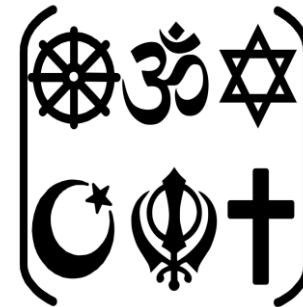
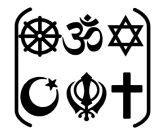


# Fremington Primary School



## RE Curriculum



## RE Curriculum

### INTENT

The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society

Through the **enquiry**-based approach of our RE curriculum, children not only learn knowledge but crucially develop an **understanding of the world** of religion and how beliefs impact on daily lives. At FPS, we plan and deliver **challenging** RE that helps children develop into empathic, confident students who can **discuss, debate, ask questions** and seek answers in a compassionate way. This will enable them to make a **difference in the world** they inherit. This will fulfil the aim stated in the REC introduction for 'a curriculum that promotes high quality learning and teaching' which will 'give all young people the opportunity to gain an informed understanding of religious beliefs and worldviews

Our RE curriculum is in line with the curriculum framework for RE and breaks down the aims of RE into 3 strands

**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.

**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

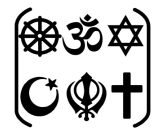
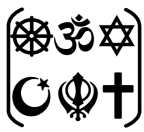
**Gain and deploy the skills needed to engage seriously with religions and worldviews**, so that they can:

- 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.

These 3 strands are designed to ensure that RE contributes to education by 'provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human' so that they can 'learn to **articulate clearly and coherently** their personal beliefs, ideas, values and experiences while **respecting the right of others** to differ'. and ultimately '**participate positively** in our society with its **diverse religions and worldviews**'.

Our curriculum at FPS meets all these aims and shares the belief that RE makes a strong contribution to the education of each child by encouraging them to **develop skills of critical thinking and analysis**, as well as developing attitudes like empathy, sensitivity, humanity and understanding whilst being able to stand up for their own beliefs and challenge injustice around them.

Children at FPS will experience and learn to appreciate **diversity and difference**, developing an outward-looking attitude to their **21st Century world**, ensuring that they are ready for their **next steps in education and life beyond**.



## IMPLEMENTATION

### **Our Enquiry-based Approach**

At FPS, we teach RE using the 4-step enquiry approach.

The key question for the enquiry is an impersonal question, needing an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Children focus their learning on critical thinking skills, personal reflection into their own thoughts and feelings.

### **Step 1 (usually 1 lesson) Engagement:**

The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not. If they can relate to the human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the BRIDGE into the world of religion (which may be very much outside of their experience).

### **Step 2 (usually the equivalent of 3 lessons) Investigation:**

The teacher guides the children through the enquiry, studying and learning about subject knowledge (the factual base about the religion), carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content so teachers are selective and not try to cover too much. Depth is more important.

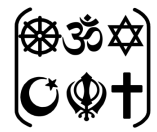
### **Step 3 (usually 1 lesson) Evaluation:**

This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task which the teacher assesses at the end of each enquiry using the 'I can' level descriptors.

### **Step 4 (usually 1 lesson) Expression:**

Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting point/beliefs, etc.

In addition, our children are taught mindfulness meaning that they cultivate a sense of awareness on purpose, in a non-judgemental way in the present moment. Teachers use mindfulness practices to build children's self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development.



### IMPACT

Using this enquiry-based model to teach RE ensures that children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

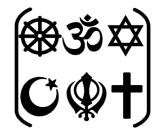
Our approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. Our curriculum for RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Through the discrete teaching of RE and opportunities across the wider curriculum, FPS children develop a growing sense of humanity. They experience and appreciate diversity and difference, developing an outward-looking attitude to their 21st Century world.

Our children develop their voices to express opinions, value difference and challenge viewpoints. FPS children are able to see and understand the complexities of religion and appreciate how individuals can interpret the same beliefs differently. They also understand how religions are constantly evolving in our ever-changing world.



