

Gosfield Community Primary School Religious Education Curriculum.

Intent

By creating an inspiring and engaging curriculum, we aim to help our pupils foster a love and inquisitive nature towards RE. We strive to develop students that show a deep awareness and understanding of Christianity throughout our curriculum. As a school, we believe it is paramount that our children develop a rich and wide exposure to many different religions, and feel that teaching diversity and equality is a vital part of our role too. Thus, creating well educated and respectful young people. We want our children to gain an awareness and a fundamental understanding of others beliefs, cultures and practices, so this can guide them in future years to show respect towards themselves and others.

Implementation:

Gosfield Community Primary School's RE curriculum aims to ensure all pupils:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- Explore themes and concepts within religion, drawing on beliefs from a range of different faiths and worldviews.
- Have a challenging, relevant and dynamic curriculum, using an enquiry approach and encourage thinking skills.
- Are taught to respect, understand and discuss a variety of religions and their importance to believers.
- Develop a respect and sensitive to other, particularly those with a different faith to their own.
- Are taught RE each term, either in a block or weekly lessons, which are engaging and purposeful.
- Are assessed not only on knowledge by of key skills such as, 'to ask and answer questions about their own and others ideology of faith'.

Impact

RE units are taught each term throughout key stage 1 and 2 and focus on many different religions. Year six, which works on creating a philosophical and social approach is taught in weekly lessons each term. Year six will be building upon and developing all that they have learned in Ks1/2 and use this to investigate, debate and argue in a more mature fashion. KS1's curriculum (three year rolling program) mainly focuses on Christianity and celebrating special people and places. As the children move into KS2 (three year rolling program), they start to learn and deepen their understanding of other religions, and over the course of their KS2 career they will cover a further six different religions. The last stage of the pupils learning journey will start to put all their understanding into practice and work towards a more philosophical route ending with an investigation.

Ks1 Cycle A	Special People Jesus as a Friend Christmas Easter
Ks1 Cycle B	Special Places Creation Story Christmas Easter
Ks1 Cycle C	Celebrations Story Time Christmas Easter
Ks2 Cycle A	Christianity Judaism Humanism
Ks2 Cycle B	Christianity Hinduism Sikhism
Ks2 Cycle C	Christianity Islam Buddhism
Y6	The Philosophy of Religion Religion and Social Justice Investigation

RE Progression of knowledge and skills Key Stage 1 CYCLE A

Ks1. To be a theologian I can:

- ✓ Using nativity figures to play out the Christmas story (R). To remember a Christian story and talk about it (Y1/2).
- ✓ Talk about what is important to me (R). Talk about what is important to me and other people (Y1/2).
- ✓ Develop some religious ideas from stories they have heard (R). Develop some religious ideas and some basic religious beliefs (Y1/2).
- ✓ Listen and respond to religious stories (R). Developing religious vocabulary to describe some key features of religions(Y1/2).
- ✓ Use nativity figures to play out the Christmas story (R). To order the Christmas story (1/2).
- ✓ Talk about the idea that for some people God is the creator (Y1/2).
- ✓ Start to understand why people are special (R). Look at a range of key people and how to treat them with respect (Y1/2).
- ✓ Recognise that Jesus is a special person for Christians.
- ✓ Identify (orally) some religious people (R). Identify some religious objects/places/people and practices (Y1/2).
- ✓ To recognise the cross as a symbol of Jesus and faith.
- ✓ Suggest meanings for some religious actions (Y1/2).
- ✓ To talk about what they find interesting/puzzling.
- ✓ Use role play to recreate Christian ideas (R). Describe feelings and experiences about characters in religious stories (Y1/2).
- ✓ Show curiosity of the world around them.
- ✓ Start to express their own values (Y1/2)
- ✓ To talk about right and wrong.

Knowledge objectives.

Special People

- What makes people special?
- How am I special and who is special to me?
- To know that Jesus is special to Christians.
- To know that some objects are special. E.g. the cross for Christians, blanket for a baby (it makes us feel safe).
- To know the importance of saying thank you: Jesus – A special healer (The 10 lepers)
- How can you thank special people?

