



RE Curriculum

SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION

Programme of Study for EYFS

RE in the Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

The ideas below are drawn from both the Early Years Outcomes and the Early Learning Goals.

Communication and language

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- They talk about how they and others show feelings.
- They develop their own narratives in relation to stories they hear from different communities.

Personal, Social and Emotional Development

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable
- Children think and talk about issues of right and wrong and why these questions matter
- They respond to significant experiences showing a range of feelings when appropriate
- They have a developing awareness of their own needs, views and feelings and be sensitive to those of others
- Children have a developing respect for their own cultures and beliefs, and those of other people
- They show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the World

- Children talk about similarities and differences between themselves and others, among families, communities and traditions
- They begin to know about their own cultures and beliefs and those of other people
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

- **Expressive Arts and Design**
- Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings
- They respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

RE in the reception class

Non-statutory guidance for RE for all 4–5 year olds in the reception class

Religions and worldviews

In Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.

Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living.

Programme of Study for Key Stage 1

What do pupils get out of RE at this key stage?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Aims:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE teaching and learning should enable pupils to ...

A. make sense of a range of religious and nonreligious beliefs	B. understand the impact and significance of religious and nonreligious beliefs	C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<u>End of key stage outcomes</u> RE should enable pupils to:		
<ul style="list-style-type: none"> identify the core beliefs and concepts studied and give a simple description of what they mean 	give examples of how people use stories, texts and teachings to guide their beliefs and actions	think, talk and ask questions about whether the ideas they have been studying have something to say to them
give examples of how stories show what people believe (e.g. the meaning behind a festival)	give examples of ways in which believers put their beliefs into action	give a good reason for the views they have and the connections they make
<ul style="list-style-type: none"> give clear, simple accounts of what stories and other texts mean to believers 		

Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians and Muslims or Jewish people**. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

Programme of Study for Key Stage 2

What do pupils get out of RE at this key stage?

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Aims:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE teaching and learning should enable pupils to ...

A. make sense of a range of religious and nonreligious beliefs	B. understand the impact and significance of religious and nonreligious beliefs	C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<u>End of key lower stage 2 outcomes</u>		
RE should enable pupils to:		
<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
<ul style="list-style-type: none"> make clear links between texts/sources of authority and the key concepts studied 	<ul style="list-style-type: none"> describe how people show their beliefs in how they worship and in the way they live 	<ul style="list-style-type: none"> raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	<ul style="list-style-type: none"> identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> give good reasons for the views they have and the connections they make
A. make sense of a range of religious and nonreligious beliefs	B. understand the impact and significance of religious and nonreligious beliefs	C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<u>End of upper key stage 2 outcomes</u>		
RE should enable pupils to:		
<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and

		atheists)
<ul style="list-style-type: none"> • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts 	<ul style="list-style-type: none"> • using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> • reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
<ul style="list-style-type: none"> • give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority 		<ul style="list-style-type: none"> • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims, Hindus and Jews.**

Pupils may also encounter other religions and worldviews (including non-religious worldviews) in thematic units.

NJK CE Primary School Religious Education LTP

Understanding Christianity Worcestershire Agreed Syllabus

Reception		Key Stage 1		Key Stage 2		
Children will encounter Christianity & other faiths as part of their growing sense of self, their own community & their place within it.		Christians, Muslims & Jewish people		Christians, Muslims , Hindus & Jewish people		
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Reception	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians? / INCARNATION -Why do Christians perform nativity plays at Christmas?	F1 Why is the word 'God' so important to Christians? GOD / CREATION	F3 Why is Easter special to Christians? / SALVATION - Why do Christians put a cross in an Easter Garden?	F5 What places are special and why? VISIT CHURCH	F6 What times/stories are special and why?
Year 1	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like? GOD	1.7 Who is Jewish and how do they live? VISIT SYNAGOGUE		1.2 Who do Christians say made the world? CREATION	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians? INCARNATION	1.6 Who is a Muslim and how do they live? Part 2. VISIT MOSQUE	1.5 Why does Easter matter to Christians? SALVATION	1.4 What is the 'good news' Christians believe Jesus brings? GOSPEL	1.8 What makes some places sacred to believers? (C, M) VISIT CHURCH
Year 3	L2.1 What do Christians learn from the Creation story? CREATION	L2.2 What is it like for someone to follow God? PEOPLE OF GOD L2.7	L2.9 How do festivals and worship show what matters to a Muslim ?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want? GOSPEL	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4	What do Hindus believe God is like? VISIT HINDU TEMPLE	L2.3 What is the 'Trinity' and why is it important for Christians? INCARNATION	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? SALVATION	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? KINGDOM OF GOD	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving? GOD	U2.3 Why do Christians believe Jesus was the Messiah? INCARNATION	U2.8 What does it mean to be a Muslim in Britain today? VISIT MOSQUE	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?' GOSPEL	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year 6	U2.2 Creation and science: conflicting or complementary? CREATION/FALL	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people? SALVATION	U2.6 For Christians, what kind of king is Jesus? KINGDOM OF GOD VISIT CHURCH	U2.12 How does faith help people when life gets hard? (C, H, NR)