# RE Curriculum Map Overview

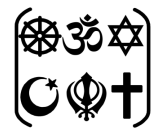


## CONTENT OVERVIEW

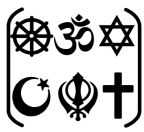
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS (Nursery and Reception)</b>	<b>Theme:</b> Special People <b>Key Question:</b> What makes people special? <b>Religions:</b> Christianity, Judaism	<b>Theme:</b> Christmas <b>Key Question:</b> What is Christmas? <b>Religions:</b> Christianity	<b>Theme:</b> Celebrations <b>Key Question:</b> How do people celebrate? <b>Religions:</b> Islam, Judaism	<b>Theme:</b> Easter <b>Key Question:</b> What is Easter? <b>Religions:</b> Christianity	<b>Theme:</b> Story Time <b>Key Question:</b> What can we learn from stories? <b>Religions:</b> Buddhism, Christianity, Islam, Hinduism, Sikhism	<b>Theme:</b> Special Places <b>Key Question:</b> What makes places special? <b>Religions:</b> Christianity, Islam, Judaism
<b>Year 1</b>	<b>Theme:</b> Creation Story <b>Key Question:</b> Does God want Christians to look after the world? <b>Religion:</b> Christianity	<b>Theme:</b> Christmas Story <b>Key Question:</b> What gift would I have given to Jesus if he had been born in my town, not in Bethlehem? <b>Religion:</b> Christianity	<b>Theme:</b> Jesus as a friend <b>Key Question:</b> Was it always easy for Jesus to show friendship? <b>Religion:</b> Christianity	<b>Theme:</b> Easter - Palm Sunday <b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <b>Religion:</b> Christianity	<b>Theme:</b> Shabbat <b>Key Question:</b> Is Shabbat important to Jewish children? <b>Religion:</b> Judaism	<b>Theme:</b> Chanukah <b>Key Question:</b> Does celebrating Chanukah make Jewish children feel close to God? <b>Religion:</b> Judaism
<b>Year 2</b>	<b>Theme:</b> What did Jesus teach? <b>Key Question:</b> Is it possible to be kind to everyone all of the time? <b>Religion:</b> Christianity	<b>Theme:</b> Christmas - Jesus as gift from God <b>Key Question:</b> Why did God give Jesus to the world? <b>Religion:</b> Christianity	<b>Theme:</b> Prayer at home <b>Key Question:</b> Does praying at regular intervals every day help a Muslim in his/ her everyday life? <b>Religion:</b> Islam	<b>Theme:</b> Easter - resurrection <b>Key Question:</b> Is it true that Jesus came back to life again? <b>Religion:</b> Christianity	<b>Theme:</b> Community and Belonging <b>Key Question:</b> Does going to the Mosque give Muslims a sense of belonging? <b>Religion:</b> Islam	<b>Theme:</b> Hajj <b>Key Question:</b> Does completing Hajj make a person a better Muslim? <b>Religion:</b> Islam



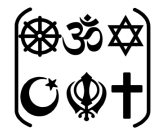
# RE Curriculum Map Overview



<b>Year 3</b>	<p><b>Theme:</b> Diwali</p> <p><b>Key Question:</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p><b>Religion:</b> Hinduism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> Has Christmas lost its true meaning?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Jesus' Miracles</p> <p><b>Key Question:</b> Could Jesus really heal people? Were these miracles or is there some other explanation?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter - Forgiveness</p> <p><b>Key Question:</b> What is 'good' about Good Friday?</p> <p><b>Religion:</b> Christianity</p>	<p><b>*Theme:</b> Hindu Beliefs</p> <p><b>Key Question:</b> How can Brahman be everywhere and in everything?</p> <p><b>Religion:</b> Hinduism</p>	<p><b>*Theme:</b> Pilgrimage to the River Ganges</p> <p><b>Key Question:</b> Would visiting the River Ganges feel special to a non-Hindu?</p> <p><b>Religion:</b> Hinduism</p>
<b>Year 4</b>	<p><b>Theme:</b> The life of a Buddha</p> <p><b>Key Question:</b> Is it possible for everyone to be happy?</p> <p><b>Religion:</b> Buddhist</p>	<p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> What is the most significant part of the nativity story for Christians today?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Buddha's Teaching</p> <p><b>Key Question:</b> Could the Buddha's teaching make the world a better place?</p> <p><b>Religion:</b> Buddhism</p>	<p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> Is forgiveness always possible?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Buddhist to lead a good life?</p> <p><b>Religion:</b> Buddhism</p>	<p><b>Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> Do people need to go to church to show they are Christians?</p> <p><b>Religion:</b> Christianity</p>
<b>Year 5</b>	<p><b>Theme:</b> Belief into action</p> <p><b>Key Question:</b> How far would a Sikh go for his/ her religion?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> Is the Christmas story true?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Are Sikh stories important today?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> Did God intend Jesus to be crucified?</p> <p><b>Religion:</b> Christianity</p>	<p><b>*Theme:</b> Prayer and Worship</p> <p><b>Key Question:</b> What is the best way for a Sikh to show commitment to God?</p> <p><b>Religion:</b> Sikhism</p>	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Christian to show commitment to God?</p> <p><b>Religion:</b> Christianity</p>
<b>Year 6</b>	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Key Question:</b> What is the best way for a Muslim to show commitment to God?</p> <p><b>Religion:</b> Islam</p>	<p><b>Theme:</b> Christmas</p> <p><b>Key Question:</b> How significant is it that Mary was Jesus' mother?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and Meaning</p> <p><b>Key Question:</b> Is anything ever eternal?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Easter</p> <p><b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p><b>Religion:</b> Christianity</p>	<p><b>Theme:</b> Beliefs and moral values</p> <p><b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><b>Religion:</b> Islam</p>	



