

Religious Education

National Curriculum Aims

The curriculum framework for RE breaks down the aims of RE into 3 strands

A. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview

C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.

Core Concepts

<p>Christianity</p> <p>Judaism</p> <p>Islam</p> <p>Hinduism</p> <p>Sikhism</p> <p>Worship/Praise</p> <p>Community</p> <p>Belonging</p> <p>Rites of Passage</p>	<p>Celebration/Festival</p> <p>Ritual</p> <p>Pilgrimage</p>
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End of phase expectations

EYFS expectations	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>In line with the DfE's 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.</p> <p>Communication and language:</p> <ul style="list-style-type: none"> children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions; use talk to organise, sequence and clarify thinking, ideas, feelings and events; answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources; talk about how they and others show feelings; develop their own narratives in relation to stories they hear from different traditions. <p>Personal, social and emotional development:</p> <ul style="list-style-type: none"> children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously; talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable; think and talk about issues of right and wrong and why these questions matter; respond to significant experiences showing a range of feelings when appropriate; have a developing awareness of their own needs, views and feelings and are sensitive to those of others; have a developing respect for their own cultures and beliefs, and those of other people; show sensitivity to others' needs and feelings, and form positive relationships. <p>Understanding the world</p> <ul style="list-style-type: none"> children talk about similarities and differences between themselves and others, among families, communities and traditions; begin to know about their own cultures and beliefs and those of other people; explore, observe and find out about places and objects that matter in different cultures and beliefs. <p>Expressive arts and design</p> <ul style="list-style-type: none"> children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings; respond in a variety of ways to what they see, hear, smell, touch and taste. <p>Literacy</p> <ul style="list-style-type: none"> children are given access to a wide range of books, poems and other written materials to ignite their interest. <p>Mathematics</p> <ul style="list-style-type: none"> children recognise, create and describe some patterns, sorting and ordering objects simply. 	<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <hr/> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <hr/> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <hr/> <p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <hr/> <p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>

B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3. Notice and respond sensitively to some similarities between different religions and worldviews.

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

C2. Find out about and respond with ideas to examples of co-operation between people who are different.

C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.

C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Knowledge and Skills

Core concepts	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity			<p>I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can start to talk about how I think the world got here.</p> <p>I can tell a story about Jesus and His friends and say how He showed friendship in that story.</p> <p>I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to say why.</p>	<p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.</p> <p>I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p>	<p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.</p> <p>I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p>	<p>I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p>I can describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>I can ask important questions about how forgiveness is possible.</p> <p>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.</p>	<p>I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story.</p> <p>I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny. I can consider important questions about whether Jesus knew He was going to be crucified.</p> <p>I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians.</p>	<p>I can start to explain the significance of why Mary was chosen as Jesus' mother. I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.</p> <p>I can describe what a Christian might learn about life after death from a Bible story. I can ask important questions about eternity.</p> <p>I can describe one way that Christianity seems to be a strong religion today. I can start to consider whether I think Christianity is a strong religion now.</p>
Judaism			<p>I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start</p>	<p>I can talk about the Seder meal, or another Jewish practice, with some detail. I can</p>		<p>I can start to explain what makes Jewish people believe they have a special relationship</p>		

			<p>to explain how certain beliefs affect decision-making.</p>	<p>suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</p> <p>I can tell a story and say about Abraham or Moses why he is so important to Jews. I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.</p>		<p>with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p>I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut.</p> <p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p>	
Islam				<p>I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p>I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense</p>			<p>I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.</p> <p>I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. I can identify why leading a good life</p>

				<p>of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim.</p>			<p>might be a good idea and why people think this.</p> <p>I can explain what is meant by stereotyping and can recognise some of the ways Muslim people may be stereotyped. I can start to express my opinion on how Jihad is interpreted by some Muslims.</p>
Hinduism				<p>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> <p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>		<p>I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways. I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> <p>I can describe a Hindu belief relating to life after death and begin to explain the impact of this on a Hindu's life. I can start to see how belief in Karma could make a</p>	

							difference to how Hindus choose to live.	
Sikhism					<p>I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.</p> <p>I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can begin to tell you if I think sharing is important or not to Sikhs.</p> <p>I can describe some of the ways Sikhs show commitment to God. I can start to evaluate which ways may show more or less commitment to God for Sikhs.</p>		<p>I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way. I can start to explain why I think some practices are more important to Sikhs than others.</p> <p>I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important. I can understand how what Sikhs learn from stories can influence how they behave.</p> <p>I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to show I understand that Sikhs make choices about how they show commitment to God.</p>	
Worship/Praise				<p>I can use the right words to describe how Muslims pray and begin to explain why they do this. I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p>I can explain what happens when</p>		<p>I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut.</p>		

				Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.				
Community	- They know about similarities and differences between themselves and others, and among families, communities and traditions	- They know about similarities and differences between themselves and others, and among families, communities and traditions - Children talk about past and present events in their own lives and in the lives of family members. They know that 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				I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.		
Belonging				I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.	I can start to say why Divali might bring a sense of belonging to Hindus. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.			
Rites of Passage				I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.	I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the	I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they		

				I can start to think about the significance of Hajj to a Muslim.	Amrit Ceremony/Khalsa.	do this in different ways. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.		
Celebrations/Festivals	Recognises and describes special times or events for family or friend	Recognises and describes special times or events for family or friends	<p>I can remember the Christmas story, including which gifts were given to Jesus. I can think of a gift to give to Jesus and say why I would choose that especially for Him.</p> <p>I can say what some Chanukah symbols mean. I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.</p> <p>I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making.</p>	I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God to the world. I can give a reason why Christians think God gave Jesus to the world.	<p>I can start to say why Divali might bring a sense of belonging to Hindus.</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p>	I can describe one thing a Christian might learn about Jesus from a Christmas symbol.	I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story.	

Rituals	Enjoys joining in with family customs and routines	Enjoys joining in with family customs and routines			I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.			
Pilgrimage				I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I can start to think about the significance of Hajj to a Muslim.				