

Curriculum Information

RE



Rationale & Intent

At Newton Hill Community School we believe that RE provides children with the opportunities to:

- Work with others, listening to each other's ideas, and treat each other with respect
- Have opportunities to consider their own experiences, attitudes, values, and those of other people
- Develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available
- Identify puzzling questions and suggest answers
- Develop their understanding of why certain things are held to be right or wrong
- Relate to moral and religious issues

Aims

We aim to ensure that, by the end of Key Stage 2, *every* child has been provided with opportunities to:

- Develop their knowledge and understanding of, and their ability to respond to, Christianity and other principal religions represented in Great Britain
- Explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures
- Consider questions of meaning and purpose in life
- Learn about religious and ethical teaching, enabling them to respond and make informed judgements on religious and moral issues
- Develop their sense of identity and belonging, preparing them for life as citizens in a plural society
- Develop enquiry and response skills through the use of distinctive language, listening and empathy
- Reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses

The RE Curriculum

The RE leader has provided teachers with a long term plan which is supported by the 2018-2023 Wakefield Syllabus for Religious Education.

Each class teacher will prepare half-termly written plans for the teaching of RE. Planning will set clear achievable objectives, ensure that work is matched to children's abilities, experiences and interests. Effective planning will also ensure progression, continuity and subject coverage throughout the school and where appropriate, develop assessment procedures.

Exemplar lesson plans and resources are provided by the Wakefield Syllabus and the Inspiring RE services.

The RE Leader has also provided a annual document highlighting important religious festivals and celebrations which should be covered in school.

The RE co-ordinator is responsible for the monitoring of the planning and is available to provide support and advice where appropriate.

Nursery Journey Cycle A

Autumn 1.

It's Good To Be
Me



Autumn 2.

It's Good To Be
Me
Christmas



Spring 1.

It's A Bear
Chinese New Year



Spring 1.

It's A Bear
Holi



Summer 1

Let's Grow
Eid



Summer 1

Let's Grow
Eid

The children will also learn about a variety of religious festivals and celebrations throughout the year. They will compare similarities and differences of festivals they celebrate and those from other religions.

Nursery Journey Cycle B

Autumn 1.

Fantastic Families



Autumn 2.

Fantastic Families
Christmas



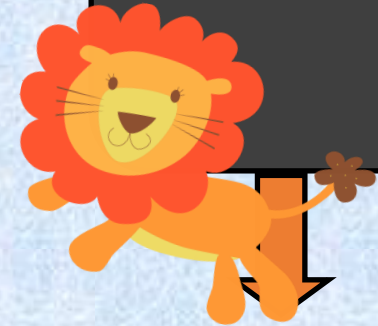
Spring 1.

Amazing Animals
Chinese New Year



Spring 1.

Amazing Animals
Holi



Summer 1

Who Lives In A
House Like This?
Eid



Summer 1

Who Lives In A
House Like This?
Eid

The children will also learn about a variety of religious festivals and celebrations throughout the year. They will compare similarities and differences of festivals they celebrate and those from other religions.

Reception Journey Cycle A

Autumn 1.

Let's Celebrate



Autumn 2.

Let's Celebrate
Christmas



Spring 1.

Ticket To Ride
Chinese New Year



Spring 1.

Ticket To Ride
Holi



Summer 1

Nature
Eid

Summer 1

Nature
Eid

The children will also learn about a variety of religious festivals and celebrations throughout the year. They will compare similarities and differences of festivals they celebrate and those from other religions.



Reception Journey Cycle B

Autumn 1.

Marvellous Me



Autumn 2.

Marvellous Me
Christmas



Spring 1.

Once Upon A
Time
Chinese New Year



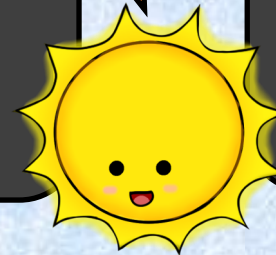
Spring 1.