Jesus as a Friend

- Is it possible to be kind to everyone all the time?
- To understand the story – The Good Samaritan.
- What makes a good friend?
- Should we be friendly to everyone?
- Jesus chose special friends who were they? Why were they special?
- Does God care for everyone?

Christmas

- To know and understand the Christmas Story.
- Why is giving presents at Christmas important? (Because Christians believe that Jesus is a gift from God).
- To be able to recite and sequence the Christmas story.
- To know the significance of lights at Christmas. (Jesus is the light of the world, he was a beacon of light in the darkest times).
- What are invisible gifts, are they better than physical gifts?
- Why is Christmas important to Christians?

Easter

- To know that there is changes in the natural world and new life in the spring.
- To know and sequence in order the Easter Story.
- What is the meaning behind the cross and why is this an important symbol to Christians?
- To know the key days of the Easter Story.
- Why is Easter important to Christians?

RE Progression of knowledge and skills Key Stage 1 CYCLE B

Ks1. To be a theologian I can:

- ✓ Using nativity figures to play out the Christmas story (R). To remember a Christian story and talk about it (Y1/2).
- ✓ Talk about what is important to me (R). Talk about what is important to me and other people (Y1/2).
- ✓ Develop some religious ideas from stories they have heard (R). Develop some religious ideas and some basic religious beliefs (Y1/2).
- ✓ Listen and respond to religious stories (R). Developing religious vocabulary to describe some key features of religions(Y1/2).
- ✓ Use nativity figures to play out the Christmas story (R). To order the Christmas story (1/2).
- ✓ Talk about the idea that for some people God is the creator (Y1/2).
- ✓ Start to understand why items are special (R). Look at a range of key items/places and how to treat them with respect (Y1/2).
- ✓ Recognise that a church is a special place for some people.
- ✓ Identify (orally) some religious places (R). Identify some religious objects/places/people and practices (Y1/2).
- ✓ To recognise the cross as a faith symbol.
- ✓ Suggest meanings for some religious actions (Y1/2).
- ✓ To talk about what they find interesting/puzzling.
- ✓ Use role play to recreate Christian ideas (R). Describe feelings and experiences about characters in religious stories (Y1/2).
- ✓ Show curiosity of the world around them.
- ✓ Start to express their own values (Y1/2)
- ✓ To talk about right and wrong.

Knowledge objectives.

-

Special Places

- To know where the special places in the community are and why they are special.
- What is a special place, what makes it special?
- To know what a church is and the main features inside.
- To know what do people do in a church.
- To know my special place and how it makes me feel

Creation Story

- To know the Creation Story correctly.
- To know why Sundays are importance to Christians.
- To know that other religions have different creation stories.
- To know that there are other world views on how the world came to be.
- To know that Christians believe that God created to world.

Christmas

- To know and understand the Christmas Story.
- Why is giving presents at Christmas important? (Because Christians believe that Jesus is a gift from God).
- To be able to recite and sequence the Christmas story.
- To know the significance of lights at Christmas. (Jesus is the light of the world, he was a beacon of light in the darkest times).
- What are invisible gifts, are they better than physical gifts?
- Why is Christmas important to Christians?

Easter

- To know that there is changes in the natural world and new life in the spring.
- To know and sequence in order the Easter Story.
- What is the meaning behind the cross and why is this an important symbol to Christians?
- To know the key days of the Easter Story.
- Why is Easter important to Christians?

RE Progression of knowledge and skills Key Stage 1 CYCLE C

Ks1. To be a theologian I can:

- ✓ Using nativity figures to play out the Christmas story (R). To remember a Christian story and talk about it (Y1/2).
- ✓ Talk about what celebrations are important to me (R). Talk about what celebrations are important to me and other people (Y1/2).
- ✓ Develop some religious ideas from stories they have heard (R). Develop some religious ideas and some basic religious beliefs (Y1/2).
- ✓ Listen and respond to religious stories (R). Developing religious vocabulary to describe some key features of religions (Y1/2).
- ✓ Use nativity figures to play out the Christmas story (R). To order the Christmas story (1/2).
- ✓ Talk about the idea that for some people God is the creator (Y1/2).
- ✓ Start to understand why items are special (R). Look at a range of key items/celebrations and how to treat them with respect and understanding (Y1/2).
- ✓ Recognise that a church is a special place for celebrations.
- ✓ Identify (orally) some religious celebrations (R). Identify some religious objects/places/people and celebrations (Y1/2).
- ✓ To start to develop morals of stories.
- ✓ To start to use the word Bible (R). To know that the Bible has many stories and messages in it (Y1/2).
- ✓ To talk about what they find interesting/puzzling.
- ✓ Use role play to recreate Christian ideas (R). Describe feelings and experiences about characters in religious stories (Y1/2).
- ✓ Show curiosity of the world around them.
- ✓ Start to express their own values (Y1/2)

Knowledge objectives.

