

Gresham Primary School's Religious Education Curriculum

Mission Statement

We don't need to believe to understand; we are learning to understand to empathise.

INTENT

At Gresham Primary School, our R.E. curriculum has been designed with the intent that our children will become resilient, accepting, mindful and inquisitive learners.

Our R.E. curriculum allows children to discover and gain an insight into religions within the world that we live.

We see the teaching of R.E. is vital for children to understand others beliefs and make connections between their own values.

It is our role to ensure pupils are being inquisitive by asking questions about the world around them by allowing pupils to gain high quality experiences.

We will deliver a curriculum that:

- Celebrates the diverse and rich community of our school and the wider community.
- Inspires creative learning through excellent teaching practices that build on prior R.E. learning and allow for repetition and progression of skills that build upon high starting points.
- Is inclusive, develops self-confidence and identifies that all our children are unique and therefore we should all be tolerant of each other's beliefs.
- Encourages our children to be inquisitive about others beliefs developing inquiry based R.E. skills that allow them to
- culturally aware of the world around them.
- Promotes equality and understanding of the British values and ensures they are prepared for life in modern Britain.

IMPLEMENTATION

- The R.E. curriculum is led and overseen by Julie Gough who will monitor, evaluate, review and celebrate good practice.
- The R.E. curriculum will follow Croydon's RE Syllabus (Revised November 2018)
- R.E. follows a whole school approach, which will be taught weekly in Year 1 – Year 6. Some classes may choose to have 'RE' days where they cover a half term's work in 1 day.
- In KS 1 children learn about Christianity, Judaism, Hinduism and Islam.
- In KS2 children build on their previous learning in these religions. Year 6 is the only year where Buddhism is taught.
- All classes learn about Christmas and Easter every year.
- R.E. Lessons will build upon prior learning and develop skills year upon year.
- Assessment of R.E. will be in line with the whole school assessment policy (in conjunction with the feedback and marking policy). Teachers will assess progress and attainment of R.E using an assessment grid to assess what has been taught (in accordance with the whole school RE grid).

IMPACT

- Children will have a stronger awareness of the world around them and will be mindful of the beliefs of others.
- Children will feel they are valued as individuals and that their beliefs are valued and celebrated.
- Enjoyment of the R.E. curriculum will promote creativity, achievement, confidence and inquisitive minds.
- Children feel safe to learn new things and share their beliefs with others in an accepting environment.
- Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Year Group	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1	Summer 2
Foundation	Festivals and celebration	Festivals and celebration	CC	Growing together	Growing together	CE		
1	Why are we thankful?	Christianity	CC	Judaism	Judaism	CE	Hinduism	Christianity
2	Why are some things special?	Festivals of Light Judaism Hinduism Christianity	CC	Islam	Islam	CE	Inspirational Writing C/H/J/I/S	Hinduism
3	Religions of the world (Creation Stories)	Christianity The Church and visit	CC	Hinduism	Hinduism	CE	Why should we care for our world?	Why should we care for our world?
4	Judaism	Judaism	CC	Why do you judge me?	Why do you judge me?	CE	Christianity (Ascension)	The Golden Rules
5	Pilgrimages	Pilgrimages	CC	Sikhism	Sikhism	CE	Islam	Islam
6	Christianity	Christianity	CC	Buddhism	Buddhism	CE	Journey of Life	Journey of Life

CC = Christmas CE = Easter

Level Expected at the End of EYFS

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour)

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Personal, Social and Emotional Development (Making Relationships)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Understanding the World (People and Communities)

Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places and objects.