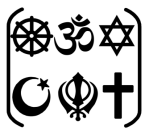
# RE Curriculum Map Overview



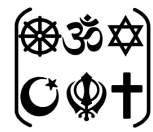
## EYFS

### Reception

	Theme	Progression Statements	Theme	Progression Statements	Progression Statements Spiritual, Moral, Social and Cultural Development
<b>Autumn Term</b>	<b>SPECIAL PEOPLE</b> Christianity Judaism	Pupils make a list of the ways they show how they belong as well Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong?	<b>CHRISTMAS</b> Christianity	Pupils enact stories and celebrations from Christmas finding out about what the stories told at the festivals mean, e.g. through welcoming visitors to talk about their festivals Pupils experience thanking and being thanked, praising and being praised, and notice some ways Christian people believe they can thank and praise God	Talk about how they and others show feelings and be able to identify some.  Think and talk about issues of right and wrong.  Talk about their own and others behaviour
<b>Spring Term</b>	<b>CELEBRATIONS</b> Islam Judaism	Pupils notice and talk about the fact that people come from different religions, responding to the questions- 'How can we tell? How can we live together when we are all so differ	<b>EASTER</b> Christianity	Pupils enact stories and celebrations from Easter finding out about what the stories told at the festivals mean, e.g. through welcoming visitors to talk about their festivals Pupils experience thanking and being thanked, praising and being praised, and notice some ways Christian people believe they can thank and praise God Linking to English and computing, pupils recount a visit to a local church using digital photographs and find out about the meanings of symbols for God that they saw there.	
<b>Summer Term</b>	<b>STORY TIME</b> Buddhism Christianity	Pupils choose their favourite 'wise sayings' from different sources or key leaders and talk about what makes these sayings wise, and	<b>SPECIAL PLACES</b> Christianity	Linking to English and computing, pupils recount a visit to a local church using digital photographs and find out about the meanings of	

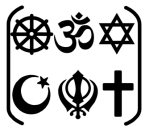


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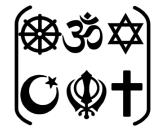


	<p><b>Islam</b> <b>Hinduism</b> <b>Sikhism</b></p>	<p>what difference it would make if people followed them Pupils retell (for example through drama) two different stories about Jesus considering what they mean. They compare the stories and think about what Christians today could learn from the stories Linking to English, pupils respond to stories from Hindu, Muslim or Jewish sources by identifying the values which different characters in the stories showed, and recognising the religions from which the stories come Pupils ask and answer 'who', 'where', 'how' and 'why' questions about religious stories and stories from non-religious worldviews. Pupils use a set of photos of religious items to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion Pupils discuss stories of co-operation from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting' Pupils respond to a quiet reflection or a guided visualisation by choosing one value they think the world needs more of today</p>	<p><b>Islam</b> <b>Judaism</b></p>	<p>symbols for God that they saw there. Pupils hear three moral stories, for example from Christians, Hindus and humanists, and think about whether they are saying the same things about how people should behave. Pupils discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all</p>	
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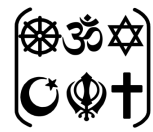
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		from a list of values, and by illustrating their choice in different media			
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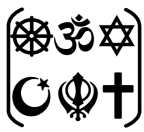
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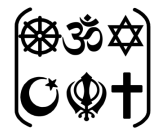
## KEY STAGE 1

### YEAR 1

	Theme	Progression Statements		Progression Statements	Progression Statements Spiritual, Moral, Social and Cultural Developments
<b>Autumn Term</b>	<b>CREATION STORY</b>  Christianity	Pupils find out about what people with different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. in Harvest festivals, and in generosity to those in need), responding to questions about being generous. Pupils watch a short film about the Hindu creation story and talk about different stages of the cycle of life.		<p>Pupils enact stories and celebrations from Christmas, including the Christmas Story, finding out about what the stories told at the festivals mean, e.g. through welcoming visitors to talk about their festivals</p> <p>Pupils experience thanking and being thanked, praising and being praised, and notice some ways Christians or Jewish people believe they can thank and praise God</p> <p>Pupils retell (for example through drama) two different stories about Jesus considering what they mean. They compare the stories and think about what Christians today could learn from the stories</p> <p>Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others</p> <p>Pupils ask and answer a range of 'how' and 'why' questions about how people practise their religion</p>	<p>To begin to show empathy to others.</p> <p>To listen to each other and value the opinions of others.</p> <p>Begin to develop a social conscience.</p> <p>Begin to develop feelings of forgiveness.</p> <p>To foster an attitude of caring for others.</p>
<b>Spring Term</b>	<b>JESUS AS A FRIEND</b>	Pupils retell (for example through drama) two different stories about		Pupils enact stories and celebrations from Christmas,	



