

National curriculum aims in RE

The curriculum for R E aims to ensure that all pupils:

- 1.** make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
- 2.** understand the impact and significance of religious and non-religious beliefs, so that they can:
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning
- 3.** make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
 - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

RE Intent

Our school aim in religious education is to help all pupils explore what people believe and how this impacts on the ways that they live. This exploration will enable pupils to gain the knowledge, understanding and skills they need to be able to consider questions about religion and belief, whilst developing their own ideas and ways in which they wish their own lives.

This aim can be reached using 3 core elements in our teaching and learning approach:

- **Making sense of beliefs**
- **Understanding the impact**
- **Making connections**

Our priorities at Hugglescote are Community, Health and Wellbeing and Communication are evident throughout the R E curriculum in many ways.

Community

- Links to our local church, visits ,Open Book assemblies focussed around Christian beliefs
- Many opportunities to learn about the diversity in religious and non -religious beliefs within our community and wider world
- Building awareness and tolerance of different cultures and belief systems
- Beginning to develop children as global citizen so they can take their place in the world

Communication

- A huge range of opportunities to for discussion, developing understanding of different religion and their beliefs
- Learning can be communicated in a variety of ways, drama, drawing and writing
- Being able to use relevant vocabulary in order to discuss different faiths
- Ask questions sensitively and respectfully to widen their knowledge of different faiths and cultures

Health and Wellbeing

- Noticing differences and being able to broaden understanding by asking questions in a sensitive way
- Every religion is underpinned by a core belief of kindness and respect
- Making connections by comparing and contrasting different beliefs
- How the beliefs of people from different faiths help them make connections within their own communities
- How beliefs can affect mental and physical well being

EYFS

Autumn		Spring		Summer	
F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?

Learning about Religion: How pupils develop their knowledge, skills and understanding with reference to:			Learning from Religion: How pupils, in the light of learning about religion, express their responses and insights with regard to questions and issues about:		
Beliefs, teachings and sources	Practices and ways of life	Forms of expression	Identity and belonging	Meaning, purpose and truth	Values and commitments
Engage actively with religious stories, non-fiction, rhymes and poems The Lion and The Mouse The Ugly Duckling The story of Jesus blessing the children	Know some similarities and differences between different religions and cultures in our country	Understand that some places are special to members of their community	Develop their sense of responsibility and membership of a community	Offer explanations and answers to 'why' questions about religious stories	Manage emotions and develop a positive sense of self understanding their own feelings and those of others through religious stories Owl Babies Dear Zoo We're Going on A Bear Hunt David and Goliath The Calming of the Storm

End of EYFS outcomes

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

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

Autumn		Spring	Summer	
1.10 What does it mean to belong to a faith community?	1.2 Who do Christians say made the world?	1.7 Who is Jewish and how do they live?	1.1 What do Christians believe God is like?	1.9 How should we care for others and the world? C J NR

Learning about Religion: How pupils develop their knowledge, skills and understanding with reference to:			Learning from Religion: How pupils, in the light of learning about religion, express their responses and insights with regard to questions and issues about:		
Beliefs, teachings and sources	Practices and ways of life	Forms of expression	Identity and belonging	Meaning, purpose and truth	Values and commitments
Identify the core beliefs and concepts studied and give a simple description of what they mean The Story of the Lost Coin The Lost Sheep	Give examples of how stories show what people believe	Give clear, simple accounts of what stories and other texts mean to believers The story of Channkah Recap of David and Goliath	Give examples of how people use stories, texts and teachings to guide their beliefs and actions	Identify things in the religious materials they have studied that they find puzzling	Think ,talk and ask questions about what the ideas they have been studying mean to them The Rainbow Fish The Good Samaritan The Paralysed Man - Luke 5v17-26

					The story of people bringing children to Jesus(Mark 10v13-15) Inspiring people- Mother Teresa and Doctor Barnard
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Year 2

Autumn		Spring		Summer	
1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? (part 2)	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? C M

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Beliefs, teachings and sources	Practices and ways of life	Forms of expression	Identity and belonging	Meaning, purpose and truth	Values and commitments
Identify the core beliefs and concepts studied and give a simple description of what they mean Muhammed and the Cat The story of the Tiny Ants	Give examples of how stories show what people believe	Give clear, simple accounts of what stories and other texts mean to believers	Give examples of how people use stories, texts and teachings to guide their beliefs and actions	Identify things in the religious materials they have studied that they find puzzling	Think ,talk and ask questions about what the ideas they have been studying mean to them

RE Content Progression

Muhammed and the Camel Muhammed and the Black Stone					
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End of KS1 outcomes
Children will be able to:

- identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers
- give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice
- think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make

Year 3

Autumn	Spring		Summer	
L 2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God?	L 2.9 How do festivals and worship show what matters to a Muslim?	L 2.10 How do festivals and family life show what matters to Jewish people?	L 2.4 What kind of world did Jesus want?	L 2.12 How and why do people try to make the world a better place? C M J NR

