

## RE Curriculum Intention

To teach and inspire children to have: systematic knowledge and understanding of a range of diverse religions and worldviews. Enabling them to learn the knowledge and skills to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ. To promote pupils' spiritual, moral, social and cultural development and cultivate an aptitude and the cultural capital for dialogue so that they can participate positively in a diverse society.

	Intent	Implementation	Impact
<p>In Foundation stage children will explore religion in terms of special people, books, times, places and visit places of worship where appropriate.</p> <p>Reflect on their own feelings and experiences and use their imagination and curiosity to develop their appreciation of the world in which they live.</p>	<p>In Reception, children will begin to show an understanding of wider religions and express their feelings and experiences about the world.</p>	<p><b><u>Autumn 1 – Special Places and Festivals.</u></b></p> <ul style="list-style-type: none"> <li>• Know what a Harvest is.</li> <li>• Know how do people celebrate Harvest?</li> <li>• Know how can we help people?</li> <li>• Identify and ask questions about customs associated with particular religious communities.</li> </ul> <p><u>Autumn 2 – The Birth of Jesus</u></p> <ul style="list-style-type: none"> <li>• To know what is Diwali?</li> <li>• To know who celebrates Diwali?</li> <li>• To know why do we celebrate Christmas?</li> <li>• Retell the Christmas Story</li> </ul> <p><u>Spring 1 - Relationships, Promises and Church Wedding Celebrations</u></p> <ul style="list-style-type: none"> <li>• To know what is a church?</li> <li>• To know why do people go to church?</li> <li>• To identify features of a church.</li> <li>• Identify symbolic actions, gestures and rituals.</li> <li>• Christianity Visit the local church.</li> </ul> <p><u>Spring 2 - Easter Celebrations</u></p> <ul style="list-style-type: none"> <li>• What is the special book that Christians read?</li> <li>• Find out about ways in which sacred texts are regarded and read by believers.</li> <li>• To know how Easter is celebrated and why it is.</li> <li>• To retell the Easter Story.</li> </ul> <p><u>Summer 1 – Caring for Creation</u></p> <ul style="list-style-type: none"> <li>• Why should we look after the earth?</li> <li>• What would happen if we stopped caring for each other / the creatures etc?</li> </ul>	<p><b><u>Explore Skills</u></b></p> <p>Pupils talk about past and present events in their own lives and in the lives of family members. They talk about similarities and differences in relation to themselves, places, objects, materials and living things including faith buildings e.g. the church.</p> <p><b><u>Engage Skills</u></b></p> <p>Pupils can talk about the features of their own immediate environment and how environments might vary from one another and what makes them special and unique.</p> <p><b><u>Reflect Skills</u></b></p> <p>Pupils can talk about how other children do not always enjoy the same things and are sensitive to this. They talk about similarities and differences between themselves and others, and among families, communities and traditions. They can show how important it is to be part of a community.</p>

		<ul style="list-style-type: none"> <li>• Ask and respond imaginatively to questions about things that are interesting or puzzling in the world.</li> <li>• Islam</li> </ul> <p><u>Summer 2 – Helping others</u></p> <ul style="list-style-type: none"> <li>• Why is it important to belong?</li> <li>• What different groups / societies do you belong?</li> <li>• How does belonging to a group make you feel?</li> <li>• Hear and respond to stories about belonging and relating to religious communities.</li> <li>• Islam</li> </ul>	
<p>At the end of KS1, Engage with stories and extracts from religious literature and talk about their meanings.</p> <p>Find out about ways in which sacred texts are regarded, read and handled by believers.</p> <p>Find out about how and when people worship and ask questions about why this is important to believers.</p> <p>Explore the preparations for and find out about the celebration of festivals.</p> <p>Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives.</p> <p>Explore as appropriate the special nature of artefacts used in worship.</p> <p>Identify symbolic actions, gestures and rituals and talk about how they</p>	<p>In Year 1, the children will study different religions and explore different artefacts and celebrations.</p> <p>The children will learn different religious studies and recognise key symbols.</p>	<p><u>Autumn 1 – Caring</u></p> <ul style="list-style-type: none"> <li>• How do people show they care?</li> <li>• How do faith communities show they care?</li> <li>• Why do believers care for others?</li> <li>• Who do you care for?</li> </ul> <p><u>Autumn 2 – Belonging</u></p> <ul style="list-style-type: none"> <li>• Why do people celebrate special moments in life?</li> <li>• How do faith communities celebrate special moments in life?</li> <li>• What do these ceremonies mean to believers?</li> <li>• What does it mean to you to celebrate special moments?</li> </ul> <p><u>Spring 1 – Celebrations</u></p> <ul style="list-style-type: none"> <li>• How do people celebrate?</li> <li>• How do faith communities celebrate?