Year 1 RE Knowledge, Skills and Understanding

	What does it mean to belong to Christianity?	How do Christians celebrate Christmas?	What does it mean to belong to Judaism?	What can be special about living with family and friends?	What does it mean to belong to Hinduism?	Why did Jesus tell stories?
Theme Specific	<p>Explain why Christian baptise a baby</p> <p>Act out what happening in the Christening ceremony & say why the symbols of the cross, the water & the candle are used</p> <p>Create a card and explain what is important about belonging to a Christian family</p>	<p>Retell Christian stories and explain what is important to a Christian person in the story and why</p> <p>Chose a present for a special baby and say why I have chosen it</p> <p>Explain the significance of Christmas to Christians</p>	<p>Identify what happens in a Jewish ceremony and what Jewish people believe</p> <p>Understand the ceremony of Shabbat why is the home so important?</p> <p>Explain why Moses is important to Jewish people.</p>	<p>Retell at least two stories from different religions that tell people how to behave towards others</p> <p>Consider what is special about where I live and my family</p> <p>Explain and compare special things that happen in different families</p>	<p>Retell Hindu stories and messages and explain what is important to a Hindu person and why</p> <p>Draw and name all the objects on a puja tray and explain how they are used and why they are important to Hindu people.</p> <p>Explain what I would place on a tray to help someone from a different religion worship God.</p>	<p>Retell a Christian story and say some things that Christians believe</p> <p>Show understanding of what Jesus taught people</p> <p>Describe what a believer might learn from a religious story or a sacred text and how they would apply this to their life</p>
Ongoing Concepts/ skills	<p>Name and talk about key Christian objects, artefacts, beliefs, teachings and practices</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions</p>	<p>Name and talk about key Christian objects, artefacts, beliefs, teachings and practices</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions</p>	<p>Name and talk about key Jewish objects, artefacts, beliefs, teachings and practices</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions</p>	<p>Understand how the everyday actions of people are influenced by their beliefs and values</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions</p>	<p>Name and talk about key Hindu objects, artefacts, beliefs, teachings and practices</p> <p>Understand how the everyday actions of a Hindu are influenced by their beliefs and values</p> <p>Suggest meanings for religious actions and symbols</p>	<p>Consider, link and discuss questions, ideas and points of view</p> <p>Enquire into and interpret ideas, sources and arguments</p> <p>Investigate and explain why religions and worldviews matter</p>

Year 2 RE Knowledge, Skills and Understanding

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	What does it mean to belong to Islam?	Why are different books special for different people?	What is the significance of light?	Why is Easter important to Christians?	How does special food and fasting help people in their faith (all religions)?	How do we show Thankfulness?
Theme Specific	<p>Understand how the everyday actions of a Muslim are influenced by their beliefs and values</p> <p>Retell Muslim stories and messages and explain what is important to a Muslim person and why</p> <p>Explain why Muhammad is important for Muslims</p>	<p>Explain why holy books are special</p> <p>Explain how people can learn from holy books, why they are important to a believer</p> <p>Compare what is important to me to others</p>	<p>Explain the meaning of light to me and others;</p> <p>Make connections between what I and others believe and do and between different religious festivals of light</p>	<p>Sequence the Easter story and say why it is important to Christians</p> <p>Explain what a Christian might learn from celebrating the Last supper</p> <p>Design an Easter card using more than one symbol and write a message to Christian inside</p>	<p>Consider what I might give up and why if I were to fast</p> <p>Explain what food is special to eat at certain times for Muslims and Christians</p> <p>Explain why people fast and why it is important to believers</p>	<p>What are the many ways in which people thank God?</p> <p>What might people thank God for?</p> <p>How do people of different religions show they are thanking God.</p> <ul style="list-style-type: none"> • Draw one thing you think a member of any faith group would thank God for
On-going Concepts / Skills	<p>Name and talk about key Islamic objects, artefacts, beliefs, teachings and practices</p> <p>Suggest meanings for religious actions and symbols</p> <p>Discuss and connect ideas between different religions</p>	<p>Name and talk about a range of sacred texts</p> <p>Investigate a range of sacred texts</p> <p>Enquire into Sacred texts</p> <p>Discuss questions around sacred texts</p>	<p>Notice and find out about religions and worldviews.</p> <p>Collect, use and respond to ideas in RE.</p> <p>Apply ideas about religions and worldviews thoughtfully.</p> <p>Investigate and explain why religions and worldviews matter.</p>	<p>Notice and find out about the Christian religion and Easter</p> <p>Consider, link and discuss questions, ideas and points of view</p> <p>Collect, use and respond to ideas in RE</p>	<p>Name and talk about key objects, artefacts, beliefs, teachings and practices</p> <p>Understand how the everyday actions are influenced by beliefs and values</p> <p>Consider, link and discuss questions, ideas and points of view</p>	<p>Connect ideas</p> <p>Express ideas thoughtfully</p> <p>Discuss questions, ideas and points of view</p>