Once Upon A
Time
Holi



Summer 1

Summer
Eid



Summer 1

Summer
Eid

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KS1 Journey Cycle 1

Autumn 1.

What does it mean to belong to a faith community?



Autumn 2.

How and why do we celebrate special and sacred times?

Spring 1.

Who is a Christian and what do they believe?



Spring 1.

Who is a Christian and what do they believe?

The children will also learn about a variety of religious festivals and celebrations throughout the year. They will compare similarities and differences of festivals they celebrate and those from other religions.

Summer 1

What makes some places sacred?
(Links to Eid)



Summer 1

What makes some places sacred?
(Links to Eid)

KS1 Journey Cycle 2

Autumn 1.

How should we care for others and the world and why does it matter?



Autumn 2.

How and why do we celebrate special and sacred times?
(A different festival to cycle 1)

Spring 1.

Who is a Muslim and what do they believe?
Or
Jewish focus



Spring 1.

Who is a Muslim and what do they believe?
Or
Jewish focus

The children will also learn about a variety of religious festivals and celebrations throughout the year. They will compare similarities and differences of festivals they celebrate and those from other religions.

Summer 1

How can we learn from sacred books?
(Links to Eid)



Summer 1

How can we learn from sacred books?
(Links to Eid)

LKS2 Journey Cycle 1

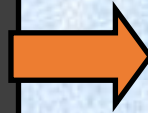
Autumn 1.

What does it mean to be Christian in Britain today?



Autumn 2.

What does it mean to be Christian in Britain today?



Spring 1.

What do different people believe about God?



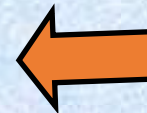
Spring 1.

Why are festivals important to religious communities?
(Links to Easter)



Summer 1

Why do people pray?
(Links to Eid)



Summer 1

Why is the bible so important to Christians today?



The children will also learn about a variety of religious festivals and celebrations throughout the year. They will compare similarities and differences of festivals they celebrate and those from other religions.

LKS2 Journey Cycle 2

Autumn 1.

What does it mean to be Hindu in Britain today?



Autumn 2.

What does it mean to be Hindu in Britain today?

Spring 1.

What can we learn from religion about what is right and wrong?

Spring 1.

Why is Jesus inspiring to some people?
(Link to Easter)



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Summer 1

Why do some people think that life is like a journey and what significant experiences mark this?

Summer 1

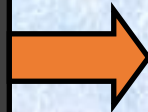
Why are festivals important to religious communities?
(Link to Eid)



UKS2 Journey Cycle 1

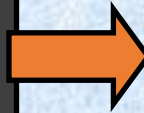
Autumn 1.

Why do some people think God exists?



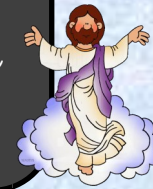
Autumn 2.

If God is everywhere, why do we go to places of worship?



Spring 1.

What would Jesus do?
(Can we live by the values of Jesus in the 21st century?)



Spring 1.

What would Jesus do?
(Can we live by the values of Jesus in the 21st century?)



Summer 1

What does it mean to be Muslim in Britain today?



Summer 1

What does it mean to be Muslim in Britain today?

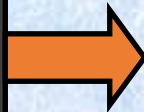


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UKS2 Journey Cycle 2

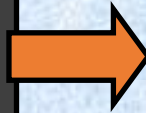
Autumn 1.

Is it better to express your beliefs in arts and architecture or in charity and generosity?



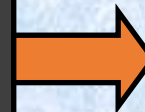
Autumn 2.

What difference does it make to believe in Ahisma, Grace and/or Um-mah?



Spring 1.

What matters most to Christians and Humanists?



Spring 1.

What matters most to Christians and Humanists?



Summer 1

What do religions say to use when life gets hard?



