



# Religious Education Curriculum



## Subject Overview

Being a Church of England school, we follow the London Diocesan Board for Schools RE framework for primary schools. The LDBS framework requires that provision of RE lessons in Church of England schools should be based on 'The State of Entitlement' which stipulates that two-thirds of RE lessons should be based on Christianity and one-third of RE lessons should be based on other world faiths. (Judaism, Islam, Buddhism, Hinduism and Sikhism.) This equates to 4 half-term units of Christianity and 2 half-term units of other principal world faiths.

For each year group, there will be an overview of what each year group should have achieved by the end of the year followed by a more detailed outline of the topics covered as they relate to the three strands for RE learning.

A: know about and understand a range of religions and world views.

B: express ideas and insights about the nature, significance and impact of religions and worldviews.

C: gain and deploy the skills needed to engage seriously with religions and world views

### Intent

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

### Implementation

- Weekly RE lessons from Nursery to Year 6. The amount of time spent on RE is UP TO 30 minutes every week in the Foundation Stage and 1hour and 15minutes per week from Year 1-6.
- Class assemblies always include reference to RE teaching in class.
- Cross-curricular links are made with different subjects to increase purpose of RE and ensure it is entwined with other subject areas and the curriculum as a whole.
- Incidental opportunities to use RE in other lessons and during either in-class act of worship or whole school collective worship.

### Impact

- Pupils become religiously literate.
- Pupils are able to make connections within and across religions and world views.
- Pupils are able to reflect, respond and express their own opinions and beliefs.
- Pupils are able to ask deep and meaningful questions.
- Pupils are able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews belief systems, values and practices.

## Nursery

By the end of nursery, pupils can should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.

### Other Subject Links

Communication and language  
Personal, social and emotional development  
Understanding the world  
Expressive arts and design

## Reception

By the end of Reception, pupils can

### Beliefs, Teachings, Sources of Wisdom & Authority

- Talk about a religious story
- Remember a religious (eg Christian, Hindu etc) story and talk about it

### Ways of Living

- Talk about some belonging ceremonies. (eg Christening)
- Use the right names for things that are special to religious people (eg Christians, Jews)

### Ways of Expressing Meaning

- Talk about a religious symbol. (eg star at Christmas)
- Recognise religious art, symbols and words and talk about them.

### Questions of Identity, Diversity and Belonging

- Talk about their family.
- Talk about what they find interesting, curious or puzzling.

### Questions of Meaning, Purpose and Truth

- Say how they feel when they are happy or sad.
- Talk about things that happen to them.

### Questions of Values and Commitments

- Say why their family is important to them.
- Talk about what is important to them and to other people.

### Other Subject Links

Communication and language  
Personal, social and emotional development  
Understanding the world  
Expressive arts and design

## Year 1

By the end of Year 1, the children will be able to

### **Beliefs, Teachings, Sources of Wisdom & Authority**

- Talk about a religious story
- Retell a religious (eg Christian, Hindu etc) story and talk about it.
- Retell a religious (eg Christian, Sikh etc) story and give some meaning behind different beliefs and practices.

### **Ways of Living**

- Talk about some belonging ceremonies. (eg Christening)
- Recall and name different beliefs and practices, including festival, worship rituals and ways of life.
- Begin to explain the meanings behind different beliefs and practices.

### **Ways of Expressing Meaning**

- Talk about a religious symbol. (eg star at Christmas)
- Recognise religious art, symbols and words and talk about them.
- Recognise religious symbols, words and actions. Begin to understand they express a community's way of life.

### **Questions of Identity, Diversity and Belonging**

- Talk about their family.
- Begin to ask questions about the faith communities in their school.
- Begin to ask and respond sensitively to what individuals and communities do.

### **Questions of Meaning, Purpose and Truth**

- Say how they feel when they are happy or sad.
- Think about the special things that happen to them and others.
- Talk about aspects of religious stories which raise questions for people.

### **Questions of Values and Commitments**

- Say why their family is important to them.
- Think about what is important to them and to other people.
- Talk about what is important to them and to others with respect for their feelings

## Year 2

By the end of Year 2, we expect children to

### **Beliefs, Teachings, Sources of Wisdom & Authority**

- Retell a religious (eg Christian, Hindu etc) story and talk about it.
- Retell a religious story and suggest meanings to some religious and moral stories.
- Begin to describe what a believer might learn from a religious story.

### **Ways of Living**

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life.
- Ask and respond to questions about why religious communities do different things.
- Begin to describe some of the things that are the same and different for religious people.

### **Ways of Expressing Meaning**

- Recognise religious art, symbols and words and talk about them.
- Recognise that religious symbols, words and actions express a community way of living.
- Use religious vocabulary to describe some of the different ways in which people show their beliefs.

