



Intent / Aims

Our school follows the Poole and Bournemouth agreed syllabus and Discovery RE to help build a progressive and coherent series of lessons which will broaden the pupils knowledge and understanding of different religions. Our Religious Education curriculum teaches pupils the knowledge of different religions and cultures from around the world. It engages pupils using relevant questioning and allows them to explore their own and others' beliefs. This approach will enable the acquisition of knowledge before encouraging the progression of pupils' critical thinking skills, as well as build their spiritual and moral development. This in turn will further develop respect for themselves and others, as well as the love of learning. The themes of significant people and place, stories and rituals and ceremonies runs through each year.

These themes will equip children with the ability to:

- understand a range of religions and world views
- express ideas and insights about different religions
- identify the significance and impact of religious and non religious views from around the world
- gain and deploy skills needed to engage with religious and non religious world views

The coverage within EYFS is based upon understanding the world around them. They will explore and make connections between their culture and other cultures as well as the celebrations in their lives and others. In KS1 and KS2 the aim is that children will learn about a range of religions at least once a year; every year. This will ensure that children's prior knowledge is activated and that the knowledge is progressive throughout the Key Stages.

The RE curriculum is taught to all children unless a parent chooses to withdraw their child from the syllabus.

Implementation

In order for children to know more and remember more, lesson have been structured and planned so that prior learning is activated. These lessons help children build on their prior knowledge alongside introducing new information, skills and challenges. Each year children will revisit the same religions and build on their previous learning from the years before. Children will have a wide knowledge of each religion which they will use to help apply their skills. Children will be introduced to key vocabulary that will be built on each year. This vocabulary is then included in display materials and additional resources to aid their learning.

Adult guidance, key vocabulary and knowledge for each faith is provided via the medium term plans and progression maps. This is communicated to pupils through the learning journeys which shows the sequence of lessons and learning objectives. Opportunities to visit religious buildings will be provided to ensure that children are given hands on experiences with different religions and cultures. Visitors will also be invited into school to develop their knowledge and allow children to ask their own questions to help further their understanding. Through these lessons, we intend to provide children and practitioners with a deep understanding of the faiths within our community to help develop an open mindedness of the different beliefs around us.

Impact

The impact of using a full range of resources, visitors, visits and display materials, will be seen across the school with an increase in the profile of RE. The learning environment across the school will be more consistent and religious vocabulary will be displayed. The key RE vocabulary will be used more frequently by pupils in the written and spoken responses to questions. The impact of this will be measured through key questioning which will be built into lessons as well as child-led assessment against the learning objectives.

By EOEYFS children will know:

Recall different celebrations that are significant to them.
Recall different celebrations from religions within our community.
Retell religious stories such as the Christmas story.

By EOKS1 children will know:

Recall and name different beliefs and practices.
Retell religious and moral stories.
Recognise some different symbols and actions which express a way of life.

By EOKS2 children will know:

Describe and make connections between different features of religions and world views studied.
Describe and understand links between the stories and other aspects of the communities studied.
Explore and describe a range of beliefs, symbols and actions.



