



## Curriculum Intent

### Subject: Religious Education

End points for Early Years	End points for KS1	End points for KS2
<p>By the end of Early Years, children should be able to recognise certain important events with their friends or family (e.g. a religious celebration or a birthday).</p> <ul style="list-style-type: none"> <li>- <b>Autumn 2 - Christmas</b></li> </ul>	<p>By the end of KS1, children should know some of the core beliefs and practices of the major world faiths.</p> <ul style="list-style-type: none"> <li>- <b>Autumn 1 - Creation Story (links to Judaism)</b></li> <li>- <b>Summer 1 - Sabbath</b></li> </ul>	<p>By the end of KS2, children should be able to discuss how the key beliefs studied influence the attitudes and values of wider society.</p> <ul style="list-style-type: none"> <li>- <b>Year 3, Autumn 1 - Sharing and community (Sikhism)</b></li> </ul>
<p>By the end of Early Years, children should know some of the similarities and differences between them and others in regards to traditions, practices, and celebrations.</p> <ul style="list-style-type: none"> <li>- <b>Spring 1 - How do people celebrate? (Hinduism)</b></li> </ul>	<p>By the end of KS1, children should make comparisons to what they have learned to their own lives and experiences.</p> <ul style="list-style-type: none"> <li>- <b>Summer 1 - (see planning policy)</b></li> </ul>	<p>By the end of KS2, children should be able to discuss religious topics with tolerance of other viewpoints, understanding the importance of dialogue between the range of opinions.</p> <ul style="list-style-type: none"> <li>- <b>Year 4 - Do Christians need to go to Church to show that they are good Christians?</b></li> <li>- <b>Year 6 - Beliefs and values</b></li> </ul>
<p>By the end of Early Years, children should remember and be able to discuss important events and experiences in their own lives.</p> <ul style="list-style-type: none"> <li>- <b>Summer 2 - Special Places</b></li> <li>- <b>see planning policy.</b></li> </ul>	<p>By the end of KS1, children should be able to share their own beliefs and feel safe doing so.</p> <ul style="list-style-type: none"> <li>- <b>Autumn 1 - Creation story</b></li> <li>- <b>see planning policy.</b></li> </ul>	<p>By the end of KS2, children should be able to make use of a wide variety of mediums to demonstrate their learning (e.g., art, drama, music, play).</p> <ul style="list-style-type: none"> <li>- <b>Year 3, Spring 1 - Langar (freeze frames)</b></li> <li>- <b>Year 4, Spring 2 - hat parade</b></li> <li>- <b>Year 6, Autumn 2 - christmas songs</b></li> </ul>

<p>By the end of Early Years, children should begin to reflect on their own feelings and experiences.</p> <p>- <b>Summer 1 - (Story time)</b></p>	<p>By the end of KS1, children ask and respond to questions about what individuals and faith communities do, and why</p> <p>- <b>Summer 2- Judaism - Rosh Hashanah and Yom Kippur</b></p>	<p>By the end of KS2, children should be able to identify the core ideas of the major world faiths.</p> <p>- <b>Year 6 , Autumn 1 - Beliefs and practise (Islam)</b></p>
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### Progression Table

Year groups	What each year group covers	National curriculum statements (relevant to all year groups).	Links between year group content
<p><b>Early Years</b></p>	<ul style="list-style-type: none"> <li>● Special people (<i>Judaism/Christianity</i>)</li> <li>● Christmas (<i>Christianity</i>)</li> <li>● Easter (<i>Christianity</i>)</li> <li>● Story time(<i>Christianity, Islam, Hinduism, Sikhism</i>)</li> <li>● Special places (<i>Christianity, Islam, Judaism</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Theme days or assemblies</li> <li>● A wide ranging study of religion and belief across the key stages as a whole.</li> <li>● Opportunities and examples to support the cross-curricular dimensions of the curriculum.</li> <li>● Personal, social and emotional development.</li> <li>● Opportunities for pupils to develop positive attitudes and values and to</li> </ul>	<ul style="list-style-type: none"> <li>● <b>6 MAJOR WORLD FAITHS - linked to all year groups.</b></li> <li>● The Easter and Christmas stories are covered throughout Early Years - Year 6. These are further developed each year.</li> <li>● In Early Years we look at special places (places of worship) which link to Year 4's topic Prayer and Worship. In this unit, pupils identify what they deem to be a special place (school, bedroom) to help them better understand this sentiment for Christians in regards to the Church.</li> </ul>

