



Our RE curriculum is ambitiously constructed to engage, inspire, challenge and develop an understanding of local and world issues.

A high-quality religious education will help our children to acquire and develop knowledge and understanding of religions and world views represented in the UK. Children will explore and learn to respect views and beliefs different to their own. Our RE curriculum enables children to ask questions, discover information and reflect on their learning. Children should not only acquire knowledge but also be able to use their knowledge to understand their world and build community.



## BIG IDEAS

Our children will:

- Explore their own experiences and compare with those from a religious viewpoint.
- Be able to confidently discuss actions and their impacts, both immediately and the long-term effects on communities and its citizens.
- Explore how issues or events in society can be interpreted in different ways, raise questions and highlights issues.
- Evaluate and analyse sources of information and evidence and examine what it teaches us from a specific period of time.
- Know and recall information about different religions and aspects of belief and events, debating their cultural impact and how it formed lives and beliefs of individuals today.

We recognise the important role that religious education has as it allows us to understand our society, which in turn allows us to understand our choices and the impact we may have in our society. Studying religious education can provide us with insight into our cultures as well as cultures with which we might be less familiar, thus increasing cross-cultural awareness and understanding.



## CONTENT & SEQUENCING

Our curriculum for RE is sequenced to build on previous learning and reinforce key skills and knowledge. The content is deliberately chosen to encourage the children to question how we got to where we are. This will be challenging and thought provoking. It is our goal that they should develop a sense of chronology and time and an understanding of how people lived in the past.

**EYFS** – The early learning goals at EYFS are very much focused on the experiences of the child. It may be that they are asked to remember a special event or routine or custom for their family. They may talk about differences between different family members or different experiences. Become familiar with taking part in events and being able to express their experience.

**KS1** – Beginning to understand key facts about specific religions relevant to our community. Events that are significant nationally or globally. The impact religion has on the lives of individuals and begin to understand how religion shapes people’s life choices.

**Key Stage 2** – a wider look at the impact of religion on life and stages within life. Begin to develop key skills needed to ask, evaluate and answer questions from a variety of viewpoints.

**Knowledge** - Choose reliable sources of information to find out about the religion. Have hands on experiences to help develop an understanding on how religious views affect our society. Describe similarities and differences between people, events and artefacts studied. Describe how religious views can inform the decisions we make on a day-to-day basis.



## LINKS WITH ENGLISH

- **Text types** - Recounts, persuasive texts, discussion, poetry, responding.
- **English Skills** - Communication skills (speaking and listening), relative and expand vocabulary, reading, writing, grammar, evaluating, questioning and pronunciation.



## RETRIEVAL PRACTISE

- Recall some facts about people and events and explain why people may have acted the way they did.
- Cross year group links are made explicitly in order to refer to and build on prior learning.
- Important concepts and vocabulary e.g. specified vocabulary is taught, used, expected and tested regularly.



## PROGRESS

- Units of work that are carefully sequenced so that prior knowledge, concepts and skills are built upon and developed from previous year groups and units.
- Our curriculum is based on change and continuity, chronology and narrative, similarities and differences, cause and consequences, evidence and importance and significance.
- Children will increasingly make links between current and past learning.



## SUPPORT

- Everyone has equitable access to units of work.
- Structured questions and **sentence stems** are used to support children’s progress.
- All learning will be put into context.
- High quality texts (both non-fiction and fiction) based on religion.
- Key vocabulary word banks/displays.



# RELIGIOUS EDUCATION AT THONGSLEY FIELDS

Growing hearts and minds through the humanities.

## RE

Year Group	Nursery	Reception	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2 A	FS2 B	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B

