

RE CURRICULUM PLAN – LORD DERAMORE’S PRIMARY SCHOOL

Intent: At Lord Deramore's, we are proud of the diversity we have as a school community. We feel that RE supports our school's desire to celebrate that diversity and help our pupils and the wider community respect the beliefs and customs of others. We believe it is important to understand that people have different beliefs and that those beliefs impact on their behaviour. RE teaching at Lord Deramore's supports this understanding. The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Implementation: RE is taught discretely in most cases with opportunities to link to other areas of the curriculum. It may be taught weekly or a block e.g. an RE week. We follow the York Agreed Syllabus. The scheme is discussion based, with each unit planned around a key question. RE is planned and delivered in individual year groups to allow for progression and maturity as key questions and beliefs are explored. Each class has an A2 floor book to record discussions and to display and keep photographs and work.

Impact: RE knowledge and skills are assessed by teaching staff throughout a term and reported at the end of each year via each child's school report. Assessment may be made through observation, talking with children, recorded work. Assessments in RE will always include the children's knowledge of a belief and their understanding of how that belief impacts on people's behaviour. Suggested assessment activities are outlined in each unit of work. RE subject lead and SLT assess impact and teaching through book trawls, pupil voice, learning walks and lesson observations



	PHASE 1		PHASE 2		PHASE 3		
	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge (substantive and disciplinary)	<u>Communication and Language</u> <u>Listening, Attention and Understanding ELG:</u> Listen attentively and respond with questions, comments and actions to a wide range of stories from different religions and worldviews. Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter, using new vocabulary. <u>Speaking ELG:</u> Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary. Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems. <u>Personal, Social and Emotional Development: Self-regulation ELG:</u> Understand their own feelings and those of others, stimulated by religious materials and ideas. Give focused attention to religious materials such as worship, story, festival, song, community living.		<u>Know about and Understand</u> A1. Describe and explain beliefs and practices, and begin to analyse the meaning behind them. Understand that diversity exists within and between communities A2. Investigate and respond to questions posed by the stories they hear and beliefs they learn about. Begin to pose their own questions in response to stories and sacred texts A3. Describe different ways of life and ways of expressing meaning and begin to explore their significance <u>Express and Communicate</u> B1. Begin to develop ideas about how beliefs, practices and forms of expression influence individuals and communities B2. Begin to express their personal responses to questions and teachings about identity and belonging B3. Identify and respect differences between different religious beliefs and non-religious worldviews <u>Gain and deploy skills</u>		<u>Know about and Understand</u> A1. Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religious and non-religious worldviews A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning <u>Express and Communicate</u> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value B3. Appreciate and appraise varied dimensions of religion <u>Gain and deploy skills</u> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.		

