



Religious Education at North Wheatley CE Primary School

At North Wheatley CE Primary School, Religious Education enables every child to develop a rich understanding of **religions and worldviews**, recognising the diversity of beliefs, practices and lived experiences found within communities.

Through carefully sequenced learning, pupils develop:

- **Substantive Knowledge** about religions and worldviews.
- **Ways of Knowing** through theology, philosophy and the human and social sciences.
- **Personal Knowledge**, enabling them to reflect on their own ideas whilst respecting those of others.

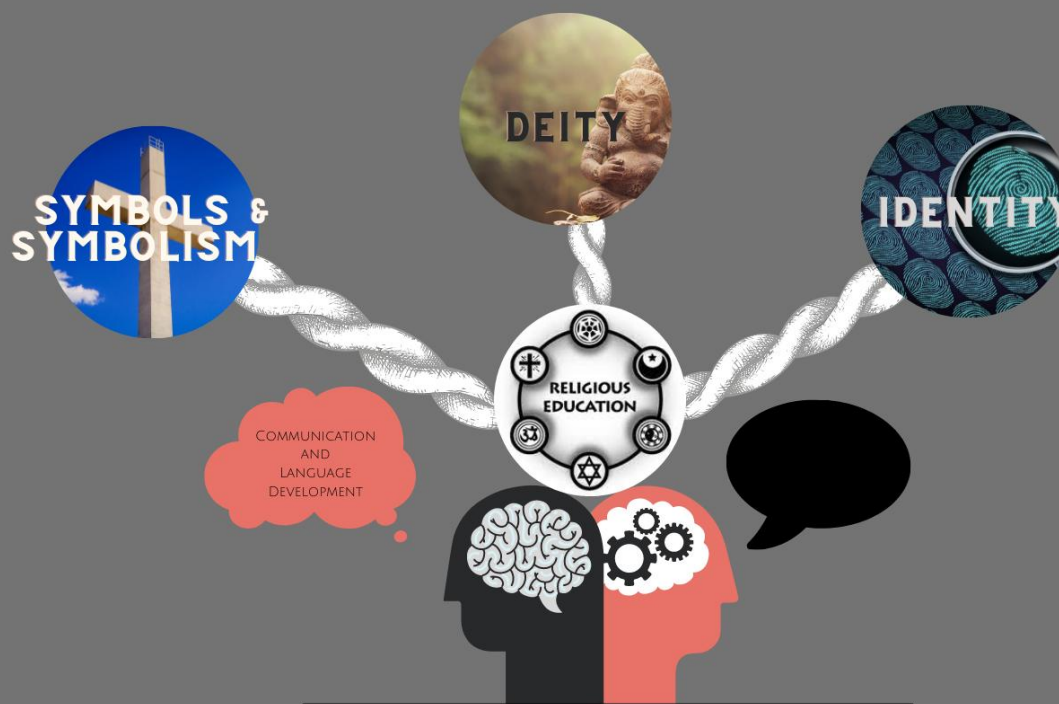
Our curriculum develops pupils who can:

- enquire thoughtfully
- think critically
- engage respectfully
- understand diversity
- appreciate lived religion
- recognise that everyone has a worldview.

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

1

Lesson 1 – Discover (Building Substantive Knowledge)

- Introduce the unit by revisiting prior learning and presenting the Big Question. Use artefacts, stories, images, music, sacred texts or Godly Play to engage pupils. Introduce key vocabulary and concepts, enabling children to make connections and develop a secure foundation of substantive knowledge for the enquiry. Handle artefacts, photographs, music, stories, sacred texts or Godly Play.

2

Lesson 2 – Observe (I see...)

- Pupils investigate religion through careful observation of artefacts, sacred texts, places of worship, artwork and examples of lived religion. They identify similarities, differences and patterns, gathering evidence to deepen understanding. Children record observations using appropriate religious vocabulary and begin to make meaningful connections.

3

Lesson 3 – Interpret (I think...)

- Pupils interpret evidence to explain beliefs, practices and traditions. They compare religions and worldviews, discuss different viewpoints and use evidence from stories, sacred texts and lived experiences to answer the Big Question. Children justify ideas, refine their thinking and develop deeper understanding through discussion.

4

Lesson 4 – Reflect (I wonder...)

- Pupils ask thoughtful questions about belief, identity, justice, purpose and belonging. They consider different perspectives respectfully, reflect on how beliefs influence people's lives and develop their own understanding. Through enquiry and discussion, children recognise that religions and worldviews may offer different responses to life's big questions.

5

Lesson 5 – Communicate (Showing understanding)

- Pupils apply their learning by creating an end-point outcome that answers the Big Question. They communicate ideas using accurate religious vocabulary, justify opinions with evidence and present balanced conclusions. Children explain, discuss and evaluate their learning while demonstrating understanding across all curriculum strands.