</li> <li>• How do people express their beliefs through their celebrations?</li> </ul> <p><u>Spring 2 – Families</u></p> <ul style="list-style-type: none"> <li>• Who can you turn to?</li> <li>• Who turned to God?</li> <li>• What did they learn from God?</li> </ul> <p><u>Summer 1 – Answers</u></p> <ul style="list-style-type: none"> <li>• What can we learn from stories?</li> </ul>	<p><b><u>Explore Skills</u></b></p> <p>Use some religious words and phrases to recognise and name features of religious life and practice valued by believers.</p> <p>Recall religious stories.</p> <p>Recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.</p> <p><b><u>Engage Skills</u></b></p> <p>Talk about their experience of the world around them and in particular what is of value and concern to themselves and to others</p> <p><b><u>Reflect Skills</u></b></p>

<p>are used as part of worship and ceremonies.</p> <p>Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression.</p> <p>Reflect and respond to stories about belonging and relating to religious communities - Find out about ceremonies in which special moments in the life cycle are marked.</p>		<ul style="list-style-type: none"> <li>• What stories do members of faith communities tell which have meanings?</li> <li>• What can believers learn from their stories and why is this important to them? What have you learned from stories?</li> </ul> <p><u>Summer 2 – Worship</u></p> <ul style="list-style-type: none"> <li>• How and when do people meet together?</li> <li>• How and when do faith communities meet together for worship?</li> <li>• Why is it important to members of faith communities to meet together for worship?</li> </ul>	<p>Demonstrate an awareness that there is more than one religious tradition or faith and community.</p>
<p>Ask and respond imaginatively to questions about things that are interesting or puzzling in the world. Listen to and ask questions about stories of individuals and their relationship with God.</p> <p>Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers.</p> <p>Reflect and respond to stories highlighting the morals and values of believers in practice.</p> <p>Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions.</p> <p>Explore stories from religious traditions and find out about attitudes to the natural world.</p>	<p>In Year 2, The children will build on their knowledge of Christianity and other religious beliefs, values and celebrations.</p>	<p><u>Autumn 1 – Caring for the natural world</u></p> <ul style="list-style-type: none"> <li>• How do people show they care about the world?</li> <li>• What do faith communities believe about the world?</li> </ul> <p><u>Autumn 2 – Valuing new life</u></p> <ul style="list-style-type: none"> <li>• How do people show what is important to them?</li> <li>• What stories, symbols and visual forms of expression are important to members of faith communities?</li> </ul> <p><u>Spring 1 – Worship and Ceremonies</u></p> <ul style="list-style-type: none"> <li>• How do people use actions, gestures and rituals in their daily lives?</li> <li>• What do these actions, gestures and rituals mean and why are they important to believers?</li> <li>• How can you show what or who is important to you through actions, gestures and rituals?</li> </ul> <p><u>Spring 2 – Belonging to a group</u></p> <ul style="list-style-type: none"> <li>• What difference does it make to belong?</li> <li>• What difference does it make to belong to a faith community?</li> </ul> <p><u>Summer 1 – Storytelling through sacred writings</u></p> <ul style="list-style-type: none"> <li>• Why do people tell stories that have a meaning?</li> <li>• Why do faith communities value stories that have meaning for them?</li> </ul>	<p><b><u>Explore Skills</u></b></p> <p>Use religious words and phrases to identify some features of religion and its importance.</p> <p>Show awareness of similarities in religions.</p> <p>Retell religious stories and suggest meanings for religious actions and symbols.</p> <p>Identify how religion is expressed in different ways.</p> <p><b><u>Engage Skills</u></b></p> <p>Recognise that some questions cause people to wonder and are difficult to answer.</p> <p>Share ideas about right and wrong</p> <p><b><u>Reflect Skills</u></b></p>

		<ul style="list-style-type: none"><li>• What can stories tell you about important things in life?</li></ul> <p><u>Summer 2 – Showing kindness and goodness</u></p> <ul style="list-style-type: none"><li>• What makes a person good?</li><li>• Who do believers think is good?</li><li>• How can you be good?</li></ul>	<p>Name more than one religious tradition or faith community.</p> <p>Talk about some of the distinctive features of each such religious tradition/faith community.</p>