<p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>● Creation Story (<i>Christianity</i>)</li> <li>● Christmas Story (<i>Christianity</i>)</li> <li>● Jesus as a Friend(<i>Christianity</i>)</li> <li>● Easter - Palm Sunday (<i>Christianity</i>)</li> <li>● Shabbat (<i>Judaism</i>)</li> </ul>	<p>reflect and relate their learning in RE to their own experience.</p> <p>Raising issues of immediate and future relevance to pupils' economic well-being, for example sustaining the planet.</p>	<ul style="list-style-type: none"> <li>● <b>6 MAJOR WORLD FAITHS - linked to all year groups.</b></li> <li>● Food - in Year 1 students learn about the symbolism of the Challah in Judaism which links to Year 2 as here we discuss the symbolism of hot cross buns in Christianity.</li> </ul>
<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>● What did Jesus teach? (<i>Christianity</i>)</li> <li>● Christmas - Jesus as a gift from God Passover (<i>Judaism</i>)</li> <li>● Easter – Resurrection (<i>Christianity</i>)</li> <li>● Does going to the mosque give Muslims a sense of belonging? (<i>Islam</i>)</li> <li>● Rites of Passage and Good Works (<i>Judaism</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● The opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, should facilitate developing social skills and empathy for others.</li> <li>● Shared values and cohesion.</li> <li>● Pupils with strong commitments to share their experience in a safe context and see that their religion or belief is valued and respected</li> </ul>	<ul style="list-style-type: none"> <li>● <b>6 MAJOR WORLD FAITHS - linked to all year groups.</b></li> <li>● We look at the 10 commandments from the Jewish perception which links to Year 5 as here we look at the 10 commandments from the Christian perspective. Links could also be made with the 5 Pillars of Islam which are studied in Year 6 as these are practices, much like the commandments, which Muslims must abide by on a daily basis.</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>● Diwali (<i>Hinduism</i>)</li> <li>● Christmas (<i>Christianity</i>)</li> <li>● Easter (<i>Christianity</i>)</li> </ul>		<ul style="list-style-type: none"> <li>● <b>6 MAJOR WORLD FAITHS - linked to all year groups.</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Hindu Beliefs (<i>Hinduism</i>)</li> <li>● Pilgrimage to the River Ganges (<i>Hinduism</i>)</li> </ul>		<ul style="list-style-type: none"> <li>● Look at Hindu place of worship, the Mandir, which links to Early Years 'Special Places' and Year 4, 'Places and Worship'. It also has links to Year 2 as we look at the Mosque.</li> <li>● Celebrations - Year 3 we study Diwali which links to Year 2 as they learn about Holi. This also links to Year 4 'Prayer and Worship' as children learn about the celebration of Christening and Holy Communion.</li> </ul>
<p style="text-align: center;"><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>● Life of Buddha (<i>Buddhism</i>)</li> <li>● Christmas (<i>Christianity</i>)</li> <li>● Passover (<i>Judaism</i>)</li> <li>● Easter (<i>Christianity</i>)</li> <li>● Prayer and Worship (<i>Christianity</i>)</li> <li>● Belief into Practice (<i>Buddhism</i>)</li> </ul>		<ul style="list-style-type: none"> <li>● <b>6 MAJOR WORLD FAITHS - linked to all year groups.</b></li> <li>● In year 4 children are introduced to the Buddhist belief of dharma/karma. Links are made in Year 5's 'Hindu Prayer and Worship' unit as these terms are discussed again but from the Hindu perspective (similarities and differences).</li> </ul>

<p>Year 5</p>	<ul style="list-style-type: none"> <li>● Prayer and Worship <b>(Hinduism)</b></li> <li>● Christmas <b>(Christianity)</b></li> <li>● Beliefs and Moral Values <b>(Sikhism)</b></li> <li>● Easter <b>(Christianity)</b></li> <li>● Beliefs and Moral Values <b>(Hinduism)</b></li> <li>● Beliefs and Practices <b>(Christianity)</b></li> </ul>		<ul style="list-style-type: none"> <li>● <b>6 MAJOR WORLD FAITHS - linked to all year groups.</b></li> <li>● In year 5 we learn about the 5 K's (Khalsa) which links with Year 6 as children learn about the 5 Pillars of Islam - both are a way of life that these religions live by.</li> </ul>
<p>Year 6</p>	<ul style="list-style-type: none"> <li>● Beliefs and Practices <b>(Islam)</b></li> <li>● Christmas <b>(Christianity)</b></li> <li>● Beliefs and Moral Values <b>(Islam)</b></li> <li>● Easter <b>(Christianity)</b></li> <li>● Beliefs and Meaning</li> <li>● Humanism</li> </ul>		<ul style="list-style-type: none"> <li>● <b>6 MAJOR WORLD FAITHS - linked to all year groups.</b></li> <li>● We cover the term Ummah in Year 6 when looking at 'Beliefs and Moral Values in Islam' which links to the Year 4 topic of 'Sharing and Community in Sikhism' through the idea of langar/Gudwara.</li> </ul>