



SUBJECT: RELIGIOUS EDUCATION



Statement of INTENT:

As a Church Aided School we seek to provide a high quality RE curriculum in line with the expectations of the Church of England RE Statement of Entitlement which states that: “All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences.”

In line with our local agreed syllabus we aim to

- provide pupils with the substantive and disciplinary knowledge to understand the significance of religion and worldviews to allow them to develop their own personal insights, understanding and the skills required to engage with the subject matter
- provide children with opportunities to develop the skills needed to engage with the subject matter to enable pupils to know and understand about religion and worldviews.
- help pupils develop an understanding of the beliefs that reflect the modern world to which they belong.

Age related Breadth of Study

	EYFS	KS1	KS2
	<p>Reading Pupils can retell significant religious and cultural stories through role play and storytelling. • Pupils can read simple sentences from simplified religious and cultural story books</p> <p>Writing Pupils can write cards to give and receive as part of religious and cultural celebrations. • Pupils can write lists for parties and celebrations. • Pupils can write short sentences to describe a special time</p> <p>Number Pupils can count down to events and celebrations. • Pupils can solve mathematical problems set within the context of religious stories.</p> <p>Shape Space and Measure Pupils can create decorations using repeating patterns and shapes. • Pupils can talk about different times of the year when celebrations take place. • Pupils can talk about different times in the day that may be significant to a particular festival or celebration</p> <p>Physical development Pupils can participate in dances and expressive movement used to</p>	<p>Theme: Core Beliefs, Ideas and Symbols Pupils should have the opportunity to learn about and understand the main beliefs/concepts and teachings of the religions studied. For example: • core concepts and ideas such as beliefs about God, Allah, creation, mitzvot; • principal sources of authority such as the Bible, Torah, Qur’an; • important stories - Old Testament stories, New Testament stories, The Night of Power, Rama and Sita; • significant religious leaders such as Moses, David, Muhammad, Esther, Ibrahim; • important symbols and artefacts such as Ner Tamid, prayer beads, cross.</p> <p>Theme: Expression of Faith Pupils should have the opportunity to learn about how people express their belief and faith as individuals, groups, and communities. For example: • through worship at home; • worship and attendance at a place of worship- synagogue, man dir, mosque, church; • major celebrations and festivals such as Easter, Christmas, Eid ul Fitr, Sukkot, Hanukkah, Diwali.</p> <p>Theme: Identity-daily life Pupils should have the opportunity to learn about the daily lives of people in</p>	<p>Theme: Core concepts, beliefs, and ideas Pupils should be given the opportunity to learn about and understand the defining beliefs/concepts, ideas, and features of a particular religion/worldview, where these ideas come from and diversity of interpretation. For example:</p> <ul style="list-style-type: none"> • beliefs about the nature of God, Trinity, Jesus, the divine, Brahman, Allah; • significant concepts and beliefs - creation, salvation, covenant, teshuvah, karma, samsara, ahimsa, tawhid, prophethood, humanist belief in happiness; • teachings of significant religious leaders – Paul, Muhammad, Moses, Abraham, Guru Nanak and Baha’u’llah; • sources of authority and the key teachings they contain – Bible, Qu’ran, Guru Granth Sahib, Hadith, Vedas, Ramayana, Ten Commandments, Sermon on the Mountain and Beatitudes; • different interpretations of key texts and teachings; • visual symbols– symbol of the dove for the Holy Spirit, symbolism of water, cross, kanda, ichthus, Islamic calligraphy and pattern, aum; • symbolic acts - Holy Communion, Wudu, wearing of phylacteries in Judaism; • the language of belief – Psalms, creeds, liturgy, Shahadah. <p>Theme: Practices – how people express their beliefs Pupils should be given the opportunity to learn about how people express their belief and faith as individuals, communities,</p>

