

## RE Curriculum Overview

### The Outcome –

In our school every child matters. Through this approach in R.E, it gives the opportunity for the children at Barton Clough to grow into respectful, knowledgeable and innovative young adults. RE provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, environmental impact and what it means to be human. We encourage the children to explore their own beliefs and views whether they are religious or not. This, in time, will give them the tools to build their own identity and the ability to consider their impact and responsibilities in the local and wider community. We aim to encourage compassionate, empathetic and generous learners who challenge prejudice and flourish within a diverse society.

### Threads

One World	Human Impact	Human Endeavour
Diversity & Mutual Respect Democracy & Individual Liberty	Sustainability & Ecology	The spirit of adventure, innovation and inspiration

### Starting Points – Area of Study

Expressing	Believing	Living	RE Days
Expression and language (How people express themselves- Empathy, Analysis) Identity and experience (Making sense of who we are)	Thinking about religion and belief (Enquire, investigate and interpret, analyse) Beliefs and teachings (What people believe) Practices and lifestyles(What people do)	Meaning and purpose (Making sense of life- Reflection, Evaluation, Synthesis, Application Values and commitments (making sense of right and wrong)	Key festivals and celebrations for the religions of the school community



EYFS	Year 1 Year 2	Years 3, 4, 5 and 6
<p>Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They can be introduced to specific subject words and use their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciations and wonder at the world in which we live. It is a legal requirement for all those in reception year.</p>	<p>A) Know and understand a range of religions and worldwide views. (Christianity, Judaism)</p> <p>-Recall and name different beliefs and practices. (Easter, Christmas, Shabbat)</p> <p>-Explore, retell and suggest meanings to some religious stories. (Creation, Adam and Eve, The Lost Son, The Christmas Story, Jonah and the Whale.)</p> <p>-Recognise symbols and actions expressing ways of life in the community appreciating similarities and differences.</p> <p>B) Express ideas and insights and ideas about natures, significance and impact of religions.</p> <p>and worldwide views.</p> <p>-Ask and respond to questions about what individuals and communities do to identify how 'belonging' makes a difference to people's lives.</p> <p>-Observe and recount different ways of expression identity and belonging.</p> <p>-Responding sensitively to similarities and differences in worldwide views.</p>	<p>A) Know and understand about a range of religions and worldwide views. (Christianity, Judaism, Islam, Hinduism as a shorter unit.)</p> <p>-Describe and make connections between different features of religion, discovering more about celebrations, worship, pilgrimages and rituals which are significant to mark important points of their lives.</p> <p>-Describe, understand and respond thoughtfully to sources of beliefs, making links between stories and aspects of communities they are exploring.</p> <p>Noah, Judaism, Abraham, People of Israel, Moses) (Gospels of Matthew, Luke)</p> <p>-Explore and describe a range of beliefs, symbols and actions to understand different ways of life and expressing meaning. B) Express ideas and insights about nature, significance and impact of religions and worldwide views.</p> <p>-Observe and understand varied examples of religions and worldwide views.</p> <p>-Understand challenges of commitment to a community of faith making suggestions about why 'belonging' may be of value within the communities and their own lives.</p> <p>-Observe and consider different dimensions of religion in order to explore and understand similarities and differences within and between religions and worldviews.</p> <p>C) Gain and deploy skills needed to engage purposefully with religions and world views.</p> <p>-Discuss and present thoughtfully their own and others views about challenging questions. --Apply own ideas through music, poetry and art.</p> <p>-Consider and apply ideas about how diverse communities can live together-consider values and respect.</p> <p>-Discuss and apply ideas about ethical questions about what is right and wrong, just and fair expressing own ideas.</p>