	EYFS Knowledge & Skills	Year 1 Knowledge & Skills	Year 2 Knowledge & Skills	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Know about and understand a range of religious and non-religious worldviews—Christianity							
People and places	Jesus Mary Joseph Priests Nazareth Bethlehem Churches	God The world	Jesus Judas Sanhedrin Mary Magdalene Galilee Jerusalem	God Adam Eve Serpent Lord Satan Garden of Eden Heaven Hell	Joseph Mary Jesus Angel Gabriel Shepherds King Herod Wise Men (magi) Nazareth Bethlehem	Joseph Mary Jesus Angel Gabriel Shepherds King Herod Wise Men (magi) Nazareth Bethlehem	God Jesus Pope Priest Church Shrines Tombs
Stories	Nativity story	Creation story	Easter story	Genesis—Adam and Eve ‘the fall’	Nativity and its symbols Lords prayer	Different accounts of the Christmas Story— catholic and protestant versions Gospels of Matthew and Luke	To evaluate the strength of Christianity 2000 years after Jesus was on Earth
Rituals and ceremonies	Christmas Worship	Bible	Palm Sunday Lent Passover		Christingle Christmas	Advent	Confessions Communion
Vocabulary	Key vocab Bible ship Miracles bration Jesus Ten commandments Role model	Wor- Cele- God	Earth Land stars God Created Sky Sea Dark Light Moon Sun Animals Plants Creation Beliefs	Crucified Blasphemy Disciples last supper Tomb Resurrection Passover Commitment forgiveness Samaritan Salvation	Sin God Adam Eve Serpent Lord Satan Garden of Eden Heaven Hell Originated Disobey, tempted	Census Christmas Birth Incarnation Saviour Frankincense Myrruh Gold Symbolism	Virgin Census Christmas Birth Incarnation Saviour Contradiction Similarities Differences



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Know about and understand a range of religious and non-religious worldviews—Judaism							
People and places	Rabbi Synagogue	God Rabbi	Temple Judah Maccabees Greeks	Abraham Sarah Isacc God Hagar Canaan Egupt	Moses Pharaoh Egypt River Nile Israel Synagoue	Moses Israelites Synogue Shrines	Rabbi Moses Synagogue Shrines
Stories		Creation story What is the Torah?	Hanukkah story– Judah of Maccabee	Abraham, Sarah and Isacc– link to Islam story	Passover – exodus of Egypt and 10 commandments	Rosh Hashanah (Jewish New Year) Yom Kippur – atonement (Exodus 20: 1-17) Fasting	Shabbat and kosher - Perse- cution of the Jews Kabbalat Shabbat Nevi'im
Rituals and ceremonies	Hanukkah	Shabbat Rosh Hashanah Yom Kippur	Hanukkah		Passover meals (pesach) Seder	Yom Kippur Creation story (Jewish New Year)	Shabbat mean with wine and bread
Vocabulary		Earth Land stars God Creator Sky Sea Dark Light Moon Sun Animals Plants Dominion Beliefs	Dedication Kislev Chanukah Maccabee Overthrow the Greeks	Commitment Commanded Beliefs	Israelites Moses Pharaoh Plagues Angel Chametz Freedom Celebration of life	Day of atonement Cacred Soleman Mount Sinai Holiest day Forgiveness Ten commandments Fasting	Worship, Ritual Laws, Ten commandment Tradition, Kiddush Blessing, Torah Persecution, Second world war Nazis, Blasphemous Blaspheming



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Know about and understand a range of religious and non-religious worldviews—Hinduism							
People and places	Temple Brahmin priest	Braham Temple	Different gods– trimuriti Brahma, Vishnu, Shiva	Krishna Narakasura Lakshmi	River Ganges Yamuna		
Stories	Story of Diwali	Creation story – Braham cre- ated the world from himself) What is the Upanishads (holy writings?)	Story of trimuriti	Lord Krishna defeats Nara- kasura story			
Rituals and ceremonies	Holi Diwali Temple Priest Celebrate Diwali	Creation Earth Land stars God Creator Sky Sea Dark Light Moon Sun Animals Plants	Holi– celebration of Vishnu’s victory Deities Deity Vishnu Shiva Brahma Prayer Pooja Thali Aum Shrine temple	Diwali Holi Diva lamp Temple Krishna Narakasura Lakshmi Goddess God Deity Deities	Pilgrimage to River Ganges– Kumbh Mela Pilgrimage Purify Scared River Ganges		



