



Religious Education Curriculum Overview

Fulwood and Cadley Primary School

The National Curriculum Purpose of Study for RE:

RE is a component of the legally required Basic Curriculum, to be taught alongside the National Curriculum in school. The National Curriculum states the legal requirement that: *school must offer a curriculum that is balanced and broadly based, and which:*

- *Promotes the spiritual, moral, cultural, mental and physical development of pupils, and*
- *Prepares pupils at school for the opportunities, responsibilities and experiences of later life.*

RE develops pupils' knowledge and understanding of, and their ability to respond to Christianity and the other principal religions presented in Great Britain. By exploring issues within and across faiths, pupils learn to understand and respect different religions, beliefs, values and traditions and their influence on individuals, societies, communities and cultures. Through the uses of distinctive language, listening and empathy, RE develops pupils' skills of enquiry and response. RE encourages pupils to reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses. RE does not seek to urge religious beliefs on pupils by promoting one religion over another. RE is not the same as collective worship which has its own place within our school life.

Aims

The curriculum for Religious Education aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
- appreciate and appraise varied dimensions of religion or a worldview.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Religious Education: School Statement of Intent

Through the teaching of RE at Fulwood & Cadley School, we aim for our children to be prepared for the opportunities, responsibilities and experiences which they may face later on in life. We want our children to know about and understand a range of religions and worldviews, and have the appropriate spiritual, moral, social and cultural development needed for them to be part of a cohesive society. We want our pupils to grow into responsible citizens who make a positive contribution to society by promoting mutual respect and tolerance in our diverse world. Religion and belief inform our values and are reflected in what we say and how we behave. We want our children to approach sensitively and respectfully the beliefs, actions and feelings of all people, so that they can take full part in building a more cohesive community where people of different religions and no religion can live well together.

Religious Education Whole School Curriculum Map

Year Group	Key Question	Special Times			Special Stories		Special places	
Class 1	Why are some things Special?	How and why do we celebrate? What times are special to different people and why?			Why are some stories special? What special messages can we learn from stories?		What buildings and places are special to different people? OR What is special about our world?	
Class 2	What do people say about God?	Christianity			Hinduism	Islam	Judaism	
		God	Jesus	Church				
		Why do Christians say that God is a Father?	Why is Jesus special to Christians?	How might some people show they belong to God?	Who are Hindu Gods & when important times are celebrated?	What do Muslims believe about creation & when do they celebrate ?	Why do some people trust in God & when do they celebrate ?	
Class 3	What do people say about God?	God	Jesus	Church	Hinduism	Islam	Judaism	
		Why do Christians say that God is a Father?	Why is Jesus special to Christians?	How might some people show they belong to God?	What do Hindus believe about God?	How might beliefs about creation affect how people treat the world?	Why might some people put their trust in God?	
Class 4	How do we respond to the things that really matter?	God	Jesus	Church	Hinduism	Islam	Sikhism	
		How does the way we treat the world matter?	Why do Christians say that Jesus is the "Light of the World"?	What unites the Christian community?	How might people show their devotion?	Why do Muslims believe it is important to obey God?	Does worship help people?	

		God	Jesus	Church	Hinduism	Islam	Sikhism
Class 5	How do we respond to the things that really matter?	How does the way we treat the world matter?	Why do Christians say that Jesus is the <i>"Light of the World"</i> ?	What unites the Christian community?	How might people show their devotion & what is expected of them?	Why do Muslims believe it is important to obey God?	Does worship help people?
Class 6	Who should we follow?	God	Jesus	Church	Islam	Buddhism	Hinduism
		How and why have some people served God?	What does it mean to be a disciple of Jesus?	What do Christians mean by <i>"The Holy Spirit"</i> ?	Why is the Prophet Muhammad an example for Muslims?	What can we learn from the life of people who started a religion?	What is expected of a person in following a religion or belief?
Class 7	How should we live our lives?	God	Jesus	Church	Hinduism	Islam	Judaism
		How and why might Christians use the Bible?	Is sacrifice an important part of religious life?	Why are some parables of Jesus an important source of guidance for Christians?	Do we have to live our lives in a certain way?	What is Hajj and why is it important to Muslims?	How do religious families and their communities practise their faith and what contributions does this make to society?
Class 8	How should we live our lives?	God	Jesus	Church	Hinduism	Islam	Judaism
		How and why might Christians use the Bible?	Is sacrifice an important part of religious life?	Why are some parables of Jesus an important source of guidance for Christians?	Do we have to live our lives in a certain way?	What is Hajj and why is it important to Muslims?	How do religious families and their communities practise their faith and what contributions does this make to society?
Class 9	Where can we find guidance about how to live our lives?	God	Jesus	Church	Buddhism	Sikhism	Judaism
		Why is it sometimes difficult to do the right thing?	What do we mean by a miracle?	How do people decide what to believe?	What can stories teach us?	Why do people follow sacred books?	What can we learn from the way Jews treat their scriptures?
		God	Jesus	Church	Hinduism	Islam	Non-Faith

