

How is the curriculum organised?

In RE, pupils should:

A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; 2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.

B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1. The nature of religion and belief and its key concepts; 2. Ultimate Questions of belonging, meaning, purpose and truth.

C. Investigate how religions and other world views influence morality, identity and diversity, including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.

Key Concepts and approaches

Examples of topic work in Early Years (non-statutory)

• Exploring where we live and who lives there • How special occasions are celebrated throughout the year • Why helping is important and who helps us • Looking at the world around us and creation stories • Places that are special to people

KS1

• The content and meaning of stories that explore faith, belief and meaning through Christianity, Islam and other world views • Examples of prayer, festivals and other special traditions and how these are celebrated, especially ceremonies connected to birth and new life • Why some books are special and how believers use special books to guide their lives. • What it means to belong to a community such as a church or a mosque • How some religious leaders and other figures can be inspiring to others • Cross curricular work on celebrations in different cultures • How and why people care for others • Religious and non-religious reasons for caring for the environment • Making choices about right and wrong and how religious and other teachings help people to make moral decisions • What we know about religion in our local community • Cross curricular work on belonging to the local community

KS2

The concept and content of sacred writings and teachings, such as the Bible, Guru Granth Sahib, Torah and Qur'an, including the interpretation of a range of religious texts • How beliefs are expressed through the arts in different ways • Examples of prayers, ceremonies and festivals and what they tell us about beliefs • How special occasions are celebrated, especially ceremonies connected to growing up • An introduction to key narratives, beliefs and practices for Sikhs and Jews • Examples of religious and secular leaders • The importance and effect of special places and journeys, including pilgrimage • Cross curricular work on family and relationships • The key beliefs and practices for Christians, Jews and Muslims and how these affect lifestyle choices and everyday decisions • The pattern and practices of local religious communities, including ecumenical and interfaith work • An example of a smaller community such as Quakers, Unitarians or Baha'is • Beliefs and teachings about tolerance, understanding and co-operation • A range of moral choices and ethical dilemmas and how religious and secular teachings may help to inform these • Teachings on forgiveness and compassion • The teachings of faiths and other beliefs on how to live a happy and meaningful life • The work and effect of charities and the links to faiths, beliefs and principles • Cross curricular work on fair trade and caring for the world.

Year Group	Autumn Block 1	Spring Block 2	Summer Block 3
Nursery	<p>Where do we live?</p> <p>End points:</p> <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary Begin to make sense of their own life-story and family Continue developing positive attitudes about the differences between people 	<p>How are special times celebrated?</p> <p>End points:</p> <ul style="list-style-type: none"> Begin to make sense of their own life story and family history. Continue to develop positive attitudes about the differences between people. 	<p>Which places are special and why?</p> <p>End points:</p> <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary Begin to make sense of their own life-story and family Continue developing positive attitudes about the differences between people
REC	<p>How are special times celebrated?</p> <p>End points:</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Compare and contrast characters from stories including from the past. Recognise that people have different beliefs and celebrate special times in different ways. <p>In summer term this unit provides evidence towards assessing the Early Learning Goal for People, Culture and Communities:</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. 	<p>Who and what are special to us?</p> <p>End points:</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Enjoys joining in with family customs and routines. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions 	<p>What do religious believers believe about who created the world?</p> <p>End points:</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Compare and contrast characters from stories including from the past. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. <p>In summer term this unit provides evidence towards assessing Early Learning Goal for People, Culture and Communities:</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. <p>Early Learning Goal for The Natural World</p> <p>Explore the natural world around them making observations and drawing pictures of animals and plants.</p>

<p>Year 1</p>	<p>Which books and stories are special? End points:</p> <ul style="list-style-type: none"> • Talk about books which are special to them and books which are special to religious believers. • Notice how some books are special to religious believers, and talk about how they are treated • Recall and talk about some religious stories • Respond to questions about the meanings of stories • <p>How do we celebrate special events? End points:</p> <ul style="list-style-type: none"> • Name some celebrations and talk about how these are celebrated • Talk about their experiences and feelings connected to celebrations or customs • Notice what happens and respond to questions about the meanings of religious celebrations 	<p>How and why do we care? End points:</p> <ul style="list-style-type: none"> • Listen to some religious stories. • Talk about 'caring'. • Recall and talk about some religious stories • Respond to questions about stories • Respond with ideas about how to care for others <p>What does it mean to belong to a Church or Mosque? End points:</p> <ul style="list-style-type: none"> • Explore places of worship and look at special objects and symbols. • Talk about places of worship and the objects and symbols they might see. • Notice what happens in special places or on special occasions and respond to questions about this 	<p>Who brought the messages about God and what did they say? End points:</p> <ul style="list-style-type: none"> • Recall and name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph. • Retell, respond to questions and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'.
<p>Year 2</p>	<p>How is new life welcomed? End points:</p> <ul style="list-style-type: none"> • Find out and talk about different ways of welcoming new life; name some artefacts • Recognise similarities and differences in welcoming ceremonies for new babies • Respond sensitively to the feelings and beliefs of Christians and Muslims • Ask and respond to questions about belonging 	<p>How and why do people pray? End points:</p> <ul style="list-style-type: none"> • Find out how Christians and Muslims pray and name some artefacts relating to prayer • Recognise similarities and differences between how Christians and Muslims pray • Ask questions and respond to questions about prayer • Begin to express their own ideas about the meaning of prayer 	<p>What did Jesus teach and how did he live? End points:</p> <ul style="list-style-type: none"> • Retell and suggest meanings of some of Jesus' parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas and opinions about how beliefs affect how Christians live their lives, such as: fasting, supporting the homeless and poor, campaigning, using examples of local or well-known Christians today.

