

| 2016-17                         | Curriculum Driver: Positive Relationships   | Curriculum Driver: Achievement and Success  | Curriculum Driver: Support (to and from others)  |
|---------------------------------|---|---|--|
|                                 | Focus - Science /DT   | <b>Fantastic Festivals</b><br>Focus - Art/ Geography  | <b>Tales through time</b><br>Focus - History/ Music  |
|                                 | <b>Autumn</b>   | <b>Spring</b>   | <b>Summer</b>  |
| <b>Significant Days/ Events</b> | Islamic New Year, Yom Kippur, Diwali, Christmas, Harvest, Remembrance Day, Guy Fawkes Night, Halloween, Roald Dahl Day, Children in Need  | Carnival/ Shrove, Easter, Jewish Passover, Holi, Comic Relief, World Book Day, St Patricks Day, Shakespeare Week, Chinese New Year, National Story Telling Week, Mothers Day, Valentines Day, Random Acts of Kindness Day   | Share-a-story month, Fathers Day, Ramadan, Den Building Week, Wimbledon,   |
| <b>British Values Focus</b>     | 1. To identify with different people and their cultures (Religions) 8. To understand and exercise the notion of fair play (Rule of Law) 9. To be committed to personal and social responsibilities (Individual Liberty) 10. To develop a sense of community and togetherness (Mutual Respect) | 11. To be aware of significant personalities, events and turning points in our history (Religions) 5. To cherish the individual liberty afforded to citizens of these islands (Individual Liberty) 2. To respect the opinions and beliefs of others (Mutual Respect). 3. To uphold the rule of law (Rule of law). | 4. To appreciate the importance of equality before the law (Rule of law). 7. To have some understanding of how a democratic political system works (Democracy) 6. To support the principle of freedom of expression (Mutual Respect) 12. To be conversant with examples of British creativity and/or culture |
| <b>KS1</b>                      | Yummy Yummy in my Tummy   | "Beep Beep, off we go!"   | 'Mary, Mary how contrary, how does your garden grow?   |
|                                 | <b>Judaism</b> (Yom Kippur)<br><b>SRE:</b> Myself and others  | <b>Christianity</b> (Carnival Shrove Tuesday/ Ash Wednesday)<br><b>Judaism</b> (Passover)<br><b>SRE:</b> Body Awareness   | <b>Christianity</b><br><b>SRE:</b> Friendships/ Recognising and naming feelings  |
| <b>KS2</b>                      | Do ladybirds wear wellies?  | 'Ni hao' from China (Chinese New Year)  | True Tales?  |
|                                 | <b>Sikhism</b><br><b>SRE:</b> Naming body parts   | <b>Christianity</b><br><b>SRE:</b> Appropriate behaviour  | <b>Islam</b> (Eid-al-fitr)<br><b>SRE:</b> Looking after my body  |

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| <b>KS3</b>   | Wild and Wonderful Britain   | 'Hola' from Brazil<br>(Brazil carnival)  | Handsome Heroes and Vile Villains  |
|              | <b>Buddhism</b><br>SRE: Building Good relationships                                      | <b>Christianity</b><br>SRE: Differences: males and females   | <b>Islam</b><br>SRE: Public and Private  |
| <b>KS4/5</b> | Eat your veggies, have less wedgies  | 'Ciao' from Italy<br>(Venice Carnival)   | Magical myths and loathsome legends  |
|              | <b>Buddhism</b><br>KS4 SRE: Becoming men and women<br>KS5 SRE: Relationships and friends | <b>Christianity</b><br>KS4 SRE: Adulthood/ Rejecting unwanted approaches<br>KS5 SRE: Public and Private - Knowing the difference | <b>Islam</b><br>KS4 SRE: Relationship differences<br>KS5 SRE: Support for young people |

