



WORTH PRIMARY SCHOOL
"lifelong learning"

RELIGIOUS EDUCATION CURRICULUM OVERVIEW (KENT AGREED SYLLABUS 2017-2022)

THE PRINCIPAL AIM OF RE IS TO ENGAGE PUPILS IN SYSTEMATIC ENQUIRY INTO SIGNIFICANT HUMAN QUESTIONS WHICH RELIGION AND WORLDVIEWS ADDRESSES, SO THAT THEY CAN DEVELOP THE UNDERSTANDING AND SKILLS TO APPRECIATE AND APPRAISE VARIED RESPONSES TO THESE QUESTIONS, AS WELL AS DEVELOP RESPONSES OF THEIR OWN.

OVER THE COURSE OF OUR TWO YEAR CURRICULUM CYCLE THE FOLLOWING RE KEY QUESTIONS AND SKILLS WILL BE COVERED IN CLASSES.

EYFS	<p>Which stories are special and why? Which people are special and why? What places are special and why? What times are special and why? Being special: where do we belong? What is special about our world?</p> <p>Talk about past and present events in their own lives and in the lives of family members. Talk about some religious stories. Recognise some religious words. Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed in another religion.</p> <p>Talk about past and present events in their own lives and in the lives of family members. Talk about people who are special to them.</p> <p>Say what makes their family and friends special to them. Identify the qualities of a good friend. Recall and talk about stories of Jesus as a friend to others. Recall a story about a special person in another religion and talk about what can be learnt from it. Identify some of their own feelings in the stories they hear. Talk about what Jesus teaches about keeping promises.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Identify a sacred text.</p>	
	Phase 1	Phase 2
KS1	<p>Who is a Christian and what do they believe?</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</p> <p>Talk about issues of good and bad, right and wrong arising about the stories.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>Who is Jewish and what do they believe?</p>	<p>Who is a Muslim and what do they believe?</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p>Re-tell a story about the life of the Prophet Muhammad.</p> <p>Recognise some objects used by Muslims and suggest why are important.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p>What can we learn from sacred books?</p>

<p>Talk about how the Mezuzah in the home reminds Jewish people about God.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</p> <p>Retell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggestions what it means.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>What makes some places sacred?</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>Talk about ways in which stories, objects and actions used in sacred places show what people believe.</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel.</p> <p>Ask good questions during a school visit about what happens in sacred places.</p> <p>How should we care for others and the world, and why does it matter?</p> <p>Retell Bible stories and stories from another faith about caring for others and the world.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p> <p>Talk about issues of good and bad, right and wrong arising from religious stories.</p>	<p>Recognise that sacred text contain stories which are special to many people and should be treated with respect.</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</p> <p>Ask and suggest answers to questions arising from stories from the bible and from another religion.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>How and why do we celebrate special and sacred times?</p> <p>Identify some ways Christians celebrate key festivals and some ways a festival is celebrated in another religion.</p> <p>Retell stories connected with Christian festivals and a festival in another religion and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p> <p>Collect examples of what people do, sing, give remember or think about at the religious celebrations studied, and say why they matter to believers.</p> <p>What does it mean to belong to a faith community?</p> <p>Recognise and name some symbols belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why it matters to believers.</p> <p>Give an account of what happens at a traditional Christian infant baptism/ dedication and suggest what the actions and symbols mean.</p> <p>Identify two ways people show they belong to each other when they get married.</p>
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<p>KS2 Years 3 and 4</p>	<p>Why are festivals important to religious communities? Make connections between stories, symbols and beliefs with what happens in at least two festivals. Ask questions and give ideas about what matters most to believers in festivals. Identify similarities and differences in the way festivals are celebrated within and between religions. Explore and suggest ideas about what is worth celebrating in religious communities and in their own lives.</p> <p>What does it mean to be a Christian in Britain today? Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. Describe some ways in which Christians express their faith through hymns and modern worship songs. Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves.</p> <p>What can we learn from religions about deciding what is right and wrong?</p>	<p>Why do some people think that life is a journey and what significant experiences mark this? Suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in religious ceremonies of commitment and say what rituals mean. Suggest reasons why marking the milestones of life are important. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p>What does it mean to be a Hindu in Britain today? Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and faiths Describe ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being Hindu is a good thing in Britain today and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs help others.</p> <p>What do different people believe about God? Describe some of the ways in which Christians, Hindus and Muslims describe God.</p>

<p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. Make connections between stories of temptation and why people find it difficult to be good. Give examples of ways in which some inspirational people have been guided by their religion. Discuss their own and others' ideas about how people decide right and wrong.</p>	<p>Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard Identify how and say why it makes a difference in people's lives to believe in God. Why is the Bible so important for Christians today? Make connections between stories in the Bible and what Christians believe about the creation, the Fall and salvation Give examples of how and suggest reasons why Christians use the Bible today. Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. Discuss their own and others' ideas about why humans do bad things and how people try to put things right. Why is Jesus inspiring to some people? Make connections between some of Jesus' teaching and the way Christians live today. Describe how Christians celebrate Holy week and Easter Sunday. Identify the most important parts of Easter for Christians and say why they are important. Give simple definitions of some key Christian terms and illustrate them with events from Holy Week and Easter. Why do people pray? Describe the practice of prayer in the religions studied. Make connections between what people believe about prayer and what they do when they pray. Describe ways in which prayer can comfort and challenge believers.</p>
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		Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.
KS2 Years 5 and 6	<p>What does it mean to be a Muslim in Britain today? Make connections between Muslim practice of the Five Pillars and their beliefs about God and Prophet Muhammad. Describe and reflect on the significance of the Holy Qur'an to Muslims. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>What would Jesus do? Can we live by the values of Jesus in the 21st century? Outline Jesus' teaching on how his followers should live Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. Explain the impact Jesus' example and teachings might have on Christians today. Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p>Is it better to express your beliefs in arts and architecture or in charity and generosity? Describe and make connections between examples of religious creativity. Showing understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art. Apply ideas about values and from scriptures to the title question.</p>	<p>Why do some people believe God exists? Outline clearly a Christian understanding of what God is like, using examples and evidence. Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. Express thoughtful ideas about the impact of believing or not believing in God on someone's life. Present different views on why people believe in God or not, including their own ideas.</p> <p>What do religions say to us when life gets hard? Express ideas about how and why religion can help believers when times are hard, giving examples Outline religious and non-religious beliefs about life after death. Explain some similarities and differences between beliefs about life after death. Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>If God is everywhere, why go to a place of worship? Make connections between how believers feel about places of worship in different traditions. Select and describe the most important functions of a place of worship for the community. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p>

		<p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p> <p>What matters most to Christians and Humanists? Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. Describe some Christian and Humanist values simply. Express their own ideas about some big moral concepts, comparing them with the ideas of others they have studied. Suggest ideas why it may be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? Make connections between beliefs and behaviour in different religions. Outline the challenges of believing in a religion in Britain today. Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. Consider similarities and differences between beliefs and behaviour in different faiths.</p>
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