



CURRICULUM

RE



Intent and Implementation

Intent

At Southville Primary School, we aspire to be theologians. Our religious education curriculum aims to give our children the understanding of others' cultures and beliefs, respect others including people with different faiths and share their views in a safe space. We want to equip them with the knowledge and understanding of different world beliefs and views to help them flourish as citizens in a diverse society. This also contributes to promoting a positive and inclusive school and equips children with the confidence to share their opinions.

We will do this by:

- Sharing and celebrating religious festivals as they are happening and provide children with a platform to share their beliefs (whether they are religious or not)
- Providing our children with opportunities to visit religious sites and hear from expert speakers to make learning as real as possible
- Enhancing the children learning by teaching different religious stories to provide a wide range of thoughts and beliefs
- Comparing and contrasting different religions, looking at what they have in common as well as how they are unique
- Giving the children time to reflect on lives big questions and understand how different world views would answer them
- Ensure we reflect our local area and the vibrant city of Bristol in order to develop in the children an understanding and appreciation of the culture and diversity of this great city

Implementation What do we teach?

Schools maintained by the local authority follow a course of study decided on by that local authority. This programme of study is known as the 'Local Agreed Syllabus': an RE syllabus which has been designed by the local authority in line with Section 375(3) of the Education Act 1996. This law requires that the Locally Agreed Syllabus reflects: 'That the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religious represented in Great Britain.'

The locally agreed syllabus for Religious Education in Bristol City is **Awareness, Mystery & Value**, which contains a programme of study for each Key Stage 1 and 2. Each programme of study consists of between nine and twelve units, framed as core questions, with between three and five supplementary questions for each unit. The first focus in each unit is taken from the areas of enquiry previously known as 'learning ABOUT religion and belief':

A = Beliefs, Teachings and Sources

B = Practices and Ways of Life

C = Forms of Expressing Meaning The second focus is taken from the areas of enquiry previously known as 'learning FROM religion and belief'

D = Identity, Diversity and Belonging

E = Meaning, Purpose and Truth

F = Values and Commitments

When learning within Religious Education, teachers place a strong emphasis on the children respecting each other's ideas and beliefs, promoting open-mindedness and harmony within the school community. Within each unit of work, children learn about a range of ideas and beliefs, that all belief systems are equally valuable and to be valued.

Children compare their own beliefs and practices to those of Christianity and other world religions. Children are encouraged to find common threads between the main world religions as well as explore and express their own spiritual beliefs. The religions studied represent those most represented across the UK. These religions are Christianity, Hinduism, Buddhism, Islam and Judaism. Children are supported to develop skills of enquiry, interpretation, evaluation and reflection.

RE experiences

Trips, workshops and school visitors are essential to help pupils develop a deeper conceptual understanding of religion and help them to embed subject specific vocabulary in an environment outside the classroom. By exposing pupils to the wide range of beliefs and religions that are practiced, we are helping them to understand and become more aware and open towards the community around them. Assemblies, when appropriate, are based on significant religious events, for example Diwali, Eid, and Harvest Festival.

Content Overview

	Autumn	Spring	Summer
EYFS	Who are we?	Why are some times special?	How do we celebrate our journey through life?
Y1	Why are some places special?	Why is our world special?	How should we live our lives?
Y2	Why is Jesus important?	Why are some stories special?	Where do we belong?
Y3	What is important to me?	What can we learn from the life and teaching of Jesus?	How do people express their beliefs, identity and experience?
Y4	What does it mean to belong to a religion?	How should we live and who can inspire us?	What does it mean to belong to a religion?
Y5	Why do religious books and teachings matter?	Why are some journeys and places special?	How do we make moral choices?
Y6	What does it mean to belong to a religion?	What does it mean to belong to a religion?	What do people believe about life?

