



RE

Vision

In Religious Education, children at Village Primary enter into rich and valuable discussions about the religious and non-religious traditions that have shaped Great Britain and the wider world. Our RE curriculum enables children to take their place in a diverse and multi- religious society.

At Village Primary, Pupils are taught about and **explore** a range of religions. They learn to respect and ask questions about different religions, traditions and cultures around the world. We support Pupils to feel able to discuss, understand and challenge any misunderstanding, stereotyping and division within religious groups in a safe place.

We believe Pupils learn best from real experiences in order to capture their imaginations and encourage curiosity. We enhance our curriculum in many different practical ways to ensure that Pupils **discover**, learn and respect different religions. Children are exposed to a broad selection literature and songs that will develop their understanding of our culturally, socially and diverse world. In addition, we have access to a wide selection of stimulating resources from Durham RE resource library to ignite Pupils' enquiry. We foster positive relationships with the local religious leaders in Thornaby, who represent Christianity, Islam Sikhism. The Village community work together to teach pupils about different religions in a real, relevant and stimulating way, which includes visits from religious leaders and visits to religious buildings.

Within our curriculum, Pupils are encouraged to enquire and ask questions in order to impact on their spiritual, moral, social and cultural development. During religious education lessons, Pupils are challenged to push themselves to think outside of their comfort zones and explore their skills, beliefs and ideas; asking questions at all times through practical lessons.

Throughout RE lessons, Pupils will gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and any other evidence. They learn to articulate clearly and coherently their own personal beliefs, ideas, values and experiences whilst respecting the right of others who differ. Pupils explore the **dream** of the future, where people can live side by side, respectfully and peacefully regardless of their beliefs.



RE - Curriculum Map

It is important that children briefly revisit their prior learning when moving between themes so that learning is linked and any gaps are addressed and revisited.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	People, Culture and Communities					
End Points	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines 		<ul style="list-style-type: none"> Enjoys joining in with family customs and routines Recognises and describes special times or events for family or friends 		<ul style="list-style-type: none"> Enjoys joining in with family customs and routines Knows some of the things that make them unique Talks about similarities and differences between in relation to friends, family or communities. 	
Reception	People, Culture and Communities					
End Points	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines 		<ul style="list-style-type: none"> Enjoys joining in with family customs and routines Knows that other children do not enjoy the same things and are sensitive to this 		<ul style="list-style-type: none"> Enjoys joining in with family customs and routines Knows about similarities and differences between themselves and others. Knows about similarities and differences among families, communities, cultures and traditions. 	
Year 1	<p>Belonging: How is someone welcomed in Christianity?</p>	<p>Festivals/Beliefs and Practices: Why do Christians give gifts at Christmas?</p>	<p>Belonging: Belonging to a Muslim family</p>	<p>Festivals/Beliefs and Practices: What is Easter and why is Palm Sunday important?</p>	<p>Founders and Leaders: A man called Muhammad</p>	<p>Belonging: Belonging to the Sikh Family</p>
End Points	<ul style="list-style-type: none"> Explain that baptism means that someone has been welcomed into the Christian family. Explain that baptism can be for adults or children. In relation to matters of right and wrong, pupils recognise their own values and those of others. 	<ul style="list-style-type: none"> Name three features of the nativity story. Explain why the shepherds and magi brought gifts to Jesus. Explain why we give gifts at special times. 	<ul style="list-style-type: none"> Identify one Islamic artefact and explain its meaning. Explain one way a baby is welcomed into the Muslim family. Explain two things that characterise wuzu and its purpose. 	<ul style="list-style-type: none"> Explain the events of the Easter story including Jesus' death and resurrection. Explain that Christians remember Jesus' new life at Easter. 	<ul style="list-style-type: none"> Explain why Muhammad had to leave Makkah. Give at least two examples of how Muhammad has had a lasting impact on Islam today. 	<ul style="list-style-type: none"> Talk about how someone's name can suggest the community they belong to Explain two of the 5K's and what they mean



