



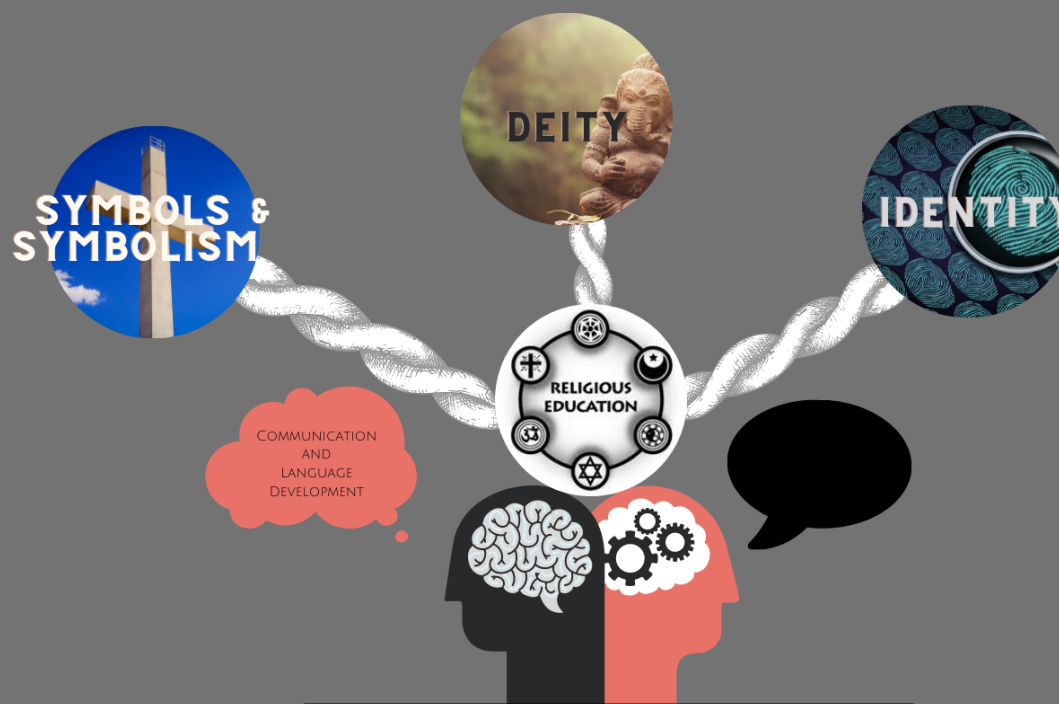
A RE curriculum planned with aspirations for pupils to leave North Wheatley C of E Primary with:

- A deep curiosity about worldwide religions which gives pupils a rich knowledge of religions and worldviews that enable them to participate fully in the cultural life of modern diverse Britain.
- Describe, explain and analyse beliefs and practices, finding out about and key concepts and questions of belonging, meaning, purpose and truth.
- The ability to express ideas and insights about the nature, significance, and impact of religious and worldviews, demonstrating a move beyond attitudes of intolerance and towards increasing respect, celebrating diversity.

