

Religious Education



Moulton Chapel Primary School

1. To be able to read, write and speak with confidence and fluency.
2. To be able to use mathematical concepts to tackle problems and resolve them.
3. Offer cultural experiences beyond their normal lives in the wider world.
4. To aspire our children to dream big in their career path.
5. Grow into responsible, respectful young people who value each other.

Intent

At Moulton Chapel Primary the intention of our RE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living. We provide our children with opportunities for them to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. We believe that it is important that children learn about a range of faiths and backgrounds in order for them to develop compassion, empathy and tolerance, giving our children a firm foundation upon which to acknowledge difference in beliefs.

Implementation

We teach RE in accordance with the Lincolnshire Agreed Syllabus and Understanding Christianity. Our curriculum is progressive in skills and knowledge, which subsequently builds upon previous learning. Teachers plan a sequential journey of learning for the children to follow. Work is planned in a creative way to allow children the opportunity to achieve. Our RE curriculum is strongly connected through the concepts of believing, living and thinking. We provide opportunities for children to ask and create intriguing questions that challenge aspects of religions and their own understanding.

Impact

The impact of our curriculum will lead children to know more and remember more about different faiths and beliefs. They will be confident to ask questions that will change their own and others understanding of different faiths and beliefs. We want our children to leave our school demonstrating positive attitudes towards people of any religion and show an understanding of cultural beliefs different to their own. They will demonstrate respectful, respectful behaviour to all and this is transferable outside of school in the wider community.

National Curriculum requirements:

Community, foundation and voluntary-aided or voluntary-controlled schools without a religious character
RE must be taught according to the locally agreed syllabus adopted by the LA by which the school is maintained.

Progression through the school

With thanks to Emily Mayer for her work on this document.

EYFS

Across the EYFS children should be taught to:

22-36:

Shows affection and concern for people who are special to them.

May form a special friendship with another child.

Can express their own feelings such as sad, happy, cross, scared, worried.

Has a sense of own immediate family and relations

30-50:

Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Beginning to understand 'why' and 'how' questions.

Questions why things happen and gives explanations. Asks e.g. who, what, when, how

Shows interest in the lives of people who are familiar to them.

Remembers and talks about significant events in their own experience.

Recognises and describes special times or events for family or friends.

Shows interest in different occupations and ways of life.

Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

40-60+

Listens and responds to ideas expressed by others in conversation or discussion

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Enjoys joining in with family customs and routines.

ELG

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Personal, Social and Emotional Development (Making Relationships) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Understanding the World (People and Communities) Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World) Children know about similarities and differences in relation to places and objects.

CoEI

Having their own ideas

Thinking of ideas

Finding ways to solve problems

Finding new ways to do things

Making links

Making links and noticing patterns in their experience

Making predictions

Testing their ideas

Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

Planning, making decisions about how to approach a task, solve a problem and reach a goal

Checking how well their activities are going

Changing strategy as needed

Reviewing how well the approach worked

		Year 1/2	Year 3/4	Year 5/6
Believing	B1 Engaging with key beliefs/concepts through analysis of texts	B1 Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).	B1 Be able to explain what it means for a text/story to 'have authority' for a group of believer	B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to.
	B2 Making connections between key beliefs/concepts within and between belief traditions	B2 Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).	B2 Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.	B2 Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories. Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories

		Year 1/2	Year 3/4	Year 5/6
Living	L1 Showing understanding of core concepts relating to the human/social scientific study of religion and belief	<p>L1 Be able to identify that different people have different beliefs about the world around them.</p>	<p>L1 Be able to describe the difference between 'beliefs' and 'religion'.</p>	<p>L1 Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion.</p>
	Showing understanding of connection between religious practice and content	<p>L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.</p>	<p>L2 Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.</p>	<p>L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.</p>

		Year 1/2	Year 3/4	Year 5/6
Living	L3 Showing understanding of the way in which beliefs impact on the individual	L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).	L3 Be able to make connections between beliefs and the decisions an individual makes about how to live their life.	L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).
	L4 Showing understanding of the way in which community can impact on religious practice	L4a Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals. L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage	L4a Be able to explain at the importance of community within the religious/non-religious tradition studied. L4b Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.	L4a Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.). L4b Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).

		Year 1/2	Year 3/4	Year 5/6
Thinking	T1 Articulating how and whether things make sense	T1 Be able to ask questions about the world around them.	T1 Be able to identify ways in which different people think about the world differently.	T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.
	T2 Showing awareness of different approaches to understanding the world	T2 Be able to make connections between using their senses and what they know about the world around them.	T2 Be able to understand and begin to explain that there is a difference between believing and knowing.	T2 Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.
	T3 Showing evidence of a process of reasoning	T3 Use reasons to support personal opinions about religions/beliefs.	T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).	T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.

