

## RE Curriculum

**Key concepts: the nature of belief**, expressing belief, a good life, personal journey, influence and authority and the big picture

**Key questions:**

**Key Threads:**



Locality	Significant People	Human Influence	The Wider World	Comparison	Investigation	British Values
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EYFS		
<b>F2</b> <b>Who belongs in my family?</b>  Pathway 2 and 4	Talk about members of their immediate family Name and describe people are familiar to them	
<b>F2</b> <b>How do people celebrate special times?</b>	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	
<b>F2</b> <b>Who cares for me and how do I help others?</b> Pathway 3	Talk about the lives of the people around them and their roles in society. Explain the reasons for rules, know right from wrong and try to behave accordingly. Show sensitivity to their own and others' needs.	
<b>F2</b> <b>Why are some objects special?</b> Pathway 2	Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.	

<p><b>F2</b> How do we understand and care for the world?</p> <p>Pathway 5</p>	<p>Children learn about festivals and how they are celebrated</p> <p>Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.</p>	
<p>Which places are special to members of our community</p> <p>Pathway 1</p>	<p>Learn about and describe special places for themselves and learn about special places for religious people</p> <p>Know some similarities and differences between different religious and cultural communities in this country</p>	

Year 1 and 2 - Cycle 1	Year 1	- Year 2
<p>What does it mean to belong to a community of belief?</p> <p>C1.1</p> <p>Pathway 1</p>	<ul style="list-style-type: none"> <li>Talk about places of worship.</li> <li>Explore and begin to name some special objects and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>Name some 'precious', 'sacred' or 'holy' objects and places.</li> <li>Recognise some religions / worldviews represented in the school, locality and elsewhere in the UK.</li> </ul> <p>Express ideas about 'holy' or important objects and places.</p>

<p><b>How do Hindu stories help believers help their lives?</b>  <b>F1.1 Pathways 3 and 6</b></p> <p><i>Links to Diwali during Autumn 2</i></p>	<ul style="list-style-type: none"> <li>Recognise that stories sometimes have a hidden meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Stories can teach us important lessons about ourselves and the world.</li> <li>Stories can help us with life's big questions or mysteries either with answers or deeper questions.</li> <li>Religions and worldviews use stories to help pass on their own teachings around these big questions.</li> <li>Various forms of literary &amp; creative expression in religious and other worldviews preserve these stories.</li> </ul>
<p><b>Why are festivals important in a community</b>  <b>C.1.4 Pathway 5</b></p> <p>Spring 1 and 2</p>	<ul style="list-style-type: none"> <li>Recognise that celebrations are very special occasions.</li> <li>Talk about a celebration they have experienced.</li> </ul>	<ul style="list-style-type: none"> <li>Name some celebrations and talk about how these are celebrated.</li> <li>Talk about their experiences and feelings connected to celebrations or customs.</li> <li>Recognise some similarities and differences between festivals and celebrations.</li> </ul>
<p><b>How and why do we care for each other</b>  <b>F1.12 Pathway 3</b></p>	<ul style="list-style-type: none"> <li>Listen to some religious stories.</li> </ul> <p>Talk about 'caring'.</p>	<ul style="list-style-type: none"> <li>Recall and talk about some religious stories</li> <li>Respond to questions about stories</li> <li>Respond with ideas about how to care for others</li> </ul>
<p><b>Which books and stories are important</b>  <b>Pathway 6</b></p>	<ul style="list-style-type: none"> <li>Talk about why a book is special to them</li> <li>Listen to stories from special books</li> </ul>	<ul style="list-style-type: none"> <li>Express ideas about how some favourite stories, including stories from religions / worldviews give people a message on how to live.</li> <li>Recognise the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years.</li> </ul> <p>Suggest meanings for some special stories.</p>
<p><b>Year 1 and 2 - Cycle 2</b></p>		<p>-</p>