	<p>C) Gain and deploy skills needed to engage purposefully with religions and worldviews.</p> <p>-Explore, find out, respond and express their ideas and opinions about-belonging, meaning and truth, co-operation, right and wrong.</p>	
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### Process Skills and Process Knowledge – Knowing How?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-What are beliefs and where do they come from?</p> <p>-Name something that a person is doing because of their religion</p> <p>-Recognise an object or action that is important to a religious person</p> <p>-Talk about things that happen to them which have relevance to the key learning</p> <p>-Talk about something</p>	<p>-Recognise and name features of religions and belief-</p> <p>-recall features of religious practices-festivals, worship, rituals.</p> <p>-Listen to spiritual, and moral stories.</p> <p>-identify what they find puzzling/interesting in life</p> <p>-Recognise different symbols and actions that express a</p>	<p>-Identify how religion and belief is expressed in different ways</p> <p>-identify similarities and differences in features of religious practices. -Retell religious, spiritual and moral stories,</p> <p>-Appreciate similarities between communities.</p> <p>-Recognise that some questions about life are difficult to answer.</p> <p>-ask and answer</p>	<p>-Identify similarities and differences between religions and beliefs. - Make links between religious beliefs and practices.</p> <p>-identify similarities and differences in religious spiritual and moral stories.</p> <p>-investigate and connect features of religion and belief.</p> <p>-ask significant questions about religions and beliefs and relate these to questions they may</p>	<p>-ask questions about different religions and beliefs</p> <p>-comment on connections between questions, beliefs, values and practice</p> <p>-describe similarities and differences within and between different religion, spiritual and moral stories.</p> <p>-gather, select and organise ideas about religion and belief</p> <p>-suggest answers to questions raised by the</p>	<p>Explain connections between questions, beliefs, values and practices in different belief systems</p> <p>-explain how and why differences in beliefs are expressed.</p> <p>-Compare religious, spiritual, moral stories to our own experiences.</p> <p>--recognise and explain the impact of beliefs and ultimate questions on individuals and communities</p>	<p>Use religious and philosophical terminology and concepts to explain religious beliefs and values systems</p> <p>-explain some of the challenges offered by a variety of religions and beliefs in the contemporary world - explain reasons for the effects of diversity within and between religions, beliefs and cultures.</p> <p>-identify the influences on, and distinguish between, different</p>

<p>interesting in a story/ the world around them which links to the key learning</p> <p>-Talk about something that is important or special which links to the learning</p>	<p>community way of life.</p>	<p>questions about their own feelings and experiences.</p> <p>-recognise symbols and other forms of religious expression from their own experience. How might these matter to their believers?</p> <p>--Make links between some of the stories and teachings in the bible and life in the world today, expressing some ideas clearly.</p>	<p>have about their own lives.</p> <p>-describe and suggest meaning for symbols and other forms of religious expression.</p> <p>-identify the impacts of people's beliefs and practices on people's lives.</p>	<p>study of religions and beliefs.</p> <p>-suggest meanings for a range of forms of religious expression, including symbols, using appropriate vocabulary.</p> <p>-describe the impact of moral and religious stories on individual, groups and communities- Discuss and apply own ideas about ethical questions including what is right/wrong/just/fair</p>	<p>-recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>-suggest lines of enquiry to address questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>-recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p>	<p>viewpoints within religion and beliefs.</p> <p>-interpret religious beliefs from different perspectives.</p> <p>-interpret the significance and impact of different forms of religious and spiritual expression. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all</p>
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### Propositional Knowledge – Knowing What?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>Believing</b> Which people are special and why</p>	<p><b>Believing</b> Which stories are special and why?</p> <p><b>RE Day</b> Christianity: Christmas</p>	<p><b>Living</b> What is special about our living world</p>	<p><b>Expressing</b> What places are special and why</p> <p><b>RE Day</b> Christianity: Easter</p>	<p><b>Expressing</b> What times are special and why</p>	<p><b>Living</b> Being special: Where do we belong?</p>

