

Comberton Primary School RE Curriculum

Our Vision

Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.

Subject Intent

In RE we want our children to:

- ask the big questions and wonder about how different religions answer them.
- develop a sense of awe and wonder about the world around them through religious visits and visitors to school.
- be respectful of others beliefs and traditions, to be able to live harmoniously within a diverse society.
- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.
- develop the ability to make reasoned and informed judgements about religious and moral issues.

In RE, we follow the Worcestershire Agreed Syllabus for RE, as outlined below.

We aim to give children a grounded understanding of Christianity and the major world faiths. Children develop an understanding of this from early years right through to year 6. As the children progress through the school they will encounter different religions and world views in more detail. In Key Stage One children learn about Christianity, Islam, and Judaism; as well as non-religious viewpoints. In Key Stage Two they revisit these religions and non-religious views in greater depth, but will also explore Hinduism.

Worcestershire Agreed Syllabus Overview

End of phase outcomes

EYFS

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

EYFS RE Skills

Nursery ~
Develop their sense of responsibility and membership of a community.
Begin to understand the need to respect and care for the natural environment and all living things.
Continue developing positive attitudes about the differences between people.

Reception ~
See themselves as a valuable individual.
Build constructive and respectful relationships.
Express their feelings and consider the feelings of others.
Understand that some places are special to members of their community.
Recognise that people have different beliefs and celebrate special times in different ways.

EYFS RE Knowledge

Autumn	Spring	Summer
Christmas story	Easter story	Noah's ark
<p>Being special: where do I belong? ~ Retell religious stories making connections with personal experiences. ~ Share and record occasions when things have happened in their lives that made them feel special. ~ Recall simply what happens at a traditional Christian infant baptism and dedication. ~ Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p><u>Making Sense of Belief</u> ~ I know some religious stories.</p> <p><u>Understanding the impact</u> ~ I know what happens at a traditional Christian infant baptism and dedication. ~ I know what happens when a baby is welcomed into a religion other than Christianity.</p> <p><u>Making connections</u> ~ I know about my own personal experiences. ~ I know about events in my life that have made me feel special.</p> <p>Why do Christians perform Nativity plays at Christmas? ~ Talk about people who are special to them. ~ Say what makes their family and friends special to them. ~ Recall simply what happens at a traditional Christian festival (Christmas). ~ Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus.</p>	<p>Why is the word 'God' so important to Christians? ~ Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. ~ Retell stories talking about what they say about the world, God, human beings. ~ Think about the wonders of the natural world, expressing ideas and feelings. ~ Say how and when Christians like to thank their Creator ~ Talk about what people do to mess up the world and what they do to look after it.</p> <p><u>Making Sense of Belief</u> ~ I know some stories that talk about the world, God and human beings.</p> <p><u>Understanding the impact</u> ~ I know how and when Christians like to thank their creator.</p> <p><u>Making connections</u> ~ I know about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world. ~ I know about the wonders of the natural world, expressing my ideas and feelings. ~ I know what people do to destroy the world and what they do to look after the world.</p> <p>Why do Christians put a cross in an Easter garden? ~ Recognise and retell stories connected with celebrations of Easter. ~ Say why Easter is a special time for Christians.</p>	<p>Which places are special and why? ~ Talk about somewhere which is special to themselves, saying why. ~ Recognise that some religious people have places which have special meaning for them. ~ Talk about the things that are special and valued in a place of worship. ~ Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. ~ Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. ~ Express a personal response to the natural world.</p> <p><u>Making Sense of Belief</u> ~ I know I know that for Christians, Muslims or Jews, these special things link to beliefs about God.</p> <p><u>Understanding the impact</u> ~ I know religious people have places which have special meaning for them. I know about the things that are special and valued in a place of worship.</p> <p><u>Making connections</u> ~ I know somewhere that is special to me and say why it is a special place. ~ I know and use appropriate words to talk about my thoughts and feelings when visiting a church.</p> <p>Which stories are special and why? ~ Talk about some religious stories?</p>