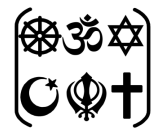
# RE Curriculum Map Overview



	<p><b>Christianity</b></p>	<p>Jesus considering what they mean. They compare the stories and think about what Christians today could learn from the stories</p> <p>Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others</p> <p>Pupils ask and answer a range of 'how' and 'why' questions about how people practise their religion</p>		<p>including the Christmas Story, finding out about what the stories told at the festivals mean, e.g. through welcoming visitors to talk about their festivals</p> <p>Pupils experience thanking and being thanked, praising and being praised, and notice some ways Christians or Jewish people believe they can thank and praise God</p> <p>Pupils retell (for example through drama) two different stories about Jesus considering what they mean. They compare the stories and think about what Christians today could learn from the stories</p> <p>Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others</p> <p>Pupils ask and answer a range of 'how' and 'why' questions about how people practise their religion</p>	
<p><b>Summer Term</b></p>	<p><b>SHABBAT</b></p> <p><b>Judaism</b></p>	<p>Pupils choose their favourite 'wise sayings' from different sources or key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them</p> <p>Linking to English, pupils respond to stories from Hindu, Muslim or Jewish sources by identifying the values which different characters</p>		<p>Pupils choose their favourite 'wise sayings' from different sources or key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them</p> <p>Linking to English, pupils respond to stories from Hindu, Muslim or Jewish sources by identifying the values which different characters in</p>	



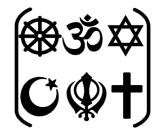
# RE Curriculum Map Overview



	<p>in the stories showed and recognising the religions from which the stories come Pupils ask and answer 'who', 'where', 'how' and 'why' questions about religious stories and stories from non-religious worldviews.</p> <p>Pupils learn about the daily life of a Jewish child and make an illustrated list of signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities</p> <p>Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others</p> <p>Pupils ask and answer a range of 'how' and 'why' questions about how people practise their religion</p>		<p>the stories showed and recognising the religions from which the stories come Pupils ask and answer 'who', 'where', 'how' and 'why' questions about religious stories and stories from non-religious worldviews.</p> <p>Pupils learn about the daily life of a Jewish child and make an illustrated list of signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities</p> <p>Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others</p> <p>Pupils ask and answer a range of 'how' and 'why' questions about how people practise their religion</p> <p>Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol, humanist) to present ideas or write about two different religions or worldviews about which they have learned</p>	
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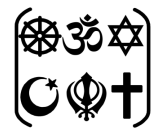
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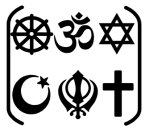
YEAR 2					
	Theme	Progression Statements	Theme	Progression Statements	Progression Statements Spiritual, Moral, Social and Cultural Development
Autumn Term	<b>WHAT DID JESUS TEACH?</b>  Christianity	<p>Pupils choose their favourite 'wise sayings' from different sources or key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them</p> <p>Pupils retell (for example through drama) two different stories about Jesus considering what they mean. They compare the stories and think about what Christians today could learn from the stories</p> <p>Pupils ask and answer 'who', 'where', 'how' and 'why' questions about religious stories and stories from non-religious worldviews</p> <p>Pupils find out about what people with different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. in generosity to those in need), responding to questions about being generous</p> <p>Pupils learn about the daily life of Christians and make an illustrated list of signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities.</p>	<b>CHRISTMAS JESUS AS A GIFT FROM GOD</b>  Christianity	<p>Pupils enact stories and celebrations from Christmas, including the Christmas Story, finding out about what the stories told at the festivals mean, e.g. through welcoming visitors to talk about their festivals</p> <p>Pupils experience thanking and being thanked, praising and being praised, and notice some ways Christians or Jewish people believe they can thank and praise God</p> <p>Pupils retell (for example through drama) two different stories about Jesus considering what they mean. They compare the stories and think about what Christians today could learn from the stories</p> <p>Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others</p> <p>Pupils ask and answer a range of 'how' and 'why' questions about how people practise their religion</p>	<p>To begin to show respect for beliefs of other people.</p> <p>To behave appropriately in a place of worship and show respect.</p> <p>To begin to show awareness that everyone has a valid point of view.</p> <p>Begin to recognise the meaning of forgiveness.</p> <p>Show awareness of the importance of saying thank you.</p> <p>To treat other people and their things with respect.</p>