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Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 incl EYFS Year A	LAS Unit Myself	LAS Units Special people to me	LAS Unit Our special books	Salvation UC F3 (core) Why do Christians put a cross in an Easter garden?	Creation UC F1 (core) Why is the word 'God' so important to Christians?	LAS Unit Our beautiful world
Why this? Why now?	At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.	Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians.	At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.	Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.	This builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail.	Having learned about the Christian story of creation, this unit broadens the pupils' understanding of different ways in which religious and non-religious people understand and engage with the natural world.
KS1 incl EYFS Year B	God UC 1.1 (core) What do Christians believe God is like? B1 B2 L3 L4a L4b T1 T3	Creation UC 1.2 (core) Who do Christians believe made the world? B1 B2 L3 L4a L4b T1 T2 T3	LAS Compulsory God – Islam B1 B2 T1 T3	LAS Compulsory Community – Islam B2 L2 L3 L4a L4b T1 T3	LAS Additional Places of worship (including Christianity) Believing, Living, Thinking B1 B2 L1 L2 L3 L4a L4b T1 T2 T3	
Why this? Why now?	Pupils build on learning by exploring in detail ways in which Christians articulate their beliefs about God.	Building on learning in the previous term, pupils explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God.	Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God).	Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).	Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions.	
KS1 incl EYFS Year C	LAS Compulsory Being Human – Islam B1 B2 T1 T3	LAS Compulsory Life Journey – Islam B2 L3 L4a L4b T1 T3	LAS Additional Thankfulness (including Christianity) B1 B2 L1 L2 L3 L4a L4b T1 T3		Salvation UC 1.5 (core) Why does Easter matter to Christians? B1 B2 L2 L3 L4a L4b T1 T3	Incarnation UC 1.3 (core) Why does Christmas matter to Christians? B1 B2 L2 L3 L4a L4b T1 T3
Why this?	Building on the learning, pupils	Having explored beliefs about	Building on the learning in autumn term, pupils broaden their		In this term, pupils have the	Pupils have the opportunity to

Why now?	learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).	human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.	understanding of different ways in which religious and non-religious people show gratitude.	opportunity to explore in depth the story of Jesus' crucifixion and resurrection as something for which Christians express gratitude.	explore in more depth the key figure of Jesus, making connections between Jesus' early years and his adult life (explored in the previous term).
LKS2 Year A	LAS Compulsory God – Hinduism/Islam B1 B2a T2 T3	God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity? B1 B2a L2 L3 L4a L4b T1 T2 T3	Salvation UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'? B1 B2a L2 L3 L4a L4b T1 T2 T3	LAS Additional Big Questions (including Christianity): What does it mean to live a good life? Believing, Living, Thinking B1, B2a L1, L2, L3, L4a, L4b T1, T2, T3	LAS Additional Pupils have the opportunity to explore in more depth the key figure of Jesus, making connections between Jesus' early years and his adult life (explored in the previous term).
Why this? Why now?	In this unit, pupils build on prior learning about God from KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam at KS1. Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.	<i>Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.</i>	In this term, pupils have the opportunity to explore in depth the story of Jesus' crucifixion and resurrection as something for which Christians express gratitude.	In this term, pupils have the opportunity to explore in more depth the key figure of Jesus, making connections between Jesus' early years and his adult life (explored in the previous term).	
LKS2 Year B	LAS Additional Big Questions (including Christianity) [Why do we celebrate?] Believing, Living, Thinking B1 B2a L1 L2 L3 L4a L4b T1 T2 T3	LAS Compulsory Community – Hinduism/Islam B2a L1 L2 L3 L4a T2	Creation UC 2a.1 (core) What do Christians learn from the creation story? B1 B2 L2 L3 L4a T2 T3	LAS Additional Pilgrimage (including Christianity) B1 B2a L1 L2 L3 L4a L4b T1 T2 T3	
Why this? Why now?	This unit asks pupils to think of different reasons why humans celebrate. It explores how people celebrate good things and difficult things. It builds on learning in EYFS and KS1 around festivals and rites of passage.	This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year. This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.	This unit explores different Christian views about the natural world and explores what Christians believe about the relationship between the natural world and human beings. It considers the impact of human action on the natural world, building on the work carried out in the previous two terms.	This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).	
UKS2 Year A	LAS Compulsory Being Human – Hinduism/Islam B2a L2 L3 T2 T3	Salvation UC 2b.7 (core) What difference does the resurrection make for Christians? B1 B2a L2 L3 L4a L4b	Incarnation UC 2b.4 (core) Was Jesus the Messiah? B1 B2a L2 L3 L4a L4b T1 T2 T3	LAS Additional Expressing Beliefs through the Arts (including Christianity) B1 B2a B2b L1 L2 L3 L4a L4b T1 T2 T3	

