

Eye C of E Primary School

RE Curriculum

Preschool to Year 6

Learning and Growing Together for 'Life in all its Fullness'

Our RE Curriculum follows the Peterborough Locally Agreed Syllabus for Religious Education (2023-2028) and we use units and resources from the Peterborough Diocese Syllabus to enhance the augment this. Understanding Christianity (UC) is a high quality resource which we use in the teaching of our RE units on Christianity.

Through our curriculum, we aim for children to gain and make progress in three types of knowledge, as outline in the Ofsted 2023 Religious Education Research Review.

Substantive Knowledge	<p>Knowledge about religious and non-religious traditions</p> <ul style="list-style-type: none"> • core concepts • truth claims • teachings and practices • behaviour and responses of adherents <p>wider concepts such as spirituality and secularity how worldviews work in human life</p>
Ways of Knowing	Pupils learn ‘how to know’ about religion and non-religion, incorporating methods from academic disciplines
Personal Knowledge	<p>Pupils build an awareness of their own presuppositions and values associated with;</p> <ul style="list-style-type: none"> • the religious and non-religious traditions studied • the lived experience of adherents <p>The study of the relationship between religion and worldviews is thus a core element of the substantive content of the subject.</p>

In line with the Peterborough Locally Agreed Syllabus (2023-2028) we aim for pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented locally, nationally, and globally;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies, and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally, nationally, and globally






Our curriculum is progressive and each year group builds upon the one before. We have considered the religious experience of the pupils within the classroom and across the whole school when planning the organization of religions studied.

- Christianity is studied in all key stages and makes up at least 50% of our RE curriculum.
- Our curriculum has been structured to teach the religions in chronological order to avoid misconceptions about events and people in different religions.
- Within Key Stage 1, children also study Judaism and Islam in order for children to study religions in chronological order.
- By the end of Key Stage 2, all major religions (Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism) and a secular world view (humanism) will have been studied.









Religious Education

‘Show respect for all people. Love the brothers and sisters of God's family. Respect God. Honour the king.’ 1 Peter 2:17

Our Five Key Concepts

Sacred	Faith	God	Identity	Worship
				
Something that is connected to God or dedicated to a religious purpose	A strong belief or trust	The supreme being (or beings)	Characteristics determining who a person is	A feeling or expression of reverence and adoration for a deity
<ul style="list-style-type: none"> • Places • Books/Scripture • Artefacts 	<ul style="list-style-type: none"> • Belief • Morality • Soul/spirit • Heaven • Forgiveness/Repentance/Sin 	<ul style="list-style-type: none"> • Creation • Deity • Holy • Trinity 	<ul style="list-style-type: none"> • Belief • Belonging • Tradition 	<ul style="list-style-type: none"> • Prayer • Praise • Celebrations • Festivals • Rites of Passage

Within the units for Understanding Christianity we also teach the following concepts

God	Creation	Fall	People of God	Incarnation	Gospel	Salvation	Kingdom of God
							
Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit.	The universe and human life are God's good creation. Humans are made in the image of God.	Humans have a tendency to go their own way rather than keep their place in relation to their Creator. This attitude is called sin, and Genesis 3 gives an account of this rebellion, popularly called 'the Fall'. This describes a catastrophic separation between God and humans, between humans and each other, and between humans and the environment. This idea that humans are 'fallen' and in need of rescue (or salvation) sets out the root cause of many problems for humanity.	The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, ⁵ who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' — a rescuer.	The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.	Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour — particularly the weak and vulnerable — as part of loving God.	Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.	This does not mean that no one sins anymore! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world - a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God's Kingdom, following Jesus' example, inspired and empowered by God's Spirit.

