



St Mary's C of E Primary Academy Folkestone

RE Curriculum

Intent: Religious Education at St Mary's holds a central role in our whole school curriculum, exploring concepts that support the children's development to engage fully in life in Modern Britain. It encourages and develops a safe learning environment where children explore personal ideas and beliefs and learn and respect those of others. The Christian faith is an important focus, but together with learning about a wide range of faiths as well.

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terms 1 and 2	CREATION Why is the word 'God' so important to Christians?	GOD What do Christians believe that God is like?	CREATION Who made the world?	PEOPLE OF GOD What is it like to follow God?	CREATION What do Christians learn from the Creation story?	GOD What does it mean if God is loving and holy?	CREATION Creation and science: conflicting or complementary?
	OLD TESTAMENT STORIES Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas?	INCARNATION Why does Christmas matter to Christians? <i>CORE / DIGGING DEEPER</i>	INCARNATION Why does Christmas matter to Christians? <i>CORE / DIGGING DEEPER</i>	SIKHI What is important for Sikh people?	INCARNATION What is the Trinity? <i>DIGGING DEEPER</i>	INCARNATION Was Jesus the Messiah? <i>CORE LEARNING</i>	GOSPEL What would Jesus do?
Terms 3 and 4	NEW TESTAMENT STORIES Which stories are special and why?	GOSPEL What is the good news that Jesus brings? <i>CORE / DIGGING DEEPER</i>	GOSPEL What is the good news that Jesus brings? <i>CORE / DIGGING DEEPER</i>	INCARNATION What is the Trinity?	GOSPEL What kind of a world did Jesus want?	PEOPLE OF GOD How can following God bring freedom and justice?	ISLAM What does it mean to be a Muslim in Britain today? (Part 2)
	SALVATION Why do Christians put a cross in an Easter garden?	SALVATION Why does Easter matter to Christians? <i>CORE LEARNING</i>	SALVATION Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	SALVATION Why do Christians call the day Jesus died Good Friday?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>CORE / DIGGING DEEPER</i>	SALVATION What did Jesus do to save human beings?	SALVATION What difference does the resurrection make for Christians?
Terms 5 and 6	WORLD FAITH STORIES Which stories are special and why?	JUDAISM Who is Jewish and what do they believe? (Part 1)	ISLAM Who is a Muslim and what do they believe? (Part 1)	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	HINDU DHARMA What does it mean to be a Hindu in Britain today? ?	JUDAISM What does it mean to be Jewish in Britain today?	UNIVERSAL Is it better to express your religion in arts and architecture, or in charity and generosity?
	WORLD FAITH STORIES Which stories are special and why?	JUDAISM Who is Jewish and what do they believe? (Part 2)	ISLAM Who is a Muslim and what do they believe? (Part 2)	SIKHI How do Sikh people worship and celebrate?	UNIVERSAL Why do some people think that life is a journey? What significant experiences mark this?	ISLAM What does it mean to be a Muslim in Britain today? (Part 1)	KINGDOM OF GOD What kind of king is Jesus?
	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Evidence of Theology - God	Talk about a place, a special story or person belonging to a faith or belief community using appropriate language Show an awareness that festivals are special times for different people and describe how people celebrate them Use key theological vocabulary e.g. 'God' Recreate religious and belief stories in their play e.g. small world play	Talk simply about core beliefs and concepts and what they mean Use appropriate subject specific vocabulary when they talk Identify similarities in features of religion and belief Retell religious, spiritual and moral stories		Identify similarities and differences between theological concepts/religions/beliefs, giving examples from their learning Describe and suggest meanings for symbols and other forms of expression for people of faith or belief, giving reasons for their ideas Make links between concepts/beliefs, texts/stories and practices (believing, belonging and behaving)		<i>What do people believe and think about God? How does religious belief shape and influence everyday life?</i> Explore, gather, select and organise ideas about religion, belief or worldviews, drawing on key texts/sources and concepts where appropriate Express their understanding of concepts in theological terms Suggest some ways in which different people might interpret key texts/sources Suggest meanings for a range or forms of expression, using accurate vocabulary	