	<p><u>Managing Self ELG:</u> Confidently talk about simple values, right and wrong, and good or bad behaviour.</p> <p><u>Building Relationships ELG:</u> Co-operate and take turns with others, showing sensitivity to their own and others' needs and feelings</p> <p><u>Literacy: Comprehension ELG:</u> Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to retell stories.</p> <p><u>Understanding the World: People, Culture and Communities ELG:</u> Talk about the lives of people around them, understanding characters and events from stories.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.</p> <p><u>The Natural World ELG:</u> Explore the natural world around them, making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.</p> <p><u>Know about and Understand</u></p> <p>A1. Learn about beliefs and practices, and how they are different within and between communities</p> <p>A2. Respond to questions in response to stories from and information about different religious and world views</p> <p>A3. Learn about and begin to describe different ways of life and ways of expressing meaning</p> <p><u>Express and Communicate</u></p> <p>B1. Talk about different practices and forms of expression</p> <p>B2. Talk about their own identity and how they are different to other people</p> <p>B3. Appreciate and appraise varied dimensions of religion</p> <p><u>Gain and deploy skills</u></p> <p>C1. Find out and talk about belonging, beginning to respond creatively</p>	<p>C1. Find out about and investigate questions of belonging, meaning and truth, responding creatively</p> <p>C2. Find out about and respond to what enables different communities to live together respectfully for the wellbeing of all</p> <p>C3. Articulate values clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	
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	C2. Begin to talk about how different communities live together C3. Learn and talk about values and begin to understand why they are important						
Progression and Expectations	<p><u>Know and Believe:</u> A1 Know about some of the beliefs of a person from a religious community and what practices are important to them Diwali A2 Listen to and talk about stories from a range of religions. Recall a story from a religion. The Bible A3 Name and identify features of some religious artefacts e.g. holy books <u>Express and Communicate:</u> B1 Become aware of their feelings in response to stories and about themes that are addressed in stories B2 Talk about what is special about themselves and others and people, places and objects that are special to them and others Nature B3 Know that there are similarities and</p>	<p><u>Know and Believe:</u> A1 Talk about some simple beliefs and practices, including festivals, worship, rituals and ways of life Creation Who is a Christian? Christmas A2 Retell some religious and moral stories and songs, exploring and discussing what they may mean Noah's Ark A3 Recognise, name and describe some different symbols and images, actions, explore how they are used and why they are important <u>Express and Communicate:</u> B1 Respond to stories and songs from different communities and begin to ask questions and think about why they do things, recognising that people belong to different religions A story from Islam B2 Talk about different ways of people of faith express identity and belonging Muslim Prayer</p>	<p><u>Know and Believe:</u> A1 Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them; Sukkot Eid in our class Easter with YoYo A2 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come; Stories from Islam A3 Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities; Diwali The Mosque <u>Express and Communicate:</u> B1 Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make; Celebrations B2 Observe and recount different ways of expressing identity and belonging,</p>	<p><u>Know and Believe:</u> A1 Describe stories, beliefs and actions from different features of the religious and non-religious worldviews and begin to explore their meaning and importance Hindu Prayer Lunar New Year A2 Explore links between stories and worship and the beliefs of religious communities A3 Explore and compare the beliefs, symbols and actions of the Christian and Muslim or Hindu faiths Diwali <u>Express and Communicate:</u> B1 Identify key beliefs of religious and non-religious worldviews and learn how they affect the lives of people Christian Charity worker B2 Talk about the challenges of commitment to a community of faith or belief and explore how faith may be valuable B3 Identify some similarities and differences between different religions and worldviews</p>	<p><u>Know and Believe:</u> A1 Describe and make connections between stories and actions of the religious and non-religious worldviews they study, A2 Identify, describe and understand links between stories, rituals and beliefs of the communities they are investigating Jesus A3 Identify similarities and differences between beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning; <u>Express and Communicate:</u> B1 Identify beliefs of religious and non-religious worldviews and begin to understand the difference it makes to someone's life B2 Begin to understand the challenges of commitment to a community of faith or belief, make some suggestions why belonging to a community may be valuable,</p>	<p><u>Know and Believe:</u> A1 Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life How many people believe in God? Worship A2 Describe and understand links between stories and beliefs and teachings of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to that arise from them in different communities; A3 Make connections between a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning; <u>Express and Communicate:</u> B1 Give examples of religious and non-religious</p>	<p><u>Know and Believe:</u> A1 Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas; A2 Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities; YoYo - It's Your Move A3 Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning; <u>Express and Communicate:</u> B1 Observe and understand varied examples of religious and non-religious worldviews so that</p>

