

Stoke Row Church of England Primary

School

Curriculum Statement for Religious

Education



Level Expected at the End of EYFS

The main Early Years Outcomes covered are:

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- Development of sense of responsibility and membership of a community (PSED)
- See themselves as a valuable individual and think about the perspectives of others (PSED)
- Show sensitivity to other's needs (PSED)
- Talk about member of their family and community and name and describe people who are familiar to them (UW)
- Understand that some places are special to members of their community (UW)
- Recognise that people have different beliefs and celebrate special times in different ways (UW)
- Talk about the lives of people around them and their roles in society and understand the past through settings, characters, events and storytelling (UW)
- Know some differences and similarities between different religious communities in this country (UW)

Key Stage 1 National Curriculum Expectations

Key Stage 2 National Curriculum Expectations

Knowing it

Core knowledge and understanding of texts, stories and key beliefs

Recognise the core beliefs of the religion studied and recall and tell a variety of religious stories used for different purposes

Give a simple account of the core beliefs and symbols of the religions and non-religious world views studied and retell a selection of key stories linking to the core beliefs

Living it

Give examples of how the stories and beliefs influence behaviour of believers and identify some elements of practice that arise from these beliefs

Give examples of festivals/rituals that link to key beliefs and give examples of how beliefs are linked to worship and prayer

Linking it

Talk about their own experiences in the light of the religious knowledge gained

Express their own opinions

Talk to the way believers live

Make comparisons to their own lives

Ask questions about the beliefs and practices of others

Knowing it

Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.)

Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)

Describe the lives of the most important religious figures and their place within the belief system

Suggest meaning for the various kinds of writing found within sacred texts

Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders

Use technical & religious language to identify the different writings within sacred texts

Recognise the role of inspiration in the creation of sacred texts and the lives of leaders

Explain the connections between sacred texts and beliefs using theological terms

Explain the relationship between the key concepts studied across a range of religions and nonreligious world views

Show whether the key concepts lead to a coherent faith narrative and if so how

Living it

Identify the key practices of a faith and some of the differences between denominations or sects

Describe how beliefs influence worship and guide lifestyle choices

Make links between the texts studied and the practice of faith in the

community and family

Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God

Make clear links between the texts and concepts studied and common practice across denominations

Describe the actions of believers in their communities, locally and globally that demonstrate commitment

Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects) particularly in questions about life and death

Show how inspiration might play a part in how believers interpret the texts

Linking it

Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area

Make links between the teachings of religious figures and current leaders
Suggest how the stories and teachings studied might make a difference to the way the pupils think and behave
Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life

Compare religious and non-religious responses to the big questions of life
Give coherent accounts of the implications of the religious ideas explored on the modern world.

Evaluate how far these beliefs help to make sense of the world on a personal and an impersonal level
Explain the challenges religious ideas may

Intent At Stoke Row School our vision is woven into RE lessons across the school and RE as a high profile in all classes. RE is valued by all and is an intrinsic part of our school vision, supporting children in their Bright Futures. We can only shine our own unique light when we are ensuring that others are enabled to shine theirs. Our RE focus is on the opportunity to look at beliefs and practices from another person's perspective with our school value of respect and with understanding.	present to the world and how believers answer such challenges.
Implementation RE teaching is creative and engaging and we aim to explore the curriculum through art, music, drama, meditation and debate, ensuring a huge range of cross curricular links. Pupils are helped to understand faiths and to tackle theological questions effectively. RE lessons provide pupils with opportunities to reflect on their own spiritual journeys and their place in society and in the wider world in order to ensure they embrace their Bright Futures with respect and empathy for others. RE is always a respectful learning environment.	
Impact The impact of RE teaching can be seen in the result of our SIAMS inspection in 2022. The whole curriculum, including RE provision ensures that children can shine like stars and are confident in sharing their views and knowledge in exploring new religious concepts in an environment based on kindness and respect.	

	Development of learning across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Beliefs and questions – Christian World View	To understand that: Christians are people who believe in God God came to earth as Jesus Christians believe that God loves people and cares for them.	To understand that: Christians believe God created the universe All creation is important to God God's character is reflected in the beauty of the world. Stories and texts in the Bible show Christians what God is like.	To understand that: Christians believe that Jesus taught to people to show people how to live. Many Christians live to love and serve others. Christians believe that they can be forgiven for bad thoughts and actions. Christians believe that Jesus is one of the three persons of the Trinity.	To understand that: Christians believe that Jesus was crucified on Good Friday. Christians believe that the bible points to the need for humans to be saved from sin. The New Testament teaches that Jesus died for the salvation of humankind. The example of Jesus' sacrifice is followed by some Christians.