Progression Overview

	EYFS	KS1	LKS2	UKS2
Investigation of religious and non-religious worldviews	<p>talk about what items and people are important to them and to other people;</p> <p>show awareness and sensitivity towards their own and others' needs, views and feelings;</p> <p>show awareness of how people can care for living beings;</p> <p>respect their own and others' ways of life.</p>	<p>talk about what is important to them and to other people with respect for feelings;</p> <p>talk about some things about people, that make people ask questions;</p> <p>ask their own questions about God/deity, special people and special occasions;</p> <p>provide a good reason for the views they have and the connections they make.</p>	<p>compare different ideas about God and humanity in the traditions studied</p> <p>ask important questions about the practice of faith and compare some different possible answers;</p> <p>link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied;</p> <p>provide good reasons for the views they have and the connections they make.</p>	<p>describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview;</p> <p>ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief;</p> <p>ask important questions about social issues and suggest what might happen depending on different moral choices;</p> <p>provide good reasons for the views they have and the connections they make.</p>
Knowledge and understanding of Christianity	<p>talk about a story about Jesus or a story Jesus told that illustrates Christian concern for the outsider or the marginalised;</p> <p>talk about the creation and how some Christians show their care for the natural world;</p> <p>recognise some items found in a church that are connected with important Christian beliefs or practices;</p> <p>recall at least one person associated with the life of a church.</p>	<p>recall some of the ways in which Christmas and Easter are celebrated in different ways by different Christians;</p> <p>recall the key features of the Gospel stories of Christmas and Easter;</p> <p>say something about how Christians talk about a relationship with God;</p> <p>say something about how and why Christians try to help others;</p> <p>provide a good reason for the views they have and the connections they make.</p>	<p>describe what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection;</p> <p>describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others;</p> <p>describe a way in which some Christians work together locally;</p> <p>describe the importance of the Bible for Christians and give examples of how it is used;</p> <p>provide good reasons for the views they have and the connections they make.</p>	<p>make links between Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts;</p> <p>describe and compare different ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience;</p> <p>describe how Christians express beliefs about Jesus as 'Son of God' and 'Saviour' in worship and art;</p> <p>describe and compare different ideas Christians may have about salvation and life after death with reference to key texts;</p> <p>provide good reasons for the views they have and the connections they make.</p>
Knowledge and understanding of religions or worldviews other than Christianity	<p>talk about a story from the religion or worldview being studied;</p> <p>talk about the natural world and how care is shown for all living things;</p> <p>recognise some items that are connected with important beliefs or practices;</p> <p>recall at least one person associated with the life of the religion or worldview being studied.</p>	<p>recall stories about an inspirational person;</p> <p>recall key features of an inspirational event, place, ritual or special occasion;</p> <p>say how stories in a selected tradition are inspirational for believers;</p> <p>say something about how and why followers of this tradition try to help others;</p> <p>provide a good reason for the views they have and the connections they make.</p>	<p>describe what believers might learn from the significant texts/writings being studied;</p> <p>describe what some of the arts in the tradition being studied might mean to believers;</p> <p>describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions;</p> <p>describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used;</p> <p>provide good reasons for the views they have and the connections they make.</p>	<p>make links between some texts and symbols from religion and belief and guidance on how to live a good life;</p> <p>describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities;</p> <p>describe and compare different ways of demonstrating a commitment to a tradition of religion and belief;</p> <p>describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key texts;</p> <p>provide good reasons for the views they have and the connections they make</p>

Medium Term Plans

EYFS	
Linked ELG	<p>Understanding the World</p> <p>People, Culture, and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, reflecting on the cultural diversity of the world.
MT Plans	<p>In EYFS, we plan the objectives of Awareness, Mystery, and Value throughout the year, often aligning them with festivals and celebrations to provide meaningful, context-driven learning experiences that children can relate to and draw upon</p>
	Who are we?
	<p>Focus Areas: A & D Featured religions / worldviews: Christianity & Islam Key Vocab: Christians, family, special, choices, feelings</p> <p>Supplementary questions:</p> <p>a) Who and what is special to me? (People, places, experiences, feelings, stories, objects, beliefs, values) b) Who and what supports and guides us? (People, experiences, feelings, beliefs, values, ideas) c) What makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers) d) How might stories, prayers, songs, etc help us understand more about ourselves and ideas of God?</p>
	Why are some times special?
	<p>Focus Areas: B & E Featured religions / worldviews: Christianity & Judaism Key Vocab: Celebration, festivals, passover, Seder plate, Easter, Last supper, Christianity, Judaism</p> <p>Supplementary questions:</p> <p>a) What special times and seasons can I remember? Why were these times special? b) Why are some festivals and celebrations special? • When do they happen? • What do they remember? • What do people do and why? c) What special objects might be used in festivals and celebrations? d) How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?</p>
	How do we celebrate our journey through life?
	<p>Focus Areas: A & D Featured religions / worldviews: Christianity Islam Key Vocab: Christianity, Islam, celebrations, baptism, Allah, God, Promise, Eid</p> <p>Supplementary questions:</p> <p>a) How do people celebrate the important events in their lives? (Birth, naming ceremonies, coming of age, joining a group, marriage, death) b) How do members of a religious faith celebrate these milestones in the journey of life? c) What artefacts, symbols and ceremonies are used at significant times? d) Why are some times in life significant or special?</p>