| 2017-18                  | Curriculum Driver: Coping Skills  | Curriculum Driver: Confidence   | Curriculum Driver: Positive Relationships  |
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|                          | Music Makes The World Go Round<br>Focus - Music /Geography  | The Tricky Tudors<br>Focus - History /DT  | Fantastic Fairs<br>Focus - Science/ Art  |
|                          | Autumn  | Spring  | Summer   |
| Significant Days/ Events | Islamic New Year, Yom Kippur, Diwali, Christmas, Harvest, Remembrance Day, Guy Fawkes Night, Halloween, Roald Dahl Day, Children in Need  | Carnival/ Shrove, Easter, Jewish Passover, Holi, Comic Relief, World Book Day, St Patricks Day, Shakespeare Week, Chinese New Year, National Story Telling Week, Mothers Day, Valentines Day, Random Acts of Kindness Day   | Share-a-story month, Fathers Day, Ramadan,   |
| British Values Focus     | 1. To identify with different people and their cultures (Religions) 8. To understand and exercise the notion of fair play (Rule of Law) 9. To be committed to personal and social responsibilities (Individual Liberty) 10. To develop a sense of community and togetherness (Mutual Respect) | 11. To be aware of significant personalities, events and turning points in our history (Religions) 5. To cherish the individual liberty afforded to citizens of these islands (Individual Liberty) 2. To respect the opinions and beliefs of others (Mutual Respect). 3. To uphold the rule of law (Rule of law). | 4. To appreciate the importance of equality before the law (Rule of law). 7. To have some understanding of how a democratic political system works (Democracy) 6. To support the principle of freedom of expression (Mutual Respect) 12. To be conversant with examples of British creativity and/or culture |
| KS1                      | "I am the music man..."   | Kings and Queens  | Fun, Fun, Fun!   |
|                          | Christianity (Christmas)<br>SRE: Family networks  | Christianity (Easter)<br>SRE: Hygiene   | Judaism (Shavout)<br>SRE: Recognising and naming feelings/ Choices   |
| KS2                      | Marvellous Musicians  | Terrible Tudors   | All the fun of the fair  |
|                          | Christianity (Christmas)<br>Sikhism (Diwali)<br>SRE: Everybody needs caring for   | Christianity (Easter)<br>SRE: Differences between boys and girls  | Islam (Ramadan)<br>SRE: Decision making  |
| KS3                      | Captivating Composers   | Breath-taking Battles   | Ups and downs  |

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|              | <b>Christianity</b> (Christmas)<br><b>Hinduism</b> (Diwali)<br><b>SRE:</b> Puberty and Hygiene                             | <b>Christianity</b> (Easter)<br><b>SRE:</b> E-Safety  | <b>Islam</b> (Ramadan)<br><b>SRE:</b> Respect for their own and other's physical and emotional privacy                              |
| <b>KS4/5</b> | Perfect Playlist   | Off with their head!  | Scream Machine  |
|              | <b>Christianity</b> (Christmas)<br><b>KS4 SRE:</b> Puberty and reproduction<br><b>KS5 SRE:</b> Relationships, love and sex | <b>Sikhism</b><br><b>KS4 SRE:</b> Sexuality/ Self-control<br><b>KS5 SRE:</b> Conception and pregnancy | <b>Hinduism</b><br><b>KS4 SRE:</b> Expectations for the future<br><b>KS5 SRE:</b> Child exploitation and pornography - staying safe |