	<p>differences between religious beliefs and practices</p> <p><u>Gain and Deploy Skills:</u></p> <p>C1 Talk about the special things people who belong to a religious community do.</p> <p>C2 Talk about respecting the differences between people and communities.</p> <p>C3 Identify and talk about right and wrong</p>	<p>B3 Notice some similarities between different religious and non-religious worldviews;</p> <p><u>Gain and Deploy Skills:</u></p> <p>C1 Describe what people do to belong to a community when expressing their beliefs Church visit</p> <p>C2 Respond to examples of co-operation between people who are different;</p> <p>C3 Talk about right and wrong and begin to express their ideas and opinions in response to what they have heard.</p>	<p>responding sensitively for themselves;</p> <p>B3 Notice and respond sensitively to some similarities between different religious and non-religious worldviews;</p> <p><u>Gain and Deploy Skills:</u></p> <p>C1 Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry; What a Muslim believes</p> <p>C2 Find out about and respond with ideas to examples of co-operation between people who are different;</p> <p>C3 Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>(Christian, Muslim, Hindu) Christianity and Hinduism</p> <p><u>Gain and Deploy Skills:</u></p> <p>C1 Talk about their own views on beliefs and respond in different forms including (e.g.) reasoning, music, art and poetry;</p> <p>C2 Discuss the ways different faith communities show their beliefs and values Visit to the Mosque</p> <p>C3 Talk about their own ideas about right and wrong</p>	<p>B3 Describe and comment on similarities and differences between religions and non-religious world views Places of Worship</p> <p><u>Gain and Deploy Skills:</u></p> <p>C1 Ask questions about and explain their own and others' views on challenging questions about beliefs in different forms including (e.g.) reasoning, music, art and poetry;</p> <p>C2 Explain their own ideas about what values are important and begin to explore the differing opinions of others. Explore how different faith communities demonstrate their beliefs</p> <p>C3 Discuss their own and others' ideas about what is right and wrong</p>	<p>worldviews so that they can begin to explain, their meanings and significance to individuals and communities;</p> <p>B2 Give examples of the challenges of commitment to a community of faith or belief, and reasons why belonging to a community may be valuable</p> <p>B3 Give examples of different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews; Places of Worship</p> <p><u>Gain and Deploy Skills:</u></p> <p>C1 Present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p> <p>C2 Explore and develop ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;</p>	<p>they can explain, with reasons, their meanings and significance to individuals and communities;</p> <p>B2 Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p> <p>B3 Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews; Places of Worship</p> <p><u>Gain and Deploy Skills:</u></p> <p>C1 Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p> <p>C2 Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding</p>
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Vocabulary	Religions – e.g. Christianity, Islam, Key characters – e.g. Jesus, God, Allah, Mohammed PBUH Artifacts – e.g. bible, Qu'ran Places of worship – e.g. church, mosque, cross, alter, prayer mat Festivals – e.g. Christmas, Easter, Eid, Ramadan General: religion, belief, special, difference, similarity	Religions – e.g. Christianity, Islam, Hindu, Judaism Key characters – e.g. Jesus, God, Allah, Father, Son, Holy Spirit, Mohammed PBUH, 99 names of Allah (key ones), murtis, gods, goddesses, Artifacts – e.g. bible, Qu'ran, Torah, prayer mat Customs – shahadah, Makkah, pilgramge, fast, pray, Tzedakah, Etrog, Lulav Lord's Prayer, First Surah, Gayatri Mantra Places of worship – e.g. church, mosque, cross, alter, prayer mat, e.g. Anglican, Baptist, Roman Catholic, Pentecostal, Festivals – e.g. Christmas, Easter, Harvest, Maundy Thursday, Good Friday, Easter Sunday, Pentecost, Eid-UI-Fith, Ramadan, Shabat, Pesach General: religion, belief, special, difference, similarity, valuable, unique, faith,	Religions – e.g. Christianity, Islam, Hindu, Judaism, Humanism Key characters – e.g. Jesus, God, Allah, Father, Son, Holy Spirit, Mohammed PBUH, 99 names of Allah (key ones), murtis, gods, goddesses, Ghandi Artifacts – e.g. bible, Qu'ran, Torah, prayer mat Customs – shahadah, Makkah, pilgramge, fast, pray, Tzedakah, Etrog, Lulav Lord's Prayer, First Surah, Gayatri Mantra, 5 pillars of Islam, Hadith, Places of worship – e.g. church, mosque, cross, alter, prayer mat, e.g. Anglican, Baptist, Roman Catholic, Pentecostal, synagogue, gurdwara, mandhir Festivals – e.g. Christmas, Easter, Harvest, Maundy Thursday, Good Friday, Easter Sunday, Pentecost, Eid-UI-Fith, Ramadan, Shabat, Pesach, gospel, incarnation, salvation, Diwali, Yom-Kippur, puja, aarti and bhajans, General: religion, belief, special, difference, similarity, valuable, unique, faith, fruit, forgiveness, festival, celebration, community, symbol, parable, moral, justice, fairness, dilemma, worship, racism, anti-racism, racist, race, prejudice, sacred, scriptures, religious art, architecture, fallen, atheist, agnostic, freedom, truth, peace				
Literature	Sacred books Stories from Key religions	Sacred books Stories from Key religions	Sacred books Stories from Key religions				
Experiences	YoYo - Creation YoYo - It's Your Move YoYo - It's your Christmas Visit to Heslington Church Nativity Harvest Carols	YoYo - It's Your Move YoYo - It's Your Easter YoYo - It's your Christmas Visit to the Mosque Chrstmas show Harvest Carols	YoYo - It's Your Move YoYo - It's your Christmas YoYo - Anti-bullying Bradford Visit – RE Centre Harvest Carols				
Diversity	Christianity and Islam	Christianity, Islam and Hinduism	Wolrd faiths and non-religious beliefs Racism Awareness				
Long Term Planning Links	Both Years A and B EY F1 Which stories are special and why?	Both Years A and B Year 2 1.2 Who is a Muslim and what do they believe?	All Years A, B and C Y4 L2.3 Why is Jesus inspiring to some people?				

	<p>F2 Which people are special and why?</p> <p>F3 Which places are special and why?</p> <p>F4 Which times are special and why?</p> <p>F5 Where do we belong?</p> <p>F6 What is special about our world and why?</p> <p>Y1</p> <p>1.1 Who is a Christian and what do they believe?</p> <p>1.5 What makes some places sacred?</p> <p>1.7 What does it mean to belong to a faith community?</p>	<p>1.6 Celebrate Special Times</p> <p>1.8 Caring for others</p> <p>Year 3</p> <p>L2.1 What do different people believe about God? Christians and Hindus</p> <p>L2.4 Why do People pray?</p> <p>L2.7 What does it mean to be a Christian Living in UK today?</p>	<p>L2.5 Why are festivals important to religious communities?</p> <p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p>Y5</p> <p>U2.2 What would Jesus do?</p> <p>U2.4 If God is everywhere, why go to a place of worship?</p> <p>U2.6 What does it mean to be a Muslim in Britain today?</p> <p>Y6</p> <p>U2.9 What can be done to reduce racism?</p> <p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>U2.7 What matters most to Christians and Humanists?</p>
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