Year 3 RE Knowledge, Skills and Understanding

	Why is the Bible special for Christians?	Where did the world come from and how should we look after it?	How and why do Hindus worship in the home and in the Mandir?	How and why do Hindus celebrate Diwali?	What can we learn about special symbols and signs used in special religions?	What religions are represented in our neighbourhood?
Theme Specific	Describe how beliefs and stories from the Bible can have an impact today in people's lives Apply ideas like guidance or inspiration to my own chosen 'favourite words' Make links between the sayings of different religious groups and show how they are similar and different	Retell two creation stories Explain what a Christian/Muslim/Hindu would understand from the creation story Compare my views with other people suggestions about how the world	Compare and contrast ideas about God Explain Hindu god characteristics shown through symbolic pictures Compare some of the things that are important to Hindu people in worship	Relate the meaning from the story to Hindu practices today Describe what a Hindu might learn from celebrating Diwali about what God is like Apply teachings from Diwali to life today for a Hindu person	Create my own piece of art Explain my choices with reference to a specific religion Use and connect key R.E. vocabulary Express my point of view	Explain why a person attends a place of worship and the benefits of going to a place of worship Outline similarities and differences between different places of worship in my neighbourhood Express through art/drama/film or design what is important in religious practices in Croydon
On-going Concepts / Skills	Notice and find out about religions and worldviews. Apply ideas about religions and worldviews thoughtfully. Collect, use and respond to ideas in RE. Investigate and explain why religions and worldviews matter.	Notice and find out about the similarities between the ways different religions care for the world Consider, link and discuss questions, ideas and points of view Collect, use and respond to ideas in RE	Notice and find out about religions. Apply ideas about religions thoughtfully Consider, link and discuss questions, ideas and points of view. Evaluate questions and arguments personally and critically	Connect ideas Express ideas thoughtfully Discuss questions, ideas and points of view	Collect use and respond to ideas in R.E. Consider, link and ask questions, ideas and points of view. Thoughtfully consider different ideas and practices within and between religions	Ask questions and be able to discuss beliefs and ideas Connecting ideas between religions seeing similarities and differences Linking different points of views about religions and the role they take within the community

Year 4 RE Knowledge, Skills and Understanding

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	How and why do Jews celebrate at Rosh Hashanah?	How do Jews celebrate their beliefs at home and in the synagogue?	Why do some people judge others?	Why is Easter important to Christians?	What makes me the person I am?	What is important about Ascension to Christians?
Theme Specific	<p>Discuss What's the most meaningful thing in my life? Who in my life means the most to me? How often do I let them know this? Evaluate What are the most significant things I've achieved in the past year?</p>	<p>Explain 2 important symbols found in a synagogue Describe their important features, connecting them to Jewish beliefs Explain how these objects help Jewish people worship</p>	<p>Compare the Golden Rule from all the faiths and discuss similarities and differences. How can we be bridge-builders? Why do some acts of bridge building and asking for forgiveness take courage? Discuss which qualities we need to challenge people's attitudes?</p>	<p>Explain why Easter is so special to Christians Analyse the similar and different things Christians do to celebrate Easter Evaluate how Easter symbols are used by the different Christians Explain what the most important part of Easter is for a range of Christians and why</p>	<p>Why the issue matters and come up with a number of things that could be done to resolve it Describe and understand links to stories and their impact in people's lives Compare two different religious teachings/beliefs and say how they are similar and different to each other</p>	<p>Think about people they know who have moved away. How do they remember them? Describe how Christians celebrate communion (bread and wine) to remember him (link to places, rites of passage). Devise a timeline showing key events in Jesus' life from his birth to his ascension.</p>
On-going Concepts / Skills	<p>Collect, use & respond to ideas Consider, link & discuss questions, ideas & points of view. Apply ideas about religions thoughtfully</p>	<p>Notice and find out about religions & worldviews. Collect, use & respond to ideas Consider, link & discuss questions, ideas & points of view. Evaluate questions & arguments personally & critically.</p>	<p>Notice and find out about religions & worldviews. Collect, use & respond to ideas Consider, link & discuss questions, ideas & points of view. Evaluate questions & arguments personally & critically</p>	<p>Notice and find out about religions. Apply ideas about religions thoughtfully Consider, link and discuss questions, ideas and points of view. Evaluate questions and arguments personally and critically.</p>	<p>Collect use and respond to ideas in R.E. Connect ideas between religions Apply religious ideas thoughtfully Thoughtfully consider different ideas and practices within and between religions</p>	<p>What difference does ascension make to a Christian's faith and experience? (e.g. prayer, life after death) What difference should Jesus promise that one day he would come back to earth again. this make to the way Christians live?</p>