Celebrations

- What do people celebrate and why?
- How do people celebrate?
- To know that some celebrations mark special points in our lives.
- To know that many celebrations happen at the same time each year.
- To know that different religions celebrate in different ways.
- To know that celebrations should be happy times when families and friends come together

Story Time

- To know the story- the sower and the seeds.
- To know that many stories have important messages.
- Who brought messages about god and what did they say?
- Where do stories come from?
- To know the story of -The Talents
- What is the Bible? What is it for?

Christmas

- To know and understand the Christmas Story.
- Why is giving presents at Christmas important? (Because Christians believe that Jesus is a gift from God).
- To be able to recite and sequence the Christmas story.
- To know the significance of lights at Christmas. (Jesus is the light of the world, he was a beacon of light in the darkest times).
- What are invisible gifts, are they better than physical gifts?
- Why is Christmas important to Christians?

Easter

- To know that there is changes in the natural world and new life in the spring.
- To know and sequence in order the Easter Story.
- What is the meaning behind the cross and why is this an important symbol to Christians?
- To know the key days of the Easter Story.

RE Progression of knowledge and skills Ks2 CYCLE A

Ks2. To be a theologian I can:

- ✓ Pupils use appropriate vocabulary to describe some key features of religion and their meaning (Y3/4). Pupils using accurate vocabulary to describe key features/beliefs and ideas of religion and their meanings (Y5).
- ✓ To start to develop their own ideas and beliefs (Y3/4). Have a good understanding of their own ideas and beliefs and talk about this within the class (Y5).
- ✓ To know people have different beliefs, and be respectful towards this.
- ✓ To know the basic ideology of Christianity, Judaism and Humanism (Y3/4). To know the basic ideology of Christianity, Judaism and Humanism and relate them to their own life experiences (Y5).
- ✓ To start to understand different religious symbols/practices and their meanings.
- ✓ Start to compare similarities and differences between religions studied.
- ✓ Start to ask important questions about religion (Y3/4). Ask important questions and compare my ideas with others (Y5).
- ✓ Begin to identify the impact religion has on a believer and their lives (Y3/4). What might the believer learn from this? (Y5).
- ✓ Start to look at worldwide views on religion (Y3/4). Observe and understand varied examples of religions and worldwide views (Y5).
- ✓ Talk about own experiences of prayer/religion/values (Y3/4). Ask questions and answer about own experiences of prayer/religion/values and beliefs (Y5).
- ✓ Talk about experiences of belonging to a group and how to show acceptance to new members of a group.
- ✓ Raise and suggest answers to a range of difficult questions.
- ✓ Start to evaluate their own values and commitments (Y3/4). Talk about how these values and commitments are important (Y5).
- ✓ Understand how some communities and religions have challenges.
- ✓ Start to make an informed response to a statement such as 'treat others as you wish to be treated'.
- ✓ Build and share own opinions about religions.
- ✓ Reflect upon how agreed codes of conduct (commandments) affects the behaviour of individuals and groups.

Knowledge objectives.

Christianity

- To know why Jesus is important to Christians.
- To know about Jesus' early life.
- To know what happened in Jesus' life (in order).
- To know how Jesus taught people.
- To know what people can learn from the life of Jesus.
- To know about the miracles of Jesus.

Judaism

- To know the important festivals of the Jewish faith.
 - Hannukah - Passover - Festival of Light - Rosh Hashanah
- What is the Torah, how did it come to be and why is it so important to the Jewish people?
- What is the covenant? How special is the relationship Jews have with God?
- To know about the features of a synagogue and what happens inside.
- To know and understand the story of Moses and why this important to Jewish people.
- To know the main Jewish beliefs and to understand and talk about the Sabbath and Shabbat.