### **Questions of Identity, Diversity and Belonging**

- Begin to ask questions about the faith communities in their school.
- Notice and respond sensitively to some similarities between different religious and worldviews.
- Begin to make connections between their own experiences of belonging and those of others.

### **Questions of Meaning, Purpose and Truth**

- Think about the special things that happen to them and others.
- Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom.
- Begin to ask important questions about life. Begin to compare their ideas with those of others.

### **Questions of Values and Commitments**

- Think about what is important to them and to other people.
- Begin to express their ideas and opinions and to recognise there could be more than one answer.
- Begin to make links that are important to them and other people with the way they think and behave.

### **Other Subject Links**

PSHCE

P4C

## Year 3

By the end of Year 3, we expect children to:

### Beliefs, Teachings, Sources of Wisdom & Authority

- Retell a religious story and suggest meaning to some religious and moral stories.
- Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.
- Make links between the beliefs (teachings, sources, etc) of different religious groups and begin to show how they are connected to believers' lives.

### Ways of Living

- Ask and respond to questions about why communities do different things.
- Describe and begin to make links between some of the things that are the same and different for religious people.
- Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.

### Ways of Expressing Meaning

- Recognise that religious symbols, words and actions express a community's way of living.
- Use religious vocabulary to describe some of the different ways of life and ways of expressing meaning.
- Express religious beliefs (ideas, feelings, etc) using a range of media, and the correct religious vocabulary used by believers, and suggest what they mean.

### Questions of Identity, Diversity and Belonging

- Notice and respond sensitively to some similarities between different religious beliefs and worldviews.
- Compare their own understanding of belonging with that of someone else's. Identify similarities and differences.
- Begin to observe and suggest why belonging to a community, (religious or non-religious) may be valuable and bring a different dimension to how to live a life.

### Questions of Meaning, Purpose and Truth

- Explore questions about meaning and truth. Discuss sacred writings and sources of wisdom.
- Ask important questions about life and compare their ideas with those of other people.
- Discuss and represent their own views on challenging questions. Suggest reasons and respond thoughtfully.

### Questions of Values and Commitments

- Begin to express their ideas and opinions.
- Link things that are important to them and other people with the way they think and behave.
- Begin to ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values.

### Other Subject Links

PSHCE

P4C

History

## Year 4

By the end of Year 4, the children will be expected to

### Beliefs, Teachings, Sources of Wisdom & Authority

- Describe what a believer might learn from a religious story/sacred text. Reflect and respond thoughtfully.
- Make links between the beliefs (teachings, sources, etc) of the different religions studied and show how they are connected to believers' lives.
- Begin to suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.

### Ways of Living

- Describe and begin to make connections between some of the things that are the same and different for religious people.
- Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.
- Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.

### Ways of Expressing Meaning

- Use religious vocabulary to describe some different ways of life and ways of expressing meaning.
- Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.
- Use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions.

### Questions of Identity, Diversity and Belonging

- Compare some of the things that influence them with those that influence other people.
- Verbalise their own understanding of the concept/belief, e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.
- Give their own and others' views on questions about who they are and where they belong and on the challenges of belonging to a religion. Give a personal view of what inspires and influences them.

### Questions of Meaning, Purpose and Truth

- Ask important questions about life and compare their ideas with those of other people.
- Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.
- Ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth in our lives.

### Questions of Values and Commitments

- Link things that are important to us and other people with the way they think and behave.
- Confidently ask questions about the moral decisions they make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values.
- Begin to apply and express their own ideas and others' ideas about ethical questions, including ideas about what is right and wrong and what is fair and just.

### Other Subject Links

PSHCE

P4C

History

## Year 5

By the end of Year 5, we expect children to be able to

### Beliefs, Teachings, Sources of Wisdom & Authority

- Make links between the beliefs (teachings, sources, etc) of different religions studied and show how they are connected to believers' lives.
- Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.
- Say what religions teach about some of the big questions of life, using different sources and arguments to begin to explain the reasons for diversity within and between them.

### Ways of Living

- Use the correct religious vocabulary to describe and compare what practices and experiences may be involved in belonging to different religious groups.
- Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities.
- Show understanding and explain how concepts/beliefs, e.g. forgiveness, resonate in their own life and be able to see that this might be different for other people because of their religious belief.

### Ways of Expressing Meaning

- Verbalise and/or express their own thoughts about belief, ways of living and expressing meaning, using a range of media.
- Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value.
- Use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.

### Questions of Identity, Diversity and Belonging

- Verbalise their own understanding of the concept/belief e.g. belonging, and start to relate this to the people they are studying e.g. Jewish people.
- Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect.
- Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples.