<p>~ Retell religious stories making connections with personal experiences.</p> <p><u>Making Sense of Belief</u> ~ I know the word 'incarnation' as describing the belief that God came to earth as Jesus.</p> <p><u>Understanding the impact</u> ~ I know what happens at a traditional Christian festival (Christmas).</p> <p><u>Making connections</u> ~ I know people who are special to me ~ I know what makes my family and friends special to me. ~ I know about my personal experiences of Christmas.</p>	<p>~ Talk about ideas of new life in nature. ~ Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc, and make connections with signs of new life in nature. ~ Talk about some ways Christians remember these stories at Easter.</p> <p><u>Making Sense of Belief</u> ~ I know stories connected with celebration of Easter.</p> <p><u>Understanding the impact</u> ~ I know some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc. ~ I know some ways Christians remember these stories at Easter.</p> <p><u>Making connections</u> ~ I know about new life in nature.</p>	<p>~ Recognise some religious words e.g. about God. ~ Identify some of their own feelings in the stories they hear. ~ Identify a sacred text e.g. Bible, Torah. ~ Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the <i>Chanukah</i> story teaches about Jews standing up for what is right) etc.</p> <p><u>Making Sense of Belief</u> ~ I know about some religious stories. ~ I know some religious words, e.g. about God. ~ I know the names of sacred text e.g. Bible, Torah.</p> <p><u>Understanding the impact</u> ~ I know about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right).</p> <p><u>Making connections</u> ~ I know about my own feelings in the stories I hear.</p>
Key Vocabulary		
Religion, religious, Christianity, Christians, Bible, God, Jesus, Mary, Joseph, Bethlehem, Christmas, Hindu, Hinduism, Muslim, Jews, Jewish, personal, special, infant baptism, dedication, faith, beliefs, symbols, stories, festivals, wonder, world, look after, Creator, creation, humans, harvest, Easter, new life, Palm Sunday, cross, king, special place, building, church (and associated words), mosque (and associated words), worship, synagogue, temple.		

At the end of the EYFS

ELG: Building Relationships

Children at the expected level of development will:

- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Making sense of beliefs Pupils can:</p> <ul style="list-style-type: none"> • identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers 	<p>Making sense of beliefs Pupils can:</p> <ul style="list-style-type: none"> • identify and describe the core beliefs and concepts studied • make clear links between texts/sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<p>Making sense of beliefs Pupils can:</p> <ul style="list-style-type: none"> • identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
<p>Understanding the impact Pupils can:</p> <ul style="list-style-type: none"> • give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice 	<p>Understanding the impact Pupils can:</p> <ul style="list-style-type: none"> • make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice 	<p>Understanding the impact Pupils can:</p> <ul style="list-style-type: none"> • make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.
<p>Making connections Pupils can:</p> <ul style="list-style-type: none"> • think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make 	<p>Making connections Pupils can:</p> <ul style="list-style-type: none"> • make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make 	<p>Making connections Pupils can:</p> <ul style="list-style-type: none"> • make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons

for the views they have and the connections they make

Unit Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Which stories are special and why?	What does it mean to belong to a faith community?	Who do Christians say made the world?	What do Christians learn from the Creation story?	What does it mean to be a Hindu in Britain today?	Why do some people believe in God and some people not? Christians, non-religious.	What matters most to Humanists, Christians?
Autumn 2	Why is Christmas special for Christians?	Why does Christmas matter to Christians?	What do Christians believe God is like?	What is it like for someone to follow God?	What do Hindus believe God is like?	What does it mean if Christians believe God is holy and loving?	Why is the Torah so important to Jewish people?
Spring 1	Why is the word 'God' so important to Christians?	Who is a Muslim and how do they live? Part 1	Who is Jewish and what do they believe?	How do festivals and family life show what matters to Jewish people?	What is the 'Trinity' and why is it important for Christians?	How do Christians decide how to live? 'What would Jesus do?'	Creation and science: conflicting or complementary?
Spring 2	Why is Easter special for Christians?	Why does Easter matter to Christians?		How do festivals and worship show what matters to Muslims?	Why do Christians call the day Jesus died 'Good Friday?'	What do Christians believe Jesus did to save people?	For Christians, what kind of king is Jesus?
Summer 1	Which places are special and why?	Who is a Muslim and how do they live? Part 2	What is the 'good news' Christians believe Jesus brings?	What kind of world did Jesus want?	For Christians, what was the impact of Pentecost?	What does it mean to be a Muslim in Britain today?	Why do Hindus want to be good?
Summer 2	Being special: where do I belong?	What makes some places sacred to believers?	How should we care for others and for the world, and why does it matter?	How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious.	How and why do people try to make the world a better place? Christians, Hindus, Muslims non-religious.	Why do Christians believe Jesus was the Messiah?	How does faith help people when life gets hard? Christians, Muslims and or Jews and or Hindus, non-religious.

All end of year objectives can be found in the unit overviews on the Worcestershire Agreed RE syllabus, found at the link below:

<https://d3hqlg6yacptf.cloudfront.net/5f2144e1c592d/content/pages/documents/worcestershire-agreed-syllabus-2020-final.pdf>