

RE CURRICULUM EYFS

| Early Learning Goal | | |
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| 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 | | |
| Special times: How and why do we celebrate? What times are special to different people and why? | Special stories: Why are some stories special? What special messages can we learn from stories? | Special places: What buildings and places are special different people? OR What is special about our world? |
| <p>Can children:</p> <ul style="list-style-type: none"> • Give examples of special occasions and suggest features of a good celebration • Recall simple stories connected with Christmas/Harvest/ Diwali and Eid • Say why festivals are special times for believers of different faiths | <p>Can children:</p> <ul style="list-style-type: none"> • Talk about/ recall some religious stories e.g. through role play, art, model making • Share features of a story that they like and explain why • Identify a sacred text e.g. Bible, Qur'an • Identify that the Bible and Qur'an are special | <p>Can children:</p> <ul style="list-style-type: none"> • Talk about their special place and explain why it is special • Be aware that some Christians, Muslims and Hindus have places that are special to them • Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu • Identify some significant features/ objects found inside and outside a Church or Mosque Identify new vocabulary • Talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque • Talk about the wonders of the natural world • Express ideas about how to care for animals and plants • Re tell stories to explain Christian and Muslim ideas about Creation and the natural world • Talk about ways in which people can harm the natural world • Talk about ways in which people can look after the natural world |
| Early Learning Goal | | |
| Christian, Hindu, Muslim, Christianity, Hinduism, Islam, Celebration, Harvest, Christmas, Eid, Diwali, special, family, Ramadan, Religion, fasting, Diya Lamp, Rangoli. | Christian, Muslim, Christianity, Islam, Sacred, Holy, Bible, God, Jesus, trust, brave, strong, weak, thankful, foundations, message/messenger, Muhammed, Angel Jibril, prophet. | Christian, Muslim, Hindu, holy, worship, pray/er, minaret, dome, star, moon, prayer mat, altar, font, pulpit, Bible, pew, candle, bells, spire, steeple, mosque, church, mandir, respect, deity, murti, namaste, aum, puja, prashad. Nature, harm, care for, creation, create, creator, sorry, Bible, Torah, special, nature, natural, beauty, wonder, unique. |

RE CURRICULUM YEAR 1&2

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| CYCLE A THEMES | <i>Exciting Engineers & Interesting Inventors</i> | <i>Our Wonderful World</i> | <i>Here, There & Everywhere</i> |
| KNOWLEDGE AND UNDERSTANDING | Christianity – God. Islam | Christianity- Jesus Christianity- Church | Sikhism Hindu |
| RE SKILLS How do we respond to things that really matter? | Retell and suggest meanings for religious stories and/or beliefs <ul style="list-style-type: none"> • Use some religious words and phrases when talking about beliefs and values • Identify and describe how religion is expressed in different ways • Suggest the symbolic meaning of imagery and actions • Identify things that influence a person’s sense of identity and belonging • Ask relevant questions • Talk about their own identity and values | | |
| CYCLE B THEMES | <i>Castles, Battles & War</i> | <i>London’s calling</i> | <i>Our wild Planet</i> |
| KNOWLEDGE AND UNDERSTANDING | Hinduism. Christianity- God | Sikhism Christianity- Jesus | Islam Christianity- Church |
| RE SKILLS What do people say about God? | RE Skills • Give an example of a key belief and/or a religious story <ul style="list-style-type: none"> • Give an example of a core value or commitment • 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 • Notice and show curiosity about people and how they live their lives • Ask questions • Talk about their own experience | | |

RE CURRICULUM YEAR 3&4

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| CYCLE A THEMES | Life in Liverpool | The Rock Days | Italy |
| KNOWLEDGE AND UNDERSTANDING | Christianity – God. Islam | Christianity- Jesus Christianity- Church | Sikhism Hindu |
| RE SKILLS Who should we follow? | <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. • Identify how religion is expressed in different ways • Use religious terms to describe how people might express their beliefs. <p>Describe how some people, events and sources of wisdom have influenced and inspired others. 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?'</p> | | |
| CYCLE B THEMES | Changing Britain | Brazilian Rainforests | Ancient Egypt |
| KNOWLEDGE AND UNDERSTANDING | Hinduism. Christianity- God | Sikhism Christianity- Jesus | Islam Christianity- Church |
| RE SKILLS How should we live our lives? | <p>Describe what a believer might learn from a religious teaching/ story • Make links between ideas about morality and sources of authority.</p> <p>Describe the impact religion has on believers' lives • Explain the deeper meaning and symbolism for specific religious practices.</p> <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. • Reflect on their own personal sources of wisdom and authority | | |

RE CURRICULUM YEAR 5&6

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| CYCLE A THEMES | <i>Holes</i> | <i>A Cobbs Brow Guide to the Galaxy</i> | <i>Ancient Greece</i> |
| KNOWLEDGE AND UNDERSTANDING | CHRISTIANITY- Church HINDUISM | ISLAM CHRISTIANITY- Jesus | BUDDISHM CHRISTIANITY- God |
| RE SKILLS In what way is life like a journey? | <p>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</p> <p>• Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • Explain differing ideas about religious expression.</p> <p>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.</p> <p>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 selfawareness in their own personal development.</p> | | |
| CYCLE B THEMES | <i>Crime and Punishment</i> | <i>Pole to Pole</i> | <i>Central America-Mexico</i> |
| KNOWLEDGE AND UNDERSTANDING | CHRISTIANITY-God ISLAM | HINDUISM CHRISTIANITY- Jesus | CHRISTIANITY- Church JUDAISM |
| RE SKILLS Where can people find guidance on how to live their lives? | <p>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</p> <p>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.</p> <p>Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities.</p> <p>• Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance.</p> | | |