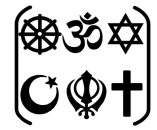
# RE Curriculum Map Overview



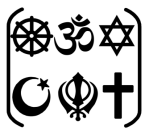
<p><b>Spring Term</b></p>	<p><b>PRAYER AT HOME</b></p> <p><b>Islam</b></p>	<p>Pupils experience thanking and being thanked, praising and being praised, and notice some ways Muslim people believe they can thank and praise God</p> <p>Pupils choose to find out about the symbols of two different religious traditions, looking for similarities between the ways they use common symbols such as light, water, trees or rock (Judaism; Hinduism)</p> <p>Pupils discover how and why Muslims wash, bow and pray in a daily pattern, noticing similarities to another religion or worldview</p> <p>Pupils learn about the daily life of a Muslim or Jewish child (e.g. from a teacher's use of persona dolls), and make an illustrated list of signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities.</p>	<p><b>EASTER RESURRECTION</b></p> <p><b>Christianity</b></p>	<p>Pupils enact stories and celebrations from Christmas, including the Christmas Story, finding out about what the stories told at the festivals mean, e.g. through welcoming visitors to talk about their festivals</p> <p>Pupils experience thanking and being thanked, praising and being praised, and notice some ways Christians or Jewish people believe they can thank and praise God</p> <p>Pupils retell (for example through drama) two different stories about Jesus considering what they mean. They compare the stories and think about what Christians today could learn from the stories</p> <p>Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others</p> <p>Pupils ask and answer a range of 'how' and 'why' questions about how people practise their religion</p>	
<p><b>Summer Term</b></p>	<p><b>COMMUNITY AND BELONGING</b></p> <p><b>Islam</b></p>	<p>Pupils discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all</p>	<p><b>HAJJ</b></p> <p><b>Islam</b></p>	<p>Pupils learn about the daily life of a Muslim child and make an illustrated list of signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities</p>	



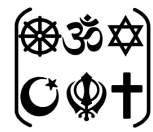
## RE Curriculum Map Overview



		<p>Pupils learn about the daily life of a Muslim child and make an illustrated list of signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities</p> <p>Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others</p> <p>Pupils ask and answer a range of 'how' and 'why' questions about how people practise their religion</p>		<p>Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others</p> <p>Pupils ask and answer a range of 'how' and 'why' questions about how people practise their religion</p>	
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# RE Curriculum Map Overview



## KEY STAGE 2

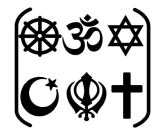
### YEAR 3

	Theme	Progression Statements	Theme	Progression Statements	Progression Statements Spiritual, Moral, Social and Cultural Development
<b>Autumn Term</b>	<b>DIWALI</b>  <b>Hinduism</b>	<p>Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all</p> <p>Linking to History and Design Technology pupils consider how the architecture of churches, mosques, mandirs or gurdwaras expresses a community's way of life, values and beliefs</p> <p>Pupils use their detailed understanding of religious practice such as the worship of a deity in a Hindu family and a mandir to describe the significance of being part of a religion.</p> <p>Pupils find out about how celebrating Divali brings the Hindu or Sikh community together, and expresses commitment to values of interdependence and generosity</p> <p>Linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals and the environment, loving their family or serving God.</p>	<b>CHRISTMAS</b>  <b>Christianity</b>	<p>Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all</p> <p>Pupils compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities.</p> <p>Pupils use their thinking about stories of Jesus to explore how Christians today celebrate key events from their history (e.g. Christmas)</p> <p>Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them</p> <p>Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can provide key opportunities for pupils' spiritual development</p>	<p>To understand the importance of responsibility.</p> <p>To show understanding of how to show love for their neighbour.</p> <p>To give examples of forgiveness.</p> <p>Reflect on concepts relating to moral and social issues eg. Justice, fairness, poverty, wealth etc</p>

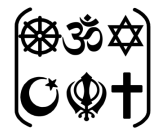




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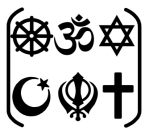


		<p>Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them</p> <p>Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can provide key opportunities for pupils' spiritual development.</p> <p>Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all</p>				
<b>Spring Term</b>	<b>MIRACLES</b> <b>Christianity</b>	<p>Pupils discover and explore what Christians teach about how people can live together for the well-being of all</p>	<b>FORGIVENESS</b> <b>Christianity</b>	<p>Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all</p> <p>Pupils compare the texts in the Christian gospels that tell the stories of the crucifixion and resurrection, exploring how they are remembered and celebrated in a range of Easter festivities.</p> <p>Pupils use their thinking about stories of Jesus to explore how Christians</p>		