	<p>How can we make good choices?</p> <p>End points:</p> <ul style="list-style-type: none"> • Re-tell stories about religious and non-religious rules, suggesting some meanings • Find out about and give examples of different religious rules • Begin to express ideas about what makes a good rule and why these are important in helping people to live together co-operatively 	<p>How can we look after the planet?</p> <p>End points:</p> <ul style="list-style-type: none"> • Ask and respond to questions about the world and creation. • Recognise and retell religious and non-religious stories and beliefs about creation and suggest some meanings. • Begin to express ideas and opinions about how to care for the planet. 	<ul style="list-style-type: none"> • Name and retell key events in the final days of Jesus' ministry, including: Palm Sunday (John 12:12-15); the last supper (Mark 14: 12-26); crucifixion (Luke 23:26-56) the empty tomb (Luke 24: 1-12). Recall how these are remembered in Holy Week and Easter.
<p>Year 3</p>	<p>How do Jews remember Abraham and Moses?</p> <p>End points:</p> <ul style="list-style-type: none"> • Re-tell some Jewish stories and consider their importance. • Discover how Jews express their faith through rituals and actions. • Express ideas about the rituals and practices which demonstrate belonging to a community <p>How do people express spirituality?</p> <p>End points:</p> <ul style="list-style-type: none"> • Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms • Express their beliefs and values through creating a piece of expressive art 	<p>What do Christians believe about a good life?</p> <ul style="list-style-type: none"> • End points: Re-tell some well-known parables and teachings of Jesus and consider their meaning • Observe and consider how the Bible influences Christians in the way they live • Respond thoughtfully and express ideas about right and wrong <p>What do creation stories tell us about our world?</p> <p>End points:</p> <ul style="list-style-type: none"> • Re-tell a range of creation stories, making links between them. • Express ideas about creation and suggest meanings for the stories • Express different views and ideas about helping to look after the world around them 	<p>Who can inspire us?</p> <p>End points:</p> <ul style="list-style-type: none"> • Describe and make links between different leaders (religious and non-religious), exploring similarities and differences. • Explain how leaders teach through their personal qualities, actions and stories. • Give examples of the ways in which communities follow their leaders
<p>Year 4</p>	<p>How are important events remembered?</p> <p>End points:</p> <ul style="list-style-type: none"> • Describe the different festivals, making links between them 	<p>How do the five pillars guide Muslims?</p> <p>End points:</p> <ul style="list-style-type: none"> • Describe and explain key teachings of Islam and the different ways these are interpreted by believers 	<p>Why are Gurus at the heart of Sikh belief and practice?</p> <p>End points:</p> <ul style="list-style-type: none"> • Give examples of Sikh beliefs and stories about their Gurus

Religious Education Long Term Plan

	<ul style="list-style-type: none"> • Explain and give reasons for the celebration of each festival • Express ideas and opinions about what light represents <p>What faiths are shared in our country?</p> <p>End points:</p> <ul style="list-style-type: none"> • Explore and describe ways beliefs and values are expressed in different religions through symbols and actions • Give examples of ways in which people show they belong • Explain why belonging to a community may be valuable but also challenging 	<ul style="list-style-type: none"> • Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers • Explain how the pilgrimage of Hajj can affect a Muslims life. 	<ul style="list-style-type: none"> • Describe and show understanding of Sikh practices relating to the Guru Granth Sahib • Explain and give reasons for Sikh values e.g. equality, honesty
<p>Year 5</p>	<p>Why are some places and journeys special?</p> <p>End points:</p> <ul style="list-style-type: none"> • Identify and explain features of some special places and journeys • Suggest reasons why special places and journeys inspire people • Investigate places of pilgrimage and reflect on the challenges involved in the journey 	<p>What values are shown in codes for living?</p> <p>End points:</p> <ul style="list-style-type: none"> • Investigate and make connections between morals and values found in religious teachings and everyday life. • Identify and explain similarities and differences between Humanist, Muslim, Jewish and Christian values • Apply ideas about values and how people choose to live their lives. • Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty <p>Should we forgive others?</p> <p>End points:</p> <ul style="list-style-type: none"> • Identify and show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. • Explain and apply their own ideas about Jesus' teaching about forgiveness and reconciliation. 	<p>What do Christians believe about the old and new covenants?</p> <p>End points:</p> <ul style="list-style-type: none"> • Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering, comparing and contrasting aspects of these world faiths, especially in relation to Abraham and Jesus. • Explore the narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people. • Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements.

Religious Education Long Term Plan

		<ul style="list-style-type: none"> • Suggest reasons for the importance of forgiveness and confession in Christian communities. • Discuss and give examples of how some modern individuals have faced the challenge of forgiveness. 	
<p>Year 6</p>	<p>How do Sikhs show commitment?</p> <p>End points:</p> <ul style="list-style-type: none"> • Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community • Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them • Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community 	<p>What do Christians believe about Jesus' death and resurrection?</p> <p>End points:</p> <ul style="list-style-type: none"> • Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels. • Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today. • Explain how festivals and seasons are celebrated, including Ascension and Pentecost. 	<p>How does growing up bring responsibilities and commitments?</p> <p>End points:</p> <ul style="list-style-type: none"> • Describe and understand the rights and responsibilities that come with growing up • Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies • Reflect on their own beliefs, principles and values reasonably <p>How do Jews remember Kings and Prophets in worship and life?</p> <p>End points:</p> <ul style="list-style-type: none"> • Describe and express ideas about festivals and how and why they are commemorated. • Give a considered response to how Jewish people follow the commandments set out in the Torah • Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.