Year 2	Sacred Texts: Why is the Qur'an a Sacred Book?	Festivals/Beliefs and Practices: How and why do Christians celebrate Christmas?	Founders and Leaders: The Guru Granth Sahib: A Living Guru	Festivals/Beliefs and Practices: Why do Christians remember the last supper?	Founders and Leaders: What did Jesus leave behind?	Founders and Leaders Guru Nanak: an extraordinary life
End Points	<ul style="list-style-type: none"> Explain two ways Muslims treat the Qur'an and why they show respect. Explain what it means that the Qur'an is 'sacred'. In relation to matters of right and wrong, pupils recognise their own values and those of others. 	<ul style="list-style-type: none"> Explain that Jesus is seen as a gift to Christians. Explain that Christians celebrate at Christmas because they are thankful for Jesus. 	<ul style="list-style-type: none"> Explain two ways the Guru Granth Sahib is treated and why Show two similarities between the way the GGS is treated and other holy books are treated and why 	<ul style="list-style-type: none"> Describe Jesus; use of the bread and wine at the Last Supper. Explain two things that happen at Christian Communion. 	<ul style="list-style-type: none"> Retell one story of Jesus and explain the meaning. Explain that Jesus left behind ideas about God and about how we should care for each other. 	<ul style="list-style-type: none"> Using two elements of Guru Nanak's life explain why he is special for Sikhs Using two of Guru Nanak's moral teachings, explain why Sikhs follow Guru Nanak today →
Skills KS1	<p>Learning about religion:</p> <ul style="list-style-type: none"> Pupils use religious words and phrases to identify some features of religions and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell some religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways. <p>Learning from religion:</p> <ul style="list-style-type: none"> Pupils ask and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others. 					



Year 3	Sacred Texts: Why did monks copy the Gospels by hand?	Festivals/Beliefs and Practices: Why is Christmas a winter festival?	Places of Worship: What is a mosque for?	Festivals/Beliefs and Practices: Why is Easter a Spring festival?	Beliefs and Practices Judaism: believing and belonging	Festivals: Ramadan and EID
End Points	<ul style="list-style-type: none"> Explain what the Gospels are as one of many books of the Bible. Give two reasons why the Lindisfarne monks copied the Gospels by hand. Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. Pupils apply their ideas to their own and other people's lives. Pupils describe what inspires and influences themselves and others. 	<ul style="list-style-type: none"> Explain why light features in winter festivals. Explain two Christian uses of light at the Christmas festival. Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. 	<ul style="list-style-type: none"> State two features of a mosque and explain how they help to bring the community together. State two features of a mosque and explain how they help Muslims to submit to God. Pupils make links between religions and describe some similarities and differences both within and between religions. 	<ul style="list-style-type: none"> Explain why symbols of new life are features of spring festivals. Explain two Christian uses of new life at Easter celebrations. Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. 	<ul style="list-style-type: none"> Suggest a reason for the kosher food laws Suggest beliefs and history underlying Hanukah traditions Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. 	<ul style="list-style-type: none"> Describe what happens during Ramadan and Eid-Al-Fitr and explain why Pupils describe the impact of religions on people's lives.



Year 4	Festivals: Hinduism: Diwali - The festival of light	Festivals/Beliefs and Practices: What is the big story of Christianity?	Beliefs and Practices: Do Buddhists believe the same thing? Do Buddhists celebrate the same thing?	Festivals/Beliefs and Practices: What happened at Easter?	Beliefs and Practices: Muslims in Britain and Around the World	Festivals/Beliefs and Practices: Sikhism: Diwali - The festival of light
End Points	<ul style="list-style-type: none"> • Explain three actions at modern Diwali and explain the meanings or stories underlying them • Show a connection between the modern festival of Diwali and the story of Rama and Sita • Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments • Pupils apply their ideas to their own and other people's lives. • Pupils describe what inspires and influences themselves and others. 	<ul style="list-style-type: none"> • Explain the meaning of Incarnation and resurrection for Christians. • Explain how both these events are believed by Christians to tell a 'Big Story'. • Pupils suggest meanings for a range of forms of religious expression. 	<ul style="list-style-type: none"> • Explain the significance of Siddharta Gautama in Buddhism and how this is shown in festivals • Compare and contrast Mahayana and Theravada Buddhist traditions • Pupils make links between religions and describe some similarities and differences both within and between religions. 	<ul style="list-style-type: none"> • Explain 4 separate events over the Easter period. • State which event is the most important and why. • Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments 	<ul style="list-style-type: none"> • Explain how at least two of the 5 pillars help Muslims to uphold their faith in today's world • Offer a view as to how helpful it might be for Muslims to know that the 5 pillars are happening all over the world • Pupils describe the impact of religions on people's lives. 	<ul style="list-style-type: none"> • Compare the similarities and differences of Diwali for Hindus and Sikhs. • Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments



Year 5	Places of Worship: Sikhism: the Gurdwara	Festivals/Beliefs and Practices: Is Christmas too commercial?	Beliefs and Practices: Food and Drink: what are religious rules for?	Festivals/Beliefs and Practices: Who was responsible for Jesus' death?	Places of worship What is Worship? What is it for?	
<p>End Points</p>	<ul style="list-style-type: none"> Explain how and why the Guru Granth Sahib is treated in the Gurdwara Give a view as to the value of a place of worship Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments Pupils apply their ideas to their own and other people's lives. Pupils describe what inspires and influences themselves and others. 	<ul style="list-style-type: none"> Provide an answer to the question: <i>is Christmas too commercial?</i> Show understanding of the Christian meaning of Christmas: Jesus' Incarnation. Pupils make links between religions and describe some similarities and differences both within and between religions. 	<ul style="list-style-type: none"> Explain how Muslims should treat animals and why Give two examples of halal and haram food in Islam and explain why Muslims can or cannot eat them Give a justified view as to whether Muslim athletes should fast during Ramadan Pupils describe the impact of religions on people's lives. 	<ul style="list-style-type: none"> Suggest two people/ groups who supported Jesus and two people/ groups who harmed Jesus. Answer the question: <i>Who is responsible for Jesus' death?</i> Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments 	<ul style="list-style-type: none"> Define 'worship', with reference to examples from three religious traditions With reference to at least three different religious examples, explain what worship is and is not Pupils suggest meanings for a range of forms of religious expression. 	<ul style="list-style-type: none"> Give a view as to whether humanitarian work is worship, with reference to at least two religious charitable principles and practical actions Pupils suggest meanings for a range of forms of religious expression.



Year 6	Festivals/Beliefs and Practices: Is faith always the same? What does art tell us?	Festivals/Beliefs and Practices: Why are the gospel accounts different?	(You may need to revisit how people are welcomed into different religions) Rites of Passage: From life to death: what role does religion play?	Festivals/Beliefs and Practices: Why is Jesus' death seen as a victory?	Left blank deliberately to allow for SATS, transition days and end of year activities; any of the above units not yet covered or completed could be undertaken in this time.	
End Points	<ul style="list-style-type: none"> Explain how aspects of Islamic, Christian and one other religious faith can be seen in art. Offer a supported view as to how personal religious art is, to the artist. Pupils suggest meanings for a range of forms of religious expression. 	<ul style="list-style-type: none"> Describe two common elements of Matthew and Luke's nativity accounts. Explain Matthew's concern. Explain Luke's concern. Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments 	<ul style="list-style-type: none"> Explain the purpose for a community of each rite of passage, using key vocabulary. Suggest why all cultures have rites of passage. Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments 	<ul style="list-style-type: none"> Explain how one Christian belief can be seen in one Easter hymn lyric. Explain why Jesus' death is seen as a victory. Pupils make links between religions and describe some similarities and differences both within and between religions. 		
	<ul style="list-style-type: none"> Pupils apply their ideas to their own and other people's lives. 					
	<ul style="list-style-type: none"> Pupils describe what inspires and influences themselves and others. 					



Skills KS2	<p>Learning about religion:</p> <ul style="list-style-type: none">• Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences.• They make links between religions and describe some similarities and differences both within and between religions.• They describe the impact of religions on people's lives.• They suggest meanings for a range of forms of religious expression. <p>Learning from religion:</p> <ul style="list-style-type: none">• Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments.• They apply their ideas to their own and other people's lives.• They describe what inspires and influences themselves and others.
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