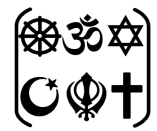


## RE Curriculum Map Overview

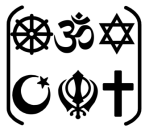
				<p>today celebrate key events from their history (e.g. Easter)</p> <p>Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them</p> <p>Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can provide key opportunities for pupils' spiritual development</p>	
<b>Summer Term</b>	<p><b>HINDU BELIEFS</b></p> <p>Hinduism</p>	<p>Pupils make some connections between Hajj for Muslims and pilgrimages in other religions describing the motives people have for making spiritual journeys</p> <p>Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all</p> <p>Pupils discover how Hindus celebrate a marriage and express and argue for ideas of their own about partnership, in discussions or in writing.</p> <p>Pupils pursue an enquiry into beliefs about worship, relating the meanings of symbols and actions used in worship such as bowing down, making music together, sharing food or speaking to God</p>	<p><b>PILGRIMAGE TO THE RIVER GANGES</b></p> <p>Hinduism</p>	<p>Pupils make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or 'the Holy Land' for Christians, describing the motives people have for making spiritual journeys</p> <p>Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all</p> <p>Pupils compare how Christians, Muslims, Hindus or humanists celebrate a marriage and express and argue for ideas of their own about partnership, in discussions or in writing.</p>	



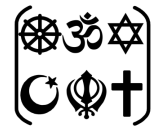
## RE Curriculum Map Overview



		<p>(e.g. in prayer) to events and teachings from a religion they study</p> <p>Pupils explore the lives of key leaders from Hindu contemporary life, describing the challenges they have faced and the commitments by which they have lived</p> <p>Pupils discuss different perspectives on questions about the beginnings of life on Earth, so that they can describe different ways science and religions treat questions of origins</p> <p>Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or worldview</p> <p>Pupils discuss and debate reasons why different people have different ideas about the divine e.g. whether God is real and what God is like.</p> <p>Pupils discuss and apply ideas from different religious codes for living (e.g. Dharma), to compile a charter of their own moral values, applying their ideas to issues of respect for all</p> <p>Pupils write persuasively about the reasons why people who have a particular religious background or non-religious worldview try to help people who are vulnerable</p>			
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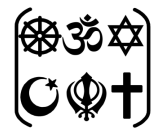
## RE Curriculum Map Overview



		<p>(eg victims of natural disasters or prejudice, people who live with disabilities or people affected by war) Linking to Citizenship Education, pupils consider the Dharma expressing their ideas about right and wrong in the light of their learning.</p>			
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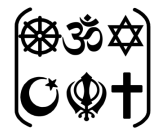
# RE Curriculum Map Overview



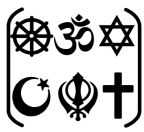
YEAR 4					
	Theme	Progression Statements	Theme	Progression Statements	Progression Statements Spiritual, Moral, Social and Cultural Development
<b>Autumn Term</b>	<b>BELIEFS AND PRACTICES</b>	<p>Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all</p> <p>Pupils use their thinking about stories of Moses and Jesus to explore how Jews and Christians today celebrate key events from their history (e.g. in Passover and Lent)</p> <p>Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them</p> <p>Pupils discover and explore what Jewish people, humanists and Christians teach about how people can live together for the well-being of all</p> <p>Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all</p>	<b>CHRISTMAS</b>	<p>Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all</p> <p>Pupils compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities.</p> <p>Pupils use their thinking about stories of Jesus to explore how Christians today celebrate key events from their history (e.g. Christmas )</p> <p>Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them</p> <p>Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can provide key opportunities for pupils' spiritual development</p>	<p>To explain what forgiveness is and are able to relate this to everyday life.</p> <p>To show empathy.</p> <p>To show gratitude.</p> <p>To give examples of seeking freedom and justice in the world today.</p> <p>To give examples of how people and the world can live in harmony.</p> <p>To express their views to evermore challenging and controversial issues.</p>
	<b>Judaism</b>		<b>Christianity</b>		
<b>Spring Term</b>	<b>PASSOVER</b>	<p>Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some</p>	<b>EASTER</b>	<p>Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some</p>	
	<b>Judaism</b>		<b>Christianity</b>		