Progression of Key Concepts from Preschool to Year 6

Preschool	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit						
Key Concepts						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Being special: Where do we belong? <i>(F4- Variety of Faiths)</i>	Why is Christmas special for Christians? <i>(F2- Christianity)</i>	Which places are special and why? <i>(F5- Variety of Faiths)</i>	Why is Easter special for Christians? <i>(F3- Christianity)</i>	Which stories are special and why? <i>(F6- Variety of Faiths)</i>	Why is the word God so important to Christians? <i>(F1- Christianity)</i>
Key Concepts	Identity	Worship	Sacred	Worship Faith	Sacred	God
UC Concepts		Incarnation		Salvation		God
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Who am I? What does it mean to belong? <i>(1.8- Variety of Faiths)</i>	What do Christians believe God is like? <i>(1.1 Christianity)</i>	Who is Jewish and how do they live? <i>(1.7 Judaism)</i>		Who made the world? <i>(1.2 Christianity)</i>	How should we care for the world and for others, and why does it matter? <i>(1.10 Variety of Faiths)</i>
Key Concepts	Identity	God	Identity, Sacred, Worship, God, Faith		God, Faith	Identity, God
UC Concepts		God			Creation	
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Who is Muslim and how do they live? Part 1 <i>(1.6 Islam)</i>	Why does Christmas matter? <i>(1.3 Christianity)</i>	Who is Muslim and how do they live? Part 2 <i>(1.6 Islam)</i>	Why does Easter matter to Christians? <i>(1.5 Christianity)</i>	What is the good news that Jesus brings? <i>(1.4 Christianity)</i>	**What makes some places sacred to believers? <i>(1.9 Variety of Faiths)</i>
Key Concepts	Identity, God, Sacred, Worship, Faith	Worship, Faith	Identity, God, Sacred, Worship, Faith	Worship, Faith	Sacred, Identity	Sacred, Worship, God
UC Concepts		Incarnation		Salvation	Gospel	

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	What do Christians learn from the Creation Story <i>(L2.1 Christianity)</i>	What is it like to follow God? <i>(L2.2 Christianity)</i>	How do festivals and worship show what matters to Muslims? <i>(2.9 Muslim)</i>	How do festivals and family life show what matters to Jewish people? <i>(2.9 Judaism)</i>	What kind of world did Jesus want? <i>(L2.4 Christianity)</i>	How and why do people try to make the world a better place?
Key Concepts	God, Faith	Faith, Worship, Identity	Sacred, Worship, Identity	Sacred, Worship, Identity	Sacred, Faith, Identity	Identity, Faith, God
UC Concepts	Creation Fall	God People of God			Gospel	
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	What is the Trinity? <i>(L2.3 Christianity)</i>	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today? <i>(L2.8 Hinduism)</i>	Why do Christians call the day Jesus died 'Good Friday'? <i>(L2.5 Christianity)</i>	When Jesus left, what next? <i>(L2.6 Christianity)</i>	What does it mean to be a Sikh in Britain today? <i>(L2.8 Sikhi)</i>
Key Concepts	God, Sacred, Faith	God, Sacred, Worship	Identity, Sacred, Worship, God, Faith	Faith, Worship, God	Faith	Identity, Sacred, Worship, God, Faith
UC Concepts	God Incarnation			Salvation Fall	Kingdom of God	
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	What does it mean if God is holy and loving? <i>(U2.1 Christianity)</i>	What does it mean for Muslims to follow God? <i>(U2.9 Islam)</i>	Creation and Science: Conflicting or Complementary <i>(U2.2 Christianity)</i>	What do Christians believe Jesus did to save people? <i>(U2.6 Christianity)</i>	What would Jesus do? <i>(U2.5 Christianity)</i>	Why do some people believe in God and some people not? <i>(U2.11 Variety of Faiths)</i>
Key Concepts	God, Sacred	Identity, Sacred, Faith, Worship, God	God	Faith, Identity	Identity, Sacred, Faith	Faith, God, Identity
UC Concepts	God		Creation	Salvation Kingdom of God Fall	Gospel	
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	What does it mean for a Jewish person to follow God? <i>(U2.10 Judaism)</i>		How can God bring freedom and justice? <i>(U2.3 Christianity)</i>	Why do Hindus want to be good?	What kind of king is Jesus? <i>(U2.8 Christianity)</i>	How do religions help people live through good times and bad times? <i>(U2.14 Variety of Faiths)</i>
Key Concepts			Faith, God	Faith, Identity, God?	God, Faith, Identity	God, Faith, Identity, Worship
UC Concepts			People of God		Incarnation Gospel Fall	