Year 1	<b>Believing</b> Who is a Christian and what do they believe	<b>RE Day</b> Christianity: Christmas: Gifts and Giving	<b>Believing</b> Who is Jewish and what do they believe	<b>RE Day</b> Christianity: Easter: Sorrow and Joy	<b>Expressing</b> How and why do we celebrate special and sacred times	<b>Living</b> How should we care for others and the world?
Year 2	<b>Living</b> What does it mean to belong to a faith community	<b>RE Day</b> Christianity: Christmas: Good news	<b>Believing</b> Who is a Muslim and what do they believe?	<b>RE Day</b> Christianity: Easter: Sorrow and Joy	<b>Living</b> How should we care for others and the world and why does it matter	<b>Expressing</b> What makes some places sacred. What do we learn from sacred books
Year 3	<b>Living</b> What does it mean to be a Christian today.	<b>RE Day</b> Christianity: Christmas: Light	<b>Believing</b> Why is the Bible so important to Christians today	<b>RE Day</b> Christianity: Easter: Hope from despair (why is Jesus inspiring to some people)	<b>Expressing</b> Why do people pray	<b>Expressing</b> Why are festivals important to religious communities
Year 4	<b>Expressing</b> Why do some people think life is a journey and what significant experiences mark this	<b>RE Day</b> Christianity: Christmas: Journeys	<b>Living</b> What is it like being a Hindu in Britain today	<b>RE Day</b> Christianity: Easter: Was the crucifixion of Jesus a sacrifice	<b>Believing</b> What do different people believe about God	<b>Living</b> What can we learn from religions about deciding between right and wrong
Year 5	<b>Believing</b> Why do some people believe Gods exists. Christians and non-religious Humanists	<b>RE Day</b> Christianity: Christmas: Peace	<b>Living</b> What does it mean to be a Muslim in Britain today	<b>RE Day</b> Christianity: Easter: Creating an Easter experience	<b>Expressing</b> If God is everywhere why do people go to a place of worship	<b>Believing</b> What would Jesus do

Year 6	<b>Living</b> What difference does it make to believe in Ahimsa (harmlessness), Grace (generosity of God) and Ummah (community)	<b>RE Day</b> Christianity: Christmas: Incarnation God becoming human.	<b>Expressing</b> Is it better to express your religion in arts and architecture or in charity and generosity	<b>RE Day</b> Christianity: Easter: What does Easter really mean	<b>Believing</b> What do religions say to us when life gets hard	<b>Living</b> What matters most to Christians and to Humanists
<p><b>RE Days:</b> <b>The following dates will vary annually</b></p> <p>Islam: Ramadan, (fasting) Eid ul Fitr (breaking the fast), Eid-ul-Adhan(festival of sacrifice), Al-Hijra (New Year)</p> <p>Budhism: Wesak (Buddha's birthday – celebrated on the full moon in May), Dharma Day (July –celebration of Buddha's teaching), Sangha day (February – celebration of community)</p> <p>Sikhism: Bandi Chorr Diwas (November), Baisakhi-harvest / New Year (April), Guru Nanak's birthday (November), Hola Mohalla (March – celebration of bravery)</p> <p>Hinduism: Diwali (festival of lights - Autumn), Holi (a celebration of spring), Navarati (September/October – celebration of the goddess Durga)</p> <p>Judaism: Pesach (Passover), Rosh Hashanah (New Year), Yom Kippur (day of atonement), Hanukkah (festival of light)</p>						

Key Subject Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Christian Bible Jesus Jew Jewish Synagogue Torah Sacred	Christian Bible Muslim Mosque Quran	Christian Bible Church Jesus	Christian Bible Crucifixion Scarifice Hindu Gurdwara	Christian Bible Sikh Gurdwara Humanist	Christian Bible Buddhism Buddhist monastery Humanist Ahimsa Grace Incarnation



	celebrate					architecture
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### Experiences and Wider Purpose

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create a class book of places special to us over the year	Visit a synagogue	Visit a Muslim Mosque	Visit a Christian church	Visit a Hindu Gurdwara	Visit a Sikh Temple	Visit a Buddhist Temple