<p>Why this? Why now?</p>	<p>This unit builds on learning about Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</p>	<p>T1 T2 T3</p> <p>This unit builds on learning about Christian beliefs about God, Jesus and human beings from KS1. It focuses on the impact that belief in the resurrection of Jesus has on a Christian's decisions and actions.</p>	<p>This unit interrogates the evidence for Jesus' resurrection and asks how Christians seek to reason about their belief in the resurrection and its significance in their lives. This builds on learning about the significance of Jesus to Christians from KS1.</p>	<p>The previous units have focused on ways in which religious people express their beliefs through their decision-making and actions. This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning about celebrations, places of worship and symbols.</p>
<p>UKS2 Year B</p>	<p>God UC 2b.1 (core) What does it mean if God is loving and holy? B1 B2a L2 L3 L4a</p>	<p>LAS Additional Unit Designed by the School (including Christianity): Do you have to believe in God to be good? B1 B2a B2b L1 L2 L3 L4a L4b T1 T2 T3</p>	<p>Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary? B1 B2a B2b L2 L3 L4a L4b T1 T2 T3</p>	<p>LAS Compulsory Life Journey – Hinduism/Islam [Hinduism: How do Hindus show they belong?] Islam: How do Muslims show they belong? B1 B2a B2b L2 L3 L4a L4b T1</p>
<p>Why this? Why now?</p>	<p>This unit interrogates the evidence for the Christian belief that God is holy and loving. It also explores some of the real-life implications for Christians if God is holy and loving. This builds on prior learning about God as Trinity and Jesus as God incarnate (God 'in the flesh').</p>	<p>This unit builds on the prior term by exploring some of the arguments for and against the existence of God. It builds on prior learning in Year 3 ('What is a Good Life?') by deepening pupils' understanding of how different religious and non-religious worldviews articulate what it means to be 'good'.</p>	<p>This unit provides pupils with a further opportunity to deepen their understanding of different ways of reasoning about the world.</p>	<p>This unit looks back at the previous terms, which have all focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims. In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.</p>

Consider delivering LAS units through the structure of Making Sense of the Text, Understanding the Impact and Making Connections. This will help provide consistency for monitoring progress and standards.

Believing, Living, Thinking refers to the Balanced RE model for RE curriculum.

The codes refer to suggested end-of-phase expectations:

B = Believing L = Living T = Thinking

You can find out more about these end-of-phase expectations <https://www.lincolndioceseeducation.com/page/?title=Assessing+Progress+in+RE&pid=48>

Key Vocabulary

EYFS & KS1

<p>Christianity Christian God Vicar Jesus Bible Easter Cross candle font altar baptism Harvest nativity Christmas Bethlehem advent gospel lent forgiveness worship</p>	<p>Islam Muslim Imam Prophet Muhammad Qur'an Worship (ibadah) Shahadah (statement of belief) Subha (prayer-beads) Madrassah (school) Shariah (straight path) Eid ul-Fitr Eid ul-Adha tawhid (one God) harmony prayer mat qibla minaret wudu Prophet Ibrahim adhaan ummah (Muslim community) Akhlaq Five pillars of Islam - zakat (charitable donation)</p>	<p>General Jew Rabbi Torah Torah scroll yad Ner Tamid Talit mitzvot synagogue ark Israel covenants mitzvot (commandments) sukkot (booths) Hindu Holi Creation Care Responsibility Beautiful charity pray celebrate</p>
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Year 3 & 4

<p>Christianity As above + Sermon confirmation baptism Holy Communion commandments sin Holy spirit trinity Last Supper Good Friday Easter Sunday Maundy Thursday Crucifixion Resurrection disciple</p>	<p>Islam Tawhid Muslim 'abd (servant) khalifa (regent) shariah (straight path) iman (faith/beliefs) ibadah (worship/practice) Five pillars of Islam - zakat (charitable donation) shahadah (statement of belief) salat (prayer) sawm (fasting) Hajj (pilgrimage) masjid (mosque) prayer mat minbar minaret qibla Hadith (teachings) Prophet Muhammad</p>	<p>Hindu Sanatana Dharma (eternal duty) monotheistic religion (one reality) Brahma Trimurti- Brahma Vishnu Shiva Lakshmi Hanuman Ganesh Atman (soul) samsara (birth, life, death, reincarnation) moksha (cycle of life) dharma (duty) karma (actions) aum (symbol) Kumbh Mela mandir puja arti dewa lamp prashad (sharing food) murtis avatars Raksha Bandhan</p>	<p>General Symbol via negative denominations Humanism Judaism ketubah (signing marriage document) Kiddush (wedding blessing) Pilgrimage religious non-religious symbolise belief</p>
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Year 5 & 6

<p>Christianity As above + Omnipotent eternal proverb messiah prophecy sacrifice parable</p>	<p>Islam + Y3/4 vocab Sunnah (lived example) adhaan (call to prayer) aqiqah ceremony mahr (gift to bride) nikah (marriage ceremony) ritual</p>	<p>Hindu - + Y3/4 vocab Ahimsa – principle of non-violence Mahatma Gandhi A.C Bhaktivedanta Swami Prabhupada (Hare Krishna) samskaras (passage of life) namkarna (naming ceremony) jatakarta (welcoming ceremony) upanayana (thread ceremony) vivaha (marriage) antyeshthi (death)</p>	<p>General Yoga meditation renunciation creativity beliefs social value society</p>
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