Summer 1

What do religions say to use when life gets hard?

The children will also learn about a variety of religious festivals and celebrations throughout the year. They will compare similarities and differences of festivals they celebrate and those from other religions.

Nursery Progression Steps

**Thinking About Religion
And Belief**

**Enquiring, Investigating
and Interpreting**

Beliefs And Teachings

Practices and Lifestyle

**Expression and
Language**

Identify and Experiences

Meaning and Purpose

**Values and Commit-
ments**

Enjoy listening to longer stories and can remember much of what happens. (CL)

Understand 'why' questions like 'why do you think the caterpillar got so fat?' (CL)

Be able to express a point of view and to debate when they disagree with an adult or a friend using words as well as actions. (CL)

Develop their sense of responsibility and membership of a community. (PSED)

Continue to develop positive attitudes about the differences between people. (UTW)

Know that there are different countries in the world and talk about the differences they have experienced or seen in the photos. (UTW)

Reception Progression Steps

**Thinking About Religion
And Belief**

**Enquiring, Investigating
and Interpreting**

Beliefs And Teachings

Practices and Lifestyle

**Expression and
Language**

Identify and Experiences

Meaning and Purpose

**Values and Commit-
ments**

Ask questions to find out more and to check they understand what has been said to them. (CL)

Articulate their ideas and thoughts in well-formed sentences. (CL)

Connect one idea or action to another using a range of connectives. (CL)

Describe events in some detail. (CL)

Use talk to help work out problems and organise thinking and activities explaining how things work and why they might happen. (CL)

Engage in story times. (CL)

Listen to and talk about stories to build familiarity and understanding. (CL)

Use new vocabulary in different contexts. (CL)

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class. (CL)

Make comments about what they have heard and ask questions to clarify their understanding. (CL)

Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. (CL)

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (CL)

Offer explanations for why things might happen. (CL)

Express their ideas and feelings about their experiences using full sentences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (CL)

Reception Progression Steps

Thinking About Religion And Belief

Enquiring, Investigating and Interpreting

Beliefs And Teachings

Practices and Lifestyle

Expression and Language

Identify and Experiences

Meaning and Purpose

Values and Commitments

See themselves as a valuable individual. (PSED)

Build constructive and respectful relationships. (PSED)

Express their feelings and consider the feelings of others. (PSED)

Show resilience and perseverance in the face of challenge. (PSED)

Identify and moderate their own feelings socially and emotionally. (PSED)

Think about the perspectives of others (PSED)

Talk about members of their immediate family and community. (UTW)

Name and describe [people who are familiar to them. (UTW)

Comment on images of familiar situations in the past. (UTW)

Compare and contrast characters from stories including figures from the past. (UTW)

Understand that some places are special to members of their community. (UTW)

Recognise that people have different beliefs and celebrate special times in different ways. (UTW)

Recognise some similarities and differences between life in the country and life in other countries. (UTW)

Talk about the lives of the people around them and their roles in society. (YTW)

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UTW)

Understand the past through settings, characters and events encountered in books read in class and story telling. (UTW)

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. (UTW)

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. (UTW)

Year 1 Progression Steps

Thinking About Religion And Belief

Recall features of religious, spiritual and moral stories and other forms of religious expression.

Recognise and name features of religions and beliefs.

Enquiring, Investigating and Interpreting

Identify what they find interesting and puzzling in life.

Recognise symbols
and other forms of
religious expression.

Year 1 Progression Steps

Beliefs And Teachings

Recount outlines of some religious stories.

Practices and Lifestyle

Recognise features of religious life and practice.

Expression and Language

Recognise some religious symbols and words.

Identify and Experiences

Identify aspects of own experience and feelings, in religious material studied.

Meaning and Purpose

Identify things they find interesting or puzzling, in religious materials studied.

Values and Commitments

Identify what is of value and concern to themselves, in religious material studied.