Class 10	Is life like a journey?	How do Christians mark the “ <i>turning points</i> ” on the journey of life?	Why do Christians believe Good Friday is “ <i>good</i> ”?	What do we commit ourselves to on our journey?	Do we have to live our lives in a certain way?	What is Hajj and why is it important to Muslims?	How do we know what is true? Why do people believe or not believe in God?
Class 11	Is life like a journey?	God	Jesus	Church	Hinduism	Islam	Non-Faith
		How do Christians mark the “ <i>turning points</i> ” on the journey of life?	Why do Christians believe Good Friday is “ <i>good</i> ”?	What do we commit ourselves to on our journey?	Do we have to live our lives in a certain way?	What is Hajj and why is it important to Muslims?	How do we know what is true? Why do people believe or not believe in God?

Lancashire Assessment in Religious Education

End of Year Expectations - Christianity

RE Skills	Beliefs & Values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
Year 1	<ul style="list-style-type: none"> ✓ give an example of a key belief and/or a religious story ✓ give an example of a core value or commitment 	<ul style="list-style-type: none"> ✓ use some religious words and phrases to recognise and name features of religious traditions ✓ talk about the way that religious beliefs might influence the way a person behaves 	<ul style="list-style-type: none"> ✓ notice and show curiosity about people and how they live their lives 	<ul style="list-style-type: none"> ✓ ask questions
Year 2	<ul style="list-style-type: none"> ✓ retell and suggest meanings for religious stories and/or beliefs ✓ use some religious words and phrases when talking about beliefs and values 	<ul style="list-style-type: none"> ✓ identify and describe how religion is expressed in different ways ✓ suggest the symbolic meaning of imagery and actions 	<ul style="list-style-type: none"> ✓ identify things that influence a person's sense of identity and belonging 	<ul style="list-style-type: none"> ✓ ask relevant questions ✓ talk about their own identity and values
Year 3	<ul style="list-style-type: none"> ✓ show awareness of similarities in religions ✓ identify beliefs and values contained within a story/teaching ✓ identify the impact religion has on a believer 	<ul style="list-style-type: none"> ✓ identify how religion is expressed in different ways ✓ use religious terms to describe how people might express their beliefs 	<ul style="list-style-type: none"> ✓ describe how some people, events and sources of wisdom have influenced and inspired others 	<ul style="list-style-type: none"> ✓ in relation to matters of right and wrong, recognise their own and others' values ✓ discuss own questions and responses related to the question 'who should we follow – and why?'
Year 4	<ul style="list-style-type: none"> ✓ describe what a believer might learn from a religious teaching/story ✓ make links between ideas about morality and sources of authority 	<ul style="list-style-type: none"> ✓ describe the impact religion has on believers' lives ✓ explain the deeper meaning and symbolism for specific religious practices 	<ul style="list-style-type: none"> ✓ consider the range of beliefs, values and lifestyles that exist in society ✓ discuss how people make decisions about how to live their lives 	<ul style="list-style-type: none"> ✓ reflect on their own personal sources of wisdom and authority
Year 5	<ul style="list-style-type: none"> ✓ make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers ✓ explain the impact of beliefs and values – including reasons for diversity 	<ul style="list-style-type: none"> ✓ explain differing forms of expression and why these might be used ✓ describe diversity of religious practices and lifestyle within the religious tradition ✓ interpret the deeper meaning of symbolism – contained in stories, images and actions 	<ul style="list-style-type: none"> ✓ explain (with appropriate examples) where people might seek wisdom and guidance ✓ consider the role of rules and guidance in uniting communities 	<ul style="list-style-type: none"> ✓ discuss and debate the sources of guidance available to them ✓ consider the value of differing sources of guidance

