Disciplinary Lenses	Social Sciences	Theology/ Philosophy	Theology	Social Sciences	Philosophy	Philosophy
Primary Concept	3	2	1	6	5	4
Secondary Concept	1, 4	4, 5, 6	2, 5	1, 4	4, 6	3, 5

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Belonging and Believing	How do people celebrate? Sanatana Dharma  What can we learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Who is God to Muslims?	What might Sanatanis (Hindus) learn from the story of Rama and Sita?	What is the best way for a Jew to show commitment to God?	What is the best way for a Christian to show commitment to God?	What is the best way for a Buddhist to show commitment to their beliefs?
Words and Wisdom	What is Christmas?  What is Easter?	Who is God to the Jews?	How important is the Qur'an to Muslims?	What is the most significant part of the nativity story for Christians today?	How do Jewish beliefs, teachings and stories impact on daily life?	How are sacred teachings and stories interpreted by Sikhs today?	Is anything ever eternal?
Respecting Places and the World	What makes places special? Christianity, Islam, Judaism	What do Christians believe about God?	Why do Christians believe God gave Jesus to the world?	Can the Buddha's teachings make the world a better place?	Do people need to go to church to show they are Christians?	Does praying at regular intervals help a Muslim in their everyday life?	What is the best way for a Sanatani to show commitment to God?
Experience and Behaviour		Is Shabbat important to Jewish children?	How important is it to Christians that Jesus came back to life after his crucifixion?	Why are there four Gospels and how are they relevant for Christians?	What is the best way for a Sanatani to lead a good life?	How significant is it for Christians to believe that God intended Jesus to die?	How do inspirational people impact on how Humanists live today?

Leading a Good Life		Does visiting the synagogue help Jewish children feel closer to God?	Is it possible to be kind to everyone all of the time?	What is the best way for a Buddhist to lead a good life?	Is forgiveness always possible for Christians?	What is the best way for a Muslim to lead a good life?	Do beliefs in Karma, Samsara and Moksha help Sanatanis lead good lives?
Continuity, Change and Diversity		What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	What do Humanists believe?	What do some deities tell Sanatanis about God?	What motivates Humanists to lead good lives?	Does joining the Khalsa make someone a better Sikh?	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?