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<p>At the end of KS2,</p> <p>Explore the origins of sacred writings and consider their importance for believers today.</p> <p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings.</p> <p>Explore the life of key religious figures and make links with teachings and practices of special significance to followers</p> <p>Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers.</p> <p>Compare and contrast the practice of religion in the home in different religious communities.</p> <p>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers.</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and differences</p> <p>Investigate the life of a person who has been inspired by their faith and make links between belief and action.</p>	<p>In Year 3 children will, deepen their understanding of religions.</p>	<p><u>Autumn 1 – Exploring living by rules</u></p> <ul style="list-style-type: none"> <li>• What do we need rules for?</li> <li>• What rules can be found in sacred writings?</li> <li>• What impact do these rules have on the lives of believers?</li> <li>• What impact do rules have on your life? Random acts of</li> <li>• Kindness (RAK)</li> </ul> <p><u>Autumn 2 – Religion in the home</u></p> <ul style="list-style-type: none"> <li>• What makes people’s homes different?</li> <li>• What makes a home distinctive of a particular faith community?</li> <li>• How important is it for believers to practice their faith at home?</li> </ul> <p><u>Spring 1 – Symbols of worship</u></p> <ul style="list-style-type: none"> <li>• Identify the use of symbols, actions and gestures in worship.</li> <li>• Explain how these might give believers a sense of identity and belonging.</li> <li>• Explain what beliefs are expressed through symbols, action and gestures, comparing and contrasting the ways in which they are used by different communities.</li> <li>• Identify examples from their own experience and suggest how using symbols, actions and gestures might be used by themselves and others to express what is of value.</li> </ul> <p><u>Spring 2 – Sharing special food</u></p> <ul style="list-style-type: none"> <li>• Describe features of religious traditions, identify similarities and differences and explain why believers might commit to carrying on these practices.</li> <li>• Identify important beliefs expressed through traditions and explain how these might strengthen the faith of individuals and communities.</li> <li>• Identify traditions that are important to them and explain what this says about their identity and values.</li> </ul>	<p><b><u>Explore Skills</u></b></p> <p>Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.</p> <p>Make links between beliefs, practices and sources, including religious stories and sacred texts.</p> <p>Begin to identify the impact religion has on believers lives and describe some forms of religious expression.</p> <p><b><u>Engage Skills</u></b></p> <p>Ask important questions about values, commitments and beliefs.</p> <p>Make links between their own and others' responses, attitudes and behaviour.</p> <p><b><u>Reflect Skills</u></b></p> <p>Identify and distinguish between the faiths being explored and express some awareness of their identity.</p> <p>Understand the importance and reality of existing in a plural context.</p>
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<p>Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers.</p> <p>Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions.</p> <p>Compare and contrast the use of symbols, actions and gestures used in worship by different communities</p> <p>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice.</p>		<p><u>Summer 1 – The beginning of the world</u></p> <ul style="list-style-type: none"> <li>• Identify stories from faith traditions about the beginning of the world and explain why they are still important to faith communities today.</li> <li>• Identify beliefs contained in stories from faith traditions and show how believers might use these to explore other difficult questions or ethical decision.</li> <li>• Make links between ideas about the beginning of the world with attitudes and values and show the impact that this might have on individuals and communities.</li> </ul> <p><u>Summer 2 – Religious leaders</u></p> <ul style="list-style-type: none"> <li>• Identify what sets a religious leader apart and explain the importance of leaders for individuals and communities today.</li> <li>• Make the link between the teachings and practices of religious leaders and their relevance for individuals and communities today.</li> <li>• Identify possible personal role models, explain the criteria for their choice and say what impact this might have on their own life.</li> </ul>	
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<p>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences.</p> <p>Find out about the activities of a local religious community and make links with key religious teachings.</p> <p>Research some key events in the development of a religious tradition and explain the impact on believers today.</p> <p>Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked.</p> <p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings.</p> <p>Investigate and reflect on a range of religious responses to suffering, hardship and death.</p> <p>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life.</p> <p>Make links between beliefs and action and reflect on how this might have local, national and international impact.</p>	<p>In Year 4, children will study a variety of religions and will describe the similarities and difference between religions. Year 4 will also identify the impact of religion on people's lives.</p>	<p><u>Autumn 1 – Environment: Harvest</u></p> <ul style="list-style-type: none"> <li>• Link stories, beliefs and practices and explain their impact on believers and communities.</li> <li>• Explain how stories and beliefs influence behaviour and help believers to make moral choices in relation to the environment/ natural world.