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	Know about and understand a range of religious and non-religious worldviews—Islam						
People and places	Imam Mosques	Imam Mosques Shrines	Imam Mosques Shrines	Prophet Adam Imam	Prophet Muhammed Ibrahim Angel Gabriel	Prophet Muhammed Mecca and pilgrimages	Prophet Ibrahim Mecca
Stories		Creation story – Prophet Muhammad What is the Qur’an?	The Qur’an	Prophet Adam – story from the Qur’an	Story of Ibrahim and his message from Allah (Eid-ul-fitr) Story of Prophet Muhammad and the reveal of the Quran from Angel Gabriel (Ramadan)	Prophet Muhammed visited Mecca	The story of Prophet Ibrahim and “feast of sacrifice”.
Rituals and ceremonies	Ramadan Eid– uli fitr Al-Hijra - Islamic new year	Celebration including the Qur’an	How is the Qur’an treated in the mosque and at home?	Five pillars	Revisit 5 pillars Eid-ul-fitr (fasting)/ Ramadan	Prayer and worship in mosque and home Imam Hair / clothing Showing life by the 5 pillars	Madrassas (school within the mosques) Eid al-Adha - end of Ramadan
Vocabulary	Imam Ramadan Beliefs New year	Qur’an Holy book Prophet Muhammad Prophet Mosque Shrine	Imam Mosques Shrines Qur’an Muslim Allah	Five pillars Prophet Adam Islam Shahadah Salah Zakat Sawm Hajj	Five pillars Fasting Eid-ul-fitr Salat prayer	Hijab hajj Kabba henna	Ramadan Sacrifice Fasting Madrassas



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Know about and understand a range of religious and non-religious worldviews—Sikhism							
People and places	Gurdwara—place of worship	Guru Granth Sahib	The different Gurus and how they impacted the religion	Guru Gobind Singh—introduction of the 5 K's	The golden temple		
Stories	The Guru Granth Sahib	The universe was created by Waheguru	What is Guru Granth Sahib?				
Rituals and ceremonies	Baisakhi - new year	Vaisakhi traditional new year	Khalsa – what are the 5 symbols				
Vocabulary	Worship Sikhism Sikh Gurdwara	Guru Creation Granthi	Khalsa Initiated dedication Baptised Kesh Kara Kanga Kaccha Kirpan	Ritual Khalsa Dedication commitment Baptised Kesh Kara Kanga Kaccha Kirpan	Prayer Gurdwara Sign of commitment Initiated Code of conduct Amrit sanskar Mool Mantar Guru Granth Sahib Sewa justice		



EYFS
Knowledge & Skills

Year 1
Knowledge & Skills

Year 2
Knowledge & Skills

Year 3
Knowledge & Skills

Year 4
Knowledge & Skills

Year 5
Knowledge & Skills

Year 6
Knowledge & Skills

Know about and understand a range of religious and non-religious worldviews—Buddhism

People and places

Buddah
Dali Lamar

Buddah
Dali Lamar

Stories

Tripitaka—the scared text
Scriptures- pali canon

First sermon delivered by
Buddah on 8 fold path

Rituals and ceremonies

The Mahāyāna New Year—
links to other New Years

8 fold path—links to 10 com-
mandments, 5 k's ect.

Vocabulary

Text
Scriptures
Buddah
Dhamma
Sangha
4 sights

4 Nobel truths
Ascentic lifestyle
Dukkha
Tanha
Nibbana
Three poisons



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	Know about and understand a range of religious and non-religious worldviews—Humanism and Baha’i						
People and places						Francesco Petrarca—first humanist	Mirza Husayn 'Ali Nuri—founder
Stories						Worldwide philosophy – no sacred text no worship but self-reflection	Creation stories – how did the universe begin?
Rituals and ceremonies						Golden rules Ceremonies marking rites of passage – birth marriage deaths	The oneness of mankind The oneness of religion
Vocabulary						World wide Philosophy Rules Ceremonies Reflection Belief Values Reason destiny	Creation Oneness Culture Universe



EYFS Knowledge & Skills	Year 1 Knowledge & Skills	Year 2 Knowledge & Skills	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews—Christianity, Buddhism, Judaism, Islam, Hinduism, Sikhism, Humanism, Baha’i						
<p>Know the different celebrations that are significant to them and describe these celebrations.</p> <p>To begin to answer questions about significant celebrations.</p> <p>To begin to ask questions about other religions and cultures.</p>	<p>Talk about different celebrations and their significance to them or a group of people.</p> <p>To ask questions about different cultures or beliefs to further their understanding,</p> <p>To begin to make connections between different cultures and their similarities.</p> <p>Talk about different religious stories and there significance.</p>	<p>Ask and respond to questions about what communities do and why.</p> <p>Observe and recount different ways of expressing identify and belonging, responding to sensitivity for themselves.</p> <p>Notice and respond sensitively to some similarities between religions and world views.</p> <p>Talk about different religious stories and there significance.</p>	<p>Ask and respond to questions about what communities do and why; making connections to different religions.</p> <p>Observe and recount how different religions express their identity and belong through rituals and clothing.</p> <p>Observe and respond to similarities and difference between religions and world views.</p>	<p>Ask questions about what communities do and why; make connections to different religions and begin to draw on their own opinions and ideas.</p> <p>Observe and recount how different religions express their identity and provide reasoning for these rituals, as well as identifying rituals within their own lives.</p> <p>Make connections between different religions identifying similarities and difference and how these may influence each other.</p>	<p>Observe and understand varied examples of religions and worldviews which they encounter clearly reasonably and coherently.</p> <p>Understand the challenges of commitment to a community or faith.</p> <p>Observe and consider different dimensions of religion, so they can explore and show understanding of similarities and difference between different religions and world views.</p> <p>Draw on their own opinions to share their experiences of different religions.</p>	<p>Observe and understand varied examples of religions and worldviews which they encounter clearly reasonably and coherently. Express their opinions of these religions and world views.</p> <p>Understand the challenges of commitment to a community or faith and suggest why belonging to a community may have value.</p> <p>Observe and consider different dimensions of religion, so they can explore and show understanding of similarities and difference between different religions and world views making links to their own opinions.</p> <p>To understand the sacrifices that people may have to make to be part of a faith.</p>



EYFS Knowledge & Skills	Year 1 Knowledge & Skills	Year 2 Knowledge & Skills	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Gain and deploy the skills needed to engage seriously with religions and non-religious worldviews—Christianity, Buddhism, Judaism, Islam, Hinduism, Sikhism, Humanism, Baha’i						
<p>To sequence religious stories.</p> <p>To identify key customs within a culture.</p> <p>To identify celebrations significant to them.</p>	<p>To sequence religious stories and begin to understand why they are significant.</p> <p>To identify key customs within a culture and begin to explain the reasons for these.</p> <p>To identify celebrations significant to them and other religions.</p>	<p>To recall and name different beliefs and practices.</p> <p>Retell and begin to suggest meanings of some religious and moral stories.</p> <p>Recognise some different symbols and actions which express a community’s way of life.</p> <p>Begin to identify similarities between communities and their rituals and cultures.</p>	<p>To recall and name different beliefs and practices and begin to understand their significance.</p> <p>Retell and begin to suggest meanings of some religious and moral stories exploring and discussing sacred writings and sources.</p> <p>Begin to identify similarities between communities.</p> <p>To identify similarities between communities and their rituals and cultures.</p>	<p>To recall and name different beliefs and practices and explain their significance.</p> <p>Retell and suggest meanings of religious and moral stories exploring and discussing sacred writings and sources.</p> <p>To identify similarities between communities, their rituals and cultures— making connections to their own experiences.</p>	<p>To recall and name different beliefs and practices and explain their significance; making connections between different religions.</p> <p>Retell and begin to suggest meanings of some religious and moral stories exploring their relevance to the religions teaching.</p> <p>To identify similarities between communities, their rituals and cultures— making connections to their own experiences. Begin express their own beliefs on these cultures.</p>	<p>Describe and make connections between different features of the religions and world wide views they study.</p> <p>Describe and understand links between stories and other aspects of the community they are investigating.</p> <p>Explore and describe a range of beliefs and symbols and actions so they understand their meanings.</p> <p>To express their own beliefs on a religion and make links between different religions.</p>