Year 2 Progression Steps

Thinking About Religion And Belief

Retell religious, spiritual and moral stories.

Identify how religion and belief is expressed in different ways.

Identify similarities and differences in features of religions and beliefs.

Enquiring, Investigating and Interpreting

Recognise that some questions about life are difficult to answer.

Ask questions about their own and others' feelings and experiences.

Identify possible meanings for symbols and other forms of religious expression.

Year 2 Progression Steps

Beliefs And Teachings

Retell religious stories and identify some religious beliefs and teachings.

Practices and Lifestyle

Identify some religious practices, and know that some are characteristic of more than one religion.

Expression and Language

Suggest meanings in religious symbols, language and stories.

Identify and Experiences

Respond sensitively to the experiences and feelings of others, including those with a faith.

Meaning and Purpose

Realise that some questions that cause people to wonder are difficult to answer.

Values and Commitments

Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.

Year 3 Progression Steps

Thinking About Religion And Belief

Make links between beliefs, stories and practices.

Identify the impacts of beliefs and practices on people's lives.

Identify similarities and differences between religions and beliefs.

Enquiring, Investigating and Interpreting

Investigate and connect features of religions and beliefs ask significant questions about religions and beliefs.

Describe and suggest meanings for symbols and other forms of religious expression.

Year 3 Progression Steps

Beliefs And Teachings

Describe some religious beliefs and teachings of religions studied, and their importance.

Practices and Lifestyle

Describe how some features of religions studied are used or exemplified in festivals and practices.

Expression and Language

Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.

Identify and Experiences

Compare aspects of their own experiences and those of others, identifying what influences their lives

Meaning and Purpose

Compare their own and other people's ideas about questions that are difficult to answer.

Values and Commitments

Make links between values and commitments, including religious ones, and their own attitudes or behavior .

Year 4 Progression Steps

Thinking About Religion And Belief

Comment on connections between questions, beliefs, values and practices.

Describe the impact of beliefs and practices on individuals, groups and communities.

Describe similarities and differences within and between religions and beliefs.

Enquiring, Investigating and Interpreting

Gather, select, and organise ideas about religion and belief.

Suggest answers to some questions raised by the study of religions and beliefs.

Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.

Year 4 Progression Steps

Beliefs And Teachings

Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.

Practices and Lifestyle

Show understanding of the ways of belonging to religions and what these involve.

Expression and Language

Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.

Identify and Experiences

Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.

Meaning and Purpose

Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.

Values and Commitments

Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.

Year 5 Progression Steps

Thinking About Religion And Belief

Explain connections between questions, beliefs, values and practices in different belief systems.

Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.

Explain how and why differences in belief are expressed.

Enquiring, Investigating and Interpreting

Suggest lines of enquiry to address questions raised by the study of religions and beliefs.

Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.

Recognise and explain diversity within religious expression, using appropriate concepts.

Year 5 Progression Steps

Beliefs And Teachings

Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.

Practices and Lifestyle

Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.

Expression and Language

Explain how some forms of religious expression are used differently by individuals and communities.

Identify and Experiences

Make informed responses to questions of identity and experience in the light of their learning.

Meaning and Purpose

Make informed responses to questions of meaning and purpose in the light of their learning.

Values and Commitments

Make informed responses to people's values and commitments (including religious ones) in the light of their learning.

Year 6 Progression Steps

Thinking About Religion And Belief

Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems.

Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world.

Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.

Enquiring, Investigating and Interpreting

Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.

Interpret religions and beliefs from different perspectives.

Interpret the significance and impact of different forms of religious and spiritual expression.

Year 6 Progression Steps

Beliefs And Teachings

Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.

Practices and Lifestyle

Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.

Expression and Language

Compare the different ways in which people of faith communities express their faith.

Identify and Experiences

Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

Meaning and Purpose

Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

Values and Commitments

Make informed responses to people's values and commitments (including religious ones) in the light of their learning they will use different techniques to reflect deeply.