

Religious Education Curriculum

In teaching Religious Education, our intent is that children will gain the ability to link the study of religion to personal reflections on meaning and purpose of life. They will also have the ability to ask significant and highly effective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.

Understand beliefs and teaching and how these are conveyed (believing)

Purpose and Aims

Understand practices, lifestyles and values (belonging)

Reflect (behaving)

Programme of Study

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for Religious Education are taken from Personal, Social and Emotional Development and Understanding the World.

KS1

KS1 - a holistic enquiry and understanding of the following religions through recognising, retelling and describing:
Y1 - Christianity and Judaism
Y2 - Christianity and Islam

KS2

KS2 - a holistic enquiry and understanding of the following religions through describing, explaining, demonstrating and interpreting:
Y3 - Christianity, Sikhism and Hinduism
Y4 - Christianity, Buddhism and Hinduism
Y5 - Christianity, Sikhism and Hinduism
Y6 - Christianity and Islam

Birth to three Religious Education Skills

Personal, Social and Emotional Development

T1 Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. Develop their sense of responsibility and membership of a community.

T2 Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.

Understanding the World

T3 Make connections between the features of their family and other families.

T4 Notice differences between people.

Nursery Religious Education Skills

Personal, Social and Emotional Development

T1 Develop their sense of responsibility and membership of a community.

Understanding the World

T2 Continue to develop positive attitudes about the differences between people.

Reception Religious Education Skills

Personal, Social and Emotional Development

T1 See themselves as a valuable individual.

T2 Think about the perspectives of others.

ELG: Building Relationships

- Show sensitivity to their own and others' needs.

Understanding the World

T3 Talk about members of their immediate family and community.

T4 Name and describe people who are familiar to them.

T5 Understand that some places are special to members of their community.

T6 Recognise that people have different beliefs and celebrate special times in different ways.

ELG: Past and Present

- Talk about the lives of the people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People and Communities

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Year 1 Religious Education Skills

Christianity

- T1: I can remember the Christian Creation story and talk about it.
- T2: I can express an opinion about the Christian belief about creation.
- T3: I can say how it felt to make something and how I think my creation should be treated.
- T4: I can re-tell the Christian Creation story and say some things that they believe God created on different days.
- T5: I can start to talk about how I think the world got here.
- T6: I can talk about a gift that is special to me and explain how I felt when I received it.
- T7: I can remember the Christmas story, including which gifts were given to Jesus.
- T8: I can remember a story about Jesus showing friendship and talk about it.
- T9: I can talk about times when I have been a good friend.
- T10: I can tell a story about Jesus and His friends and say how He showed friendship in that story.
- T11: I can say how Christians show friendship and how God helps them do this.
- T12: I can recall parts of the Easter story and recognise some symbols in the story.
- T13: I can start to show understanding that Jesus is special to Christians and say why.
- T14: I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.
- T15: I can use the right names for things that are special to Jewish people during Shabbat and explain why.
- T16: I can start to make a connection between being Jewish and decisions about behaviour.
- T17: I can say how it feels to say sorry and what I have said sorry for.
- T18: I can tell you something that either Rosh Hashanah or Yom Kippur is about.
- T18: I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.
- T19: I can talk about how cards help to mark celebrations.
- T20: I can recognise some of the symbols used at Chanukah and start to explain them.
- T21: I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s\he feels about God.

Judaism

Year 2 Religious Education Skills

Christianity Islam

T1: I can tell you when I have been kind to others even when it was difficult.

T2: I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.

T3: I can say if I think Christians should be kind and give a reason.

T4: I can say how I could help solve a problem in the world by showing love.

T5: I can explain how Jesus' coming to the world shows Christians how they could love/help people and the world.

T6: I can explain the Christian belief that God gave Jesus to the world to rescue/save it.

T7: I can use the right words to describe how Muslims pray and begin to explain why they do this.

T8: I can start to think through how praying 5 times a day might help in some ways more than others.

T9: I can tell you about a special journey and why it was special to me.

T10: I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.

T11: I can start to think about the significance of Hajj to a Muslim.

Year 3 Religious Education Skills

Hindu

Sikhism

Christianism

T1: I can tell you three important actions I could take to support a group I belong to.

T2: I can discuss my understanding of my group's symbol.