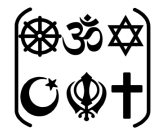
# RE Curriculum Map Overview



		<p>people value such celebrations very highly, but others not at all Pupils use their thinking about stories of Moses and Jesus to explore how Jews today celebrate key events from their history (e.g. in Passover) Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them</p>		<p>people value such celebrations very highly, but others not at all Pupils compare the texts in the Christian gospels that tell the stories of the crucifixion and resurrection, exploring how they are remembered and celebrated in a range of Easter festivities. Pupils use their thinking about stories of Jesus to explore how Christians today celebrate key events from their history (e.g. Easter) Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can provide key opportunities for pupils' spiritual development</p>	
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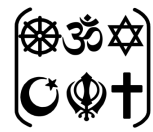
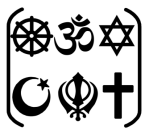
# RE Curriculum Map Overview



<b>Summer Term</b>	<b>rites of passage and good works</b>  <b>Judaism</b>	Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all Pupils use their detailed understanding of religious practice to describe the significance of being part of a religion.	<b>PRAYER AND WORSHIP</b>  <b>Christianity</b>	Linking to History and Design Technology pupils consider how the architecture of churches.	
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## YEAR 5

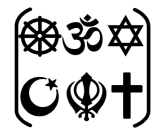
	<b>Theme</b>	<b>Progression Statements</b>	<b>Theme</b>	<b>Progression Statements</b>	<b>Progression Statements Spiritual, Moral, Social and Cultural Development</b>
<b>Autumn Term</b>	<b>BELIEF INTO ACTION</b>  <b>Sikhism</b>	Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all Pupils use their detailed understanding of religious practice such as the Five Pillars of Islam and worship of a deity in a Hindu family and a mandir to describe the significance of being part of a religion.	<b>CHRISTMAS</b>  <b>Christianity</b>	Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all Pupils compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities. Pupils use their thinking about stories of Jesus to explore how Christians today celebrate key events from their history (e.g. Christmas) Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them	To begin to show tolerance and understanding of others' beliefs.  To understand the value and priorities of others and how they differ to their own.  To look after things which are precious.  Be willing to learn and gain new understanding.  To be open to point of view that may differ from their own.



# RE Curriculum Map Overview

				Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can provide key opportunities for pupils' spiritual development
<b>Spring Term</b>	<b>BELIFS AND MORAL VALUES</b>  <b>Sikhism</b>	<p>Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all</p> <p>Pupils pursue an enquiry into beliefs about worship, relating the meanings of symbols and actions used in worship such as bowing down, making music together, sharing food or speaking to God (e.g. in prayer) to events and teachings from a religion they study</p>	<b>EASTER</b>	<p>Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all</p> <p>Pupils compare the texts in the Christian gospels that tell the stories of the crucifixion and resurrection, exploring how they are remembered and celebrated in a range of Easter festivities.</p> <p>Pupils use their thinking about stories of Jesus to explore how Christians today celebrate key events from their history (e.g. Easter )</p> <p>Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them</p> <p>Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can</p>



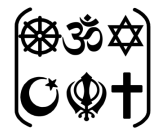


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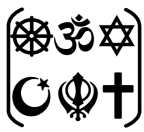
				provide key opportunities for pupils' spiritual development	
<b>Summer Term</b>	<b>PRAYER AND WORSHIP</b>  <b>Sikhism</b>	Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all Linking to History and Design Technology pupils consider how the architecture of churches, mosques, mandirs or gurdwaras expresses a community's way of life, values and beliefs Pupils find out about how celebrating Divali brings the Sikh community together, and expresses commitment to values of interdependence and generosity	<b>BELIEFS AND MORAL PRACTICES</b>  <b>Christianity</b>	Pupils make some connections between pilgrimage to Lourdes, Iona or 'the Holy Land' for Christians, describing the motives people have for making spiritual journeys Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all Pupils compare how Christians, Hindus or humanists celebrate a marriage and express and argue for ideas of their own about partnership, in discussions or in writing. Linking to History and Design Technology pupils consider how the architecture of churches expresses a community's way of life, values and beliefs Pupils explore the lives of key leaders from Christian contemporary life, describing the challenges they have faced and the commitments by which they have lived Linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals and the environment, loving their family or serving God.	