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<p>Evidence of Philosophy - Reality</p>	<p>Show curiosity; ask questions about their learning</p> <p>Respond with growing sensitivity and responsibility to the world around them</p> <p>Talk about right/wrong, good/bad, real/true</p> <p>Recognise that others views may be different from their own</p> <p>Show a range of feelings in response to their learning – e.g. awe, wonder, sadness, joy etc</p> <p>Talk about what concerns them about different ways in which people behave</p> <p>☑ Say what matters to them or is of value</p>	<p>Respond sensitively and imaginatively to questions about being human and their own place in the world</p> <p>Ask thoughtful questions about their own and others' ideas, feelings and experiences</p> <p>Recognise that some questions about life are difficult to answer</p> <p>Respond to questions e.g. right/wrong, good/bad, real/true</p> <p>Give a simple reason for a view that they have</p>	<p>Compare their own ideas, influences and/or feelings with those of others</p> <p>Make links between what they and other people think about God/being human/what is important in life/how to behave</p> <p>Give reasons for beliefs, attitudes, actions, especially in relation to their own developing worldview ('personal knowledge')</p> <p>Ask significant questions about life, comparing their ideas with others' and suggesting answers from their learning</p>	<p><i>How does learning about the religion cause believers and you to explore further question, challenge an understanding of the world and your place in it?</i></p> <p>Explain how sources of inspiration and influence make a difference to themselves and others, recognising that others might think differently</p> <p>Suggest what might happen as a result of their own and others; thinking, attitudes or actions, drawing on examples from their learning</p> <p>Develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview</p> <p>Reflect on possible connections between worldviews and the human search for meaning</p>
<p>Evidence of Human and Social Science - Community</p>	<p>Talk about their own times of celebration or about things that are special to them, such as beliefs, places, books, objects and people (communities)</p> <p>Talk about a group they belong to and show an awareness that children belong to different groups</p>	<p>Talk about different communities of people</p> <p>Give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives</p> <p>Give a reason why something may be of value to themselves and/or others, recognising different viewpoints</p> <p>Identify how stories / symbols / objects might show what people believe</p> <p>Identify how belief is expressed in different ways for different people</p>	<p>Investigate and connect aspects of religion and beliefs, identifying some similarities and differences in people's lived experience</p> <p>Identify the impact on beliefs and practices on people's lives – individually, or as a community e.g. in how people worship and/or how they live</p>	<p><i>How does belonging to a faith community guide and influence everyday attitudes (head), responses (heart) and actions (hands)?</i></p> <p>Comment on connections between questions/beliefs/values/practices/ways of life, explaining their importance to different communities</p> <p>Investigate and describe similarities and differences in lived experience within and between religions/beliefs</p> <p>Describe the impact of beliefs and practices for different people (e.g. on individuals, groups/communities and cultures, locally, nationally and globally)</p>
<p>Vocabulary</p>	<p>God Bible Creation Church Worship Pray Harvest Christian Lord's Prayer Thanks Baptism Charity Christmas Nativity Special Celebrate Thanksgiving Welcome Precious Advent Easter Palm Sunday King God</p>	<p>Jewish Creator Universe Relationship Unique Bethlehem Good News Gospels Gratitude Church Crib Incarnate Good News Friendship Forgiveness Peace Instructions Community Sharing Thank Incarnation Holy Week Worship Festival Symbol Cross Crucifix Suffering Forgiveness Lent Muslim Islam Judaism Torah Hanukkah Shabbat</p>	<p>Timeline Responsible Design Garden of Eden Temptation Human Nature Forgiveness Punishment Sin Commandments Promises Agreements Covenant Vows Faith Trust Neighbour Disciple Clergy Teachings Parable Hidden Meaning Love Hypocrisy Social Justice Creation Fall Maundy Thursday Last Supper Holy Communion Passover Death Crucifixion Resurrection Ritual Betrayal Trust Creation Fall Maundy Thursday Last Supper Holy Communion Passover Death Crucifixion Resurrection Pentecost Holy Spirit Kingdom Anxieties Worries Bereaved King Comforter Fruits of the Spirit Virtues Parish Fellowship Narrative Letter (as text) Inaugurated Invisible Body of Christ Father Son Guru Khanda,</p>	<p>Contemporary Scientific Controversy Conflict Wonder Majesty Power Interpretations Cosmology Evolution Freedom Justice Theological Exodus Slavery Obedience Salvation Commandments Covenant Christian Church Injustice Mission Nomads Messiah Prophecy Trinity Incarnation Saviour Anointed Transformation Transfiguration Revolution National Global Sermon Commandments Miracle Transformation Sacrament Discipleship Unjust Omnipotent Eternal Omniscient Holy Loving Forgiving Spirit Sin Grace Injustice Confessional Reconciliation Holiness Psalms</p>
<p>By the end of the phase,</p>	<p>Expected</p> <p>Talk about ... things, places, times, feelings, what people do.</p>	<p>Working Towards</p> <p>Talk about what they know about Christianity and Judaism</p>	<p>Working Towards</p> <p>Identify some of the beliefs of different religions</p>	<p>Working Towards</p> <p>Define some religious terms</p>