Year group	Autumn	Spring	Summer
Y1	<p>Why are some places special?</p> <p>Focus Areas: C & D Featured religions / worldviews: Christianity Hinduism</p> <p>Supplementary questions: a) What places are special to me? Why are they special? b) What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home) c) What do these buildings that are special to religious or belief communities look like? • Do they have special places, objects, pictures or symbols? • How are these used? • What do they tell us about what people believe?</p>	<p>Why is our world special?</p> <p>Focus Areas: A & E Featured religions / worldviews: Christianity Judaism Hinduism Humanism</p> <p>Supplementary questions: a) How do I feel about the natural world? (E.g. wonder, amazement, mystery, worry, sadness) b) What do songs, poems, prayers and stories say about God as the Creator? c) What different ways can I use to show what I think and believe about our world? d) How do people show they care / don't care about our world?</p>	<p>How should we live our lives?</p> <p>Focus Areas: A & F Featured religions / worldviews: Christianity Judaism</p> <p>Supplementary questions: a) How does what I do affect other people? b) What rules and codes of behaviour help me know what to do? c) What values are important to me, and how can I show them in how I live? (Fairness, honesty, forgiveness, kindness) d) How do some stories from religions and beliefs and the example set by some people show me what to do?</p>
Key Vocab	Hindus, Ganesha, temple, Church, symbol	Humanists, God, creation, Brahma, Vishnu, Shiva, beliefs	Forgiveness, commandments, Bible, Yom Kippur, sins, Golden rule
Y2	<p>Why is Jesus important?</p> <p>Focus Areas: B & F Featured religions / worldviews: Christianity</p> <p>Supplementary questions: a) What people help, inspire and guide me? What makes them special? b) What do stories from the Bible say about Jesus? (His birth, friends and followers, miracles, parables, death and resurrection) c) What things did Jesus say and do that guide people in their lives? What do I think? (e.g. love your neighbour / teachings on love and forgiveness)</p>	<p>Why are some stories special?</p> <p>Focus Areas: C & F Featured religions / worldviews: Christianity Judaism Islam Hinduism</p> <p>Supplementary questions: a) What stories and books are special to me and my family? b) What stories and books are special to people within religions and beliefs? c) How are stories told and books used within religions and beliefs? d) What do some stories and books say about how people should live?</p>	<p>Where do we belong?</p> <p>Focus Areas: B & D Featured religions / worldviews: Christianity Judaism Islam</p> <p>Supplementary questions: a) Where do I belong? (Feelings, experiences) b) Where do people belong? (Family, local community, group, club, place, country, faith) c) What do people do because they belong to a faith or belief community? d) How might ideas of family and community be reflected in our own lives?</p>
Key Vocab	Parable, Bible, Samaritan, Disciples, Resurrection	Parable, Church, synagogue, Torah, Old Testament and New Testament, Qur'an, Allah, Diwali	Belonging, traditions, Communion, Shabbat, Qur'an, Ramadan

<p>Y3</p>	<p>What is important to me?</p> <p>Focus Areas: A & D Featured religions / worldviews: Christianity Judaism</p> <p>Supplementary questions: a) Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity) b) Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community, the UK, the global community) c) What am I worth? (Beliefs about the value of human beings) d) How might stories, hymns, prayers etc help people understand more about themselves and their relationships?</p>	<p>What can we learn from the life and teaching of Jesus?</p> <p>Focus Areas: B & E Featured religions / worldviews: Christianity</p> <p>Supplementary questions: a) Who is Jesus and what does it mean to follow him today? (Christian, Muslim, Hindu and other answers about the character and status of Jesus) a) What did Jesus teach about: i Love ii Sin, forgiveness and redemption iii Revenge and peace/ reconciliation iv Greed and giving v Making a difference vi Prayer vii Faith and hope viii Life after death? b) What do the narratives of Jesus' miracles tell us about some of the big questions of life? c) Why might Christmas, Lent and Easter be important to Christians?</p>	<p>How do people express their beliefs, identity and experience?</p> <p>Focus Areas: C & D Featured religions / worldviews: Christianity or Sikhism</p> <p>Supplementary questions: a) How do people express their beliefs, identity and experiences using signs, symbols and the wider arts, e.g. art, buildings, dance, drama, music, painting, poetry, ritual, and story? Why do some people of faith not use the arts to represent certain things? b) How and why are 'universal' symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs? c) Why are the arts really important for some religions and beliefs? d) How might I express my ideas, feelings and beliefs in a variety of different ways?</p>
<p>Key Vocab</p>	<p>Genesis (Bible), Sin, Temptation, repentance, community, value, Yom Kippur (day of atonement) , Rosh HaShanah</p>	<p>Messiah, neighbour, forgiveness, redemption, miracle, Lent, resurrection</p>	<p>Symbols, hope, faith</p>
<p>Y4</p>	<p>What does it mean to belong to a religion?</p> <p>Focus Areas: B, D & E Featured religions / worldviews: Judaism</p> <p>Supplementary questions: a) How do members of this faith celebrate and live out their beliefs in: i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world? b) Within the different groups of this faith what are the most important similarities and key differences ? Why do they differ? How do they seek to work together ?</p>	<p>How should we live and who can inspire us?</p> <p>Focus Areas: B & F Featured religions / worldviews: Judaism & Sikhism Christianity & Hinduism</p> <p>Supplementary questions: a) What positive examples have people given that show us how to live? b) What values and commitments have inspired or been taught by founders of faiths or communities, leaders, believers and specific communities? c) How have the actions and example of people of faith or belief changed our world? d) How might we change our lives in the light of the qualities demonstrated by other people?</p>	<p>What does it mean to belong to a religion?</p> <p>Focus Areas: B, D & E Featured religions / worldviews: Hinduism</p> <p>Supplementary questions: a) How do members of this faith celebrate and live out their beliefs in: i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world? b) Within the different groups of this faith what are the most important similarities and key differences ? Why do they differ? How do they seek to work together ?</p>

