

Religious Education Curriculum- EYFS

Early Years Curriculum

In line with Statutory guidance and the EYFS document 'Development Matters', pupils should be taught about:

- **-Understanding the World- People and Communities**

Understanding of the World is about how children get to know about other people, the place where they live and about all aspects of the environment. As children learn about the world around them they find out about the past through talking to relatives and friends and they develop an interest in their own story as well as the stories of others. This is the beginning of developing an understanding of the past and helps them to learn about how other people are different from them, yet share some of the same characteristics and ideas.

Nursery Coverage

In Nursery pupils will follow these themes. However, themes may change as a result of following the children's interests.

Autumn-

Once Upon a Rhyme!
Nursery Rhymes/ Action Rhymes

Spring-

It's all about me!
Me, Myself, I/ Growing Up

Summer-

Let's Explore!
Journeys/ We're going on a Bear Hunt

Reception Coverage

In Reception pupils will follow these themes. However, themes may change as a result of following the children's interests.

Autumn Term:

I wonder who I am? **SACRE recommended title: Which stories are special and why?**
I wonder what's special? **SACRE recommended title: Which people are special and why?**

Spring Term:

I wonder how it feels? **SACRE recommended title: What places are special and why?**
I wonder who is a hero? **SACRE recommended title: What times are special and why?**

Summer Term:

I wonder what's out there? **SACRE recommended title: Who are we and how do we belong?**
I wonder what moves? **SACRE recommended title: Our wonderful world: how can we care for living things and the earth?**

Nursery End points

- I am beginning to develop their sense of responsibility and membership of a community.
- I will continue to develop positive attitudes about the differences between people.

Reception End points

- I can see myself as an individual.
- I can think about the perspective of others.
- I can talk about members of my individual family and community.
- I can name and describe people who are familiar to me.
- I can understand that some places are special to members of my community.
- I can recognise that people have different beliefs and celebrate special times in different ways.

Early Learning Goals

- Show sensitivity to my their own and others' needs.
- Talk about the lives of the people around them and my roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
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.

Religious Education Curriculum - Key Stage 1

National Curriculum:

In the SACRE guidance for KS1 it explains that pupils should be taught to:

- Use their senses thoughtfully and engage in periods of quiet reflection.
- Share their own ideas and experiences in speaking and listening activities.
- Gain and use the skills they need for RE, including identifying some puzzles and mysteries, noticing how it feels to wonder, ask and respond sensitively to 'big questions', identify which questions are 'big questions'
- Consider the concept and characteristics of God with reference to other religions.
- Value difference and learn about what is special, holy or sacred to whom and show sensitivity towards this.

Year 1 Coverage

Autumn Term :

How can we find out about Christianity today in Wolverhampton? (Unit 1.3)

What is Christmas? What does Christmas mean to me? The Nativity Story (Unit N/A)

Spring Term:

Beginning to learn from Sikhism (Unit 1.4)

What does Easter mean to me? (Unit N/A)

Summer Term:

How and why are some books holy? Special stories of Christians and Muslims Easter (Unit 1.5)

What can we learn about prayer from stories of Jesus? (Unit 1.6)

Year 2 Coverage

Autumn Term:

What can we learn from stories from the Bible? (Four stories of Moses) (Unit 1.7)

Christmas- The two meanings of Christmas The Nativity Story (Unit N/A)

Spring Term:

Beginning to learn from Islam (Unit 1.8)

Why and how do Christians celebrate Easter? Custom of giving eggs The Easter Story- focus on Palm Sunday, Good Friday and Easter Sunday. (Unit N/A)

Summer Term:

Questions that Puzzle Us (Unit 1.9)

Holy Places: Worship at the Church, Mandir, Mosque and Gurdwara (1.10)

Year 1 End points

(AT1) Learning about Religion- Knowledge & Understanding

- I can explore a range of religious stories.
- I can name and explore a range of celebrations.
- I can identify the importance of belonging to a religion.
- I can identify religious symbols.
- I can begin to use a range of religious words.

(AT2) Learning from Religion- Reflection & Response

- I can reflect on and consider religious and spiritual feelings, experiences and concepts when learning about worship, awe and wonder.
- I am beginning to ask and respond imaginatively to puzzling questions, communicating my ideas.
- I can recognize that religious teachings and ideas make a difference to individuals, families and local communities.
- I can identify what matters to others.

Year 2 End points

(AT1) Learning about Religion- Knowledge & Understanding

- I can explore a range of religious stories and talk about their meaning.
- I can name and explore a range of celebrations, worship styles and rituals.
- I can identify similarities between different places of worship.
- I can identify the importance of belonging to a religion and the difference that this makes to their lives.
- I can identify and suggest meanings for religious symbols.

(AT2) Learning from Religion- Reflection & Response

- I can reflect on and consider religious and spiritual feelings, experiences and concepts when learning about worship, awe and wonder, thanks, concern and sadness.
- I can ask and respond imaginatively to puzzling questions communicating my ideas.
- I can identify what matters to others, including those with religious commitments and communicate a response.
- I can reflect upon how moral and spiritual values can relate to the behavior of followers.
- I can recognize that religious teachings and ideas make a difference to individuals, families and local communities.

Religious Education Curriculum –Key Stage 2

National Curriculum:

In the SACRE guidance for KS2 it explain that pupils should be taught to:

- Develop a willingness to learn from religions they do not belong to.
- Make connections between specific religions in Wolverhampton and the life of a whole community.