Humanism

- What is a humanist and what does it mean to be a humanist
- To learn about Humanist ceremonies marking birth, marriage and death.
- To know the key Humanist beliefs and ideas, including the Golden Rule.
- To consider how they would like to live their own lives in the light of their learning about Humanism.

RE Progression of knowledge and skills Ks2 CYCLE B

Ks2. To be a theologian I can:

- ✓ Pupils use appropriate vocabulary to describe some key features of religion and their meaning (Y3/4). Pupils using accurate vocabulary to describe key features/beliefs and ideas of religion and their meanings (Y5).
- ✓ To start to develop their own ideas and beliefs (Y3/4). Have a good understanding of their own ideas and beliefs and talk about this within the class (Y5).
- ✓ To know people have different beliefs, and be respectful towards this.
- ✓ To know the basic ideology of Christianity, Judaism and Humanism (Y3/4). To know the basic ideology of Christianity, Hinduism and Sikhism and relate them to their own life experiences (Y5).
- ✓ To start to understand different religious symbols/practices and their meanings.
- ✓ Start to compare similarities and differences between religions studied.
- ✓ Start to ask important questions about religion (Y3/4). Ask important questions and compare my ideas with others (Y5).
- ✓ Begin to identify the impact religion has on a believer and their lives (Y3/4). What might the believer learn from this? (Y5).
- ✓ Start to look at worldwide views on religion (Y3/4). Observe and understand varied examples of religions and worldwide views (Y5).
- ✓ Talk about own experiences of prayer/religion/values (Y3/4). Ask questions and answer about own experiences of prayer/religion/values and beliefs (Y5).
- ✓ Talk about experiences of belonging to a group and how to show acceptance to new members of a group.
- ✓ Raise and suggest answers to a range of difficult questions.
- ✓ Start to evaluate their own values and commitments (Y3/4). Talk about how these values and commitments are important (Y5).
- ✓ Understand how some communities and religions have challenges.
- ✓ Start to make an informed response to a statement such as 'treat others as you wish to be treated'.
- ✓ Build and share own opinions about religions.
- ✓ Reflect upon how agreed codes of conduct (commandments) affects the behaviour of individuals and groups.

Knowledge objectives.

Christianity

- To know how churches are used by Christians.
- To know about Christian rites of passage.
- To know that Christian churches and denominations can be very different from each other.
- To know what a church service is like.
- What is the best way for a Christian to show commitment to God?
- To know what the symbols inside a church mean.

Hinduism

- How is Hinduism worshiped in the home and the Mandir?
- To know and discuss the Hindu creation story.
- To know that Hindu's believe that there is one god which takes on many forms (BRAHMAN).
- To know about the Hindu beliefs in reincarnation, moksha, dharma and Karma.
- What can the range of Hindu gods and goddess (and the stories and festivals associated with them) tell us about Hindu beliefs about God?
- To know the Hinduism Trimurti: Brahma, Vishnu and Shiva.

Sikhism

- To know the importance of the five K'S in the Hindu religion: Kara, Kachera, Kirpan, Khalsa, Kesh and Kanga.
- To know how Sikhs draw near to God through the Guru Granth Sahib and worshipping at the Gurdwara.
- To know the importance of equality in Sikhism.
- Who are the 10 Gurus in Sikhism and why are they so important?
- To recognise and understand the Khanda, IK Ongar and the Mool Mantra.
- To know about Guru Granth and how he founded Sikhism.