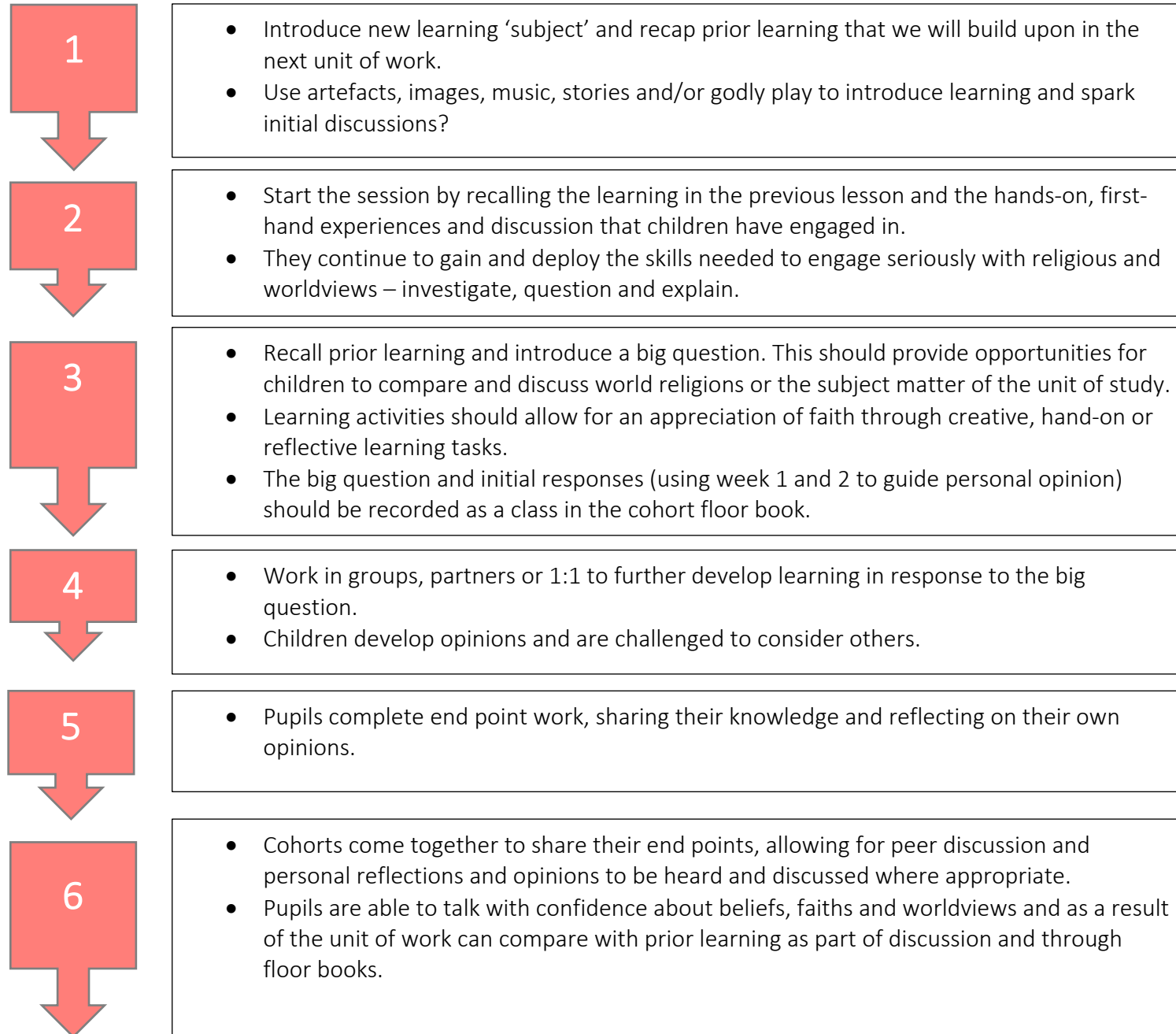
The North Wheatley RE Curriculum is written in line with the agreed syllabus for RE in Nottinghamshire and Understanding Christianity.



RELIGIOUS EDUCATION KNOWLEDGE STRANDS



Subject Progression Framework



Identity

Who you are with or without God?

A discovery of who God made you, your identity and the identity of others.

Deity

Acknowledging and understanding Deity (God/Goddess) in different faiths and the expression of

Deity through:

- Prayer
- Worship
- God in creation
- Stories

Symbols and symbolism

Using an object or a word to represent an abstract idea.

Recognise that an action, person, place, word, or object can all have a symbolic meaning.

CURRICULUM STRANDS	Identity	Deity	Symbols and Symbolism	Communication and Language Development
EYFS	See EYFS Tapestry Curriculum for Birth to Early Learning Goal Curriculum. The EYFS Tapestry feeds into the Key Stage One Curriculum.			
Key Vocabulary				
Year 1 Focus Faiths: Christianity & Judaism	- Pupils will learn about their uniqueness as a person in a family and community. - They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. - They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.	- Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000. They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son. - They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways. - Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. - They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.	- Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice. - Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. - They will learn about weddings in Jewish and Christian holy buildings. - Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – mosque or mandir – can be considered too.	- Literacy skills, simple discussion, sharing and expressing their own ideas. - Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.
Key Vocabulary	Religion, Christian, Jewish, Humanist, Church, Bible, symbol, thankful, faith, belief, Easter, God Christmas, Hanukkah, synagogue, Jesus. symbol, ark, Torah, bimah, church, altar, font, worship, holiness, sacred			
Year 2 Focus Faiths: Christianity & Judaism	- Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity. - They will use their factual knowledge to suggest what it means to belong in various ways.	- Pupils will learn some Jewish peoples' ideas about God and the story of creation. - They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. - They will learn about some ways a Rabbi teaches the community about God. - Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. - They will gain knowledge about the Jewish Bible and the importance of the Torah.	- Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments). They will find out about Moses as a great leader for Jewish people. - They will learn some stories about Jesus and Saint Peter. They will find out about Saint Peter as a Christian leader - They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. - A non-religious leader makes a good point of comparison. - They will use their factual knowledge to suggest meanings in Jewish practice.	- Thinking and discussion skills, information gathering skills. - Pupils will use and develop skills of discussion, observation, information gathering and remembering.
Key Vocabulary	Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, God, Creator, wise sayings, rules for living, co-operation, Judaism, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred			