RE	Children's learning will include significant people, events and changes over time. Outcomes will focus on a <b>big question</b> and conclude with a presentation in an appropriate format e.g. a class book, video, presentation, debate, etc.								
	<b>Understanding the World</b>  Immediate family and relations.  Similarities and differences that connect and distinguish us from others.	<b>Let's Celebrate!</b>  What is a celebration? Diwali and Christmas  Birthdays: differences and similarities in celebration e.g. parties, food, invitations.  Plan a party – writing invitations.	<b>Me and My Family</b>  Who is in your family? Different and unique.  People who help us – religious perspective.	<b>Special Places</b>  Places of worship – Church, Gurdwara, Mosque.  Key features - font, lectern, takht, prayer mat etc.	<b>Special books</b>  Books that are special to me. Compare Bible, Qur'an, Guru Granth Sahib.  Why are these books special? How are these books treated?	<b>Places of Worship</b>  Where do different religions worship?  When do different religions visit their place of worship?	<b>Sacred Writings</b>  What are the similarities between sacred writings?  Look at Torah and Bible. What are the similarities between them?	<b>Where do people worship?</b> Faith tour.  Architecture – why churches and cathedrals are usually in the shape of a cross from bird's eye view.  What is inside each place of worship? Prayer mats, font, stain glass windows.	<b>Words of Wisdom</b>  Gospels, what do they tell us? Why are they different?  Stories from the Bible – parables. What can we learn from parables?
	<b>Key Themes:</b> Community Belonging Beliefs Celebrations Worship			<b>Our World</b>  Who created the world? Buddhism, Christianity, Sikhism  Should we look after our world?	<b>Family</b>  Who is special to you? What is it like to belong to a Christian or Muslim family?  Look at when people, who follow these religions, visit their place of worship; what rituals are in the home; etc.	<b>How was the world created?</b>  How was the world created? Focussing on the big bang theory, Hinduism and Islam.	<b>How do we belong in our community?</b>  What makes a family and what it means to belong.  Life within a faith family: the distinctive pattern of faith life and what it means to believe and to belong, especially at times of festival.  Shared values influencing rules for family, school, friendship and faith groups.  Reflective responses and feelings about belonging to groups at school, home and elsewhere.	<b>How was the world created?</b>  Look at how different religions believe the world was created – similarities and differences.  Look at the Big Bang theory.	<b>What does it mean to be a person of faith?</b>  What does it mean to be a Christian? How do Christians show their commitment to their faith? Baptisms. 10 commandments.

Excellence for all - a curriculum to be proud of.



# RELIGIOUS EDUCATION AT THONGSLEY FIELDS

Growing hearts and minds through the humanities.

Year Group	Nursery	Reception	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2 A	FS2 B	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B
		<p><b>My Special Place</b></p> <p>Where is your happy place?</p> <p>E.g. The park, home, school etc.</p> <p>What does 'belong' mean?</p>	<p><b>Retelling Parables</b></p> <p>David and Goliath and Sowing the Seeds (Christianity)</p> <p>Retell the story using puppets, role play etc.</p>	<p><b>Making a difference</b></p> <p>How do religious charities make a difference? This could be on a local or global scale. Do you have to be religious to make a difference?</p>	<p><b>Celebrations</b></p> <p>Celebrations within different religions – Christmas, Hanukah, Diwali.</p>	<p><b>How can we make a difference in our world today?</b></p> <p>You don't have to be religious to make a difference e.g. children in need. Red crescent (Islam), Red Cross, Christian Aid, 5 pillars Some religions say they have to give money away</p>	<p><b>What are the deeper meanings of festivals?</b></p> <p>Islam - Eid festival Judaism – Hanukah Christian – Christmas Sikh – Diwali</p>	<p><b>What will make our community a more respectful place?</b></p> <p>Make links between how we treat each other and the idea of a respectful community and introduce the task of the 'charter for respect'. Pupils will understand, select, develop and justify ideas that will help a community be more respectful.</p>	<p><b>How do people use faith, courage and commitment in their lives?</b></p> <p>People of Faith, courage and commitment Use examples of real living examples from different faiths e.g. Bear Grylls, Mo Farrah</p>



## Skill Development

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B
<p><b>Making sense of beliefs</b> Make sense of a range of religious and non-religious beliefs</p>	<p>Continue developing positive attitudes about the differences between people - Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. Help children to learn each other's names, modelling correct pronunciation.</p>	<p>Understand that some places are special to members of their community - Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children. Recognise that people have different beliefs and celebrate special times in different ways - Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p>	<ul style="list-style-type: none"> <li>Identify the core beliefs and concepts studied and give a simple description of what they mean.</li> <li>Give examples of how stories show what people believe (e.g. the meaning behind a festival).</li> <li>Give clear, simple accounts of what stories and other texts mean to believers.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the core beliefs and concepts studied.</li> <li>Make clear links between texts/sources of authority and the key concepts studied.</li> <li>Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions.</li> <li>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</li> <li>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority.</li> </ul>			
			<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</li> <li>Give examples of ways in which believers put their beliefs into action.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</li> <li>Describe how people show their beliefs in how they worship and in the way they live.</li> <li>Identify some differences in how people put their beliefs into action.</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between what people believe and how they live, individually and in communities.</li> <li>Using evidence and examples, show how and why people put their beliefs into actions in different ways, e.g. in different communities, denominations or cultures.</li> </ul>			
			<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the ideas they have been studying have something to say to them.</li> <li>Give a good reason for the views they have and the connections they make.</li> </ul>	<ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</li> <li>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</li> <li>Give good reasons for views they have and the connections they make.</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</li> <li>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li> <li>Consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</li> </ul>			
<p><b>Understanding the impact</b> Understand the impact and significance of religious and non-religious beliefs</p>								
<p><b>Making connections</b> Make connections between religious and non-religious beliefs, concepts, practices and ideas studied</p>								