Key Vocab	Shabbat, Mezuzah, Kiddush, Torah, Bar/ Bat Mitzvah, Passover, Synagogue,	leader/leadership, Passover, Guru, Hindu, inspirational,	Deity (name some of the deities), God/ Goddess, dharma, holi, diwali, brahma, symbolism, duty
Y5	<p>Why do religious books and teachings matter?</p> <p>Focus Areas: C & F Featured religions / worldviews: Christianity Islam Hinduism</p> <p>Supplementary questions: a) What different kinds of writing and story are there that are important to religions and beliefs? b) Where do the most special kinds of writings and stories come from? c) How do communities show that they value special books and writings? d) What are the moral messages that can be found in stories from religions and beliefs? e) How can I best express my beliefs and ideas?</p>	<p>Why are some journeys and places special?</p> <p>Focus Areas: C & E Featured religions / worldviews: Christianity Islam</p> <p>Supplementary questions: a) Why do people believe that some places are special? b) Why do people go on pilgrimage and special journeys? c) What practices and events are associated with pilgrimage and special journeys? d) What artistic, symbolic and other expressive work is associated with special journeys and places? e) How might we make a record of the impact on ourselves of the journeys we make and places we visit?</p>	<p>How do we make moral choices?</p> <p>Focus Areas: A & F Featured religions / worldviews: Christianity Hinduism</p> <p>Supplementary questions: a) What are moral questions? b) What are the consequences of the moral choices we make? c) What people and organisations help in making moral choices? d) What are the most important moral values and teachings? e) How do we decide what is right and wrong?</p>
Key Vocab	Sacred, Bible, Parable, Testament, Vedas, scriptures, Qu'ran	Pilgrimage, Hajji, Ka'bah, Makkah,	Festival of Navratri, deity/deities, Divine Mother, qualities, Brahma
Y6	<p>What does it mean to belong to a religion?</p> <p>Focus Areas: B & D Featured religions / worldviews: CHRISTIANITY</p> <p>Supplementary questions: a) How do Christians celebrate and live out their beliefs in: i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world? b) Within the different Christian groups what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</p>	<p>What does it mean to belong to a religion?</p> <p>Focus Areas: B, D & E Featured religions / worldviews: ISLAM</p> <p>Supplementary questions: a) How do members of this faith celebrate and live out their beliefs in: i the journey of life? ii their main festivals and practices? iii their faith communities? iv the wider world? b) Within the different groups of this faith what are the most important similarities and key differences? Why do they differ? How do they seek to work together?</p>	<p>What do people believe about life?</p> <p>Focus Areas: A & E Featured religions / worldviews: Christianity & Buddhism</p> <p>Supplementary questions: a) What feelings do people experience in relation to birth, change, death and the natural world? b) What answers might be given by ourselves and by religions and beliefs to questions about: i the origin and meaning of life? ii our place in society and the natural world? iii the existence of God? iv the experience of suffering? v life after death?</p>
Key Vocab	Guardian, faith, Holy Communion, disciples, the Eucharist, resurrection, denominations, salvation, Holy trinity	Qur'an, Shahadah, Salah, Sawm / fast, Zakat, Hajj, Allah	Buddha, Enlightened, repentance, Wheel of Life (Bhavachakra), rebirth, miracle