### Questions of Meaning, Purpose and Truth

- Begin to apply their own and others' ideas to a given question and support their viewpoint with facts and evidence.
- Represent the views of others about meaning, purpose and truth.
- Use reasoning and examples to express insights into their own and others' views on questions about the meaning and purpose of life and the search for truth.

### Questions of Values and Commitments

- Confidently ask questions about the moral decisions we make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/ values.
- Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.
- Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to them.

### Other Subject Links

PSHCE

P4C

History

## Year 6

By the end of Year 6, the children will have to:

### Beliefs, Teachings, Sources of Wisdom & Authority

- Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.
- Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life.
- Present a coherent picture of religious beliefs, values and responses to questions of meaning and truth which takes account of personal research on different religious topics and a variety of sources and evidence.

### Ways of Living

- Begin to explain, with reasons, the meaning and significance of religion/ faith to individuals and communities.
- Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life.
- Show how religious activity in today's world has been affected by the past and by traditions, and how belonging to a religion may mean different things to different people, even within the same religion.

### Ways of Expressing Meaning

- Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply the knowledge to their own understanding of religious and spiritual expression of belief and value.
- Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.
- Use a wide religious and philosophical vocabulary, as well as different forms of expression, in presenting a clear picture of how people express their religious, spiritual and ethical beliefs in a variety of ways.

### Questions of Identity, Diversity and Belonging

- Begin to consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect.
- Consider the challenges and impact of belonging to a religion today with reference to our own and other people's views on human nature and society, supporting those views with reasons and examples.
- Give a personal view with reasons and examples on what value religious and other views might have for understanding ourselves and others.

### Questions of Meaning, Purpose and Truth

- Represent the views of others about meaning, purpose and truth.
- Use reasoning and examples to express confidently insights into their own and others' views on questions about the meaning and purpose of life and the search for truth.
- Give a personal view with reasons and examples on what value religious and other views might have for understanding questions about the meaning and purpose of life.

### Questions of Values and Commitments

- Apply and express their own and others' views about ethical questions, including ideas about what is right and wrong and what is just and fair.
- Use reasoning and a range of examples to express insights into the relationship between beliefs, teachings and world issues. Reflect on their own ideas.
- Give a personal view with reasons and examples on what value religious and other views might have for understanding what is important to them and to other people.

### Other Subject Links

PSHCE

P4C

History

# National curriculum in England: Religious Education

## Purpose of Study

Religious Education contributes dynamically to children and young people's education in schools 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. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

## Aims

The curriculum for RE aims to ensure that all pupils:

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

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

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

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

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

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

## RE in the school curriculum

RE is a statutory subject of the school curriculum of maintained schools. Academies and free schools are contractually required through the terms of their funding to make provision for the teaching of RE to all pupils on the school roll. Alongside the subject's contribution to pupils' mental, cognitive and linguistic development, RE offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural development. RE lessons should offer a structured and safe space during curriculum time for reflection, discussion, dialogue and debate. Lessons should also allow for timely and sensitive responses to be made to unforeseen events of a religious, moral or philosophical nature, whether local, national or global.

## The breadth of RE

The law requires that local authority RE agreed syllabuses and RE syllabuses used in academies that are not designated with a religious character 'must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. This means that from the ages of 5 to 19 pupils in schools\* learn about diverse religions and worldviews including Christianity and the other principal religions. Some schools with a religious character will prioritise learning about and from one religion, but all types of school need to recognise the diversity of the UK and the importance of learning about its religions and worldviews, including those with a significant local presence.

## Subject content

### RE in the Early Years Foundation Stage

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Religious education is a legal requirement for all pupils on the school roll, including all those in the reception year.

### RE in Key Stage 1

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

### RE in Key Stage 2

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

(Taken from the DfE: Statutory Guidance)

### Assessment

- Pupils are assessed on whether they are Working Towards end of Year expectations, Working at the Expected Standard or Working at the Expected Standard in Greater Depth.
- Pupils are assessed by teachers according to the end of year expectations as set out in this document. Teacher assess all through the year and helps to form a 'teacher assessment.' There are no formal tests administered in French.
- End of year judgements for RE are communicated in the end of year report for children in Years 1-6. No judgement is made in Nursery or Reception but the subject may be referred to in comments on end of year reports.

### Helpful Web Links

- [www.natre.org.uk](http://www.natre.org.uk)
- [www.reonline.org.uk](http://www.reonline.org.uk)
- [www.request.org/uk](http://www.request.org/uk)
- [www.retoday.org.uk](http://www.retoday.org.uk)
- [www.nasacre.org.uk](http://www.nasacre.org.uk)
- [www.barnabasinschools.org.uk](http://www.barnabasinschools.org.uk)