</li> <li>• Make links to their own values and actions and consider the consequences of their actions for the environment/natural world.</li> </ul> <p><u>Autumn 2 – Landmarks in life</u></p> <ul style="list-style-type: none"> <li>• Identify important features of religious ceremonies and explain why these might be seen as important aspects of a believer's life.</li> <li>• To link symbolic aspects of ceremonies to beliefs and teachings and explain why the ceremony might be important to those taking part.</li> <li>• Share ideas and experiences of ceremonies important to them and suggest what these might say about their personal beliefs and values.</li> </ul> <p><u>Spring 1 – Commitment: Lent</u></p> <ul style="list-style-type: none"> <li>• Identify important beliefs and values of faith communities and explain the impact of these on the behaviour of believers.</li> <li>• Ask questions about the importance of beliefs and values for believers and make suggestions about the impact of commitment on their lives</li> <li>• Share ideas about right and wrong and talk about the challenge of their own commitments.</li> </ul> <p><u>Spring 2 – Study of chosen religion</u></p> <ul style="list-style-type: none"> <li>• Identify some of the main features of a chosen religious lifestyle.</li> <li>• Explain the meaning of key actions and symbols to a follower in the chosen religious.</li> <li>• To talk about things in their lifestyle which are important to them and which they would like to pass on as a tradition to others.</li> </ul>	<p><b><u>Explore Skills</u></b></p> <p>Use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experiences.</p> <p>Describe some similarities and differences both within and between religions.</p> <p>Describe the impact of religion on people's lives.</p> <p>Explore and explain meanings for a range of forms of religious expression.</p> <p><b><u>Engage Skills</u></b></p> <p>Raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments.</p> <p>Recognise the implications and consequences of making moral choices.</p> <p><b><u>Reflect Skills</u></b></p> <p>Apply their ideas about identity and commitment, in a diverse world to their own and others people's lives.</p> <p>Describe what inspires and influences themselves and others.</p> <p>Discuss their and others' commitments, values and choices.</p>
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<p>Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers.</p> <p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment.</p> <p>Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives.</p> <p>Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour.</p>		<p><u>Summer 1 – Thinking about God</u></p> <ul style="list-style-type: none"> <li>Identify names and attributes used to describe God, link these with beliefs and explain how this might be different within and between faiths.</li> <li>Make links between belief about God, the practices of believers and the choices they make in life.</li> <li>Identify the names and attributes they would want for themselves and to show how they might live up to this reputation.</li> </ul> <p><u>Summer 2 – Features and patterns of worship.</u></p> <ul style="list-style-type: none"> <li>Identify the main features and patterns of an act of worship and suggest reasons for similarities and differences within and between faiths.</li> <li>Identify symbolic actions that are part of worship and show how these might strengthen the faith of a believer</li> <li>Talk about their own experience of gatherings make the link between values, interests and commitments to groups.</li> </ul>	
	<p>In Year 5 children will build on previous knowledge.</p>	<p><u>Autumn 1 – Sacred writings: Hinduism</u></p> <ul style="list-style-type: none"> <li>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings.</li> <li>Distinguish different types of religious literature and say why different sacred writings are important to faith communities.</li> <li>Identify teachings and source material from a range of sacred writings and explain how these might be used within faith communities.</li> <li>Identify literature relevant to them and to explain the impact this might have on their lives.</li> </ul> <p><u>Autumn 2 – Peace</u></p> <ul style="list-style-type: none"> <li>Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers.</li> <li>Identify, compare and contrast a range of symbolism used in faith communities.</li> </ul>	<p><b><u>Explore Skills</u></b></p> <p>Use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities.</p> <p>Show a developing insight into why people belong to religions.</p> <p>Demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this.</p> <p>Explain how religious sources are used to provide answers to ethical issues.</p> <p><b><u>Engage Skills</u></b></p>