<p><i>How and why do some people pray</i> C1.4 Pathway 4</p>	<p>Talk about what some believers say and do when they pray.</p>	<ul style="list-style-type: none"> <li>• Talk about how prayer makes people wonder at the world and ask big questions about life.</li> <li>• Retell a story about someone whose experience or encounter changed their life.</li> </ul> <p>Notice what someone might do or say when they pray.</p>
<p><i>How can we make good choices c1.3?</i> Pathway 3</p>	<ul style="list-style-type: none"> <li>• Explore and talk about different rules using examples from stories and real life</li> </ul>	<ul style="list-style-type: none"> <li>• Notice characteristics in the lives of people who are held as examples by religions / worldviews.</li> <li>• Talk about and suggest meanings for teachings about right and wrong from different religions / worldviews.</li> </ul>
<p><i>How are Symbols used to welcome new life?</i> C1.2 Pathway 2</p>	<ul style="list-style-type: none"> <li>• Explore and talk about different ways to welcome a new baby</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and name some symbols used to welcome a new baby.</li> <li>• Express ideas about the symbols they would use to welcome a baby.</li> <li>• Recognise some similarities and differences between the welcoming ceremonies.</li> </ul>
<p><i>What do religions and world views say about our world</i> F1.13 Pathways 4 and 6</p>	<ul style="list-style-type: none"> <li>• Talk about the world and creation.</li> <li>• Listen to a range of religious and non-religious stories about creation and begin to retell them.</li> <li>• Talk about how to care for the planet.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and respond to questions about the world and creation.</li> <li>• Recognise and retell religious and non-religious stories and beliefs about creation and suggest some meanings.</li> <li>• Begin to express ideas and opinions about how to care for the planet.</li> <li>• Ask and respond to questions about the world and creation.</li> <li>• Recognise and retell religious and non-religious stories and beliefs about creation and suggest some meanings.</li> <li>• Begin to express ideas and opinions about how to care for the planet.</li> </ul>

<p><b>What did Jesus teach us and how did he live?</b>  <b>F1.15</b></p>	<ul style="list-style-type: none"> <li>• Listen and respond to stories from the life and teachings of Jesus.</li> <li>• Talk about right or wrong by referring to the teachings of Jesus.</li> </ul> <p>Name and retell a key event for Christians during Holy week or Easter.</p>	<ul style="list-style-type: none"> <li>• Express ideas and respond to questions about stories from the life and teachings of Jesus.</li> <li>• Express ideas about how beliefs affect how Christians live their lives, such as: fasting, supporting the homeless and poor, campaigning, using examples of local or well-known Christians.</li> </ul> <p>Name and retell key events in the final days of Jesus' ministry, including: Palm Sunday; the last supper; crucifixion; the empty tomb. Recall how these are remembered in Holy Week and Easter.</p>
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Year 3 and 4 – Cycle 1	Year 3	Year 4
<p><i>Why do the lives of Gurus inspire Sikh believers? CL2.4</i></p> <p><b>Pathway 4</b></p>	<ul style="list-style-type: none"> <li>Retell some important Sikh stories.</li> <li>Recognise Sikh practices relating to the Guru Granth Sahib.</li> <li>Talk about Sikh values e.g. equality, honesty.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of Sikh beliefs and stories about their Gurus.</li> <li>Describe Sikh practices relating to the Guru Granth Sahib.</li> <li>Explain and give reasons for Sikh values e.g. equality, honesty.</li> </ul>
<p><i>How do ancient stories influence modern celebrations? CL2.5</i></p> <p><b>Pathway 5</b></p>	<ul style="list-style-type: none"> <li>Describe the different festivals and recount some of the ancient stories behind them.</li> <li>Begin to express ideas and opinions about how light is represented in some festivals.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how stories from the past have influenced the way in which the festivals are celebrated today.</li> <li>Respond with a range of own ideas of how light is a representation of more than just goodness (hope, remembrance, reflection, freedom).</li> </ul>
<p><i>How are stories of Holy Week important to Christians? FL2.14</i></p> <p><b>Pathway 6</b></p>	<ul style="list-style-type: none"> <li>Talk about the stories of Holy Week and express ideas about how different people felt.</li> <li>Respond to questions about the importance of these stories for Christians.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the events of Holy week, using a range of narratives from the Gospels</li> <li>Ask questions about the importance of the stories of Holy Week for Christians</li> <li>Describe similarities and differences in the ways different Christians celebrate and remember the stories of Holy Week.</li> </ul>
<p><i>How do the five pillars help the Muslims lead a good life? CL2.3</i></p> <p><b>Pathway 3</b></p>	<ul style="list-style-type: none"> <li>Recognise some of the key teachings of Islam;</li> <li>Describe some Muslim practices and actions.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Give examples of key teachings of Islam and recognise the different ways these are interpreted by believers;</li> <li>Express ideas about how Muslim beliefs have an impact on the life of believers;</li> <li>Explain how a Muslim might follow the example of the Prophet Mohammed SAW.</li> </ul>