RE Progression of knowledge and skills Ks2 CYCLE C

Ks2. To be a theologian I can:

- ✓ Pupils use appropriate vocabulary to describe some key features of religion and their meaning (Y3/4). Pupils using accurate vocabulary to describe key features/beliefs and ideas of religion and their meanings (Y5).
- ✓ To start to develop their own ideas and beliefs (Y3/4). Have a good understanding of their own ideas and beliefs and talk about this within the class (Y5).
- ✓ To know people have different beliefs, and be respectful towards this.
- ✓ To know the basic ideology of Christianity, Judaism and Humanism (Y3/4). To know the basic ideology of Christianity, Islam and Buddhism and relate them to their own life experiences (Y5).
- ✓ To start to understand different religious symbols/practices and their meanings.
- ✓ Start to compare similarities and differences between religions studied.
- ✓ Start to ask important questions about religion (Y3/4). Ask important questions and compare my ideas with others (Y5).
- ✓ Begin to identify the impact religion has on a believer and their lives (Y3/4). What might the believer learn from this? (Y5).
- ✓ Start to look at worldwide views on religion (Y3/4). Observe and understand varied examples of religions and worldwide views (Y5).
- ✓ Talk about own experiences of prayer/religion/values (Y3/4). Ask questions and answer about own experiences of prayer/religion/values and beliefs (Y5).
- ✓ Talk about experiences of belonging to a group and how to show acceptance to new members of a group.
- ✓ Raise and suggest answers to a range of difficult questions.
- ✓ Start to evaluate their own values and commitments (Y3/4). Talk about how these values and commitments are important (Y5).
- ✓ Understand how some communities and religions have challenges.
- ✓ Start to make an informed response to a statement such as 'treat others as you wish to be treated'.
- ✓ Build and share own opinions about religions.
- ✓ Reflect upon how agreed codes of conduct (commandments) affects the behaviour of individuals and groups.

Knowledge objectives.

Christianity

- To know why the Bible is important to Christians.
- To know the events of Holy Week.
- To know how the Bible is organised and how to find a passage.
- Did God intend Jesus to be crucified and why did God give Jesus to the world?
- To know that the Bible can be interrupted in different ways.
- Why is Christian still a strong religion 2000 years after Jesus?

Islam

- To know the significance of the Qur'an and Mecca for Muslims.
- To know and understand the five pillars of Islam.
- To know the importance of the life of the Prophet Muhammad (PBUH) to Muslims.
- To know why mosques are important and what happens in them.
- To learn and discuss the importance of Ramadan.
- What is the key belief of Muslims? How does this affect their life?

Buddhism

- To learn, discuss and retell the life of Buddha.
- To know about enlightenment and Nirvana.
- To know about Buddhist devotional practice.
- To learn about the middle way, the four Noble Truths and the Eightfold Path.
- To know the importance of good values in Buddhism. Do we have good values too?
- To compare and discuss Buddhism with Christianity. What are the similarities and the differences?

RE Progression of knowledge and skills YEAR 6

YEAR 6. To be a theologian I can:

- Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.
- Explain the reasons for and effects of diversity within and between religious beliefs and cultures.
- Make comparisons between the key beliefs, teachings and practices of different faiths.
- Start to gain an understanding of social justice.
- Talk about own experiences of diversity, stereotyping and gender equality.
- Pupils discuss their own beliefs and practices with respect as well as respecting the ideas of others.
- Evaluate questions and arguments personally and critically.
- Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality; relating this to Christianity and other faiths.
- To being to see the world through others eyes and acknowledge differences with respect.
- To build a foundation of ethics and philosophy through the teachings of RE.
- To know that it is ok to have different beliefs to that of parents/friends/teachers.
- Identify similarities and differences between peoples responses to social and moral issues because of their beliefs.

Knowledge objectives.

The Philosophy of Religion

- Analyse and debate: how is religion still important in the 21st century?
- Analyse and evaluate aspects of religion and belief.
- Choose from two religions studied in KS2. Debate and discuss both religions.
- What are the most important principle to live by?
- Discuss, write and debate: how does religion guide us, do we need guidance?
- What practices do religions have in common?

Religion and Social Justice

- To be able to explain and evaluate developments in gender equality.
- To be able to describe what prejudice and discrimination are and explain how they make people feel.
- To be able to explain and discuss views on charity.
- The dangers of stereotyping, why it happens and how to combat it.
- How do people try to make our society fair?
- To understand what social justice is.

Investigations

- Study one religion in depth. What can we learn from this religion?
- Take one aspect of religion compare and contrast this across the religions you have studied.
- Consider the religions we have studied. What have they taught you about living your own life?
- What are life's big questions and how does religion try to solve these?
- Link with a school with a different religious character and investigate one of these questions together.
- What does diversity look like in modern Britain?