	<p>celebrate festivals from different cultures and religions.</p> <p>Pupils can discuss the different foods used for celebrations and festivals. • Pupils can put on and take off dressing up clothes that reflect different cultures and religions.</p> <p>Expressive Arts and Design Pupils can explore dance and movement from other cultures and how movement is used as part of a celebration or festival. • Pupils explore and create music from different celebrations and festivals. • Pupils can recreate places of worship using a variety of modelling materials. Pupils recreate religious and cultural stories and rituals through role play.</p> <p>Understanding the World People and Communities</p> <p>Pupils can discuss special times they have celebrated with their families and friends. • Pupils can identify the beliefs they have and discover the elements that makes them similar and different to others. • Pupils can identify some traditions within their community.</p> <p>The world Pupils can identify places that are special in their local area and know why they are special for some people, e.g. places of worship. • When discussing different cultures and religions, pupils can identify similarities and differences in relation to places.</p> <p>Technology</p> <p>Pupils can access age appropriate resources to gather information about different religions and cultures</p>	<p>the religions studied and how they reflect their religion and sense of belonging.</p> <p>For example: • the daily life of a Christian, Muslim, or Jewish child; • special clothes, food, personal devotion; • rituals and traditions that mark important events – birth customs</p> <p>Theme: Social Action - putting beliefs into action</p> <p>Pupils should have the opportunity to learn about how people of faith put their beliefs into practice and actions individually, as communities and organisations and their link with cultural heritage and British values. For example: • Tikkun Olam; • Christian Aid; • Idabah (worship and belief in action) in the Muslim community; • how different communities and organisations work together to make the world a better place - interfaith projects locally, nationally, and globally; • the impact of religions on culture and society – such as the impact of Christianity as basis of UK jurisprudence.</p> <p>Theme: Ask big questions and make connections</p> <p>Pupils should have the opportunity to think about “big questions” about meaning, purpose and truth, identity, similarities, and differences between the religions studied, their own lives and the world around them. For example: • consider issues of right and wrong; • talk about how people should live their lives; • share their own ideas about God and the world.</p>	<p>societies, and the cultural traditions which are an expression of collective belief. For example: • features of places of worship and worship traditions - mosque, mandir, church, temple, synagogue; • denominational worship and traditions - silence, music, study; • personal devotion and communal worship – symbols and actions, - puja, shrines, • pilgrimage- Hajj; • important festivals and celebrations - Pentecost, Advent, Epiphany, Rosh Hashanah, Pesach, Eid ul Fitr, Eid ul Adha</p> <p>Theme: Identity Pupils should be given the opportunity to learn about how religious believers express their beliefs in their daily lives and through significant communal actions, rituals, and traditions. For example: • buildings and architecture as expressions of a community’s beliefs, values, and ways of life; • significant rites of passage – Hindu samskaras, Bar/Bat Mitzvah, Hajj, pilgrimage, marriage; • significant customs and traditions – clothing, food; • codes of living – Five pillars of Islam, shariah, Kirat Karni, monastic life</p> <p>Theme: Social Action</p> <p>Pupils should be given the opportunity to learn about the impact of personal and corporate actions of people of faith/religious communities and organisations and their link with cultural heritage and British values. For example: • examples of koinonia (fellowship); • inspirational people of faith - Martin Luther King, Mother Theresa, Pope Benedict, Del Lai Lama, Malala Yousafzai and their motivation for how they live their lives; • how different communities and organisations work together to make the world a better place - interfaith projects locally, nationally, and globally; • the impact of religions on culture and society – such as the impact of Christianity as basis of UK jurisprudence</p> <p>Theme: Explore Philosophical Questions Pupils should be given the opportunity to think about the nature of knowledge, existence, belonging and truth, ask philosophical questions, sharing and justifying their own beliefs and those of others. For example: • the nature of life and death; • issues of right and wrong; • attitudes towards the environment/creation; • issues of fairness and justice; • belief in God or a divine being</p>
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Beliefs, teachings, sources of wisdom and authority	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Listen to religious stories and talk about their meaning. Recognise some religious words	Explore and retell a religious story (e.g. Christian, Muslim) and talk about it. Identify features of different religious texts (e.g. parables, historical, poetry)	Explore and retell a religious story and suggest meanings to some religious and moral stories. Recognise a link with a concept (e.g. Incarnation, Salvation)	Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully. Explore the origins of texts and understand where they fit onto a timeline.	Make clear links between the beliefs (teachings, sources, etc) of different religions studied and show how they are connected to believers' lives.	Suggest reasons for the similar and different beliefs, which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.	Describe, connect and explain features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals, which mark important points in life. Explain connections between key theological terms and religious texts.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experiences and ways of living	Know about some religious festivals. Talk about some belonging ceremonies. (e.g. Christening)	Recall and name different beliefs and practices, including key festivals, worship rituals and ways of life. Explore and recognise ways that people of faith celebrate key milestones in a person's life	Ask and respond to questions about why religious communities do different things. Identify ways in which religious texts impact how believers live Give clear accounts of what the religious texts might mean to believers	Describe and begin to make links between some of the things that are the same and different for religious people. Discuss and offer opinions on what texts might mean to believers	Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups. Explore a wider variety of forms of religious literature found in a range of sacred books and identify characteristics of each genre	Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities. Understand and explain the connection between religious text and what people of faith believe, how they behave in their own lives, in their faith communities and the view they have of the wider world	Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impact on the way they and a believer chooses to live their life. Suggest meanings for religious texts and compare their ideas both within the class and also with ways in which people of faith interpret those texts

