

Religious Education Curriculum Overview



At Winslow CE School our RE curriculum will enable pupils to develop:

- high levels of religious literacy
- the ability to formulate reasoned opinion and argument and hold balanced, informed conversations about religious and other views
- reflective, effective thinking, demonstrating empathy and self-awareness
- an understanding of the human need to pursue a personal quest for meaning, purpose and values, and a sense of their own and others' identity
- an understanding of the nature and influence of religion
- an understanding of the beliefs, values and practices of principal religions and how these influence peoples' lives in terms of:
 - theology – key ideas and beliefs of the religions studied, how and when these have arisen and how they shape our and others' relationships and views of the world
 - philosophy – exploring big questions of morality, meaning and existence
 - human science - investigating the practices of religious and non-religious believers, how these relate to the above and how they impact their lives, our communities and society in general.

UNDERSTAND THE
NATURE, ROLE
AND INFLUENCE
OF RELIGION

PURSUE PERSONAL
QUEST FOR
MEANING PURPOSE
AND VALUE

FORMULATE
REASONED
OPINION AND
ARGUMENT

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2 Bible stories throughout the year	Celebrations <i>What should we celebrate together?</i> FOCUS- Birthdays/Diwali/Guy Fawkes/Chanukah/Purim/Harvest	Christmas <i>Why do Christians perform nativity plays?</i> FOCUS- Jesus- impact of watching or doing a play not just reading it	God <i>Is the word 'God' special?</i> FOCUS- What is special to them? What is special to God- Bible stories	Jesus and Easter <i>Does an Easter garden need a cross?</i> FOCUS- the cross, Easter gardens, hot cross buns, Easter egg- symbols of Easter	Special Foods <i>Are some foods special?</i> FOCUS- Jewish festival foods, Rosh Hashanah, Pesach, kosher food	Creation <i>What do some people believe about the beginning of the world?</i> FOCUS- creation stories, plant/animal care
Year 1	Belonging, All about me & Special People <i>Is everybody special?</i> FOCUS- Christianity/God/Belonging	Special Occasions <i>Should we celebrate Harvest or Christmas?</i> FOCUS- Christianity/Harvest/Christmas/Celebration	Our World <i>Does Creation help people understand God?</i> FOCUS- Christianity/Judaism/Creation	Important People, Special Stories <i>Should everyone follow Jesus?</i> FOCUS- Christianity/Jesus/Leaders/Rabbi/Vicars	Special Stories <i>Are some stories more important than others?</i> FOCUS- Christianity/Judaism/Old Testament/Moral stories	Important Places, Special things <i>Do we need shared special places?</i> FOCUS- Judaism/Synagogue/Community/Symbols
Year 2	Important People, All about me <i>Who should you follow?</i> FOCUS- Christianity/Judaism/Symbols/Christmas	Special things, Belonging <i>Do religious symbols mean the same to everyone?</i> FOCUS- Christianity/Judaism/Symbols/Christmas	Special Occasions, Our world <i>Does everyone celebrate the New Year?</i> FOCUS- Christianity/Judaism/New Year/Rosh Hashanah	Special Occasions, Important People <i>How should the Church celebrate Easter?</i> FOCUS- Christianity/Easter/Holy Week	Special Stories <i>Can stories change people?</i> FOCUS- Christianity/Judaism/Old Testament stories	Special Occasions, Belonging <i>How should you spend the weekend?</i> FOCUS- Judaism/Shabbat
Year 3	Worship, Places of Worship, Community & Symbolism	Festivals & Symbolism <i>Is light a good symbol for celebration?</i> FOCUS-	Rites of Passage, Ethics & Moral Issues, Religion in the Community	Sacred Texts, Festivals & Symbols <i>Does Easter make sense without Passover?</i> FOCUS-	Founders & Prophets, Ethics & Moral Issues <i>Does Jesus have authority for everyone?</i> FOCUS-	Sacred Texts, Ethics & Moral Issues <i>Can made-up stories tell the truth?</i> FOCUS-