Year Three and Year Four Cycle 2

<p><i>What faiths and beliefs can be found in our country and community? CL2.1</i></p> <p><b>Pathway 1</b></p> <p><i>Summer 1 and 2</i></p>	<p>Recognise and talk about evidence of religions /worldviews in their community.</p>	<ul style="list-style-type: none"> <li>Describe some characteristics of religions and their places of worship.</li> <li>Recognise that each religion / worldview is made up of several groups of people and compare some of the different beliefs and practices.</li> </ul>
<p><b>Year 3 and 4 – Cycle 2</b></p>	<p>Year 3</p>	<p>Year 4</p>
<p><i>How do Jews use stories to remember God’s Covenant? CL 2.6</i></p> <p><b>Pathway 6</b></p>	<ul style="list-style-type: none"> <li>Listen to and recall some Jewish stories.</li> <li>Describe and make links between rituals and actions linked to some Jewish stories</li> </ul>	<ul style="list-style-type: none"> <li>Re-tell some Jewish stories and consider their importance.</li> <li>Explain how Jews express their faith through rituals and actions.</li> <li>Express ideas about the rituals and practices which demonstrate belonging to a community.</li> </ul>
<p><i>How does the Bible help Christians live good life? FL2.12</i></p> <p><b>Pathway 3</b></p>	<ul style="list-style-type: none"> <li>Listen carefully to a Bible story. Retell stories in their own words</li> <li>Talk about what is important to them and why.</li> </ul>	<ul style="list-style-type: none"> <li>Recall and re-tell some well-known parables and teachings in the Bible.</li> <li>Give examples of how the Bible influences Christians in the way they live.</li> <li>Respond thoughtfully and express their own ideas of right and wrong.</li> </ul>
<p><i>How do creation stories help people understand the world? FL2.11</i></p> <p><b>Pathway 6</b></p>	<ul style="list-style-type: none"> <li>Re-tell a range of creation stories.</li> <li>Express ideas about creation.</li> <li>Give examples of ways to look after the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Re-tell a range of creation stories, making links between them.</li> <li>Express ideas about creation and suggest meanings for the stories.</li> <li>Express different views and ideas about helping to look after the world around them.</li> </ul>
<p><i>Why do people follow inspirational leaders? CL2.1</i></p> <p><b>Pathway 3 &amp; 5</b></p>	<ul style="list-style-type: none"> <li>Describe a leader</li> <li>Talk about why they find different leaders inspirational</li> <li>Ask and respond to questions about experiences and feelings relating to leadership</li> </ul>	<ul style="list-style-type: none"> <li>Explain how leaders put their teachings and values into practice.</li> <li>Describe and make links between different leaders (religious and non-religious), exploring similarities and differences.</li> </ul>

Year Three and Year Four Cycle 2

		<ul style="list-style-type: none"><li>• Give examples of the ways in which communities follow their leaders</li></ul>
<p><b><i>How do different people express their spirituality?</i></b> <b>CL2.2</b></p> <p><b>Pathway 2</b></p> <p><b>Summer 1 &amp; 2</b></p>	<ul style="list-style-type: none"><li>• Respond sensitively to a variety of examples of spiritual/religious arts</li><li>• Begin to express ideas and beliefs through producing a piece of expressive art</li></ul>	<ul style="list-style-type: none"><li>• Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms</li><li>• Express their beliefs and values through creating a piece of expressive art</li></ul>

