

## Dearham Primary School

### Whole School subject planning – RE

The aims of RE are to enable young people to be:

- A. INFORMED Know about and understand a range of religions and worldviews, so that they can:
  - 1, describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
  - 2, identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
  - 3, appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- B. EXPRESSIVE Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
  - 1, explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
  - 2, express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including spiritual and ethical issues
  - 3, appreciate and appraise varied dimensions of religion or a worldview
- C. ENQUIRING AND REFLECTIVE Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
  - 1, investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
  - 2, enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
  - 3, articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other’s lives.

Religious Education							
Informed (know about and understand a range of religions and worldwide views)							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
A 1	<p><b>(Nursery)</b> Continue developing positive attitudes about the differences between people</p> <p><b>(Reception)</b> Understand that some</p>	<p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p>	<p>Talk about the fact that Jewish people believe in God (A1).</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).</p> <p>Talk about some simple</p>	<p>Make connections between some of Jesus’ teachings and the way Christians live today (A1).</p> <p>Describe how Christians celebrate</p>	<p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Retell and suggest the meanings of stories from sacred</p>	<p>Make connections between some of Jesus’ teachings and the way Christians live today (A1).</p>	<p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Describe what Ahimsa, Grace or Ummah mean to religious people (A1).</p>

<p>places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class</p>	<p>Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p>	<p>ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p>	<p>Holy Week and Easter Sunday (A1).</p> <p>Make connections between the Easter story of Jesus and the wider 'big story' of the Bible reflecting on why this inspires Christians (A1).</p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p>	<p>texts about people who encountered God (A1).</p> <p>Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). Recall and name some of the way religions mark milestones of commitment</p> <p>Describe what some believers say and do when they pray (A1).</p> <p>Describe some examples</p>	<p>Recall and name some key features of places of worship studied (A1).</p> <p>Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p>Make connections between the key functions of the mosque and the beliefs</p>	<p>Make connections between beliefs and behaviour in different religions (A1).</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p> <p>Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p>
---	---	--	--	--	---	--

					es of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).	of Muslims (A1).	
A2	<p>Re-tell the story of the Nativity</p> <p>Re-tell the story of Rama and Sita</p> <p>Talk about Christian celebrations like Christmas and</p>	<p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</p> <p>Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say</p>	<p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2)</p> <p>Recognise that some people believe God created the world and so we should look after it (A2).</p>	<p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p>	<p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>Outline clearly a Christian understanding of what God is</p>	<p>Outline Jesus' teaching on how his followers should live (A2).</p> <p>Explain the links between</p>	<p>Identify the values found in stories and texts (A2).</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p>

	<p>Easter and talk about a festival in another religion</p>	<p>why these are important to believers (A2).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Make links between what Jesus taught and what Christians believe and do (A2).</p>	<p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</p> <p>Make links between some Jewish teachings and how Jewish people live (A2).</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</p> <p>Make links between some Jewish teachings and how Jewish people live (A2).</p> <p>Talk about some of the stories that</p>	<p>Retell some stories behind festivals (e.g. Christmas, Divali, Pesach)</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p>	<p>like, using examples and evidence (A2).</p> <p>Describe the practise of prayer in religion studies (A2)</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p>	<p>Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe the forms of guidan</p>	
--	---	--	--	---	---	--	--

			<p>are used in religion and why people still read them (A2).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Make links between the messages within sacred texts and the way people live (A2).</p>			<p>ce a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p>	
--	--	--	--	--	--	---	--

			<p>Make links between what the Holy Qur'an says and how Muslims behave (A2).</p> <p>Recognise some objects used by Muslims and suggest why they're important (A2)</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2).</p>				
--	--	--	---	--	--	--	--

A 3		<p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).</p> <p>Recognise some Christian symbols and images used to express ideas about God (A3).</p> <p>Identify at least three objects used in worship in two religions (A3).</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they</p>	<p>Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</p>	<p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).</p> <p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</p>	<p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <p>Make a connection between what people believe about prayer and what they do for prayer (A3)</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p>	<p>Give two reasons why a Christian believes in God and one why an atheist does not (A3).</p> <p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Outline how and why places of worship fulfil special functions in the lives of believers (A3).</p>	<p>Outline how and why some Humanists criticise spending on religious buildings or art (A3).</p> <p>Give simple definitions of some key terms to do with life after death, e.g.salvation, heaven, reincarnation (A3).</p>
--------	--	---	--	---	--	--	---

		mean and how they are used (A3).			Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).		
<b>Expressive (express ideas and insights about the nature, significance and impact of religions and worldviews)</b>							
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
	<b>(Nursery)</b> Talk about some similarities and differences between themselves and others	Show an awareness that some people belong to different religions (B1).  Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).	Talk about how religions teach that people are valuable, giving simple examples (B1).  Give examples of ways in which believers put their beliefs about others and the world into action,	Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).	Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).  Identify how and say why it makes a difference in people's lives to	Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).  Express thoughtful ideas about the impact of believing or	Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).  Explain what difference belief in judgement/heaven/karm



