**RE Curriculum**

**The statutory requirements for Religious Education in schools**

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**Key stage 1: The RE Programme of Study for ages 5-7**

**What do pupils get out of RE in this age group?**

RE for 5-7 year olds can use play, curiosity and teamwork to explore what matters to children. Pupils will

talk about beliefs about God and express their own ideas simply. They will encounter and respond to a

range of stories, artefacts and other religious materials. They will begin to understand the importance

and value of religion for believers. Pupils will begin to learn about some of the richness of Christianity

and at least one other religion in the UK today. They will be able to use simple information about religion,

recognising that ideas are communicated in a variety of ways.

Pupils will be able to reflect on their own feelings and experiences and develop a sense of belonging.

They will ask relevant questions, showing that they are developing an enquiring approach to religion and

life and a sense of wonder at the world. They will be able to talk about what is important to them, valuing

themselves.

**Breadth of Study**

Two religions are to be studied. Christianity and at least one other religion (Islam is the recommended example). Pupils may learn from other religions and beliefs in addition to these in thematic units.

Schools may plan to study nonreligious world views where appropriate.

**Key Areas of Learning**

The fields of enquiry should be addressed through the following themes, by helping children to think about questions to do with:

• Story: how and why are some stories special or sacred? What makes these stories important in religion?

• Myself: who I am? What makes me unique as a person in a family and community?

• Belonging: where do people belong? How do we belong? Why is belonging important?

• Leaders and teachers: what can we learn from figures who have an influence on others locally, nationally and globally in religion and beliefs?

• Celebrations: how and why are celebrations important in religion?

• Symbols: how and why do symbols express religious meaning?

• Believing: what do different people believe about God, humanity and the natural world?

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| **YEAR 1: RE** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **Learn about religion and belief (AT1)** Knowledge, skills and understanding in finding  out about: | |  |  |  |
| **RE1** | Consider a wide range of religious stories from sacred writings: learners will talk about their meanings and respond sensitively to them. |  |  |  |
| **RE2** | Consider different celebrations and ways of worshipping in religion, noticing some similarities between them. |  |  |  |
| **RE3** | Recognise signs of belonging to religions, and symbols with meaning for religious people, noticing this makes a difference in life. |  |  |  |
| **RE4** | Consider ways in which religious beliefs and ideas can be expressed creatively, e.g. in art, buildings, music and other forms. Children respond creatively  themselves. |  |  |  |
| **RE5** | Begin to use a range of religious words |  |  |  |
| **Learn from religion and belief (AT2)**  Engage with, reflect on and respond to questions about: | |  |  |  |
| **RE6** | Myself, and community, responding to examples of how religion makes a difference to individuals, families and communities. |  |  |  |
| **RE7** | Puzzling questions and beliefs, asking and responding imaginatively to puzzling questions and sharing their thoughts; |  |  |  |
| **RE8** | Values and commitments, engaging with questions about what matters most and thinking about some examples of religious and spiritual feelings, experiences and ideas, for example worship, wonder, praise, thankfulness, concern, joy and sadness. |  |  |  |
| **Practical support for this learning**  The syllabus support materials include 6 examples of planned units of learning, ready for the teacher to use and adapt, as follows:  Unit 1.1 (4-5s) Who celebrates what and why?  Unit 1.2 (4-5s) Questions that puzzle us  Unit 1.3 (5-6s) Special stories for Christians and Muslims | | | | |

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| **YEAR 2: RE** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **Learn about religion and belief (AT1)** Knowledge, skills and understanding in finding  out about: | |  |  |  |
| **RE1** | Consider a wide range of religious stories from sacred writings: learners will talk about their meanings and respond sensitively to them. |  |  |  |
| **RE2** | Consider different celebrations and ways of worshipping in religion, noticing some similarities between them. |  |  |  |
| **RE3** | Recognise signs of belonging to religions, and symbols with meaning for religious people, noticing this makes a difference in life. |  |  |  |
| **RE4** | Consider ways in which religious beliefs and ideas can be expressed creatively, e.g. in art, buildings, music and other forms. Children respond creatively  themselves. |  |  |  |
| **RE5** | Begin to use a range of religious words |  |  |  |
| **Learn from religion and belief (AT2)**  Engage with, reflect on and respond to questions about: | |  |  |  |
| **RE6** | Myself, and community, responding to examples of how religion makes a difference to individuals, families and communities. |  |  |  |
| **RE7** | Puzzling questions and beliefs, asking and responding imaginatively to puzzling questions and sharing their thoughts; |  |  |  |
| **RE8** | Values and commitments, engaging with questions about what matters most and thinking about some examples of religious and spiritual feelings, experiences and ideas, for example worship, wonder, praise, thankfulness, concern, joy and sadness. |  |  |  |
| **Practical support for this learning**  The syllabus support materials include 6 examples of planned units of learning, ready for the teacher to use and adapt, as follows:  Unit 1.4 (5-6s) How do we show we care?  Unit 1.5 (6-7s) Creation and thanksgiving  Unit 1.6 (6-7s) Holy places: What can we learn from visiting a religious building? | | | | |