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| 2018-19                         | <b>Curriculum Driver: Achievement and Success</b>   | <b>Curriculum Driver: Support (to and from others)</b>  | <b>Curriculum Driver: Confidence</b>   |
|                                 | <b>Dreamy Decades</b><br>Focus - Music /History   | <b>Around the World in 80 Waves</b><br>Focus - Science /Art   | <b>Beautiful Britain</b><br>Focus - Geography/ DT  |
|                                 | <b>Autumn</b>   | <b>Spring</b>   | <b>Summer</b>  |
| <b>Significant Days/ Events</b> | Islamic New Year, Yom Kippur, Diwali, Christmas, Harvest, Remembrance Day, Guy Fawkes Night, Halloween, Roald Dahl Day, Children in Need  | Holi, Comic Relief, World Book Day, St Patricks Day, Shakespeare Week, Chinese New Year, National Story Telling Week, Mothers Day, Valentines Day, Random Acts of Kindness Day  | Share-a-story month, Fathers Day, Ramadan,   |
| <b>British Values Focus</b>     | 1. To identify with different people and their cultures (Religions) 8. To understand and exercise the notion of fair play (Rule of Law) 9. To be committed to personal and social responsibilities (Individual Liberty) 10. To develop a sense of community and togetherness (Mutual Respect) | 11. To be aware of significant personalities, events and turning points in our history (Religions) 5. To cherish the individual liberty afforded to citizens of these islands (Individual Liberty) 2. To respect the opinions and beliefs of others (Mutual Respect). 3. To uphold the rule of law (Rule of law). | 4. To appreciate the importance of equality before the law (Rule of law). 7. To have some understanding of how a democratic political system works (Democracy) 6. To support the principle of freedom of expression (Mutual Respect) 12. To be conversant with examples of British creativity and/or culture |
| KS1                             | <b>Right here, right now!</b>   | <b>Class created</b>  | <b>Class created</b>   |
|                                 | <b>Judaism</b> (Yom Kippur)<br><b>SRE:</b> Myself and others  | <b>Christianity</b> (Carnival Shrove Tuesday/ Ash Wednesday)<br><b>Judaism</b> (Passover)<br><b>SRE:</b> Body Awareness   | <b>Christianity</b><br><b>A range of cultures in Doncaster</b><br><b>SRE:</b> Friendships/ Recognising and naming feelings   |
| KS2                             | <b>Exciting Eighties</b>  | <b>Class created</b>  | <b>Class created</b>   |
|                                 | <b>Islam</b> (Eid-Al-Adha)<br><b>Islam</b> (Islamic New Year)<br><b>SRE:</b> Looking after my body  | <b>Christianity</b> (Carnival Shrove Tuesday/ Ash Wednesday)<br><b>Sikhism</b> (Holi Festival)<br><b>SRE:</b> Self-esteem and Safety  | <b>A range of cultures in Yorkshire</b><br><b>SRE:</b> Privacy   |

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| <b>KS3</b>                      | <b>Swinging Sixties</b>   | <b>Class created</b>  | <b>Class created</b>  |
|                                 | <b>Islam</b> (Eid-Al-Adha)<br><b>Islam</b> (Islamic New Year)<br><b>SRE:</b> Body changes and reproduction  | <b>Christianity</b> (Carnival Shrove Tuesday/ Ash Wednesday)<br><b>Hinduism</b> (Holi Festival)<br><b>SRE:</b> Menstruation and wet dreams  | <b>A range of cultures in England</b><br><b>SRE:</b> Masturbation   |
| <b>KS4/5</b>                    | <b>The Roaring Twenties</b>   | <b>Class created</b>  | <b>Class created</b>  |
|                                 | <b>Judaism</b><br><b>KS4 SRE:</b> Becoming men and women<br><b>KS5 SRE:</b> Relationships and friends   | <b>Christianity</b><br><b>KS4 SRE:</b> Adulthood/ Rejecting unwanted approaches<br><b>KS5 SRE:</b> Public and Private - Knowing the difference  | <b>Islam</b><br><b>A range of cultures in England</b><br><b>KS4 SRE:</b> Relationship differences<br><b>KS5 SRE:</b> Support for young people   |
| <b>2019-20</b>                  | <b>Curriculum Driver: Positive Relationships</b>  | <b>Curriculum Driver: Coping Skills</b>   | <b>Curriculum Driver: Achievement &amp; Success</b>   |
|                                 | <b>Colour</b><br>Focus - Art/ Music   | <b>Brilliant Beasts</b><br>Focus - History/ DT  | <b>(Olympic/ Sport theme?)</b><br>Focus - Geography/ Science  |
|                                 | <b>Autumn</b>   | <b>Spring</b>   | <b>Summer</b>   |
| <b>Significant Days/ Events</b> | Islamic New Year, Yom Kippur, Diwali, Christmas, Harvest, Remembrance Day, Guy Fawkes Night, Halloween, Roald Dahl Day, Children in Need  | Carnival/ Shrove, Easter, Jewish Passover, Holi, Comic Relief, World Book Day, St Patricks Day, Shakespeare Week, Chinese New Year, National Story Telling Week, Mothers Day, Valentines Day, Random Acts of Kindness Day     | Share-a-story month, Fathers Day, Ramadan,  |
| <b>British Values Focus</b>     | 1. To identify with different people and their cultures (Religions) 8. To understand and exercise the notion of fair play (Rule of Law) 9. To be committed to personal and social responsibilities (Individual Liberty) | 11. To be aware of significant personalities, events and turning points in our history (Religions) 5. To cherish the individual liberty afforded to citizens of these islands (Individual Liberty) 2. To respect the opinions | 4. To appreciate the importance of equality before the law (Rule of law). 7. To have some understanding of how a democratic political system works (Democracy) 6. To support the principle of freedom of expression (Mutual |

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|       | 10. To develop a sense of community and togetherness (Mutual Respect)                        | and beliefs of others (Mutual Respect). 3. To uphold the rule of law (Rule of law).     | Respect) 12. To be conversant with examples of British creativity and/or culture              |
| KS1   | Class created  | Class created   | Class created   |
|       | <b>Christianity</b> (Christmas)<br>SRE: Family networks                                      | <b>Christianity</b> (Easter)<br>SRE: Hygiene  | <b>Judaism</b> (Shavout)<br>SRE: Recognising and naming feelings/ Choices                     |
| KS2   | Class created  | Class created   | Class created   |
|       | <b>Sikhism</b> (Birth of the Guru Granth)<br>SRE: Differences between boys and girls         | <b>Islam</b> (Isra and Mi'raj)<br>SRE: Self-esteem and safety                           | <b>Christianity</b> (Pentecost)<br>SRE: Appropriate Behaviour                                 |
| KS3   | Class created  | Class created   | Class created   |
|       | <b>Hinduism</b><br>SRE: Building good relationships  | <b>Buddhism</b> (Tibetan New Year/ 15 Wonders of the Buddha)<br>SRE: E-Safety           | <b>Christianity</b><br>SRE: Public and private  |
| KS4/5 | Class created  | Class created   | Class created   |
|       | <b>Hinduism</b><br>KS4 SRE: Puberty and reproduction<br>KS5 SRE: Relationships, love and sex | <b>Sikhism</b><br>KS4 SRE: Sexuality/ Self-control<br>KS5 SRE: Conception and pregnancy | <b>Christianity</b><br>KS4 SRE: Relationship differences<br>KS5 SRE: Support for young people |

**Coverage of Religious Education Whole School (for more information regarding opportunities, outcomes and recommended content, please refer to the RE Guidelines).**

| <b>Key Stage</b> | <b>Religions Covered</b>  |
|------------------|---|
| Key Stage 1      | Christianity (60% minimum coverage), Judaism  |
| Key Stage 2      | Christianity (50% minimum coverage), Sikhism, Islam   |
| Key Stage 3      | Christianity (50% minimum coverage), Buddhism, Hinduism, Islam                                  |
| Key Stage 4      | Christianity and other world religions, accredited qualifications where possible.               |
| Key Stage 5      | Pupils are entitled to access RE if they choose to do so/ is pertinent to their learning needs. |

Teachers must teach Christianity at each key stage, plus the other world religious outlined above for their key stage. However, they can choose to teach other religions alongside the religions allocated to each key stage if it is beneficial to the pupils.  
Studies of a local religious community and a secular world view, can also be taught where appropriate. The guidance needed for teaching all religions at each key stage is in the 'Doncaster Locally Agreed Syllabus for Religious Education' (June 2013).

**Sex, Relationship Education (SRE) Whole school (please see separate SRE document for detailed guidelines):**

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| <p><b><u>Intentions:</u></b></p> <p>To provide opportunities for the children to learn about their own bodies &amp; to help them see themselves as like other people.</p> <p>To help prepare the young people for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves and others respect themselves and others and form and sustain healthy relationships.</p> <p>To support the development of a healthy, safer lifestyle.</p>  |
| <p><b>Children and young people to work through the below scheme of work (differentiated to meet their individual needs and ability):</b></p> <ul style="list-style-type: none"> <li>• Each of the themes will be developed at different levels over the years. Some themes will be covered /reinforced through general PSHE/science lessons and will be repeated through key stages. This will not necessarily coincide with age groups but rather with the young persons' ability and maturity.</li> <li>• Themes from KS3 will be revisited in KS4 and Post 16 to maintain, consolidate, reinforce and generalise previous learning, as well as introducing new knowledge, skills and understanding.</li> <li>• The themes identified below also include the basic SRE skills of permission, decision-making and assertion.</li> <li>• Development of clear ground rules with classes to be used to maintain a climate of trust and mutual respect between teachers, children and visitors, and to maintain professional boundaries.</li> </ul> |