Years 5 and 6 Cycle 1	Year 5	- Year 6
<p><i>Why do some people go on a pilgrimage?</i></p> <p><b>CU2.4</b> <b>Pathway 4</b></p>	<ul style="list-style-type: none"> <li>Describe some special places and journeys</li> <li>Explore and describe feelings about special journeys and places</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explain some amazing, puzzling or mysterious experiences associated with places of pilgrimage.</li> <li>Suggest reasons why special places and journeys make people ask big questions about life.</li> <li>Express ideas about new insights pilgrims might gain from their journey</li> </ul>
<p><i>What do Christians believe about the old and new covenants?</i></p> <p><b>Cu2.6</b> <b>Pathway 6</b></p>	<ul style="list-style-type: none"> <li>Explore and re-tell some Old Testament stories and talk about key figures.</li> <li>Identify some similarities and differences between the different Abrahamic world faiths.</li> </ul>	<ul style="list-style-type: none"> <li>Define the word 'covenant' and give an example.</li> <li>Summarise narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people.</li> <li>Compare and contrast aspects of Christianity, Judaism and Islam, especially in relation to Abraham and Jesus.</li> </ul>
<p><i>What values do people live by?</i></p> <p><b>CU 2.3</b> <b>Pathway 3</b></p>	<ul style="list-style-type: none"> <li>Use vocabulary such as 'values' 'right and wrong' and 'good and bad'</li> <li>Talk about some religious and some Humanist values</li> <li>Make links between their own behaviour and values, and the values they study.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain some of the moral teachings practised by religious communities and make connections between them.</li> <li>Compare religious ideas about right and wrong with non-religious worldviews such as Humanism.</li> <li>Apply ideas about values and how religious and non-religious people choose to live their lives.</li> </ul>
<p><i>Should we forgive others?</i></p> <p><b>FU2.2</b> <b>Pathway 3</b></p>	<ul style="list-style-type: none"> <li>Describe ways in which people show that they are sorry.</li> <li>Describe the teaching and example of Jesus about forgiving people</li> <li>Make links between the teachings they study and their own views and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Give a considered response to why it is hard to 'make up' or apologise in a conflict.</li> <li>Identify and explain their own ideas about Jesus' teaching regarding forgiveness and reconciliation.</li> <li>Discuss and give examples of how some modern individuals have faced the challenge of forgiveness.</li> </ul>
<p><i>What do different Hindu people believe about God</i></p> <p><b>CU2.1</b> <b>Pathway 1</b></p>	<ul style="list-style-type: none"> <li>Know that Hindus worship god in different ways.</li> <li>Can describe how different Murtis represent different aspects of God.</li> </ul>	<ul style="list-style-type: none"> <li>Describe some examples of what different Hindus do to show their faith.</li> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</li> <li>Explain similarities and differences between Hindu worship and worship in another religious tradition they are familiar with.</li> </ul>

Years 5 and 6 Cycle 2		
<p><i>How do Sikhs symbolise their commitment? CU2.2</i> <b>Pathway 2</b></p>	<ul style="list-style-type: none"> <li>Explore Sikh practices and celebrations in the home and in the community</li> <li>Use some religious words to talk about Sikh beliefs and stories</li> <li>Begin to express ideas by asking and responding to questions about Sikh ways of life</li> </ul>	<ul style="list-style-type: none"> <li>Describe and give examples of how Sikhs express their beliefs through story, symbols and actions.</li> <li>Explain why these stories and symbols have been important in Sikh religion and culture over many years and are still told today.</li> <li>Weigh up a range of opinions about wearing the 5Ks and taking amrit.</li> </ul>
<p><i>How do Buddhists live a meaningful life? FU1.4</i> <b>Pathways 1 and 4</b></p>	<ul style="list-style-type: none"> <li>Retell the story of Prince Siddhartha's birth and upbringing</li> <li>Identify their own precepts for life and similarities with the Buddhist Precepts</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the story of Prince Siddhartha's birth and upbringing and give reasons why he looked for enlightenment.</li> <li>Identify and explain their own precepts for life and find similarities with the Buddhist Precepts relating these to their beliefs</li> <li>Find and explain the meanings in Buddhist stories.</li> </ul>
<p><i>How and why are Jewish Festivals celebrated today? CU2.5</i> <b>Pathway 5</b></p>	<ul style="list-style-type: none"> <li>Identify and describe some Jewish festivals</li> <li>Express ideas about why people celebrate</li> </ul>	<ul style="list-style-type: none"> <li>Summarise ideas about Jewish festivals and how and why they are commemorated.</li> <li>Give a considered response to how and why Jewish people follow the commandments set out in the Torah</li> <li>Choose appropriate questions for an interview.</li> </ul>
<p><i>What is the significance of Easter Ascension and Pentecost? FU2.11</i> <b>Pathway 5</b></p>	<ul style="list-style-type: none"> <li>Respond thoughtfully to questions about Easter, Ascension and Pentecost.</li> <li>Describe and give examples of some Christian beliefs about Jesus' death, resurrection and ascension.</li> </ul>	<ul style="list-style-type: none"> <li>Weigh up different ideas about Jesus' resurrection, considering Gospel narratives.</li> <li>Summarise Christian beliefs about Jesus' kingship and the Kingdom of God. Show understanding of these terms and weigh up what they mean for Christians.</li> <li>Explain how and why Pentecost is celebrated today.</li> </ul>

***Why are rites of passage important? FU2.13***  
***Pathway 2 and 4***

***Summer 1 and 2***

- Describe the rights and responsibilities that come with growing up
- Describe and compare different rites of passage.
- Discuss their own beliefs and ideas and compare these with others.

- explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others.
- Explain how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement