

# Pennine Way Primary School



## Religious Education Curriculum and Skills Plan

National Curriculum Objectives and skills

## Religious Education

Our Religious Education Curriculum promotes the ethos of our school, where we learn together the values of Co-Operation, Acceptance, Respect and Empathy. Our religious skills; challenge our thoughts, enrich our personalities, foster our communication and deepen our understanding of the place of religion and belief in our diverse society. Through question, discussion, expression and explanation, we express views that are fair and compassionate.

### Religious Education Recovery Curriculum focus

Critical content for our recovery curriculum in Religious Education has been evaluated and our priority skills are based around the knowledge and understanding of religions studied to enable the pupils to be confident with the content to then apply to different contexts later in their education. This knowledge of each religion will ensure that the pupils develop a secure understanding of its origins, settings, cultures, stories, sights and sounds.

In every year group the knowledge and understanding of Christianity forms part of the critical content in Religious Education. The priority is around building a secure knowledge of Christianity in terms of incarnation (Christmas), salvation (Easter) and the Gospel. Through gaining a secure sense of what Christianity is, we aim for pupils to have strong foundations for studying other religions.

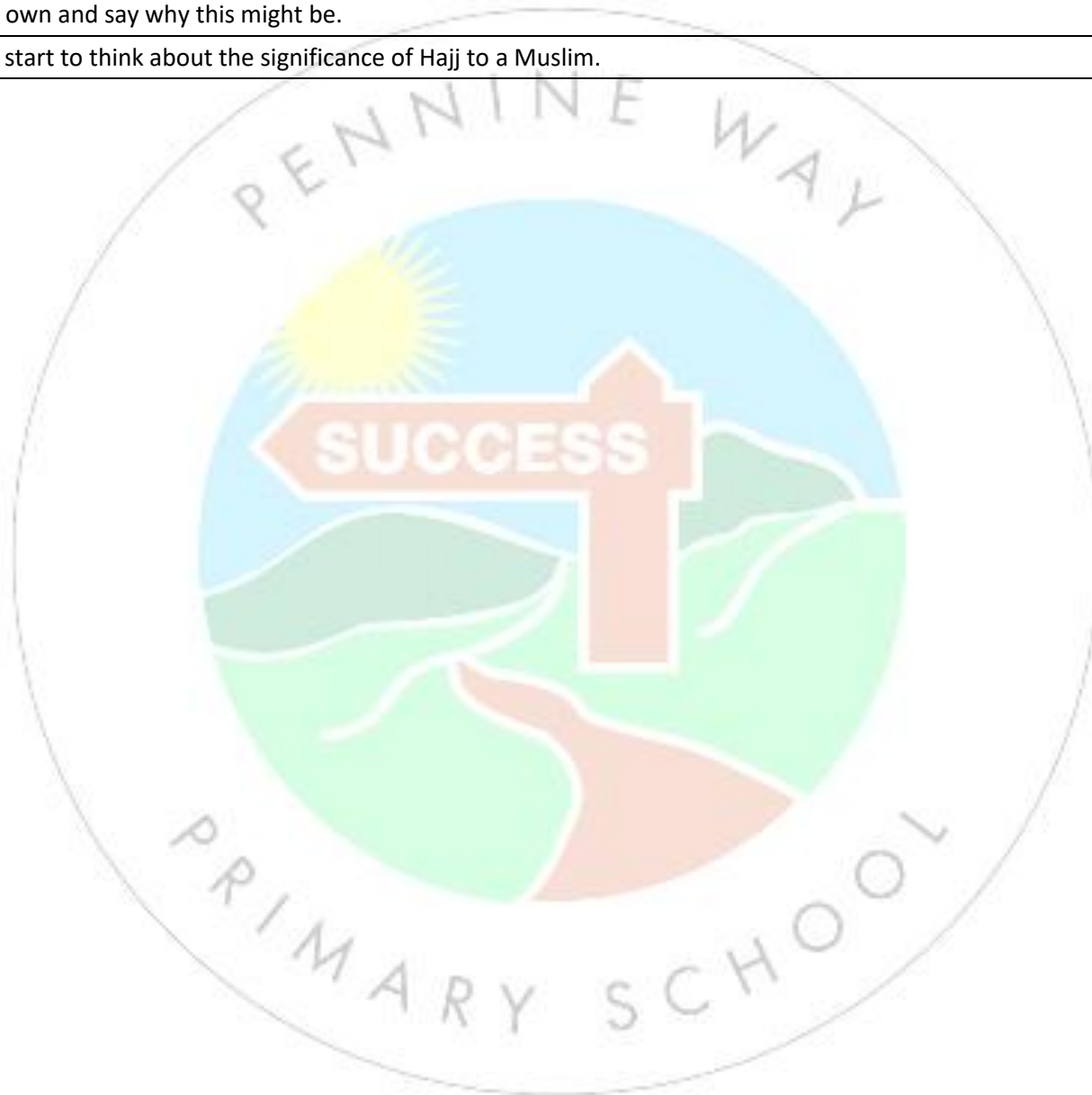
In addition to Christianity, critical content has been identified as the knowledge and understanding strand of each other religion studied (Judaism in Year 1, Hinduism in Year 3, Buddhism in Year 4, Sikhism in Year 5 and Islam in years 2 and 6). Previously we have covered Judaism in Years 1 and 2. We have taken the decision to teach Islam in Year 2 as of the academic year 2021-2022 due to the increasing number of Muslim families within our school community and local area. We also feel it is important to address the misconceptions and bias shared in the media. This knowledge will be critical as children will also learn about Islam in Year 6.