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<p>children will be able to</p>	<p>Think about ... Recognise some ... Identify some ... Say what ... Recall some simple stories -> retell simple stories Recall what happens Get to know and use appropriate words to talk about their thoughts and feelings -> say why something is special. Give examples linked to their own lives Share and record occasions when things have happened in their lives Observe, notice and wonder -> Ask questions</p>	<p>Recognise some simple facts Identify some religious objects used in different religions.</p> <p>Expected</p> <p>Talk about what some people believe and why Retell a story Talk about life issues and how different religions address these Ask and suggest some good questions Offer ideas of their own Recognise some objects and suggest why these are important Give an account Use creative ways to express their own ideas</p> <p>Above</p> <p>Make links between different religions Respond thoughtfully Express own ideas in the light of their learning Suggest their own ideas Suggest meanings Identify some similarities and differences Answer the title question thoughtfully</p>	<p>Retell and suggest the meanings of stories <i>Name some religious objects and suggest why they are important</i></p> <p>Expected</p> <p><i>Describe some ways religions are similar and different</i> Ask questions and suggest some of their own responses Suggest why people might believe something Identify choices people make as a result of their belief Make connections between stories Give examples of what people do and suggest reasons why Discuss their own and others' ideas Explore and suggest ideas Link up some questions and answers</p> <p>Above</p> <p>Identify some similarities and differences Discuss and present their own ideas about why people might think certain things Express their own understanding Present their own ideas about attitudes Make links between key concepts and the big story of the Bible Consider and evaluate Pose deep questions</p>	<p>Give two reasons for a question Recall some religious facts from different religions Respond with their own ideas Identify the key points of a religious view</p> <p>Expected</p> <p>Outline clearly what a certain religion believes Give examples of ways these beliefs affect lifestyle choices Express ideas and opinions thoughtfully Present different views Express their own understanding coherently Explain the impact of a religion on the world Explain some similarities and differences between different religions on the same issue Explain in detail some reasons why people might believe or behave in a certain way as a result of their belief Make independent connections between systems of thought Suggest some reasons why Reflect on the learning and its implication to their own life</p> <p>Above</p> <p>Explain how different religions disagree on a similar issue and interpret things differently Explain the links between different religions, giving reasons why Use evidence and examples to strengthen their reflections and personal opinions Investigate what the sacred books or documents might say about a particular issue Examine the title question from different perspectives including their own.</p>
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