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**Lower Key stage 2**

**What do pupils get out of RE in this age group?**

RE for this age group can be a fascinating enquiry, a challenging series of discoveries. From the ages of

7 to 11 pupils will investigate and explore Christianity and at least two other religions, finding out about

similarities and differences and learning to use key words and concepts. They will learn to recognise the

impact of religion and belief locally, nationally and globally, connecting up different aspects of religion and

life. They learn about sacred texts and other religious sources and consider their meanings. Recognising

diversity in religion and belief, they will be able to think about issues of respect for all. They make

connections between their learning and their own lives, considering big questions of identity, meaning and

commitment for themselves.

**Breadth of Study**

Three religions are to be studied. Christianity and at least two other religions (Two from

Hinduism, Judaism or Islam are recommended). In addition to these, pupils may learn from other religions and beliefs in thematic units. Schools may plan to study non-religious world views where appropriate.

**Key Areas of Learning**

The fields of enquiry should be addressed through the following themes, by raising and addressing key questions:

• Beliefs and questions: How do the beliefs of religious and non-religious people about God, the world and others make a difference to their lives?

• Teachings and authority: What do sacred texts and other sources say about God, the world and human life?

• Worship, pilgrimage and sacred places: Where, how and why do different people worship, including at particular sites?

• The journey of life and death: Why are some occasions sacred to believers? What do people think about life after death?

• Symbols and religious expression: How can religious and spiritual ideas be expressed in different ways?

• Inspirational people: Who is an inspiring figure? What impact do inspiring people have on us and on the wider world?

• Religion and the individual: What is expected of a person in following a religion or belief?

• Religion, family and community: How do religious families and communities practise their faith? What contributions does this make to local life in North Yorkshire?

• Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?

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| **YEAR 3: RE** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **Learn about religion and belief (AT1)** Knowledge / skills /understanding in investigating: | |  |  |  |
| **Beliefs, teachings and sources** | | | | |
| **RE1** | Investigate and describe key beliefs and teachings of the religions and beliefs they study; |  |  |  |
| **Practices and lifestyles** | | | | |
| **RE2** | Explore and describe some ways religions and beliefs have an impact on life in families, communities and wider society; |  |  |  |
| **Expressing meaning** | | | | |
| **RE3** | Find out about and consider different forms of religious and spiritual expression including music, architecture, sacred texts, festivals, worship and pilgrimages. |  |  |  |
| **Learn from religion and belief (AT2)** Engaging with, reflecting on and responding to questions of: | | | | |
| **Identity, diversity and belonging** | | | | |
| **RE4** | Reflect on questions about their sense of identity and their understanding of diversity in and between the religions and beliefs they study; |  |  |  |
| **Meaning, purpose and truth** | | | | |
| **RE5** | Express their own understanding of key beliefs, stories and leaders, and reflect on the sources of wisdom and inspiration in their own lives; |  |  |  |
| **Values and commitments** | | | | |
| **RE6** | Explore and reflect on some ideas of right and wrong, good and evil, understanding diverse ideas and expressing ideas of their own thoughtfully. |  |  |  |
| **Practical support for this learning**  Unit 2.1 (For 7-9s) What makes Jesus an inspiration to some people? Who is inspiring for me?  Unit 2.2 (For 7-9s) Does a beautiful world mean there is a wonderful God?  Exploring the meaning of creation stories for Jews and Christians | | | | |

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| **YEAR 4: RE** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **Learn about religion and belief (AT1)** Knowledge / skills /understanding in investigating: | |  |  |  |
| **Beliefs, teachings and sources** | | | | |
| **RE1** | Investigate and describe key beliefs and teachings of the religions and beliefs they study; |  |  |  |
| **Practices and lifestyles** | | | | |
| **RE2** | Explore and describe some ways religions and beliefs have an impact on life in families, communities and wider society; |  |  |  |
| **Expressing meaning** | | | | |
| **RE3** | Find out about and consider different forms of religious and spiritual expression including music, architecture, sacred texts, festivals, worship and pilgrimages. |  |  |  |
| **Learn from religion and belief (AT2)** Engaging with, reflecting on and responding to questions of: | | | | |
| **Identity, diversity and belonging** | | | | |
| **RE4** | Reflect on questions about their sense of identity and their understanding of diversity in and between the religions and beliefs they study; |  |  |  |
| **Meaning, purpose and truth** | | | | |
| **RE5** | Express their own understanding of key beliefs, stories and leaders, and reflect on the sources of wisdom and inspiration in their own lives; |  |  |  |
| **Values and commitments** | | | | |
| **RE6** | Explore and reflect on some ideas of right and wrong, good and evil, understanding diverse ideas and expressing ideas of their own thoughtfully. |  |  |  |
| **Practical support for this learning**  Unit 2.3 (For 7-9s) How and why do Hindus and Christians see life like a journey? Where does the journey of life lead?  Unit 2.4 (For 7-9s) Why do people love their sacred places? What can we learn from visiting holy buildings? | | | | |

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**Upper Key stage 2**

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| **YEAR 5: RE** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **Learn about religion and belief (AT1)** Knowledge / skills /understanding in investigating: | |  |  |  |
| **Beliefs, teachings and sources** | | | | |
| **RE1** | Investigate and describe key beliefs and teachings of the religions and beliefs they study; |  |  |  |
| **Practices and lifestyles** | | | | |
| **RE2** | Explore and describe some ways religions and beliefs have an impact on life in families, communities and wider society; |  |  |  |
| **Expressing meaning** | | | | |
| **RE3** | Find out about and consider different forms of religious and spiritual expression including music, architecture, sacred texts, festivals, worship and pilgrimages. |  |  |  |
| **Learn from religion and belief (AT2)** Engaging with, reflecting on and responding to questions of: | | | | |
| **Identity, diversity and belonging** | | | | |
| **RE4** | Reflect on questions about their sense of identity and their understanding of diversity in and between the religions and beliefs they study; |  |  |  |
| **Meaning, purpose and truth** | | | | |
| **RE5** | Express their own understanding of key beliefs, stories and leaders, and reflect on the sources of wisdom and inspiration in their own lives; |  |  |  |
| **Values and commitments** | | | | |
| **RE6** | Explore and reflect on some ideas of right and wrong, good and evil, understanding diverse ideas and expressing ideas of their own thoughtfully. |  |  |  |
| **Practical support for this learning**  Unit 2.5 (For 9-11s) Christian Aid and Islamic Relief: Can they change the world?  Unit 2.6 (For 9-11s) Why are there now over 50 mosques in Yorkshire? | | | | |

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| **YEAR 6: RE** | | **Planned / Covered** | | |
|  | | **Au** | **Sp** | **Su** |
| **Learn about religion and belief (AT1)** Knowledge / skills /understanding in investigating: | |  |  |  |
| **Beliefs, teachings and sources** | | | | |
| **RE1** | Investigate and describe key beliefs and teachings of the religions and beliefs they study; |  |  |  |
| **Practices and lifestyles** | | | | |
| **RE2** | Explore and describe some ways religions and beliefs have an impact on life in families, communities and wider society; |  |  |  |
| **Expressing meaning** | | | | |
| **RE3** | Find out about and consider different forms of religious and spiritual expression including music, architecture, sacred texts, festivals, worship and pilgrimages. |  |  |  |
| **Learn from religion and belief (AT2)** Engaging with, reflecting on and responding to questions of: | | | | |
| **Identity, diversity and belonging** | | | | |
| **RE4** | Reflect on questions about their sense of identity and their understanding of diversity in and between the religions and beliefs they study; |  |  |  |
| **Meaning, purpose and truth** | | | | |
| **RE5** | Express their own understanding of key beliefs, stories and leaders, and reflect on the sources of wisdom and inspiration in their own lives; |  |  |  |
| **Values and commitments** | | | | |
| **RE6** | Explore and reflect on some ideas of right and wrong, good and evil, understanding diverse ideas and expressing ideas of their own thoughtfully. |  |  |  |
| **Practical support for this learning**  Unit 2.7 (For 9-11s) Values: What matters most to Christians, to Humanists and to me?  Unit 2.8 (For 9-11s) What can make our community more tolerant and respectful? | |  |  |  |