Specific skills identified as critical content and being essential building blocks for each child's progression in their Religious Education curriculum have been **highlighted**.

Religious Education National Curriculum Expectations Year 1		Year 1			
		Aut	Spr	Sum	
Christianity	Personal resonance with or reflection on...				
	RE1.1	I can say how it felt to make something.			
	RE1.2	I can talk about a gift that is special to me.			
	RE1.3	I can talk about my friends and why I like them.			
	RE1.4	I can talk about a person I admire.			
	Knowledge and understanding of...				
	RE1.5	<i>I can remember the Christian Creation story and talk about it.</i>			
	RE1.6	<i>I can remember some of the Christmas story.</i>			
	RE1.7	<i>I can remember a story about Jesus showing friendship and talk about it.</i>			
	RE1.8	<i>I can recall parts of the Easter story. I can recognise some symbols in the story.</i>			
	Evaluation / critical thinking in relation to the enquiry question.				
	RE1.9	I can express an opinion about the Christian belief about creation.			
	RE1.10	I can suggest a gift I would give Jesus.			
	RE1.11	I can say how Jesus tried to be a good friend.			
RE1.12	I can start to show understanding that Jesus is special to Christians and say why.				
Judaism	Personal resonance with or reflection on...				
	RE1.13	I can tell you which my favourite day of the week is and talk about food I would like to share in a special meal.			
	RE1.14	I can say how it feels to say sorry and what I have said sorry for.			
	Knowledge and understanding of...				
	RE1.15	<i>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</i>			
	RE1.16	<i>I can tell you something that either Rosh Hashanah or Yom Kippur is about.</i>			
	Evaluation / critical thinking in relation to the enquiry question.				
	RE1.17	I can start to make a connection between being Jewish and decisions about behaviour.			
	RE1.18	I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.			

Religious Education National Curriculum Expectations Year 2		Year 2					
		Aut	Spr	Sum			
Christianity	Personal resonance with or reflection on...						
	RE2.1	I can tell you when I have been kind to others even when it was difficult.					
	RE2.2	I can say how I could help solve a problem by showing love.					
	RE2.3	I can say what I believe happens to you when you die and tell you how I remember people close to me.					
	Knowledge and understanding of...						
	RE2.4	<i>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</i>					
	RE2.5	<i>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</i>					
	RE2.6	<i>I can recall what Christians believe happened on Easter Sunday.</i>					
	Evaluation / critical thinking in relation to the enquiry question.						
	RE2.7	I can say if I think Christians should be kind and give a reason.					
RE2.8	I can tell you why Christians think God gave Jesus to the world.						
RE2.9	I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.						
Islam	Personal resonance with or reflection on...						
	RE2.10	I can explain how it felt to have to stop doing something to reach the target we had set.					
	RE2.11	I can understand how meeting in a certain place could make me feel like I belong.					
	RE2.12	I can tell you about a special journey and why it was special to me.					
	Knowledge and understanding of...						
	RE2.13	<i>I can use the right words to describe how Muslims pray and begin to explain why they do this.</i>					
	RE2.14	<i>I can explain what happens when Muslims pray alone or at the mosque.</i>					
	RE2.15	<i>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</i>					
	Evaluation / critical thinking in relation to the enquiry question.						
	RE2.16	I can start to think through how praying 5 times a day might help in some ways more than others.					
RE2.17	I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on						

		their own and say why this might be.			
	RE2.18	I can start to think about the significance of Hajj to a Muslim.			



Religious Education National Curriculum Expectations Year 3		Year 3			
		Aut	Spr	Sum	
Christianity	Personal resonance with or reflection on...				
	RE3.1	I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.			
	RE3.2	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.			
	RE3.3	I can suggest how a person may rescue/help others who are in difficult situations.			
	Knowledge and understanding of...				
	RE3.4	<i>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</i>			
	RE3.5	<i>I can explain one Christian viewpoint about one of Jesus' healing miracles.</i>			
	RE3.6	<i>I can start to tell you why Christians believe Jesus' death is important.</i>			
	Evaluation / critical thinking in relation to the enquiry question.				
	RE3.7	I can start to tell you what Christmas means to Christians and what it means to me.			
RE3.8	I can start to say whether I believe Jesus actually healed people or not.				
RE3.9	I can start to reflect on whether I agree with Christian beliefs about Jesus' death.				
Hinduism	Personal resonance with or reflection on...				
	RE3.10	I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol.			
	RE3.11	I can explain some of the different roles I play whilst still being me.			
	RE3.12	I can explain why water is important.			
	Knowledge and understanding of...				
	RE3.13	<i>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</i>			
	RE3.14	<i>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</i>			
	RE3.15	<i>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</i>			

	Evaluation / critical thinking in relation to the enquiry question.			
RE3.16	I can start to say why Divali might bring a sense of belonging to Hindus.			
RE3.17	I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.			
RE3.18	I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.			



