



Singlewell Primary School

cares about being...

Curious
Ambitious
Resilient
Equal
Safe

R.E Curriculum Document

This curriculum follows the Kent Locally Agreed Syllabus for Religious Education and reflects the needs of our multi-faith school community.

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.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Know about and understand religious and worldviews	I can talk about ways that people in my class are different and similar, including in how they think about the world. I can recognise that some people believe different things about the world, like where we come from and how to live. I can say what I notice about people's religious clothing, food or festivals. I can name some special times or celebrations that people in my class or community have. I can talk about people in my family and community who are important to me. <u>Vocabulary:</u> Religion, belief, worldview, festival, prayer, place of worship, God, Holy, special book	I can retell simple stories from Christianity and another religion and talk about what they teach believers. I can talk about special religious celebrations and why they matter to believers.. I can recognise that some people have different beliefs about God and the world I can recognise and name some religious symbols, objects or places and say why they are important. <u>Vocabulary:</u> religion, belief, God, special, worship, celebration, festival, faith, belonging, prayer	I can retell some stories behind festivals. I know that religions have festivals of commitment such as christenings, Bar/Bat Mitzvahs. I can retell some stories from more than one faith and explain what they teach people or mean. I can make simple links between belief and practice. I can make links between the messages within sacred texts and the way people live. I can recognise religious objects and suggest why they are important and how they are used. <u>Vocabulary:</u> Worldview, religious story, tradition, teaching, choice, promise, thankful, thankfulness, sharing, difference, same, similar, sacred	I can name some religious festivals and retell stories linked to them. I can recall and name some of the ways religions mark milestones of commitment. I can retell and suggest the meanings of stories from sacred texts about people who encountered God. I can make connections between stories about temptation and why people can find it difficult to be good. I can describe some of the ways religious groups describe God. I can describe what some believers say or do in pray. <u>Vocabulary:</u> Practice, tradition, community, values, symbol, symbolism, celebration, ritual, rite, source of wisdom, holy, significance, compare, connection, diversity	I can make connections between stories, symbols and beliefs and what happens in at least two festivals. I can identify the similarities and differences in the way festivals are celebrated in different religions. I can suggest why some people see life as a journey and identify some of the key milestones. I can describe what happens in ceremonies of commitment and say what these rituals mean. I can make connections between stories within a sacred text and how this changes the way people live their lives. I can recall and name stories from sacred texts I can describe the practise of prayer. I can describe things which are important to believers. <u>Vocabulary:</u> Morals, identity, scripture, commandment, authority, belonging	I can describe and make connections between stories, symbols and beliefs and how believers celebrate their faith through festivals and rituals (practices). I can describe and make connections about stories and life events such as commitment ceremonies, pilgrimages and begin to think about views on life after death. I can describe and give reasons for connections between stories in a sacred text and religious practice. I know different terms used for describing beliefs about God and how beliefs can be different, even in the same religion. I can describe and make connections between the key functions of a religious building and the beliefs of the religious community. <u>Vocabulary:</u> Honesty, compassion, justice, ambition, ethics, purpose	I can reflect thoughtfully to describe and make connections between stories and beliefs with ways in which different religions can have faith in their beliefs and celebrate it. I can reflect thoughtfully to describe and make connections between stories and beliefs with ways in which different religions can show their faith through commitment ceremonies or practices, such as charity, artwork and rituals. I can describe the impact of a person's belief on their lives. I can describe the forms of guidance religious people use and compare them to forms of guidance by the pupil. I can describe what Ahimsa, Grace and Ummah mean to religious people. I can describe, make connections and be critical of examples of religious creativity. <u>Vocabulary:</u> Belonging, role model, reconciliation