6

Lesson 6 – Connect (Deepening Understanding)

- Pupils share their learning, revisit the Big Question and reflect on how their thinking has developed. They connect new knowledge with previous learning, recognise progression across the curriculum and identify links to future enquiries. This celebration of learning consolidates understanding and prepares pupils for subsequent units.

Substantive Knowledge

Learning about religions and worldviews through beliefs, practices, sacred texts, symbols, festivals and lived religion.

Ways of Knowing

Investigating religions through I See, I Think, I Wonder, using observation, interpretation, questioning and evidence.

Personal Knowledge

Reflecting on beliefs, values and experiences while developing respect for diverse perspectives and worldviews.

Communication & Language Development

Communicating understanding using accurate vocabulary through discussion, explanation, justification and respectful debate.

CURRICULUM STRANDS		Substantive knowledge	Ways of knowing	Personal Knowledge	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	General	Religion, celebration, festival, symbol, holy, sacred, worship, belief			
	Christianity	Jesus, Christmas, Easter, Bible, Church			
	Judaism	Moses, Passover, Torah, Synagogue			
	Islam	Eid al-Fitr, moon, star			
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.	- I See... Observe artefacts, symbols, places of worship, celebrations and religious stories. Notice similarities and differences. - I Think... Suggest what symbols, stories or celebrations might mean and explain why they are important to Christians and Jewish people. - I Wonder... Ask simple questions about beliefs, celebrations and worship. Develop curiosity by asking, "Why do Christians celebrate Christmas?" or "Why do Jewish families celebrate Hanukkah?"	- Pupils reflect on what makes them feel that they belong to a family or community. - They compare their own celebrations with those of Christians and Jewish people. - They recognise that people have different beliefs and celebrations and that everyone should be treated with kindness and respect.	<u>FOCUS: DESCRIBE</u> - Pupils use key RE vocabulary accurately in discussion and writing. - They describe what they can see using simple sentences. They explain what they think using the word because. - They ask thoughtful questions beginning with I wonder... - They listen carefully to others and respond respectfully to different ideas.
Golden Threads		Identity, Belonging, Belief, Worship, Community, Symbols, Diversity, Worldviews			
Key Vocabulary	General	Religion, belief, worship, celebration, festival, holy, sacred, symbol,			
	Christianity	Christian, God, Jesus, Bible, church, Christmas, Easter, altar, font			
	Judaism	Jewish, synagogue, Torah, ark, bimah, Hanukkah, Shabbat			
Year 2 Focus Faiths: Christianity & Judaism		- Pupils deepen their understanding of Christianity and Judaism by exploring the Bible and the Torah as holy books. - They learn about the Christian belief in God as Creator and begin to understand the Trinity	- I See... Observe symbols, artefacts, stories and places of worship, identifying features that help people express their beliefs. - I Think... Explain what these might tell us about what Christians and Jewish people believe, using evidence from stories, symbols and celebrations.	- Pupils reflect on what it means to belong to different groups and why belonging is important. - They consider how people show care for others and the world. - They compare their own experiences with those of Christians and Jewish people, recognising that beliefs influence the choices people make.	<u>FOCUS: EXPLAIN</u> - Pupils use an increasing range of RE vocabulary accurately in speech and writing. - They explain their ideas using because and begin to support their opinions with