		<ul style="list-style-type: none"> <li>• Identify beliefs expressed through the use of symbolism and explain why it might be important to believers.</li> <li>• Identify ways in which they might express their own values symbolically and consider the consequences of showing commitment in this way.</li> </ul> <p><u>Spring 1 – Religious diversity: happiness</u></p> <ul style="list-style-type: none"> <li>• Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences</li> <li>• Pupils consider a fundamental question of life learning from other people’s thoughts as well as their own experience.</li> <li>• They learn about the difference between material and spiritual values and recognise that people with different religious or non-religious perspectives may come to similar conclusions, considering specific ideas from Buddhism and Humanism.</li> <li>• They explore the link between what we think or believe, how we act or behave and how happy we make ourselves and other people.</li> </ul> <p><u>Spring 2 – Easter suffering and hardship</u></p> <ul style="list-style-type: none"> <li>• Investigate and reflect upon a range of religious responses to suffering, hardship and death.</li> <li>• Identify responses to suffering, hardship and death from sacred writings and identify key religious beliefs.</li> <li>• Identify beliefs about suffering, hardship and death and suggest how these might support believers and faith communities.</li> <li>• Share examples of unfairness from their own experience and to suggest what might help them to cope with suffering, hardship and death.</li> </ul> <p><u>Summer 1 – Wise words</u></p> <ul style="list-style-type: none"> <li>• Investigate and reflect upon a range of religious responses to suffering, hardship and death.</li> <li>• Explain the origin and transmission of sacred writings and explain their importance for faith communities today.</li> </ul>	<p>Ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating to their own and others' lives.</p> <p>Make clear connections between personal viewpoints and actions.</p> <p><b><u>Reflect Skills</u></b></p> <p>Explain what inspires and influences them.</p> <p>Express their own and others' views on the opportunities and challenges of commitment in a diverse world.</p> <p>Identify the consequences for themselves and for others of holding particular beliefs and values.</p>
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	In Year 6 children will build on previous knowledge.	<p><u>Autumn 1 – Commitment</u></p> <ul style="list-style-type: none"> <li>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment.</li> <li>Describe what happens at a ceremony associated with joining or belonging to a faith community and explain why people might choose to join.</li> <li>Explain the meaning of a joining ceremony for believers and explain the impact of commitment on their future lives.</li> <li>To talk about personal values and commitments and the impact that these have on their own lives and the lives of people around them.</li> </ul> <p><u>Autumn 2 – Words of wisdom</u></p> <ul style="list-style-type: none"> <li>Explore on the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions.</li> <li>To make links between words, phrases and stories of importance to faith communities and say how these reflect the ideas of believers.</li> </ul>	<p><b><u>Explore Skill</u></b></p> <p>Use religious and philosophical vocabulary to give informed accounts of religions and beliefs.</p> <p>Interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues.</p> <p>Interpret the significance of different forms of religious, spiritual and moral expression.</p> <p><b><u>Engage Skills</u></b></p> <p>Use reasoning and examples to explore the relationship between beliefs, teachings and world issues.</p>

		<ul style="list-style-type: none"> <li>• To link words, phrases and stories with important beliefs and say what impact these might have on the lives of believers.</li> <li>• To use words, phrases and stories to explore their personal values and explain what influences them.</li> </ul> <p><u>Spring 1 – Taking part</u></p> <ul style="list-style-type: none"> <li>• Find out about the activities of a local religious community and make links with key religious teachings.</li> <li>• Find out about the activities of a local religious community and make links with key religious teachings.</li> <li>• Identify ways in which religious teachings are reflected in the activities of a faith community and explain what this might mean for a believer.</li> <li>• Identify community activities from their own experience and link these with their own values and attitudes.</li> </ul> <p><u>Spring 2 – Belief in action</u></p> <ul style="list-style-type: none"> <li>• Make links between beliefs and action and reflect how this might have local, national and international impact.</li> <li>• Give examples of believers who acted on their faith and explain the impact of those actions.</li> <li>• Make the connection between stories, beliefs and actions and explain the wider impact on believers and communities.</li> <li>• Share ideas about their own values and commitments and show how their actions might have a wider impact.</li> </ul> <p><u>Summer 1 – The importance of hope</u></p> <ul style="list-style-type: none"> <li>• Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings.</li> <li>• Identify puzzling questions and suggest what impact seeking answers and making choices might have.</li> </ul>	<p>Express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth.</p> <p><b><u>Reflect Skills</u></b></p> <p>Focusing on values and commitments, know how to consider their own response to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others.</p> <p>Talk about examples of religious cooperation, and why this is sometimes difficult.</p>
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