Year 5 RE Knowledge, Skills and Understanding

	What inner forces affect how we think and behave?	How is Christmas celebrated around the world?	What do religions believe about God?	How do Christians try to follow Jesus's example?	What do Sikh sayings tell us about Sikh beliefs?	Why is Muhammad and the Qur'an important to Muslims?
Theme Specific	<p>Ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions</p> <p>Explain the impact of an inspirational person's life on other people</p> <p>Connect a person's actions to their faith</p>	<p>Suggest reasons for some of the similarities and differences between Matthew and Luke's account of the birth of Jesus</p> <p>Suggest reasons for the impact of the coming of Jesus in a Christian person's life</p> <p>Apply important messages from the original Christmas story to a modern day situation</p>	<p>Explain the impact of people's beliefs about the existence of God on their lives and practices</p> <p>Appraise different answers to the question about what God is like by a Sunni and Shia Muslims/ Christians/ Hindu and Sikh people thoughtfully</p> <p>Suggest reasons for and against people's trust and belief in God</p>	<p>Discuss how different Christians interpret a Bible story today</p> <p>Make links between the beliefs (teachings, sources etc.) of different Christian groups</p> <p>Explain the impact of Jesus' example in a number of different Christians lives helping them to live the right way</p>	<p>Investigate Sikh symbols and sayings</p> <p>Apply how Sikh and English sayings impact people's lives today</p> <p>Linking similar teachings from different religions</p>	<p>Compare and contrast practices that are important to a Muslim person with my own life.</p> <p>Analyse the similarities and differences with reference to quotations from people or from the Qur'an and hadith</p> <p>Explain the impact of the Shahada on Muhammad's life and for a Muslim person today</p>
On-going Concepts / Skills	<p>Investigate and explain why religious and world views matter</p> <p>Enquire into and interpret ideas, sources and arguments</p> <p>Apply ideas about religions and world views thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view.</p>	<p>Investigate and explain why religious and world views matter</p> <p>Enquire into and interpret ideas, sources and arguments</p> <p>Apply ideas about religions and world views thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view.</p>	<p>Investigate and explain why religious and world views matter</p> <p>Apply ideas about religions and world views thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Enquire into and interpret ideas, sources and arguments</p>	<p>Investigate and find out about religions.</p> <p>Apply ideas about religions and world views thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view.</p> <p>Evaluate questions and arguments critically.</p>	<p>Connect ideas</p> <p>Express ideas thoughtfully</p> <p>Discuss questions, ideas and points of view</p>	<p>Enquire into and interpret ideas, sources and arguments</p> <p>Apply ideas about religions and worldviews thoughtfully</p> <p>Consider, link and discuss questions, ideas and points of view</p> <p>Evaluate questions and arguments personally and critically.</p>

Year 6 RE Knowledge, Skills and Understanding

	What happens when someone gets married?	What do people believe about life after death?	What similarities and differences do religions share?	What happened on the first Easter Sunday?	What qualities are important to present day religious leaders?	How did Buddha make people stop and think?
Theme Specific	<p>Explain what vows mean to me and others. Make comparisons and explain why Hindu's and Muslims have certain marriage rituals. Express my view, opinions on marriages and explain what is important to me and why</p>	<p>Link and explain ideas from different religions on life and death as well as my own Ask questions about things that are important to me and other's around life and death and suggest answers which relate to my own and others' lives Appreciate and appraise different views on life after death, as well as explain with reasons my own thoughts</p>	<p>Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities Appraise different religious practices and evaluate reasons for them</p>	<p>Describe and compare what practices and experiences may be involved in belonging to different churches at Easter Describe why people belong to Christianity, and explain how similarities and differences in how Easter is celebrated makes a difference to their lives Explain how different Christians mark Easter as an important festival, expressing insight into the difference Easter makes to the lives of modern Christians</p>	<p>Explain the roles and duties of religious leaders in several religions, including examples in both religious and secular communities. Comment on the role of religious leaders in UK government and worldwide politics Write a job description for a religious leader and compare it with another religion Critically evaluate the role of more than one religious leader in the world</p>	<p>Write a thoughtful story that asks an important question about life and challenges people to think about it Why is Wesak important to Buddhists and how is it celebrated?</p>
On-going Concepts / Skills	<p>Enquire into and interpret ideas, sources and arguments Apply ideas about religions and worldviews thoughtfully Consider, link and discuss questions, ideas and points of view Evaluate questions and arguments personally and critically.</p>	<p>Investigate and explain why religious and world views matter Enquire into and interpret ideas, sources and arguments Apply ideas about religions and world views thoughtfully</p>	<p>Investigate and explain why religious and world views matter Describe and make connections between different features if religions and worldviews Apply ideas about religions and world views thoughtfully</p>	<p>Apply ideas about religions thoughtfully Consider, link and discuss questions, ideas and points of view. Evaluate questions and arguments personally and critically.</p>	<p>Enquire into and interpret ideas, sources and arguments Connect ideas between religions Apply religious ideas thoughtfully Thoughtfully consider different ideas and practices within and between religions</p>	<p>Outline religious ideas and practices Connecting ideas between religious stories and practices in religion Express thoughtful ideas about what stories and teachings mean</p>