		through God the Father, Jesus and the Holy Spirit. - They explore Baptism as a celebration of belonging in Christianity and compare it with Jewish welcoming traditions. - Pupils learn about Creation, the Fall and the importance of caring for the world. - They study Hanukkah, Shabbat and the significance of the Star of David, recognising that people within the same religion may celebrate in different ways.	I Wonder... Ask deeper questions about belonging, creation, God and why different people celebrate or worship in different ways. Begin to compare Christianity and Judaism using observations and evidence.	They develop respect for different beliefs and begin to appreciate diversity within religious communities.	evidence from stories or artefacts. - They compare similarities and differences using appropriate vocabulary. - They ask thoughtful questions beginning with I wonder..., listen respectfully to others and respond using complete sentences.
Golden Threads		Identity, Belonging, Belief, Worship, Community, Symbols, Diversity, Worldviews			
Key Vocabulary	General	Holy, baptism, Christening, Holy Spirit, Easter, creation, Fall, Holy Week, Holy Spirit, baptism, Christening, gospel, Joseph, Ark, Shabbat, synagogue, prayer, mosque			
	Christianity	Creator, Holy Spirit, Trinity, baptism, church, Bible, Creation, Fall			
	Judaism	Torah, synagogue, Star of David, Hanukkah, Shabbat, ark, bimah			
CURRICULUM STRANDS		Substantive knowledge	Ways of knowing	Personal Knowledge	Communication and Language Development
Year 3 Focus Faiths: Christianity & Islam,		- Pupils deepen their understanding of Christianity and are introduced to Islam. - They learn about the Christian belief in the Trinity and the importance of prayer, worship and the Church. - They explore the life and teachings of Jesus and how these influence Christians today. - Pupils learn about Allah, the Qur'an and the Five Pillars of Islam, including Salah. They explore	- I See... Observe places of worship, religious artefacts, sacred texts and acts of worship. Identify similarities and differences between Christian and Muslim practices. - I Think... Interpret how beliefs influence worship, prayer and daily life. Explain why Christians and Muslims value their sacred texts, places of worship and traditions, using evidence from stories, artefacts and observations. - I Wonder... Ask questions about why people worship in different ways, how prayer influences believers and why faith is important to many people. Begin to consider that people within the same religion may practise their faith differently.	- Pupils reflect on the importance of commitment, belonging and community. - They compare how Christians and Muslims express their beliefs and consider how faith can influence choices, behaviour and identity. - They recognise that different beliefs deserve respect and begin to appreciate the diversity that exists within religious communities.	<u>FOCUS: COMPARE</u> - Pupils use an expanding range of RE vocabulary accurately and confidently. - They explain ideas using evidence from sacred texts, artefacts and observations. - They compare beliefs and practices using appropriate language. - They ask increasingly thoughtful questions, justify their opinions with simple evidence and participate respectfully in discussion and collaborative enquiry.

		churches and mosques, comparing how Christians and Muslims worship. They recognise that beliefs are expressed in different ways and that diversity exists within both faith communities.			
Golden Threads		Identity, Belonging, Belief, Worship, Community, Symbols, Diversity, Worldviews			
Key Vocabulary	General	Belief, worship, prayer, community, sacred, commitment, diversity, worldview			
	Christianity	Trinity, disciple, worship, prayer, church, Eucharist, Gospel, Holy Spirit			
	Islam	Islam, Muslim, Allah, Qur'an, mosque, imam, Salah, Five Pillars, wudu, minaret			
Year 4 Focus Faiths: Christianity & Islam and Hindu		- Pupils deepen their understanding of Christianity by exploring the Kingdom of God, discipleship and Christian service. - They extend their understanding of Islam by investigating the Five Pillars, the Qur'an, worship in the mosque and how faith influences daily life. - Pupils are introduced to Sanatan Dharma (Hinduism), learning about Brahman, the Trimurti, Rama and Sita, worship in the Mandir and festivals such as Diwali. - They compare how beliefs, worship and festivals help believers express their faith, recognising that there is diversity within each religion and that beliefs influence how people live.	- I See... Examine sacred texts, case studies, artefacts, places of worship and examples of lived religion. Identify evidence that shows how beliefs influence people's choices and actions. - I Think... Evaluate how beliefs shape values, behaviour and ethical decision-making. Compare different interpretations within and between religions, using evidence from texts, stories and real-life examples. - I Wonder... Ask challenging questions about justice, responsibility, forgiveness and purpose. Consider why people from the same religion may hold different viewpoints and how faith influences responses to modern issues.	- Pupils reflect on their own values and how these compare with those found in Christianity, Islam and Sanatan Dharma. - They consider questions about responsibility, fairness, justice and living a good life. - Pupils recognise that everyone's worldview is shaped by different experiences and beliefs and develop respect for a range of perspectives, even when they disagree.	<u>FOCUS: ANALYSE</u> - Pupils communicate increasingly sophisticated ideas using accurate religious vocabulary. - They justify opinions with evidence from sacred texts, case studies and lived religion. - They evaluate similarities and differences, participate in respectful debate, ask probing questions and present balanced arguments using appropriate RE terminology.
Golden Threads		Identity, Belonging, Belief, Worship, Community, Symbols, Diversity, Worldviews			