Learning about Religion: How pupils develop their knowledge, skills and understanding with reference to:	Learning from Religion: How pupils, in the light of learning about religion, express their responses and insights with regard to questions and issues about:
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Beliefs, teachings and sources	Practices and ways of life	Forms of expression	Identity and belonging	Meaning, purpose and truth	Values and commitments
Identify the core beliefs and concepts studied Genesis 1 1-25	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities	Make links between texts of authority and the key concepts studied	Describe how people show their beliefs in how they worship and in the way they live Jonah and The Fish The story of the Exodus The Ten Commandments	Make links between some of the practices studied and life in the world today, expressing some ideas of their own clearly	Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how they themselves might think and live

Year 4

Autumn		Spring		Summer	
L 2.3 What is the Trinity and why is it important to Christians?	L 2.7 What do Hindus believe God is like?	L 2.8 What does it mean to be Hindu in Britain today?	L 2.5 Why do Christians call the day Jesus died 'Good Friday'?	L 2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L 2.11 How and why do people mark the significant events of life? C H NR

Learning about Religion: How pupils develop their knowledge, skills and understanding with reference to:			Learning from Religion: How pupils, in the light of learning about religion, express their responses and insights with regard to questions and issues about:		
Beliefs, teachings and sources	Practices and ways of life	Forms of expression	Identity and belonging	Meaning, purpose and truth	Values and commitments

<p>Identify the core beliefs and concepts studied</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities The story of Svetaketu The story of how Ganesh got his elephant head Stories about Khriشنا The story of Diwali</p>	<p>Make links between texts of authority and the key concepts studied</p>	<p>Describe how people show their beliefs in how they worship and in the way they live Extracts from the Gospels- Matthew 21 7-11 Luke 23 13-25 and 32-48 Luke 24 1-12 The story of The Last Supper- Matthew 26-17-25</p>	<p>Make links between some of the practices studied and life in the world today, expressing some ideas of their own clearly</p>	<p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how they themselves might think and live</p>
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Year 5

Autumn		Spring		Summer	
<p>U2.2 What does it mean if Christians believe God is holy and loving?</p>	<p>U2.8 What does it mean to be a Muslim in Britain today?</p>	<p>U 2.3 Why do Christians believe Jesus was the Messiah?</p>	<p>U 2.9 Why is the Torah so important to Jewish people?</p>	<p>U 2.4 Christians and how to live: 'What would Jesus do?'</p>	<p>U 2.10 What matters most to Humanists and Christians? C M/J NR</p>

<p>Learning about Religion: How pupils develop their knowledge, skills and understanding with reference to:</p>	<p>Learning from Religion: How pupils, in the light of learning about religion, express their responses and insights with regard to questions and issues about:</p>
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Beliefs, teachings and sources	Practices and ways of life	Forms of expression	Identity and belonging	Meaning, purpose and truth	Values and commitments
Identify and explain core beliefs and ,using examples from sources of authority in religions	Make clear connections between what people believe and how they live, individually and in communities	Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts	Using evidence and examples, show how and why people put their beliefs into action in different ways ,e.g. in different communities, denominations or cultures The Ten Commandments Exodus Joseph and his brothers-Genesis 37 The Creation story- Genesis 1 Noah-Genesis	Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g.) believers and atheists)	Consider and weigh up how ideas studied in this unit relate to their own experiences of the world giving good reasons for the views they have and the connections they make

Year 6

Autumn		Spring		Summer	
U 2.2 Creation and science: conflicting or complementary?	U 2.11 Why do some people believe in God and some people not?	U 2.7 Why do Hindus want to be good?	U 2.5 What do Christians believe Jesus did to 'save' people?	U 2.5 For Christians, what kind of king is Jesus?	U 2.12 How does faith help people when life gets hard?

Learning about Religion: How pupils develop their knowledge, skills and understanding with reference to:			Learning from Religion: How pupils, in the light of learning about religion, express their responses and insights with regard to questions and issues about:		
Beliefs, teachings and sources	Practices and ways of life	Forms of expression	Identity and belonging	Meaning, purpose and truth	Values and commitments

RE Content Progression

<p>Identify and explain core beliefs and ,using examples from sources of authority in religions</p>	<p>Make clear connections between what people believe and how they live, individually and in communities</p>	<p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts The man in the Well The story of Gandhi and the concept of ahimsa Heaven by Steve Turner</p>	<p>Using evidence and examples, show how and why people put their beliefs into action in different ways ,e.g. in different communities, denominations or cultures The 'Big Story' of the Bible</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g.) believers and atheists)</p>	<p>Consider and weigh up how ideas studied in this unit relate to their own experiences of the world giving good reasons for the views they have and the connections they make</p>
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End of KS2 outcomes

- Make sense of a range of religious and non-religious beliefs
- Understand the impact and significance of religious and non-religious beliefs
- Make connections between religious and non-religious beliefs, concepts ,practices and ideas studied