Coverage and Progression of Understanding Christianity Concepts

God	EYFS, Yr1, Yr3, Yr4, Yr5, Yr6
Creation	Yr1, Yr3, Yr5
The Fall	Yr3, Yr4, Yr5, Yr6
People of God	Yr3
Incarnation	EYFS, Yr2, Yr4, Yr6
Gospels	Yr2, Yr3, Yr5, Yr6
Salvation	EYFS, Yr2, Yr4, Yr5
Kingdom of God	Yr4, Yr5

Coverage of Five Key Concepts

	Sacred						Faith						God						Identity						Worship					
	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2	A1	A2	Sp1	Sp2	Su1	Su2
Preschool																														
EYFS			✓		✓					✓								✓	✓								✓		✓	
Yr1			✓	✓					✓	✓	✓			✓	✓	✓	✓	✓	✓		✓	✓		✓			✓	✓		
Yr2	✓		✓		✓	✓	✓	✓	✓	✓			✓		✓			✓	✓		✓		✓		✓	✓	✓	✓		✓
Yr3			✓	✓	✓		✓	✓			✓	✓	✓	✓				✓		✓	✓	✓	✓	✓		✓	✓	✓		
Yr4	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓			✓			✓		✓	✓	✓		✓
Yr5	✓	✓			✓			✓		✓	✓	✓	✓	✓	✓			✓		✓		✓	✓	✓		✓				
Yr6	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓				✓

Religious Education Long Term Plan 2022-2023

	Autumn		Spring		Summer	
EYFS (Christianity and Local beliefs)	Being special: Where do we belong? (F4- Variety of Faiths)	Why is Christmas special for Christians? (F2-)	Which places are special and why? (F5- Variety of Faiths)	Why is Easter special for Christians? (F3- Christianity)	Which stories are special and why? (F6- Variety of Faiths)	Why is the word God so important to Christians? (F1- Christianity)
Year 1 (Christianity and Judaism)	Who am I? What does it mean to belong? (1.8- Variety of Faiths)	What do Christians believe God is like? (1.2 Christianity)	Who is Jewish and how do they live? (1.7 Judaism)		++Who made the world? (1.2 Christianity)	How should we care for the world and for others, and why does it matter? (1.10 Variety of Faiths)
Year 2 (Christianity and Islam)	Who is Muslim and how do they live? Part 1 (1.6 Islam)	Why does Christmas matter? (1.3 Christianity)	Who is Muslim and how do they live? Part 2 (1.6 Islam)	Why does Easter matter to Christians? (1.5 Christianity)	What is the good news that Jesus brings? (1.4 Christianity)	**What makes some places sacred to believers? (1.9 Variety of Faiths)
Year 3 (Christianity Islam and Judaism)	What do Christians learn from the Creation Story (L2.1 Christianity)	What is it like to follow God? (L2.2 Christianity)	How do festivals and worship show what matters to Muslims? (2.9 Muslim)	How do festivals and family life show what matters to Jewish people? (2.9 Judaism)	++What kind of world did Jesus want? (L2.4 Christianity)	How and why do people try to make the world a better place?
Year 4 (Christianity, Hinduism, Sikhi)	**What is the Trinity? (L2.3 Christianity)	What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today? (L2.8 Hinduism)	Why do Christians call the day Jesus died 'Good Friday'? (L2.5 Christianity)	When Jesus left, what next? (L2.6 Christianity)	**What does it mean to be a Sikh in Britain today? (L2.8 Sikhi)
Year 5 (Christianity and Islam)	What does it mean if God is holy and loving? (U2.1 Christianity)	What does it mean for Muslims to follow God? (U2.9 Islam)	Creation and Science: Conflicting or Complementary (U2.2 Christianity)	What do Christians believe Jesus did to save people? (U2.6 Christianity)	What would Jesus do? (U2.5 Christianity)	++Why do some people believe in God and some people not? (U2.11 Variety of Faiths)
Year 6 (Christianity and Judaism)	What does it mean for a Jewish person to follow God? (U2.10 Judaism)		**How can God bring freedom and justice? (U2.3 Christianity)	Why do Hindus want to be good?	What kind of king is Jesus? (U2.8 Christianity)	How do religions help people live through good times and bad times? (U2.14 Variety of Faiths)