Key Vocabulary	General	Worldview, diversity, interpretation, commitment, values, service, community, pilgrimage, tradition			
	Christianity	Kingdom of God, disciple, Gospel, service, Eucharist, Holy Spirit, Advent			
	Islam	Qur'an, Five Pillars, Salah, Zakah, Sawm, Hajj, mosque, imam, Ummah			
	Sanatan Dharma (Hinduism)	Sanatan Dharma, Brahman, Trimurti, Vishnu, Shiva, Brahma, Rama, Sita, Bhagavad Gita, Mandir, puja, murti, Diwali			
Year 5 Focus Faiths: Understanding Christianity and applying understanding of world faiths		- Pupils deepen their understanding of Christianity through the Understanding Christianity resource, exploring concepts such as Salvation, Kingdom of God, Gospel and People of God. - They investigate how these concepts influence the lives of Christians today and examine different interpretations within Christianity. - Pupils then apply their understanding when studying Islam and Sanatan Dharma (Hinduism), comparing beliefs about God, worship, belonging, morality and community. - They investigate how religious beliefs shape ethical decision-making, service and responses to contemporary issues, recognising both diversity within religions and shared human values.	- I See... Examine sacred texts, artwork, artefacts, places of worship and examples of lived religion. - I Think... Analyse how beliefs influence actions, values and decision-making, using evidence from Christianity, Islam and Sanatan Dharma - I Wonder... Ask increasingly challenging questions about justice, responsibility, purpose and belief, recognising that religions may be interpreted in different ways.	- Pupils reflect on how beliefs and values influence people's choices and compare these with their own developing worldview. - They consider questions about justice, forgiveness, responsibility and community, appreciating that different worldviews may reach different conclusions while sharing common values.	<u>FOCUS: DEBATE</u> - Pupils communicate increasingly sophisticated ideas using accurate religious vocabulary. - They justify opinions with evidence from sacred texts, case studies and examples of lived religion. - They compare viewpoints respectfully, participate in debate, ask probing questions and present balanced arguments using subject-specific vocabulary.
Golden Threads		Identity, Belonging, Belief, Worship, Community, Symbols, Diversity, Worldviews			
Key Vocabulary	General	Worldview, ethics, morality, interpretation, diversity, authority, justice, compassion, stewardship, pilgrimage, tradition			
	Christianity	Salvation, Gospel, Kingdom of God, People of God, Incarnation, Resurrection, Grace, Forgiveness, Stewardship, Mission, Disciple			
	Islam	Tawhid, Qur'an, Sunnah, Hadith, Ummah, Shahadah, Salah, Zakah, Sawm, Hajj, Mosque, Imam			

	Sanatan Dharma (Hinduism)	Sanatan Dharma, Brahman, Atman, Dharma, Karma, Moksha, Samsara, Bhagavad Gita, Puja, Murti, Seva, Ahimsa			
Year 6	Focus Faiths: Understanding Christianity and applying understanding of world faiths	- Pupils draw together their learning from Understanding Christianity, exploring how the core concepts of Creation, Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God form the Christian worldview. - They investigate how these concepts influence Christian beliefs, worship and daily living today. Pupils then apply their understanding when studying Islam and Sanatan Dharma (Hinduism), comparing beliefs about God, authority, worship, justice, compassion, purpose and life after death. - They explore how sacred texts, traditions and lived experiences shape the lives of believers, recognising diversity within religious communities and considering how different religions and worldviews respond to contemporary ethical and philosophical questions.	- I See... Examine sacred texts, artwork, artefacts, case studies and examples of lived religion. Identify patterns, similarities, differences and multiple viewpoints across Christianity, Islam and Sanatan Dharma. - I Think... Analyse and evaluate how beliefs influence identity, values and decision-making. Apply Christian concepts to compare how different religions understand questions about God, purpose, justice and morality, using evidence to support conclusions. - I Wonder... Ask increasingly sophisticated questions about truth, identity, suffering, justice and purpose. Consider why religions and worldviews may offer different responses to the same questions and evaluate different interpretations respectfully.	- Pupils reflect critically on how beliefs and values influence people's lives and compare these with their own developing worldview. - They consider how different religions and worldviews respond to questions about identity, responsibility, justice, forgiveness and the meaning of life. - Pupils appreciate diversity within religious communities and demonstrate empathy, respect and openness when discussing different perspectives.	<u>FOCUS: CRITIQUE</u> - Pupils communicate mature, evidence-based ideas using precise religious vocabulary. They justify opinions with reference to sacred texts, lived religion and examples studied. - They compare and evaluate viewpoints respectfully, participate confidently in discussion and debate, and present balanced conclusions using appropriate theological and philosophical language.
Golden Threads		Identity, Belonging, Belief, Worship, Community, Symbols, Diversity, Worldviews			
Key Vocabulary	General	Worldview, theology, philosophy, interpretation, ethics, Morality, justice, compassion, diversity, identity, responsibility, stewardship, reconciliation, human dignity			
	Christianity	Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God, covenant, redemption, resurrection, discipleship, grace			
	Islam	Tawhid, Qur'an, Sunnah, Hadith, Ummah, Shahadah, Salah, Zakah, Sawm, Hajj, Akhirah, Jannah			
	Sanatan Dharma (Hinduism)	Sanatan Dharma, Brahman, Atman, Dharma, Karma, Moksha, Samsara, Bhagavad Gita, Ahimsa, Seva, Puja, Murti			

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		
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