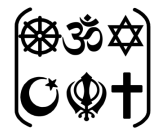
# RE Curriculum Map Overview



YEAR 6					
	Theme	Progression Statements	Theme	Progression Statements	Progression Statements Spiritual, Moral, Social and Cultural Development
Autumn Term	<b>BELIEFS AND PRACTICES</b>  <b>Islam</b>	<p>Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all</p> <p>Pupils compare how Christians, Muslims, Hindus or humanists celebrate a marriage and express and argue for ideas of their own about partnership, in discussions or in writing</p> <p>Pupils pursue an enquiry into beliefs about worship, relating the meanings of symbols and actions used in worship such as bowing down, making music together, sharing food or speaking to God (e.g. in prayer) to events and teachings from a religion they study</p> <p>Linking to History and Design Technology pupils consider how the architecture of mosques expresses a community's way of life, values and beliefs</p> <p>Pupils use their detailed understanding of religious practice such as the Five Pillars of Islam to describe the significance of being part of a religion</p>	<b>CHRISTMAS</b>  <b>Christianity</b>	<p>Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all</p> <p>Pupils compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities.</p> <p>Pupils use their thinking about stories of Jesus to explore how Christians today celebrate key events from their history (e.g. Christmas )</p> <p>Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them</p> <p>Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can provide key opportunities for pupils' spiritual development</p>	<p>To show tolerance and understanding of others' beliefs.</p> <p>To understand people have choices about their behaviour.</p> <p>To understand that there are consequences to people's behaviour (positive and negative).</p> <p>To build the ability to argue respectfully, reasonably and evidentially about religious and spiritual questions.</p>



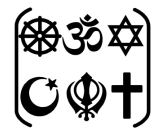
# RE Curriculum Map Overview



		<p>Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them</p> <p>Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can provide key opportunities for pupils' spiritual development</p>		
<p><b>Spring Term</b></p>	<p><b>BELIEFS AND MEANING</b></p> <p><b>Christianity</b></p>	<p>Pupils pursue an enquiry into beliefs about worship, relating the meanings of symbols and actions used in worship such as bowing down, making music together, sharing food or speaking to God (e.g. in prayer) to events and teachings from a religion they study</p> <p>Pupils consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama</p> <p>Linking to History and Design Technology pupils consider how the architecture of churches, expresses a community's way of life, values and beliefs</p> <p>Pupils develop their understanding of beliefs about life after death in two religions and humanism through seeking answers to their</p>	<p><b>EASTER</b></p> <p><b>Christianity</b></p>	<p>Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all</p> <p>Pupils compare the texts in the Christian gospels that tell the stories of the crucifixion and resurrection, exploring how they are remembered and celebrated in a range of Easter festivities.</p> <p>Pupils use their thinking about stories of Jesus to explore how Christians today celebrate key events from their history (e.g. Easter)</p> <p>Pupils list and describe similarities and differences in the ways different traditions express what 'belonging' means to them</p> <p>Linking to English, pupils find out about different forms of prayer and meditation in different religions and</p>



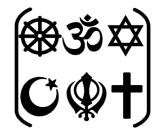
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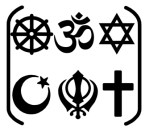
		<p>own questions and articulating reasons for their own ideas and responses</p> <p>Pupils discuss different perspectives on questions about the beginnings of life on Earth, so that they can describe different ways science and religions treat questions of origins</p> <p>Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or worldview</p> <p>Pupils discuss and debate reasons why different people have different ideas about the divine e.g. whether God is real and what God is like.</p> <p>Pupils discover and explore what Jewish people, humanists and Christians teach about how people can live together for the well-being of all</p> <p>Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all</p> <p>Linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of</p>		<p>worldviews, and write some prayers or meditations suited to particular occasions and traditions. This is one point, among many, where RE can provide key opportunities for pupils' spiritual development</p>	
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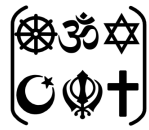
# RE Curriculum Map Overview



		<p>the religious plurality of their locality and of Britain today Pupils apply their own ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam Pupils write persuasively about the reasons why people who have a particular religious background or non-religious worldview try to help people who are vulnerable (eg victims of natural disasters or prejudice, people who live with disabilities or people affected by war)</p>			
<p><b>Summer Term</b></p>	<p><b>BELIEFS AND MORAL VALUES</b></p> <p><b>Islam</b></p>	<p>Linking to History and Design Technology pupils consider how the architecture of mosques expresses a community's way of life, values and beliefs Pupils develop their understanding of beliefs about life after death in two religions and humanism through seeking answers to their own questions and articulating reasons for their own ideas and responses Pupils use their detailed understanding of religious practice such as the Five Pillars of Islam to describe the significance of being part of a religion Pupils discuss different perspectives on questions about the beginnings of life on Earth, so that they can describe different ways science and religions treat questions of origins Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or worldview Pupils discuss and debate reasons why different people have different ideas about the divine e.g. whether God is real and what God is like.</p> <p>Pupils discuss and apply ideas from different religious codes for living to compile a charter of their own moral values, applying their ideas to issues of respect for all Linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today</p>			



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		<p>Pupils apply their own ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam</p> <p>Pupils write persuasively about the reasons why people who have a particular religious background or non-religious worldview try to help people who are vulnerable (eg victims of natural disasters or prejudice, people who live with disabilities or people affected by war)</p>	
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