Year 6	<ul style="list-style-type: none"> ✓ analyse beliefs, teachings and values and how they are linked ✓ explain how the beliefs and values of a religious tradition might guide a believer through the journey of life ✓ explain the impact of beliefs, values and practices – including differences between and within religious traditions 	<ul style="list-style-type: none"> ✓ use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences. ✓ explain differing ideas about religious expression. 	<ul style="list-style-type: none"> ✓ consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging ✓ discuss how people change during the journey of life 	<ul style="list-style-type: none"> ✓ raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments ✓ develop own views and ideas in response to learning ✓ demonstrate increasing self-awareness in their own personal development
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Lancashire Assessment in Religious Education

End of Year Expectations - Islam

RE Skills	Beliefs & Values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
Year 1	<ul style="list-style-type: none"> ✓ give an example of a key belief and/or a religious story ✓ give an example of a core value or commitment 	<ul style="list-style-type: none"> ✓ use some religious words and phrases to recognise and name features of religious traditions ✓ talk about the way that religious beliefs might influence the way a person behaves 	<ul style="list-style-type: none"> ✓ notice and show curiosity about people and how they live their lives 	<ul style="list-style-type: none"> ✓ ask questions
Year 2	<ul style="list-style-type: none"> ✓ retell and suggest meanings for religious stories and/or beliefs ✓ use some religious words and phrases when talking about beliefs and values 	<ul style="list-style-type: none"> ✓ identify and describe how religion is expressed in different ways ✓ suggest the symbolic meaning of imagery and actions 	<ul style="list-style-type: none"> ✓ identify things that influence a person's sense of identity and belonging 	<ul style="list-style-type: none"> ✓ ask relevant questions ✓ talk about their own identity and values
Year 3	<ul style="list-style-type: none"> ✓ show awareness of similarities in religions identify beliefs and values contained within a story/teaching ✓ identify the impact religion has on a believer 	<ul style="list-style-type: none"> identify how religion is expressed in different ways use religious terms to describe how people might express their beliefs 	<ul style="list-style-type: none"> ✓ describe how some people, events and sources of wisdom have influenced and inspired others 	<ul style="list-style-type: none"> ✓ in relation to matters of right and wrong, recognise their own and others' values • discuss own questions and responses related to the question 'who should we follow – and why?'
Year 4	<ul style="list-style-type: none"> ✓ describe what a believer might learn from a religious teaching/story ✓ make links between ideas about morality and sources of authority 	<ul style="list-style-type: none"> ✓ describe the impact religion has on believers' lives ✓ explain the deeper meaning and symbolism for specific religious practices 	<ul style="list-style-type: none"> ✓ consider the range of beliefs, values and lifestyles that exist in society ✓ discuss how people make decisions about how to live their lives 	<ul style="list-style-type: none"> ✓ reflect on their own personal sources of wisdom and authority
Year 5	<ul style="list-style-type: none"> ✓ make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers ✓ explain the impact of beliefs and values – including reasons for diversity 	<ul style="list-style-type: none"> ✓ explain differing forms of expression and why these might be used ✓ describe diversity of religious practices and lifestyle within the religious tradition ✓ interpret the deeper meaning of symbolism – contained in stories, images and actions 	<ul style="list-style-type: none"> ✓ explain (with appropriate examples) where people might seek wisdom and guidance ✓ consider the role of rules and guidance in uniting communities 	<ul style="list-style-type: none"> ✓ discuss and debate the sources of guidance available to them ✓ consider the value of differing sources of guidance
Year 6	<ul style="list-style-type: none"> ✓ analyse beliefs, teachings and values and how they are linked ✓ explain how the beliefs and values of a religious tradition might guide a believer through the journey of life 	<ul style="list-style-type: none"> ✓ use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences ✓ explain differing ideas about religious expression 	<ul style="list-style-type: none"> ✓ consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging ✓ discuss how people change during the journey of life 	<ul style="list-style-type: none"> ✓ raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments ✓ develop own views and ideas in response to learning