Religious Education National Curriculum Expectations Year 4		Year 4			
		Aut	Spr	Sum	
Christianity	Personal resonance with or reflection on...				
	RE4.1	I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.			
	RE4.2	I can talk about what sort of help I might need to show forgiveness.			
	RE4.3	I can explain some of the feelings my special place gives me and suggest why that is.			
	Knowledge and understanding of...				
	RE4.4	<i>I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</i>			
	RE4.5	<i>I can describe what a Christian might learn about forgiveness from a Biblical text.</i>			
	RE4.6	<i>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</i>			
	Evaluation / critical thinking in relation to the enquiry question				
	RE4.7	I can ask questions about what Christmas means to Christians and compare this with what it means to me.			
RE4.8	I can show an understanding of how Christians believe God can help them show forgiveness.				
RE4.9	I can start to understand the impact a Christian's special place has on him/her.				
Buddhism	Personal resonance with or reflection on...				
	RE4.10	I can start to show an understanding of why people think it is difficult to be happy all the time.			
	RE4.11	I can suggest why there may be problems in the world and how people could help solve them.			
	RE4.12	I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice.			
	Knowledge and understanding of...				
	RE4.13	<i>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.</i>			
	RE4.14	<i>I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.</i>			
	RE4.15	<i>I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</i>			
Evaluation / critical thinking in relation to the enquiry question					
RE4.16	I can begin to show an understanding of what being happy means to Buddhists.				



	RE4.17	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.			
	RE4.18	I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.			



Religious Education National Curriculum Expectations Year 5		Year 5			
		Aut	Spr	Sum	
Christianity	Personal resonance with or reflection on...				
	RE5.1	I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.			
	RE5.2	I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.			
	RE5.3	I can show an understanding of why people show commitment in different ways.			
	Knowledge and understanding of...				
	RE5.4	<i>I can start to explain the Christian belief that Jesus was the Incarnation of God.</i>			
	RE5.5	<i>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</i>			
	RE5.6	<i>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.</i>			
	Evaluation / critical thinking in relation to the enquiry question				
	RE5.7	I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.			
RE5.8	I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.				
RE5.9	I can explain why I think some ways of showing commitment to God would be better than others for Christians.				
Sikhism	Personal resonance with or reflection on...				
	RE5.10	I can identify the different levels of commitment I show to different things and explain these priorities.			
	RE5.11	I can explain how some stories can teach people about what is important and how to behave.			
	RE5.12	I can show an understanding of why people show commitment in different ways.			
	Knowledge and understanding of...				
	RE5.13	<i>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</i>			
	RE5.14	<i>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</i>			
	RE5.15	<i>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.</i>			

	Evaluation / critical thinking in relation to the enquiry question			
RE5.16	I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.			
RE5.17	I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.			
RE5.18	I can start to express what I think about the best way a Sikh could show commitment to God.			



Religious Education National Curriculum Expectations Year 6		Year 6					
		Aut	Spr	Sum			
Christianity	Personal resonance with or reflection on...						
	RE6.1	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.					
	RE6.2	I can express the feelings I have when I think about situations or things I would like to last forever.					
	RE6.3	I can explain how the influence people have had on me has affected what I see as important.					
	Knowledge and understanding of...						
	RE6.4	<i>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.</i>					
	RE6.5	<i>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</i>					
	RE6.6	<i>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</i>					
	Evaluation / critical thinking in relation to the enquiry question						
	RE6.7	I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.					
RE6.8	I can reflect on my own beliefs about whether anything is eternal.						
RE6.9	I can give my opinion as to whether Christianity is a strong religion now and say why I think this.						
Islam	Personal resonance with or reflection on...						
	RE6.10	I can show an understanding of why people show commitment in different ways.					
	RE6.11	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.					
	RE6.12	I can give examples of times when I misinterpreted something.					
	Knowledge and understanding of...						
	RE6.13	<i>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.</i>					
	RE6.14	<i>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</i>					
RE6.15	<i>I can explain two different Muslim interpretations of Jihad.</i>						

	Evaluation / critical thinking in relation to the enquiry question			
RE6.16	I can think of some ways of showing commitment to God that would be better than others for Muslims.			
RE6.17	I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.			
RE6.18	I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.			

