



# Singlewell Primary School

## cares about being...

Curious  
Ambitious  
Resilient  
Equal  
Safe

### R.E Curriculum Document

#### Intent for R.E Curriculum

Our RE lessons are intended to offer a broad, rich and **ambitious** RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore and become **curious** about religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues.

SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive, **equal** attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives; they will be given opportunities to explore their thoughts and ideas in a **safe** and encouraging setting.

## Learning in EYFS:

The most relevant statements for RE are taken from the following areas of learning:

3-4 Years		Reception		Early Learning Goal		
Personal, Social and Emotional development	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul>	Personal, Social, and Emotional Development	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Think about the perspectives of others.</li> </ul>	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> <li>Show sensitivity to their own and others' needs.</li> </ul>
Understanding the World.	<ul style="list-style-type: none"> <li>Continue to develop positive attitudes about the differences between people.</li> </ul>	Understanding the world	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	Understanding the world	Past and Present	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
					People and communities	<ul style="list-style-type: none"> <li>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>

	Y1	Y2	Y3	Y4	Y5	Y6
Know about and understand a range of religious and non-religious worldviews.	<p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p>	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p>	<p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <p>Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>Describe the practice of prayer in the religions studied (A2).</p> <p>Make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <p>Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).</p>	<p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p>	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>Outline Jesus' teaching on how his followers should live (A2).</p> <p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>	<p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>Make connections between beliefs and behaviour in different religions (A1).</p> <p>Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1).</p>

<p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p> <p>Identify some ways Christians celebrate Christmas/Easter/ Harvest /Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers (A2).</p>	<p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p> <p>Identify some ways Christians celebrate Christmas/Easter/ Harvest /Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers (A2).</p>	<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p>	<p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p> <p>Describe how the way some people celebrate festivals might show something about their beliefs (A2).</p> <p>Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3).</p>		
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<p><i>Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</i></p>	<p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p>	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p>	<p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p>	<p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p>	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p>	<p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p>
	<p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p>	<p>Re-tell a story about the life of the Prophet Muhammad (A2).</p>	<p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p>	<p>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</p>	<p>Outline Jesus' teaching on how his followers should live (A2).</p>	<p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p>
	<p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p>	<p>Recognise some objects used by Muslims and suggest why they are important (A2).</p>	<p>Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1).</p>	<p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p>	<p>Make connections between how believers feel about places of worship in different traditions (A3).</p>	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p>
	<p>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</p>	<p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p>	<p>Describe the practice of prayer in the religions studied (A2).</p>	<p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p>	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p>	<p>Make connections between beliefs and behaviour in different religions (A1).</p>
	<p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p>	<p>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</p>	<p>Make connections between what people believe about prayer and what they do when they pray (A3).</p>	<p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p>	<p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p>	<p>Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1).</p>
	<p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p>	<p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p>	<p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p>	<p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p>	<p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>	
		<p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p>	<p>Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).</p>	<p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p>		

	<p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest /Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers (A2).</p>	<p>Identify some ways Christians celebrate Christmas/Easter/ Harvest /Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers. (A2).</p>	<p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p>	<p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p> <p>Describe how the way some people celebrate festivals might show something about their beliefs (A2).</p> <p>Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3).</p>		
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<p><i>Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</i></p>	<p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p>Ask questions and suggest some of their own responses to ideas about God (C1).</p>	<p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p>	<p>Present different views on why people believe in God or not, including their own ideas (C1).</p>	<p>Apply ideas about values from scriptures to the title question (C2).</p>
	<p>Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p>	<p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</p>	<p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>	<p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</p>
	<p>Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>	
	<p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p>	<p>Discuss their own and others' ideas about how people decide about right and wrong (C3).</p>		
	<p>Respond to examples of co-operation between different people (C2).</p>	<p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).</p>		<p>Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1)</p>		
	<p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p>				
	<p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>				