



Religious Education Curriculum

Religious Education helps children understand the world they live in by developing their religious literacy. It is about gaining deeper knowledge and understanding of the main religions and beliefs of the world, so that children and young people are able to engage in an increasingly sophisticated and critical way with the influence of religion and belief on individuals and communities. Meaningful and cross curricular links can be made with English, Art and Design, SMSC, PSED and P4C. Teaching results in the children being equipped with:

Skills	Thinking Respect Self-Expression Debating and reasoning Self-Awareness Empathy Curiosity Open-Mindedness
Knowledge	of Christianity, Islam and other world faiths including non-religious beliefs of what people believe about God, humanity and the natural world of how and why some stories are sacred and important in religion of the main celebrations and how and why these are important of how and why symbols express religious meaning; of figures who have an influence on others locally, nationally and globally in religion of where and how people belong and why belonging is important.
Understanding	Critical thinking, identity, meaning, purpose, value, belonging



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Early Years Foundation Stage Curriculum

30-50 months

C&L: Listens to stories with increasing attention and recall. Is beginning to understand 'why' and 'how' questions. Uses vocabulary focused on objects and people that are of particular importance to them. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Children express themselves to others and answer questions about their experiences. They use past, present and future forms when talking about key events that have happened or are to happen in the future.

PSED: Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Confident to talk to other children when playing, and will communicate freely about own home and community.

UTW: Can talk about some of the things they have observed. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Aware of own feelings, and knows that some actions and words can hurt others' feelings.

40-60 months

C&L: Maintains attention, concentrates and sits quietly during appropriate activity. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events

PSED: Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Confident to speak to others about own needs, wants, interests and opinions. They are confident to speak in a familiar group and will talk about their ideas. Understands that own actions affect other people. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.

UTW: Looks closely at similarities, differences, patterns and change.

Early Learning Goal

C&L: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

PSED: Children play co-operatively, taking turns with others. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

UTW: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

KS1 National Curriculum

Through a variety of practical activities, pupils should be taught the knowledge, understanding and skills of Religious Education.

They should learn **about** religion and learn **from** religion through:

Children's experience and self-concept

- recognising what is significant to them in their immediate experience and recognise basic concepts used to express this.
- finding out about other people's experience and feelings in a way that is sensitive and appropriate and relate their own experience and that of others to the general concepts being developed.
- seeing their own experience in the light of their background and compare this sensitively with the experiences of other pupils in the class.
- thinking about their experience and the feelings related to it and see how these affect themselves and others.

Religious experience and concepts

- finding out about the religions studied.
- recognising religious experience and concepts in the religion being explored, and the feelings that may arise from them for believers.
- thinking about religious experience and concepts and their importance to believers and consider how these make a difference to how people live.
- expressing sensitively, and in a variety of ways, their own views about religious experience and concepts.
- identifying similarities and differences between their own experience and the religious beliefs, practices and concepts studied.

Universal human experience and concepts

- reflecting on what they can learn from others.
- applying their learning to their own life.



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	Pre-School	Reception	Year 1	Year 2
Important places	What makes your home a special place for you? (people and things)	What makes your home a special place for you? (people, things, feelings, activities)	What makes some places important in religions? (home; churches; synagogue)	What can special places tell us about people? (beliefs, feelings, practices, values)
Important people	Who is important to me and why? (family and friends)	Who is important to me and why? (family, friends, teachers, celebrities)	Who is special for religious people and what makes them special? (Jesus; Abraham; Vicar; Rabbi)	How do special people influence the way we behave? (setting an example, respect, influence)
Special things	What things are special in your home, to you, your family and friends? (cuddly toy or object)	What things are special in your home, to you, your family and friends? (cuddly toy; family heirloom; memories)	What objects are sacred or important in the religion and why? (crucifix/cross; Bible; menorah; mezuzah)	What do special things show about what is important to people? (beliefs, feelings, values)
Special stories	What stories are special to you? What makes them special? (favourite stories)	What stories are special to you, your family and your friends? What makes them special? (favourite stories and stories with a meaning e.g. fairy tales, fables)	What stories are important to religious people and why? (stories about Jesus and by Jesus; The story of Moses)	Are all stories true in the same way? (meaning, interpretation, fact/'moral' of a story)
Our world	How are you the same as and different from other children?	How are you and your family the same as and different from other families in the school and around the world? (relationships; homes; possessions)	What do religious stories say about how the world began? (The Genesis Creation Story; Big Bang and science)	How should we live together to look after each other and animals? (responsibilities, same, different, respect)
All about me	What do I like? (likes/dislikes; hobbies; interests; family; friends)	What makes me, me? What am I like? (likes/dislikes; hobbies; interests; family; friends)	What do religions believe about what people are like and what they should be like? (Adam and Eve; 10 Commandments; Golden Rule; 2 greatest commandments)	What do you think the perfect person would be like? Can we agree? (beliefs, behaviour, values, feelings)
Special occasions	What special times do I celebrate with my family and friends and why? (birthdays and festivals)	What special times do I celebrate with my family and friends and why? (birthdays, festivals; special days)	How do religious people celebrate their special times? (Christmas, Easter, Passover; Sukkot)	What do these special occasions show about what is important to people? (beliefs, feelings, values)
Belonging	What groups do I belong to? (family and school)	What groups do I belong to and how do they make me feel? (family, school, activities, clubs, faith)	How do people show they belong to a religion? (Baptism; dedication; Shabbat; kippah; mezuzah)	Does belonging to groups make a difference to who I am? (rules, activities, values, feelings)