	Development of learning across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
		The Bible uses word pictures, metaphors and similes to show what God is like. Christians believe that God can be seen in the character and teaching of Jesus.	Christians believe that God sent Jesus to earth to show he loved humans. Jesus is fully God and fully man. The incarnation is one of the central beliefs of Christianity.	Christians believe that the resurrection of Jesus reveals that he is divine. Most Christians believe that there is life after death. This belief gives Christians hope for the future but also makes some prepared to die for their beliefs. Because Jesus is still alive Christians have been given the gift of the holy spirit.
	Development of learning across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Community and identify – Christian world view	To understand that: There are things that Christians do to show that they belong.	To understand that: Christians celebrate important events in the life of Jesus. Christmas is when they celebrate his birth. Easter celebrates his resurrection. Many Christian celebrations happen at church as well as at home. Christians go to church to learn about God. Christians worship together because it encourages them. Christians often serve the wider community as part of a church.	To understand that: Christians mark key life events in different ways around the world. Baptism, Confirmation, Communion are all markers of belonging. Certain beliefs inform the way these events are marked by different communities in different places. The early church was still very Jewish in origin. The church in the Middle Ages read the Bible in Latin and so many people were not able to read it. The bible is now available in many languages so people can read it for themselves.	To understand that: Rites of passage are important to some Christians and mark key events. Some rites of passage such as baptism have biblical roots. Some churches have infant and/or adult baptism. Confirmation, weddings, funerals are all practices in different ways in different cultures and traditions. The teachings of Jesus encourage Christians to love and care for each other and the world. Christians believe that the good news of Jesus should be shared in word and in action to make the world a better place for all.

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Reality and truth – Christian World View	To understand that: Christians read the Bible to get their ideas. Bible stories can be read in different ways.	To understand that: Christians read the bible in different ways. It makes the ask questions about how to live, what is right and wrong. The Bible is complex and old, so teachers help Christians to understand. Leaders show Christians how to live. Not every leader, church or teacher does things the same way. Different Christians have different ideas about what the bible teaches.	To understand that: Stories and histories are often interpreted by artists. The artistic interpretation of stories changes over time and between cultures. Artistic interpretation of stories can change how a reader feels about a text. Christians believe they can communicate with God in prayer. They believe God can communicate back to them. Christians believe they prayer makes a difference to them, other people and the world. Christians claim that miracles happen because they pray.	To understand that: Wisdom literature forms a key part of the biblical canon. Christians believe they can gain wisdom from God following God’s wisdom. Jesus taught wisdom through parables. Different Christians interpret parables in different ways. Scientists and Christians put forward hypotheses about how and why the world is as it is. Some of these can be tested scientifically. Many Christians believe that the knowledge discovered by Science helps them to understand God.
	Development of learning across the school			
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Religious and non-religious world views	To understand that: Many people believe in some divine being. Many people believe that there is no God and are	To understand that: The Jewish religion began in Israel when Abraham was called by God. Jewish people believe there is one God and he is the creator.	To understand that: Muslims believe in one God and call him Allah. Allah called Muhammad to teach people to follow him and he believed	To understand that: Muslims have regard for the prophets of the old testament – Muhammad is knows as the seal of the prophets. The Haditha is as important as the Qur’an.

	Development of learning across the school			
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	free to make their own choices. There are lots of stories that people tell to help them understand the ideas. People like celebrating the important events in life. Celebrations help people to feel part of a community and often involve special foods. Different people have different ideas about what is right and wrong. People get their ideas from the stories they read and tell. Communities look for truth in different places and live it in different ways.	They believe God sets the rules for life. Shabbat is a weekly celebration for Jewish people. Most will do no work on Shabbat and go to the synagogue. Shabbat helps most Jewish people to remember that God rested after creating the world. There are a lot of shared ideas about the rules that are followed and a persons world view will affect what they think is right and wrong. Asking questions helps people to decide what is right. The Torah tells early stories of Judaism. The Exodus story teaches Jewish people that God had a plan to rescue them from their enemies. The Torah sets expectations for how a Jewish person should live. The synagogue is the centre of community life and worship.	that the bible and the Torah teach about Allah as well. The Qur'an was dictated in Arabic to Muhammed and is believed to be the words of Allah. It is treated with respect and written and read in Arabic and learning it by heart is a sign of respect. Many Muslims believe that every part of the Qur'an is true and other people believe religious stories are made up. There is debate about what is true and reliable. Many Hindus believe in one God, Brahman who is everything and everywhere and Murtis express different aspects of him. Hindus see Murtis as helping to focus on different aspects of God. Hindus worship in the Mandir and at home and will worship daily, offering prayers and gifts and this is part of daily duties. For many people there are places connected with their believes that are important to them and different people recognise these places as spiritual. There isn't always agreement on what this is and some people think that only what they can see is real.	Islamic diversity stems largely from debates over the caliphate. The mosque is the centre of the community and a place to learn about Allah and conduct the five daily prayers. A good life is not something agreed upon by all people – the golden rules give some guidance. Most religions believe that there are rewards for living a good life and many governments lay down rules to help people live a good life. Hindu dharma is a way of life and the goal for a Hindu is to achieve Moksha. Belief in reincarnation is a central tenet of Hinduism and the five daily duties contribute to the understanding of life for a Hindu. Pilgrimage to India is not a requirement for Hindus but may be undertaken and there are many special destinations for Hindus. Different deities are venerated in different places; Ashrams and other centres. A worldview is a way of looking at the world and will influence choices. There are organised religious world views and non-religious world views and personal

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				opinions may change over time and experience help to influence a world view.