T3: I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.

T4: I can start to say why Divali might bring a sense of belonging to Hindus.

T5: I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't.

T6: I can talk about the difference that makes to my sense of belonging. T7: I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this.

T8: I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.

T9: I can explain what gift I would like to give to the world and what difference it would make.

T10: I can make the links between Christian beliefs about Christmas and the way they celebrate it.

T11: I can recognise that Christmas means different things to different people.

T12: I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.

T13: I can explain one Christian viewpoint about one of Jesus' healing miracles.

T14: I can start to say whether I believe Jesus actually healed people or not.

T15: I can explain some of the different roles I play whilst still being me.

T16: I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.

T17: I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.

T18: I can discuss why it is important to share even though it is not always easy.

T19: I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.

T20: I can begin to tell you if I think sharing is important or not to Sikhs.

T21: I can explain why water is important and 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.

T22: I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.

T23: I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.

T24: I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.

T25: I can start to evaluate which ways may show more or less commitment to God for Sikhs.

Year 4 Religious Education Skills

Buddhism

Hinduism

Christianity

- T1: I can start to show an understanding of why people think it is difficult to be happy all the time.
- T2: I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.
- T3: I can begin to show an understanding of what being happy means to Buddhists.
- T4: I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.
- T5: I can describe one thing a Christian might learn about Jesus from a Christmas symbol.
- T6: I can ask questions about what Christmas means to Christians and compare this with what it means to me.
- T7: I can suggest why there may be problems in the world and how people could help solve them.
- T8: I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.
- T9: I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.
- T10: I can talk about what sort of help I might need to show forgiveness. T11: I can describe what a Christian might learn about forgiveness from a Biblical text.
- T12: I can show an understanding of how Christians believe God can help them show forgiveness.
- T13: I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice.
- T14: I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.
- T15: I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.
- T16: I can explain some of the feelings my special place gives me and suggest why that is.
- T17: I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.
- T18: I can start to understand the impact a Christian's special place has on him/her.
- T19: I can say something I have learnt from Jesus' actions that I would like to consider in my own life.
- T20: I can describe an event that occurs in more than one Gospel and say what a Christian might learn from it.
- T21: I can say whether or not I think it is important to have stories repeated in several Gospels, and why this might be relevant to Christians.

Year 5 Religious Education Skills

Hinduism

Sikhism

Christianity

- T1: I can identify the different levels of commitment I show to different things and explain these priorities.
- T2: I can make links between how Sikhs practise their religion and the beliefs that underpin this.
- T3: I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.
- T4: I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.
- T5: I can start to explain the Christian belief that Jesus was the Incarnation of God.
- T6: I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.
- T7: I can describe some of the characteristics that make me me even when I am playing different roles.
- T8: I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives,
- T9: I can express my understanding of how Brahman can/ cannot be in everything.
- T10: I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.
- T11: I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.
- T12: I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.
- T13: I can show an understanding of why people show commitment in different ways.
- T14: I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.
- T15: I can start to express what I think about the best way a Sikh could show commitment to God.
- T16: I can show an understanding of why people show commitment in different ways.
- T17: I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.
- T18: I can explain why I think some ways of showing commitment to God would be better than others for Christians.
- T19: I can explain how other people may have different aspects to their nature.
- T20: I can make links between the consubstantial nature of God in 3 persons and the attributes that these persons share.
- T21: I can reflect on the Christian belief in The Trinity and some of the sources of this belief and express thoughts on this.

Year 6 Religious Education Skills

Islam

Christianity

T1: I can show an understanding of why people show commitment in different ways.

T2: I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.

T3: I can think of some ways of showing commitment to God that would be better than others for Muslims.

T4: I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. T5: I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.

T6: I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.

T7: I can express the feelings I have when I think about situations or things I would like to last forever.

T8: I can make links between different Christian beliefs and their views on whether anything is ever eternal.

T9: I can reflect on my own beliefs about whether anything is eternal.

T10: I can explain how the influence people have had on me has affected what I see as important.

T11: I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.

T12: I can give my opinion as to whether Christianity is a strong religion now and say why I think this.

T13: I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.

T14: I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.

T15: I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.

T16: I can explain two different Muslim interpretations of Jihad.

T17: I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.