CURRICULUM STRANDS	Identity	Deity	Symbols and Symbolism	Communication and Language Development
Year 3 Focus Faiths: Christianity & Islam,	- Christian beliefs about creation, God, community and commitment to God and humanity. - Pupils will learn about values, including love, generosity, patience, faithfulness and self-control. Pupils will learn: - about the practice, meaning and importance of the 5 daily Islamic prayers - about the meaning and use of the Lord's Prayer in Christianity, - about prayer at a mosque or a church, - about beliefs about Allah / God and - prayer in the different religions.	- Pupils will practice the skills of inferring beliefs and ideas about values from stories and will practice writing biographically about inspirational figures. Pupils will learn about - about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. - about contemporary practices in relation to these four festivities. - about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. - about the 'fruit of the Spirit' (Galatians 5:22) Pupils will learn about: - at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam). - examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. - examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.	- Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other. Pupils will learn: - about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. 4 key terms in relation to each building to identify similarities between the places of worship to connect features of the buildings to religious beliefs, teachings, practices and ways of living.	- Pupils will explore, discuss and apply concepts in their learning: - Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.
Key Vocabulary	Religion, Hindu, Muslim, Islam, Christian, worship, church, Trinity, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values. Christian, spiritual, ritual, liturgy, prayer, church, commitment, values, spiritual, Exodus, Law-giver, Messiah, New Testament, Gospel, inspiration, role-model, commitment, values. Christmas, Easter, Pentecost, Harvest Festival, commitment, values. Islam specific: mosque, Qur'an, Prophet, Allah, mandir,			
Year 4 Focus Faiths: Christianity & Islam and Hindu	- Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship. - Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christian's songs for children. - These can be compared with music from any sources which pupils find spiritually interesting or inspiring.	- Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Diwali and at least one other Hindu festival in both India and in the UK. - They will explore Hindu ideas about Gods and Goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life. Pupils will learn - key ways in which Christians, Hindus and Muslims see life as a journey. - to gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals. - about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. - about non-religious views, for example about Humanist commitment to 'the one life we have.'	Pupils will use and develop skills of expressing understanding and handling varied perspectives on pilgrimage. Pupils will learn - about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian). - details about and reasons for ritual and practice on pilgrimages - to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage. - about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent.	- Pupils will use and develop skills of expressing understanding and handling varied perspectives. Crucial for RE at this stage is the ability to recognize different reasonable ideas. - Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work. - Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.

Key Vocabulary	Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values, devotion, belief, self- expression. Hindu key words to include murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values. Religion, Hindu, murtis, gods and goddesses			
Year 5 Focus Faiths: Understanding Christianity and applying understanding of world faiths	- They will consider how to express respectful attitudes to people different from themselves. - The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration.	- Religious content will include: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist. Pupils will learn: - about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque. - about different charities which apply the 'golden rule' ('treat others as you would like to be treated', 'love your neighbour as you love yourself') from a range of religions and worldviews to some global problems. - They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.	- Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership - Religious content can include examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, PandurangShastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples. Pupils will learn - about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life - to reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture.	- Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. - Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.
Key Vocabulary	Muslim, Hindu, Christian, Humanist, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment. spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion. prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values. Muslim key words will include 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct)			
Year 6 Focus Faiths: Understanding Christianity and applying understanding of world faiths	Pupils will learn about the importance of personal identity by learning: - about the statistics of world religions in the local area, the county, region, nation and world. - about at least two examples of inter faith co-operation. - about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s. - about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK.	- Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions. - Pupils will learn to gather, weigh up and use information through simple research. Pupils will learn: - to understand two carefully selected texts from the scriptures of each of the religions selected for study. - about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values.	Pupils will learn: - about spiritual concepts of justice, fairness, compassion and responsibility. - about at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a charity without a religious identity). - Pupils will learn to reflect on big questions about human values and behaviour.	- They will think reasonably about questions of community harmony and inter faith work. - They will practice the skills of discussion, reasoning and argument in relation to questions about global issues. - They will discuss, think and create responses to the work for themselves.
Key Vocabulary	Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander. moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith, inter-faith, harmony, tolerance, respect, moral values, religious plurality			

Cohort attainment and progress tracker

(Entering=E, Beginning=B, Developing=D, Meeting=M, Exceeding=Exc, Greater Depth Standard=GDS)

Cohort's Achievement Each Term (%)							
		E	B	D	M	Exc	GDS
Year 1	Autumn						
	Spring						
	Summer						
Year 2	Autumn						
	Spring						
	Summer						
Year 3	Autumn						
	Spring						
	Summer						
Year 4	Autumn						
	Spring						
	Summer						
Year 5	Autumn						
	Spring						
	Summer						
Year 6	Autumn						
	Spring						

Continuous dialogue reflecting yearly progress of learning and notes to feedforward for future planning.

	Notes and feedforward (Individual pupils, group, class)	QA by Subject Leader
EYFS		
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		