

Religious Education Curriculum Guide

At Knighton Mead Primary Academy, we aim for our children to understand the complexity of people's lives, how people's views differ based on the spiritual, moral, social and cultural beliefs and how tolerance and mutual respect are fundamental to become a good citizen. Children are encouraged to reflect on their own beliefs and develop their awareness of the beliefs of those around them.

Contents

Legal Status of Religious Education
Provision Overview
Whole School Coverage
Objectives
Progression
Planning, marking and feedback
Assessment
Resources
Enrichment

Legal Status of Religious Education

With regard to RE, primary legislation from 1944 to 1993 has been consolidated by The Education Act (1996) and the School Standards and Framework Act (1998). The legal requirement is that RE must be provided for all registered pupils in full time education except those withdrawn at the request of their parents. Parents should initially discuss this with their child's class teacher and the RE subject leader. A record of children withdrawn from RE is kept.

Provision Overview

- Leicester locally Agreed Syllabus underpins planning
- Taught discretely as a blocked subject through RE weeks and fortnights
- 5 units in each year group (1 or 2 weeks per unit)
- Units are a mixture of depth and thematic studies based on an enquiry question
- RE curriculum is complemented by Parable Arts workshops, places of worship trips and festivals workshops.

Whole School Coverage

Units

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Throughout the year, EYFS will learn to make choices which benefit both themselves and others.</p> <p>They will look at different celebrations and consider what is important to them including Harvest, Diwali, Christmas, Chinese New Year, Easter, Holi and Eid.</p>	How do we show we care for others?	Who is a Christian and what do they believe?	How does a Christian follow Jesus?	What are the deeper meanings of festivals?	What can we learn from reflecting on wisdom?	What is so special about marriage?
	How is light used in the celebration of Christmas?	Why do we give and receive gifts at Christmas?	Why are messages important at Christmas?	How is Christmas celebrated around the world?	Why is Advent important to Christians?	Is Christmas sacred or secular?
	What makes places special?	What can stories teach us about life?	Who is my neighbour?	How is new life welcomed into the world?	What can we learn from religions about temptation?	What will make our city a more respectful place?
	Who is a Hindu and what do they believe?	Who is a Muslim and what do they believe?	Values: What matters the most?	What does it mean to be a Hindu?	What does it mean to be a Sikh?	What does it mean to be a Muslim?
	Where do I belong? What do I believe?	What do different people believe God is like?	How did the world come into being and why should we care for it?	Who inspires me?	What happens when we die?	Can religion help to build a fair world and make poverty history?

Coverage

Key Themes

Key Stage 1 Themes	Coverage (KS1)	Key Stage 2 Themes	Coverage (LKS2)	Coverage (UKS2)
Believing	✓	Beliefs and Questions	✓	✓
Story	✓	Teachings and authority	✓	✓
Celebrations	✓	Worship, pilgrimage and sacred places	✓	✓
Symbols	✓	The journey of life and death	✓	✓
Leaders and teachers	✓	Symbols and religious expression	✓	✓
Belonging	✓	Inspirational people	✓	✓
Myself	✓	Religion and the individual	✓	✓
		Religion, family and community	✓	✓
		Beliefs in action in the world	✓	✓

Skills and Knowledge Objectives

Key Stage 1
Year 1
Skills-based Objectives
Recount religious stories. (AT1)
Recognise religious objects, places, people and practices. (AT1)
Recognise some religious symbols and use some religious words correctly. (AT1)
Say what is important in their own lives and link this to learning in RE. (AT2)
Recognise interesting and puzzling aspects of life. (AT2)
Express their own values and concerns and know that life involves choices between right and wrong. (AT2)
How do we show we care for others?
Recognise that religious views of life can influence a caring attitude towards others.
Show an awareness of their own and others' emotions.
Recognise their positive and negative feelings and learn that such experiences are part of being human.
Learn to be sensitive to the needs of others.
Learn how key beliefs affect the ways that people choose to behave, including the idea that the Bible is important to Christians.
What makes places special?
Recognise that there are special places where people go to worship and their importance to believers.
Know some of the ways in which people pray and meditate.
Show that they have begun to be aware that some people regularly worship God in different ways and in special places, including in their homes.
Begin to show an awareness of and respect for the different ways in which religious people use and explain symbolism of food, clothing, ritual objects and behaviour.
Show that they have begun to be aware of the special use of some objects, actions, gestures and words in religious worship.
How is light used in the celebration of Christmas?
Recognise that light is a religious symbol.
Talk about their own experiences of Christmas.
Use the vocabulary: advent, Christingle and Nativity.
Who is a Hindu and what do they believe?
Know some of the ways in which Hindus pray and meditate.
Show that they have begun to be aware of the ways in which Hindus worship in religious buildings and in their homes.
Show that they have begun to be aware of some Hindu festivals.
Make simple links between festivals in different religions.

Recognise that religious celebrations are significant because they express meaning and influence communities.
Learn from first-hand accounts of members of local faith communities.
Show an awareness that different people belong to different religions.
Understand the importance of religions to believers.
Where do I belong? What do I believe?
Identify what matters to them and other people and share their ideas.
Be able to express their feelings of belonging and depending on others, and recognise that other people belong to different groups and depend on others.
Show an awareness of the influence of religion on the community.
Be aware and begin to develop an understanding of the cycle of life, including birth and death.
Year 2
Skills-based Objectives
Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. (AT1)
Describe religious objects, places, people and practices. (AT1)
Suggest meanings for some religious actions and symbols. (AT1)
Describe experiences and feelings they share with others, including characters in stories with religious meaning. (AT2)
Ask questions about puzzling aspects of life and experiences and suggest answers, including religious ones. (AT2)
In relation to matters of right and wrong, recognise their own values and those of others. (AT2)
Who is a Christian and what do they believe?
Know some of the ways in which Christians pray and meditate.
Be able to recount stories about some significant religious figures.
Learn from the stories and experiences of religious leaders.
Show an awareness that different people belong to different religions.
Understand the importance of religions to believers.
Show an awareness of Christian festivals and make simple links between festivals in different religions.
What can stories teach us about life?
Recognise that religious teachings have special writings which believers respect.
Be aware of the special ways sacred texts are treated.
Know some religious stories.
Be encouraged to ask questions to aid their understanding.
Learn to value and respect their own opinions and those of others.
Why do we give and receive gifts at Christmas?
Recognise that religious celebrations are significant because they express meaning and influence communities.

Understand the role of the Wise Men in the Christmas story and the reason gifts are given at Christmas today.
Use the vocabulary: Christmas, gifts, Melchior, Balthazar, Caspar, gold, frankincense, myrrh.
Who is a Muslim and what do they believe?
Know some of the ways in which Muslims pray and meditate.
Show that they have begun to be aware of the ways in which Muslims worship in religious buildings and in their homes.
Show that they have begun to be aware of some Islamic festivals.
Make simple links between festivals in different religions.
Learn from stories and experiences of religious leaders.
Learn from first-hand accounts of members of local faith communities.
Show an awareness that different people belong to different religions.
Understand the importance of religions to believers.
What do different people believe God is like?
Think about the different words and art which are used to describe what God is like.
Compare some different ways believers show respect to God and each other, e.g. head coverings, greetings.
Identify and discuss any questions they may have about themselves, life and God.
Talk about any experiences of wonder and awe which they may have, recognising that some people explain these feelings in terms of God.
Lower Key Stage 2
Year 3
Skills-based Objectives
Confidently describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. (AT1)
Describe religious objects, places, people and practices and begin to know their function. (AT1)
Identify meanings for religious actions and symbols. (AT1)
Begin to identify what influences them, making links to their own experiences. (AT2)
Begin to identify questions to which there are no universally agreed answers (ultimate questions). (AT2)
Begin to recognise how moral values and religious beliefs can influence behaviour. (AT2)
How does a Christian follow Jesus?
Identify some of the key beliefs Christians hold.
Describe and apply some of the ways that God is represented in Christianity.
Describe how and why sacred texts are important to believers.
Know the main events in the life of Jesus and their importance to believers.
Recognise the influence of religious stories on ideals of character and moral values.
Start to understand the impact of Christianity on society today.

Who is my neighbour?
Describe some key events in the lives of contemporary figures who have inspired believers.
Recognise and describe the influence of religious stories on ideals of character and moral values.
Make links between religious and moral ideas and their influence on lifestyle and behaviour.
Make links between what religions teach about right and wrong and their own views.
Why are messages important at Christmas?
Recognise that religious celebrations are significant because they express meaning and influence communities.
Understand the role of the Angel Gabriel and shepherds in bringing news about the Baby Jesus.
Discuss how news is shared at Christmas.
Use the vocabulary: Angel Gabriel, Mary, Baby Jesus, shepherds.
Values: What matters the most?
Know that some people are non-religious (Humanists) and describe a non-religious way of life.
Discuss the meaning of morals and values.
Understand that people have different points of view.
Make links between their own ideas and the ways religions and beliefs enable people to value themselves and recognise their responsibility towards others.
How did the world come into being and why should we care for it?
Ask and suggest answers to questions about the origins of human life.
Describe some of the difficult questions life presents for everyone, including questions about God.
Describe different beliefs about how the world was created, including a non-religious viewpoint.
Describe a range of responses from religious and other sources to global issues.
Make links between religious beliefs about the world and behaviour of believers and themselves.
Year 4
Skills-based Objectives
Develop religious vocabulary to describe some of the key features of religions. Know some key religious beliefs, ideas and teachings. (AT1)
Know the function of objects, places and people within religious practices and lifestyles. (AT1)
Begin to identify the impact that religion has on believers' lives. (AT1)
Identify what influences them, making links to their own experiences and others' experiences. (AT2)
Identify questions to which there are no universally agreed answers (ultimate questions). (AT2)
Recognise how moral values and religious beliefs can influence behaviour. (AT2)
What are the deeper meanings of festivals?
Understand the meanings of some festivals and their significance for believers.
Describe the different ways in which religious people use and explain the symbolism of food, clothing, music, ritual objects and behaviour.

Be able to explain stories behind religious festivals.
Recognise and describe the influence of religious stories on ideals of character and moral values.
Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration.
How is new life welcomed into the world?
Describe the impacts of ceremonies that mark important stages in people's lives, making links to their own lives.
Describe how people express their beliefs through ceremonies that show the importance of belonging.
Understand ways in which faith communities support and strengthen their members.
Express views about their own spiritual ideas and questions about life as a journey.
How is Christmas celebrated around the world?
Recognise that religious celebrations are significant because they express meaning and influence communities.
Understand some of the different ways Christmas is celebrated around the world and how this links to religious stories.
Discuss their own Christmas traditions.
Use the vocabulary: Advent, Christmas, Joseph, Mary, Jerusalem, faith, Nativity.
What does it mean to be a Hindu?
Identify some of the key beliefs of Hindus.
Describe and apply some of the ways that God is represented and show knowledge of different ways of worshipping God.
Describe how and why sacred texts are important to believers.
Recognise and describe the influence of religious stories on ideals of character and moral values.
Recognise and describe the functions of the mandir.
Explore and express spiritual feelings and experiences.
Experience the learning that comes from visiting places of worship.
Who inspires me?
Understand what makes somebody inspirational.
Know the main events in the life of a significant religious figure and their importance to believers and the impact on society.
Identify how religious and non-religious viewpoints have influenced inspirational figures.
Make links between religious and moral ideals and their influence on lifestyle and behaviour.
Upper Key Stage 2
Year 5
Skills-based Objectives
Using religious vocabulary, describe key features of religions, including beliefs, teachings and their meanings. (AT1)
Identify and describe religious practices and their meanings. (AT1)
Identify the impact that religion has on believers' lives and suggest why this might vary from person to person. (AT1)

Begin to ask questions and suggest answers about significant experiences of others, including religious believers. (AT2)
Begin to suggest answers to a range of ultimate questions. (AT2)
Ask questions about matters of right and wrong and suggest answers which show a developing understanding of moral and religious teachings. (AT2)
What can we learn from reflecting on wisdom?
Recognise that different religions follow different teachings.
Recognise and describe the influence of religious stories on ideals of character, moral values and behaviour.
Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration.
Understand that different people have different points of view, engaging thoughtfully with them.
Use what they have learned to reflect on their own beliefs, values and opinions.
What can we learn from religions about temptation?
Understand what temptation is and explore the codes for living used by Christians and Muslims.
Identify similarities and differences between the codes for living used by Christians and Muslims.
Recognise and describe the influence of religious stories on ideals of character and moral values.
Make links between what religions teach about right and wrong and their own views.
Why is Advent important to Christians?
Recognise that religious celebrations are significant because they express meaning and influence communities.
Understand that advent is a period of waiting and explain how it is observed in churches.
Understand the significance of the advent wreath.
Use the vocabulary: Advent, Christianity, Christmas, advent wreath.
What does it mean to be a Sikh?
Identify and understand some of the key beliefs of Sikhs.
Describe and apply some of the ways that God is represented and show knowledge of different ways of worshipping God.
Describe how and why sacred texts are important to believers.
Recognise and describe the influence of religious stories on ideals of character and moral values.
Know the main events in the lives of a significant religious figure and their importance to believers and impact on society.
Recognise and describe the functions of the gurdwara.
Experience the learning that comes from visiting places of worship.
What happens when we die?
Start to understand different religious and non-religious beliefs about death.
Describe how people express their beliefs through ceremonies that show the importance of belonging.
Describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives.
Understand how religious faith helps some people deal with both positive and negative feelings and experiences.

Express views about their own spiritual ideas and questions about life as a journey.
Year 6
Skills-based Objectives
Using appropriate religious vocabulary, identify and describe key features of religions, including beliefs, teachings and their meanings. Begin to explain some basic similarities and differences in beliefs and teachings between religions/worldviews. (AT1)
Explain the link between beliefs, ideas, practices and behaviour. (AT1)
Begin to make links between religions and identify some basic similarities and differences. (AT1)
Ask questions and suggest own answers about the significant experiences of other others, including religious believers. (AT2)
Raise and suggest answers to a range of ultimate questions. (AT2)
Ask questions about matters of right and wrong and suggest answers which show an understanding of moral and religious teaching.
With support, explain and give reasons for their own and other people's views about ethical issues, including religious ideas. (AT2)
What is so special about marriage?
Recognise that there are different types of marriage ceremony and describe how people express their beliefs through ceremonies that show the importance of belonging.
Describe the impact of ceremonies that mark important stages in people's lives, making links to their own lives.
Understand how religious meaning is expressed through different types of language and art, e.g. in parables, poems, prayers, architecture, icons, design and celebration.
Understand how religious faith helps some people deal with both positive and negative feelings and experiences.
Express views about their own spiritual ideas and questions about life as a journey.
What will make our city a more respectful place?
Know of the different religions practised in the local community and in Great Britain.
Describe some examples of how non-religious and different religious communities of Leicester work and celebrate together.
Understand some of the causes of prejudice.
Be able to apply ideas from some sources of authority (within religions and outside of religion) to questions about race, diversity, community and behaviour.
Apply the idea of respect to other people's beliefs, values and opinions.
Is Christmas sacred or secular?
Recognise that religious celebrations are significant because they express meaning and influence communities.
Understand how Christmas can be celebrated in different ways.
Compare religious and secular celebrations and reflect on the celebrations they take part in.
Use the vocabulary: sacred, secular, Christmas, carol, culture, tradition.
What does it mean to be a Muslim?
Identify and understand some of the key beliefs of Muslims.
Describe and apply some of the ways that God is represented.
Know some reasons why people pray, considering the idea that people believe they can communicate with God in prayer.

Describe how and why sacred texts are important to believers.
Recognise and describe the influence of religious stories on ideals of character and moral values.
Show understanding of the value and importance of pilgrimage to believers.
Recognise and describe the functions and significance of the mosque.
Experience the learning that comes from visiting places of worship.
Can religion help to build a fair world and make poverty history?
Develop an understanding of what fairness, justice and compassion mean.
Describe a range of responses from religious and other sources to global issues such as poverty, injustice and war, making links to religious teachings and their own behaviour.
Understand why religious and other communities address economic imbalance through activities such as fair trade.
Make links between war and suffering on a global scale and the conflict and sadness they experience in their own lives.
Apply what they have learned to their own spiritual ideas, experiences and questions and to religious and social issues in Leicester, the UK and the wider world.

Progression of skills and knowledge

Knighton Mead's RE curriculum is designed to be progressive both in terms of skills and knowledge. In addition to the introduction of new concepts within each unit of work, the curriculum is selected to allow children to revisit prior learning with increasing levels of sophistication as they move through the school. For example, as children become older, they move their thinking from local to global contexts, consider religions in more detail, start to make links between different elements of religions and explore more complex and controversial ideas.

Teachers use a skills progression document when developing children's skills in RE. Skills are categorised into the following areas.

Learning <i>about</i> religion (AT1)	Learning <i>from</i> religion (AT2)
<ul style="list-style-type: none">• Beliefs and Teachings• Practices and Lifestyles• Expressing Meaning	<ul style="list-style-type: none">• Identity and Experience• Meaning and Purpose• Values and Commitments

Our knowledge progression document is set out to show the development of children's knowledge in relation to each of the principal religions and non-religious world views throughout their time at primary school.

These documents are saved on the Staff Drive (*S:\4 Subject Areas\RE*) for all staff to access.

Planning, marking and feedback

Medium term plans are completed by class teachers following the school format and give an overview of each unit of work. Planning should identify religious texts and stories being used. Slides or PowerPoints for individual lessons serve as lesson plans and should have an overview slide showing objectives, resources, Captain Stretch activity, key vocabulary, key questions and use of adults.

Work is evidenced in books or on Tapestry. It does not need to be duplicated across both. Marking and feedback follow the whole school policy, with an emphasis on providing feedback verbally during lessons. Spellings corrected in RE should focus on subject-specific terminology.

Expectations	
Creative Curriculum Books	Tapestry Observations
<ul style="list-style-type: none">• Title page for each unit• Knowledge organiser for each unit stuck in after title page• All work to have long date written and underlined• Learning objective stuck in by children for each piece of work (see example).	<ul style="list-style-type: none">• An image or video of the lesson.• Written comment explaining what activity has been taking place• Flag observation with: KnMPA> RE.

Learning objective sheets should use a cursive font and show differentiated success criteria.

LO	Learning objective
RE Skills	Relevant RE skill for the lesson.

Assessment

In RE, a range of formative assessment strategies are used in lessons. Clear objectives and success criteria should be shared with children and they are assessed against these. Tasks should be well matched to learning objectives and success criteria. Attainment is recorded as **working below age related, at age related** or **above age related** expectations.

Judgements about pupil attainment are formed from:

- Teacher observations
- Contributions to class discussions
- Work in books and on Tapestry

Children's attainment is reported at the end of the year to parents via their reports.

Resources

Practical resources are stored centrally in the resources room. They are organised into boxes by religion. Staff are responsible for informing the RE subject leader when extra resources are needed or if there are breakages. If any additional resources are required, staff should speak to the subject leader. Small purchases can be made by teachers. Costs can be claimed by speaking to the Business Manager.

Other resources for planning and teaching RE, including the scheme of work, subject knowledge resources and useful websites, can be found in the RE subject area on the school server (Staff Drive). Knighton Mead has a NATRE membership with access to resources for RE. The log-in information for this is included in the list of useful websites on the server.

Enrichment

At Knighton Mead Primary Academy, we aim to provide much enrichment for the children to enhance their experiences and learning. In RE, we aim to do this through:

- Places of worship trips
- Parable Arts and festivals workshops
- Library services books and artefacts
- Investigation and enquiry-based lessons, including visiting speakers