	<p>Talk about special times or events for family or friends</p> <p><b>(Reception)</b></p> <p>Ask questions during a visit to a church</p> <p>Joins in and talks about family customs and routines</p>	<p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>	<p>making links with religious stories (B1).</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p>	<p>Identify the most important parts of Easter for Christians and say why they are important (B1).</p> <p>Ask good questions about what Christians do to show their faith (B1).</p>	<p>believe in God (B1).</p> <p>Identify at least two promises made by believers at these ceremonies and say why they are important (B1).</p> <p>Ask good questions about what Hindus do to show their faith (B1).</p>	<p>not believing in God on someone's life (B1).</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p> <p>Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Comm</p>	<p>a/ reincarnation might make to how someone lives, giving examples (B1).</p>
--	---	---	---	---	---	--	--

						ent thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).	
	B2	<p>Talk about what is special and of value about belonging to a group that is important to them (B2).</p> <p>Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/o</p>		<p>Recognise and identify some differences between religious festivals and other types of celebrations (B2).</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g.</p>	<p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</p> <p>Respond thoughtfully to how prayers can</p>	<p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p> <p>Give examples of how places of worship support believers in difficult times, explaining</p>	<p>Respond with ideas of their own to the title question (B2).</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>Respond sensitively to examples of religious practice with ideas of their own (B2).</p>

		<p>synagogues show what people believe (B2).</p>		<p>Easter, Eid) (B2).</p> <p>Suggest how and why religious festivals are valuable to many people (B2).</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p>	<p>help religious believers. (B2)</p> <p>Describe ways in which prayer can comfort and challenge believers. (B2)</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p>	<p>why this matters to believers (B2).</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>	<p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p>
--	--	--	--	---	--	---	--

	<p><b>B3</b></p>	<p>Identify some similarities and differences between the ceremonies studied (B3).</p> <p>Identify some similarities and differences between the celebrations studied (B3).</p> <p>Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</p>	<p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p>		<p>Identify some similarities and differences between ideas about what God is like in different religions (B3).</p> <p>Identify some similarities and differences between ceremonies of commitment. (B3)</p> <p>Describe and comment on the similarities and differences between Christian, Muslim and Hindu prayer (B3).</p> <p>Explain similarities and differences between how people pray. (B3)</p>	<p>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p>	<p>Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas (B3).</p> <p>Describe some Christian and Humanist values simply (B3).</p> <p>examples of similarities and differences between Christian and Humanist values (B3).</p> <p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p> <p>Consider and evaluate the significance of the three key ideas studied, in</p>
--	------------------	---	---	--	---	--	---

							<p>relation to their own ideas (B3).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</p>
--	--	--	--	--	--	--	--

Enquiring and reflective (gain and deploy the skills needed to engage seriously with religions and worldwide views)							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
C 1	<p>Compare and contrast each others traditions at Christmas time</p> <p>Ask questions about Diwali and compare with celebrations in their own lives</p>	<p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1)</p> <p>Answer the title question thoughtfully, in the light of their learning in this unit (C1).</p> <p>Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</p> <p>Ask questions and</p>	<p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own</p>	<p>Present different views on why people believe in God or not, including their own ideas (C1).</p> <p>Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).</p> <p>Present ideas about the importance of people in a place of worship, rather than</p>	<p>Examine the title question from different perspectives, including their own (C1).</p>

			<p>Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</p> <p>Ask some questions about God that are</p>	<p>suggest some of their own responses to ideas about God (C1).</p>	<p>experiences (C1).</p>	<p>the place itself (C1).</p> <p>Answer the title key question from different perspectives, including their own (C1).</p>	
--	--	--	---	---	--------------------------	---	--

			hard to answer and offer some ideas of their own (C1).				
C 2		Respond to examples of co-operation between different people (C2)	<p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</p> <p>Find out about and respond with ideas to examples of cooperation between people who are different (C2).</p>	<p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).</p> <p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p>	<p>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	Find out about what believers say about their places of worship (C2).	<p>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).</p> <p>Apply ideas about values and from scriptures to the title question (C2).</p>



				<p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves , help others (C2).</p>			
C 3		<p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Suggest some ideas about good ways to treat others, arising from their learning (C3).</p>		<p>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).</p>	<p>Find out about religious teachings, charities and ways of expressing generosity (C3).</p>

						<p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p> <p>Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or</p>	
--	--	--	--	--	--	---	--

						generosity, expressing their own ideas (C3).	
--	--	--	--	--	--	--	--