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ways of expressing meaning	Recognise and talk about a religious symbol (e.g. star at Christmas) Know about how some people express their beliefs (e.g. what happens in church)	Recognise religious art, symbols and words and talk about them.	Recognise that religious symbols, words and actions express a community way of living. Understand how people from different faiths worship and be able to identify key symbolic actions and language used	Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning, using a range of media. Make clear links between religious text, beliefs and practices (e.g. The Last Supper, salvation and Communion)	Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media. Identify the main characteristics of an act of worship and discuss about the importance of worship for believers	Show understanding of the similarities and differences in forma of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value.	Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers

Questions of identity, diversity and belonging

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about their family.	<p>Begin to ask questions about the faith communities in their school.</p> <p>Begin to compare the features of different religions and beliefs – recognising differences and similarities between faiths.</p>	<p>Notice and respond sensitively to some similarities between religious and worldviews.</p> <p>Reflect on examples of how believers live and consider how this impacts the world that we share</p> <p>Reflect on examples of how believers live and consider what we can learn from that for our own lives.</p>	<p>Compare their own understanding of belonging with that of someone else’s. Identify similarities and difference. Show understanding of the ways of belonging to religions and what these involve (e.g. baptism, 5Ks</p>	<p>Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying (e.g. Hindu / Muslim people)</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and difference in how different faiths recognise key times</p>	<p>Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect.</p> <p>Identify the influences on, and distinguish between different viewpoints within the same religious or nonreligious viewpoint (e.g. the range of beliefs about the creation of the world amongst Christians).</p>	<p>Consider the challenges and impact of belonging to a religion today with reference to our own and other people’s views on human society, supporting those views with reasons and examples. Understand the challenges a person may face when living out their faith in today’s world.</p>

Questions of meaning, purpose and truth	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Say how they feel when they are happy or sad. Show interest in the world around them and ask questions about what they see and experience.</p>	<p>Think about the special things that happen to them and others.</p>	<p>Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom. Reflect on examples of how believers live and consider how this impacts the world that we share.</p>	<p>Ask important questions about life and compare ideas with those of other people.</p>	<p>Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence. Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to how we think and live.</p>	<p>Represent the views of others about meaning, purpose and truth.</p>	<p>Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and search for truth. Make links between beliefs and actions. Understand how these can have an impact locally, nationally and internationally.</p>

Questions of values and commitments	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Say why their family is important to them. Begin to understand what is important to some people of faith. Begin to understand what is important to themselves.</p>	<p>Think about what is important to them and to other people. Consider, through discussion, whether particular religious text have anything to say on how we should live.</p>	<p>Begin to express their ideas and opinions and to recognise there could be one more than one answer. Reflect on examples of how believers live and consider what we can learn from that for our own lives.</p>	<p>Link things that are important to them and other people with the way they think and behave. Raise questions about issues that cause people to wonder and to have faith. Consider how the concept studied might make a difference to the wider world around us.</p>	<p>Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values. Make links with religious teachings and what we see in the world around us (e.g. laws, legal system, acts of kindness and courageous advocacy).</p>	<p>Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. Explore how beliefs can impact on the big issues of the day e.g. the environment, poverty, injustice.</p>	<p>Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. Reflect on their own ideas. Explain how the concepts studied have challenged or inspired our own thinking and actions.</p>

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Key Christianity Vocabulary	Creation, God, pray, worship, Christian, belonging, school values, celebrate, festival, Harvest, incarnation, Nativity, Christmas, Salvation Bible, Easter, Lent, Jesus	Forgiveness, Creator, Creation universe, Gospels, charity, faith, community, parables, Holy week, Easter Sunday Crucifixion, Resurrection, Salvation Baptism, Old Testament, New Testament, Advent, Holy	Trinity, Good Friday, The Fall, Sin, reconciliation, symbols, Eucharist/communion, courageous advocates, Laws, Holy Spirit, Pentecost, Good Friday, Last Supper, Holy Sacred	Omnipotent , Eternal Proverb, Messiah Prophecy, Prophet, Kingdom of God, holy, creationist, evolution, justice, respect, saviour, humanist, sacred