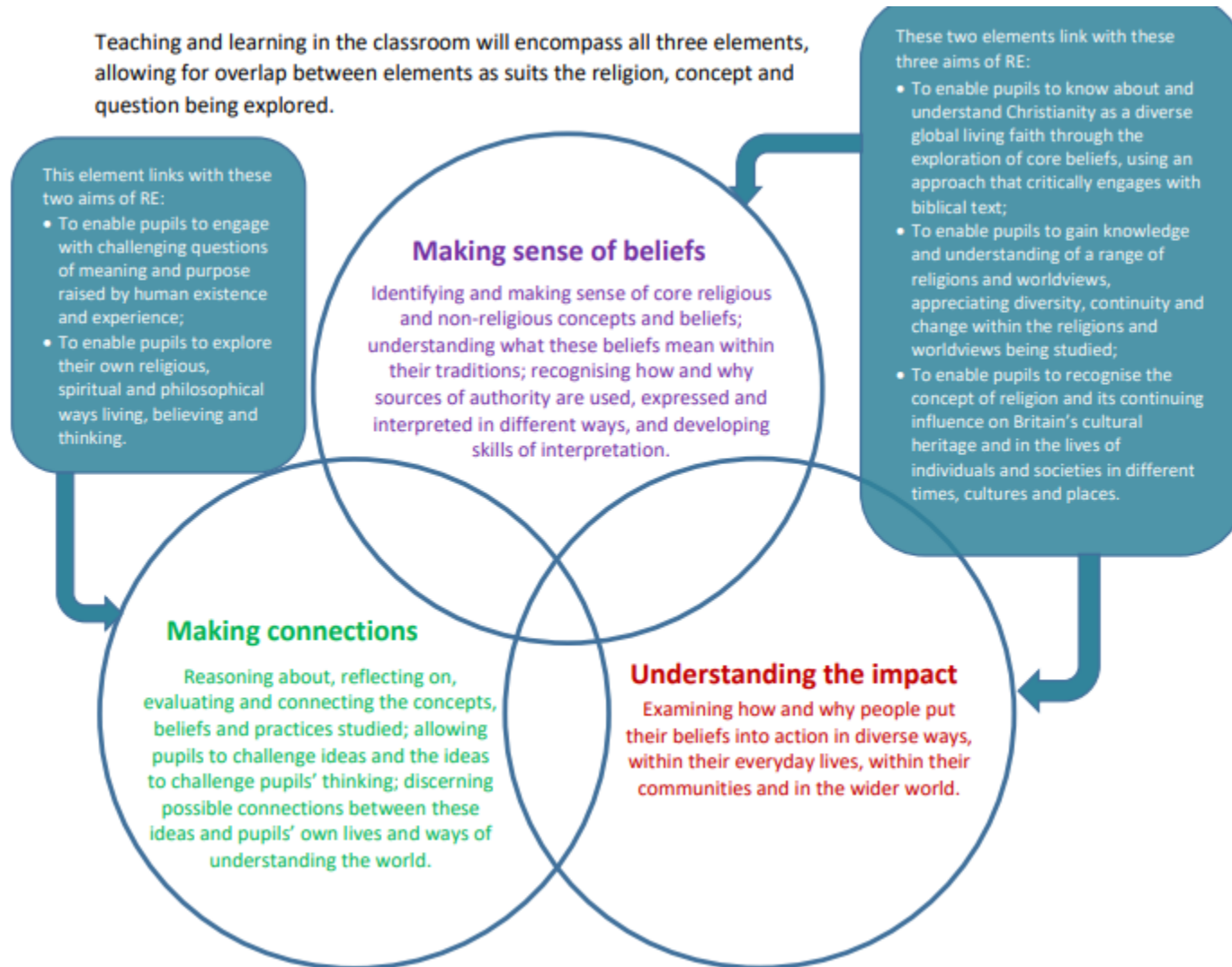
** Units that will need to be different for 2022-2023 due to restructure of units and these units having been covered in previous year

++ Do this unit instead (now in previous year)

Christianity	Islam	Judaism	Hinduism	Sikhi	Multi-faith
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The Aims of The Diocese of Peterborough Syllabus for Religious Education

The Peterborough diocese syllabus, which we use to support our teaching of RE, is designed to support schools in developing and delivering excellence in RE. This syllabus sets out an approach to teaching and learning, supporting teachers to help pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to hold balanced and informed conversations about religions and beliefs. The syllabus is underpinned by three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs. These three core elements are evident within the units of learning in each year group.