	✓ explain the impact of beliefs, values and practices – including differences between and within religious traditions			✓ demonstrate increasing self-awareness in their own personal development
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Lancashire Assessment in Religious Education

End of Year Expectations - Hinduism

RE Skills	Beliefs & Values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
Year 1	<ul style="list-style-type: none"> ✓ give an example of a key belief and/or a religious story ✓ give an example of a core value or commitment 	<ul style="list-style-type: none"> ✓ use some religious words and phrases to recognise and name features of religious traditions ✓ talk about the way that religious beliefs might influence the way a person behaves 	<ul style="list-style-type: none"> ✓ notice and show curiosity about people and how they live their lives 	<ul style="list-style-type: none"> ✓ ask questions
Year 2	<ul style="list-style-type: none"> ✓ retell and suggest meanings for religious stories and/or beliefs ✓ use some religious words and phrases when talking about beliefs and values 	<ul style="list-style-type: none"> ✓ identify and describe how religion is expressed in different ways ✓ suggest the symbolic meaning of imagery and actions 	<ul style="list-style-type: none"> ✓ identify things that influence a person's sense of identity and belonging 	<ul style="list-style-type: none"> ✓ ask relevant questions ✓ talk about their own identity and values
Year 3	<ul style="list-style-type: none"> ✓ show awareness of similarities in religions ✓ identify beliefs and values contained within a story/teaching ✓ identify the impact religion has on a believer 	<ul style="list-style-type: none"> identify how religion is expressed in different ways use religious terms to describe how people might express their beliefs 	<ul style="list-style-type: none"> ✓ describe how some people, events and sources of wisdom have influenced and inspired others 	<ul style="list-style-type: none"> ✓ in relation to matters of right and wrong, recognise their own and others' values ✓ discuss own questions and responses related to the question 'who should we follow – and why?'
Year 4	<ul style="list-style-type: none"> ✓ describe what a believer might learn from a religious teaching/story ✓ make links between ideas about morality and sources of authority 	<ul style="list-style-type: none"> ✓ describe the impact religion has on believers' lives ✓ explain the deeper meaning and symbolism for specific religious practices 	<ul style="list-style-type: none"> ✓ consider the range of beliefs, values and lifestyles that exist in society ✓ discuss how people make decisions about how to live their lives 	<ul style="list-style-type: none"> ✓ reflect on their own personal sources of wisdom and authority
Year 5	<ul style="list-style-type: none"> ✓ make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers ✓ explain the impact of beliefs and values – including reasons for diversity 	<ul style="list-style-type: none"> ✓ explain differing forms of expression and why these might be used ✓ describe diversity of religious practices and lifestyle within the religious tradition ✓ interpret the deeper meaning of symbolism – contained in stories, images and actions 	<ul style="list-style-type: none"> ✓ explain (with appropriate examples) where people might seek wisdom and guidance ✓ consider the role of rules and guidance in uniting communities 	<ul style="list-style-type: none"> ✓ discuss and debate the sources of guidance available to them ✓ consider the value of differing sources of guidance
Year 6	<ul style="list-style-type: none"> ✓ analyse beliefs, teachings and values and how they are linked ✓ explain how the beliefs and values of a religious tradition might guide a believer through the journey of life 	<ul style="list-style-type: none"> ✓ use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences ✓ explain differing ideas about religious expression 	<ul style="list-style-type: none"> ✓ consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging ✓ discuss how people change during the journey of life 	<ul style="list-style-type: none"> ✓ raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments ✓ develop own views and ideas in response to learning

	✓ explain the impact of beliefs, values and practices – including differences between and within religious traditions			✓ demonstrate increasing self-awareness in their own personal development
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End of EYFS Expectations Grid