Expressing and communicating ideas related to religions and worldviews	Religion and Beliefs						
	Religion	Beliefs	Religion	Beliefs	Religion	Beliefs	Religion
	I can use words I've learned to talk about things that are special to people in different religions. I can describe what happens in a religious story in my own words. I can explain why a festival or celebration is important to some people. I can share my own ideas about people who believe in different things. I can talk about things that matter to me and explain how they might be the same or different from what others believe. <u>Vocabulary:</u> Believe, belief, meaning, important, special, reason, choice, different ideas	I can talk about my own ideas and feelings when I hear religious stories. I can say what I think about questions to do with God, the world and what is special. I can share what I have learned about religious beliefs using words, pictures or role play. I can listen to others' ideas and talk respectfully about similarities and differences. <u>Vocabulary:</u> think, feel, believe wonder, important, story, message	I can recognise that sacred texts contain stories which are special to many people and should be treated with respect. I can identify ways that festivals are marked and identify how this might make people feel. I can talk about special religious days and give examples of what might be done to celebrate. I can ask questions and suggest answers to questions about stories to do with religious festivals. I can identify ways that some people make a response to God by caring for others and the world. I can talk about ways in which stories, objects, symbols and actions show what people believe. <u>Vocabulary:</u> respect, kindness, tolerance, equal, culture, caring, promise, forgiveness, fairness	I can identify beliefs about God. I can give examples of how and suggest reasons why religious groups use their sacred text today. I can recognise and identify some differences between religious festivals and other types of celebrations. I can recall and talk about some rules for living in religious traditions and practices. I can respond thoughtfully to examples of how praying helps religious believers. I can describe and comment on similarities and differences between how different religions pray. <u>Vocabulary:</u> express, communicate, explain, describe, reflect, reflection, respond, question, answer, reason, opinion	I can suggest why having faith or belief in something can be hard. I can identify how and say why it makes a difference to people's lives to believe in God. I can give examples of ways in which some inspirational people have been guided by their religion. I can ask questions and give idea about what matters most to believers in festivals. I can suggest reasons why marking milestones of life are important to religious communities. I can give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. I can describe ways in which prayer can comfort, guide or challenge believers. <u>Vocabulary:</u> point of view, interpret, meaning, significance, understanding, perspective, conclusion, community	I can identify reasons why a sacred text and belief in God is important to a religious group and how it makes a difference to how they live. I can offer interpretations of two parables and say what they might teach people about how to live. I can raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life. I can understand the struggles which religious groups may experience living in our world today. I can identify reasons why prayer (at home and a place of worship) is important to a religious group and how it makes a difference to how they live. <u>Vocabulary:</u> Role model, harmony, devotion, obedience, charity, morality, Amrit, Khalsa, Prashad	I can consider similarities and differences between beliefs and behaviour in different faith. I can explain some similarities and differences between beliefs about life after death. I can explain some reasons why groups of people have different ideas about an afterlife. I can express ideas about how and why religion can help believers when times are hard, giving examples. I can outline the challenges of belonging to a religious community in Britain today. I can show an understanding of the value of sacred buildings and art. I can suggest reasons why some believers see generosity and charity as more important than buildings and art. <u>Vocabulary:</u> Humanism, salvation, service, meditation, soul, afterlife, destiny,

Gaining and deploying skills for studying religions and worldviews.	I can listen to a story about a religion and say what I noticed. I can ask a question about something I hear in a religious story. I can listen to a friend talk about their beliefs and think about what they said. I can use new words when I talk about different religions and beliefs. I can explain why I asked a question or chose something I noticed. I can tell others what I think about something I learned about religion. <u>Vocabulary:</u> Think, remember, feel, believe, important, meaning, idea, choice, opinion	I can ask simple questions about religious stories, objects and celebrations. I can use simple religious words to talk about beliefs and practices. I can notice similarities and differences between my life and the lives of religious people. I can recall things I have learned about religions and use them to answer questions. <u>Vocabulary:</u> Christian, Jesus, God, Bible, church, , Christmas, Easter, Jewish, Muslim, Hindu, special book, Qur'an, star of David, Hanukkah, Allah, Muslim, Torah, Synagogue, Mosque	I can ask some questions about believing in God and begin to develop my own ideas. I can ask and suggest answers to questions arising from stories across more than one faith. I can describe some of the ways in which people use music in worship. I can talk about how different kinds of music makes me feel. <u>Vocabulary:</u> Creation, parable, harvest, Muhammad, prayer mat, Minaret, Ramadan, Eid, fasting, Shabbat, Menorah	I can ask questions and suggest my own responses to ideas about God. I can suggest ideas about good ways to treat others arising from their learning. I can talk about issues of good and bad, right and wrong arising from stories. <u>Vocabulary:</u> Lord's Prayer, gospel, Passover, Mecca, Israel, puja, pilgrimage, prophet, exodus	I can describe my own ideas about God and compare it with a friend or another religion. I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in my own life. I can begin to explore how religious figures give believers guidance on how to lead a good life. I can discuss ideas about how people decide right and wrong. I can discuss my own and others ideas about why humans do bad things and how people try to put them right. <u>Vocabulary:</u> Imam, Allah, Qur'an, Mosque, Salah, Ramadan, Eid, Shabbat, Passover, Dharma, Atman, Brahman, Mandir, Reincarnation, Karma	I can compare religious views about God. I can understand and use the terms Atheist, Agnostic and Theist. I can explore how religious figures give guidance on how to lead a good life. I can discuss my own ideas about the importance of values to live by, comparing them to religious ideas for right and wrong. <u>Vocabulary:</u> Vocation, the Hajj, reconciliation, Guru, life after death, salvation, Heaven, 5 pillars, Wudu	I can compare religious and non-religious views on God and the effect I can express their own understanding of how to lead a good life, I can discuss, explain and respectfully, be critical of their own and others' ideas and values about what is right and wrong. <u>Vocabulary:</u> Bar Mitzvah, Holy Communion, Messiah, Eucharist, Chalice, Pentecost, lent, Incarnation, Good Friday, Purim, Seder, Tallit, Namakarana, Sunnah, Ummah, Nirvana