Assessment in RE

There are two progression targets in RE; good and outstanding RE will achieve a close relationship and a balance between these targets over a unit of work.

PT1 – Knowledge and understanding of religion and worldviews

Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life, and ways of expressing meaning with reference to the specific beliefs and religions studied.

PT2 – Responding to religion and worldviews

Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values, and commitments making increasingly insightful links to the specific religions studied

End of Year 1 Statements- Progress Targets (PT)

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews.	Begin to talk about different beliefs and practices using the correct vocabulary.
Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.	Begin to suggest meanings behind religious and moral stories.
Show how individuals and faith communities celebrate life events.	Ask or respond to questions about how individuals and faith communities live.
Begin to name the different beliefs and practices of Christianity, at least one other religion.	Express their own ideas about belief and practices creatively.

End of Key Stage 1 Statements- Progress Targets (PT)

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions	Talk about and find meanings behind different beliefs and practices.
. Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.

End of Year 3 Statements- Progress Targets (PT)

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Recall the different beliefs and practices of the religions studied at KS1 and at least one new religion or worldview	Suggest and consider the impact of different beliefs and practices.
Recount some religious and moral stories from at least three different sources of authority	Suggest meanings of some religious and moral stories and suggest how these relate to right and wrong.
Begin to understand that diversity exists within and between religions and worldviews	Ask and respond to questions about how individuals and faith communities live and why.
Use key words and vocabulary related all religions studied so far.	Use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.

End of Year 4 Statements- Progress Targets (PT)

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.	Respond to meanings behind different beliefs and practices using the correct vocabulary
Begin to compare the similarities of at least three different religious texts or stories.	Respond to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong.
Begin to understand the diversity of belief in different religions, nationally and globally.	Express an informed view on the impact of diversity of faith and belief in our world
Begin to compare different responses to ethical questions looking from the perspective of different religions and worldviews	Begin to articulate and communicate connections between their own ideas and others.

End of Year 5 Statements- Progress Targets (PT)

PT1 – Knowledge and understanding of religion and worldviews	PT2 – Responding to religion and worldviews
Begin to make connections between the different beliefs and practices of religions and worldviews studied so far.	Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices. Using the correct vocabulary.
Begin to compare stories, beliefs and practices from a variety of religions and worldviews making reference to similarities and differences.	Begin to respond thoughtfully to a range of stories, beliefs, and practices. Provide reasons for what they mean to different faith communities.
Understand and begin to evaluate the diversity of belief in different religions, nationally and globally. Begin to recognise that those who have non-religious worldview follow a moral code.	Express an informed view on the impact of diversity of faith and belief in our world Relate this to own lives.
Articulate simple responses to ethical questions from the range of different religions and world views studied so far.	Discuss and begin to apply own and others’ ideas about ethical questions and to express own ideas clearly in response.

End of Key Stage 2 Statements- Progress Targets (PT)

PT1 - Learning about religion and belief	PT2 – Responding to religion and worldviews
Make connections between different beliefs and practices of all religions and worldviews studied.	Reflect and respectfully respond to the significance of meaning behind different beliefs and practices.
Make links and compare stories, beliefs and practices from different religions and worldviews including similarities and differences.	Respond respectfully to a range of writings, stories, beliefs and practices. Provide justified reasons for similarities and differences.
Understand and evaluate the diversity of belief in different religions, nationally and globally. Recognise that those who have non-religious worldview follow a moral code.	Express an informed and considered view on the impact of diversity of faith and belief in our world. Relate this to own lives and others.
Articulate detailed responses to ethical questions from the range of different religions and world views studied so far.	Discuss and apply their own and others ideas about ethical questions and to express arguments in a structured response.