<p>Key Question: <i>Where do we belong?</i></p> <p>Reception will link RE themes in with their various topics throughout the year. Christianity will be the dominant faith covered and the remaining religions can be chosen so that it is appropriate to the religions within in the class and reflects the school community.</p> <p>Early Learning Goal: <i>Talk about the lives of the people around them and their roles in society. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</i></p>				
Knowing about and understanding religions and worldviews			Expressing and communicating ideas related to religions and worldviews	
Beliefs and values		Religious Traditions	Living Shared Human Experience	Search for Personal Meaning
Christianity				
God	Know that Christians believe God's most precious gift to mankind was that of his son. Listen to a simple version of the nativity story and be able to recall some key events. E.g. <i>Who gave gifts to Jesus? Is Jesus a gift?</i>	Talk about Christians giving gifts at Christmas. Be able to identify that some gifts require sacrifice e.g. giving up one's time, visiting the sick.	Talk about the idea of giving gifts. Why do we give other people gifts? Who do we give gifts to? Talk about different types of gifts, does a gift always have to be an object or might it be something else?	Reflect on who you would give a gift to and why. Reflect on who the whole class can give a gift to- who, why and what?
Jesus	Know that Christians believe that Jesus taught them to love one another. Talk about The 'Golden Rule' – 'Do to others what you would want them to do to you.' (Matthew 7:12 NCV, see also Luke 6:31).	Talk about ways in which Christians show their love for others. Know that love is shown through kind actions and words. Know the meaning of the word 'Charity'	Share examples of the loving actions of others at home, in the community, at school, in the classroom.	Draw, paint, write about who they love and why. Draw, paint, write about what actions they can do towards others to show their love for them.

Church	Know that Christians believe in the church as the family of God. Know that the church building is a kind of home for Christians to meet together and worship their father – God. Know that Christians are part of a global church family	Recall key details after a visit to church (artefacts, customs, clothes).Talk about their purpose and why they are special	Talk about the different types of families. Talk about the features of a good family	Talk about what they liked about the church, didn't like. Talk about their own families
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Other religions: Islam, Hindu Dharma, Sikh Dharam, Judaism, Buddhism (Within the Early Years children should study at least one other religion that is represented within their class community)				
Islam	Know that Muslims must act and dress modestly(Surah 24:3) Know that Muslims dress in the way they do to please Allah.	Talk about the clothing worn by Muslim men and women to show their identity and reflect their beliefs and values	Talk about why people wear uniforms to show a sense of belonging – give examples	Reflect on the uniforms they wear on a regular basis and why.
Hindu	Talk about good and bad things in any Hindu story. Know that many Hindus believe that Brahman (God) is everywhere and wants us to do our duty – what is 'right' (Dharma) Know that Hindu people believe that our actions will have future consequences (Law of karma).	Talk about the festival of 'Holi' and what it means to Hindus. Take part in a re-enactment	Reflect on the purpose of class rules and the consequences of them being broken. Identify how a character in a story needs to improve.	Reflect on the good and bad things that they have done and the consequences
Sikh	Know about concepts of fairness and equality (practical examples). Know that Sikhs believe that God created them equal and that resources should be shared – Vand Chakna Talk about a Sikh story that explores service to others – Sewa	Know about the Langar in every Gurdwara (temple)	Talk about the people who serve others in the school and community.	Reflect on what they are thankful for, who is responsible and how to say thank you.
Judaism	Know that Jews believe that all they have is a gift from God. God protected them throughout their time in the desert. Recall some key events within a simple retelling of the story of Exodus from the Old Testament.	Know about the celebration of the seven days of Sukkot and how this shows gratitude to God.	Reflect on people who support others in the community and at school.	Reflect on what they are thankful for.

<p>Buddhism</p>	<p>Know that it is a Buddhists duty to care for all living things and that this compassion brings happiness. Know that Buddhists believe that people are often not happy - they are unhappy because they want things. This is called Dukkha Know that the Buddha set the perfect example of how to be happy and kind</p>	<p>Know that Buddhists show acts of kindness towards all living things Recall events from the story of Siddhartha and the Swan.</p>	<p>Identify in stories examples of kindness, greed and selfishness. Talk about times when others in the class, at home or in the community have been unhappy.</p>	<p>Talk about what makes you happy? Are they the same things that made Siddhartha and the Buddhists happy? Talk about ways that you can look after all living things.</p>
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