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	<i>Do Christians have to take communion?</i> FOCUS- Christianity/Worship /Communion	Hindu/Christianity/Judaism/ Advent/Divali/ Chanukah	<i>Is a Hindu child free to choose how to live?</i> FOCUS- Judaism/Hindu/Belief/ Commandments	Judaism/Christianity/ Freedom	Christianity/Authority	Christianity/Truth/ Story
Year 4	Symbolism & Worship <i>Do Murtis help Hindus understand God?</i> FOCUS- Hindu/Art/Symbol/ God	Founders/Prophets, Diversity in religions <i>Does the Christmas narrative need Mary?</i> FOCUS- Christianity/Mary/ Worship	Pilgrimage, Religion in the Community <i>Is a holy journey necessary for believers?</i> FOCUS- Hindu/Christianity/ Pilgrimage	Festivals, Traditions, Founders & Prophets <i>Should believers give things up?</i> FOCUS- Christianity/Lent	Founders & Prophets, Sacred Texts, Symbolism <i>Did Jesus really do miracles?</i> FOCUS- Christianity/Miracles	Worship, Diversity in religions, Religion in the Community <i>Does prayer change things?</i> FOCUS- Christianity/Hindu/ Prayer
Year 5	Sacred Texts, Founders & Prophets <i>Do Muslims need the Qur'an?</i> FOCUS- Islam/Muhammad (pbuh)/God/Allah/ Jibreel	Sacred Texts, Festivals, Symbolism <i>Does God communicate with man?</i> FOCUS- Christianity/Peace/Christmas	Worship, Places of Worship, Religion in the Community <i>Does the community of the Mosque help Muslims lead better lives?</i> FOCUS- Islam/Sacred Places/ Mosque	Founders & Prophets, Festivals, Ethics & Moral issues <i>Was the death of Jesus a worthwhile sacrifice?</i> FOCUS- Christianity/Sacrifice/ Sin/Redemption	Founders & Prophets, Ethics & Moral Issues, Sacred Texts <i>Are you inspired?</i> FOCUS- Christianity/Holy Spirit/Inspiration	Ethics & Moral Issues, Religion in the community <i>What's best for our world? Does religion help people decide?</i> FOCUS- Christianity/Islam/ Charity/Zakat
Year 6	Founders/Prophets, Worship <i>Are the Saints encouraging role models?</i> FOCUS- Christianity/Saints	Sacred Texts, Symbolism, Festivals <i>Is "God made Man" a good way to understand the Christmas story?</i> FOCUS- Christ/Incarnation/ Emmanuel	Symbolism, Religion in the Community <i>Do clothes express belief?</i> FOCUS- Islam/Hijab	Festivals, Rites of Passage <i>Is the resurrection important to Christians?</i> FOCUS- Christianity/Eternal life	Symbolism, Sacred Texts <i>Can we know what God is like?</i> FOCUS- Christianity/Islam/ Hindu	Natural World, Ethics & Moral Issues <i>Does it matter what people believe about creation?</i> FOCUS- Multi faith/Creation/Care for world

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Aims	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
To understand the nature, role and influence of religion pupils:	<p>Show basic knowledge and understanding of Christianity and at least one, at most two, other faiths, exploring similarities and differences between religions.</p> <ul style="list-style-type: none"> • <i>retell stories from different religions and traditions, and explain what they think it teaches people.</i> • <i>recognise some religious phenomena and can say what religion these are from and say something about their meaning.</i> • <i>recognise that religions share things in common and have real differences.</i> 	<p>Show knowledge and understanding of Christianity and other faiths and beliefs, and can explain what difference faith makes in family life.</p> <ul style="list-style-type: none"> • <i>describe beliefs and teachings from Christianity and two other religions and show how these influence how people live and behave.</i> • <i>recognise and can describe symbols and rituals from Christianity and two other religions and say something about what these mean for people.</i> • <i>recognise different religions and can compare different beliefs and teachings about God, the world and humanity from Christianity and two or three other religions studied.</i> 	<p>Understand what it means to belong to a religious community and the influence religious faith has on individuals and communities.</p> <ul style="list-style-type: none"> • <i>describe similarities and differences of belief and practice within and between Christianity and two or three different religions and show how these influence the lives of individuals and communities.</i> • <i>use correct vocabulary to suggest meanings for different ways in which people show their religious beliefs.</i>
To pursue personal quest for meaning, purpose and value pupils:	<p>Reflect on personal experience and say how it is linked to feelings and opinions.</p> <ul style="list-style-type: none"> • <i>talk about what is important to themselves and others and give a reason why.</i> 	<p>Think about what influences our beliefs and lifestyle and the way we see things.</p> <ul style="list-style-type: none"> • <i>recognise who and what inspires themselves and others and say something about how this affects their behaviour.</i> 	<p>Explore different religious and non-religious beliefs about meaning, purpose and value.</p> <ul style="list-style-type: none"> • <i>raise questions about beliefs, values and how people live their lives and are able to research what different religions and a non-religious view say about important beliefs, ideas and issues, including the sources of authority such as sacred texts and key figures.</i> • <i>recognise different sources of inspiration and influence on people's lives and can discuss the positive and negative impact these might have on individuals and communities.</i>
To formulate reasoned opinion and argument pupils:	<p>Give one or more reasons for an opinion, based on appropriate factual knowledge and understanding.</p> <ul style="list-style-type: none"> • <i>ask appropriate questions about the religions they explore and can give a good reason for their own and other people's beliefs and opinions.</i> 	<p>Gain basic understanding of some beliefs to be able to give valid reasons for and against an opinion.</p> <ul style="list-style-type: none"> • <i>ask questions about religion and belief that help them find out more about Christianity and two or three different beliefs and practices, comparing these with their own ideas.</i> 	<p>Show awareness of the ways beliefs influence attitudes, way of life and behaviour;</p> <p>Express and justify their own beliefs and opinions and listen sensitively to those of others;</p> <p>Distinguish between valid and invalid arguments.</p> <ul style="list-style-type: none"> • <i>discuss the impact of religion on individuals and communities and support their views with good reasons linked to evidence and examples</i>