- Reflect on important concepts and beliefs that are at the heart of religious traditions and practices.
- Consider the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- Develop an awareness of the similarities and differences between places of worship, and understanding the role that community relationships play in supporting the lives of religious believers and those outside faith communities.
- Consider the concept of diversity and a range of views about questions of living together, tolerance and respect.

Year 3 Coverage	Year 4 Coverage
<p>Autumn Term: What do people believe about God? (Christian perspective) (Unit 2.1) Christmas- The two Christmas stories- Matthew and Luke How is Christmas celebrated by Christians? (Unit N/A)</p> <p>Spring Term: Exploring Key Leaders: Sikhs and Hindus. (Unit 2.2) Easter- Holy week, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday. (Unit N/A)</p> <p>Summer Term: What is it like to be a Hindu? (Unit 2.3) Why do we celebrate and why? (Christian, Muslim, Sikh Hindu) (Unit 2.4)</p>	<p>Autumn Term: What is it like to be Jewish? (Unit 2.5) Christmas- The Nativity Story What is the true meaning of Christmas to Christians? (Unit N/A)</p> <p>Spring Term: Why does the Prophet matter to Muslims? (Unit 2.6) Easter- Shrove Tuesday, Lent, Ash Wednesday Holy week (Unit N/A)</p> <p>Summer Term: Why do some people think Jesus is inspirational? (Unit 2.7) An enquiry into visiting places of worship (Unit 2.8)</p>
Year 3 End points	Year 4 End points
<p>(AT1) Learning about Religion- Knowledge & Understanding</p> <ul style="list-style-type: none"> • I can describe the key people in a religion. • I can describe the key stories in a religion. • I can describe the key traditions in a religion. • I am beginning to talk about how key people, stories and traditions can influence the beliefs of others. • I can describe a variety of practices and ways of life in a religion. • I can consider the meaning of a range of forms of religious expression. <p>(AT2) Learning from Religion- Reflection & Response</p> <ul style="list-style-type: none"> • I can reflect on what it means to belong to a faith community and develop ways to communicate my own response. • I can reflect on what it means to belong to a faith community and develop ways of communicating others responses. • I can understand how commitment to a religion is shown in a variety of ways. • I can discuss and express my own views of religious truth and belief. 	<p>(AT1) Learning about Religion- Knowledge & Understanding</p> <ul style="list-style-type: none"> • I can describe the key people in a religion. • I can describe the key stories in a religion. • I can describe the key traditions in a religion. • I can talk about how key people, stories and traditions can influence the beliefs of others. • I can describe a variety of practices and ways of life in a religion. • I can investigate the importance of religion in the local community. • I can identify and begin to describe the similarities within religious places of worship. <p>(AT2) Learning from Religion- Reflection & Response</p> <ul style="list-style-type: none"> • I can reflect on what it means to belong to a faith community and develop ways to communicate my own response and those of others. • I can respond to the challenges of commitment in religious traditions. • I can understand how commitment to a religion is shown in a variety of ways. • I can reflect on ideas of right and wrong and create my own response to them.

Year 5 Coverage	Year 6 Coverage
<p>Autumn Term: Keeping the 5 Pillars of Islam (Unit 2.9) Christmas- Advent- how is Christmas celebrated in church? Meaning of Christingles (Unit N/A)</p> <p>Spring Term: When, how and why do Christians pray? (Unit 2.10) Easter- How do Christians celebrate Easter in church? How is Easter celebrated in the UK? (Unit N/A)</p> <p>Summer Term: Hindu, Jewish and Islamic Prayer: what difference does it make? (Unit 2.11) What can we learn from religion about temptation? (Unit 2.12)</p>	<p>Autumn Term: What will make Wolverhampton a more respectful community? (Unit 2.13) Christmas- Advent Epiphany How is Christmas celebrated in the UK and around the world? (Unit N/A)</p> <p>Spring Term: Christian Aid and Islamic Relief: Can they change the world? to believe about God? (Unit 2.14) Easter- Traditions and customs How is Easter celebrated in the UK? Why do we celebrate it? (Unit N/A)</p> <p>Summer Term: Values: What matters most? (Christians and Humanists) (Unit 2.15) Does it make sense to believe in God? (Unit 3.1)</p>
Year 5 End points	Year 6 End points
<p>(AT1) Learning about Religion- Knowledge & Understanding</p> <ul style="list-style-type: none"> • I can describe the variety of practices and ways of life in religions. • I can understand how these stems from/ closely connect with beliefs and teachings. • I can identify and begin to describe the similarities and differences between religions. 	<p>(AT1) Learning about Religion- Knowledge & Understanding</p> <ul style="list-style-type: none"> • I can describe the variety of practices and ways of life in religions. • I can understand how these stems from/ closely connect with beliefs and teachings. • I can investigate the importance of religion locally/ nationally/ globally.

- I can investigate the importance of religion locally/ nationally.
- I can consider the meaning and understand the importance of religious expression.
- I can describe religious responses to ethical questions.
- I can use specialist vocabulary to communicate my knowledge and understanding.
- I can use and interpret information about religions from a range of sources.

(AT2) Learning from Religion- Reflection & Response

- I can respond to the challenges of commitment in my own life.
- I can respond to the challenges of commitment in religious traditions.
- I can understand how commitment to a religion is shown in a variety of ways.
- I can discuss and express my own and others' views of religious truth and belief.
- I can reflect on ideas of right and wrong and my own and others responses to them.
- I can reflect on sources of inspiration in my own and others' lives.

- I can understand and make connections between religious forms of religious expression.
- I can describe and understand religious and other responses to ethical questions.
- I can use specialist vocabulary to communicate my knowledge and understanding.
- I can use and interpret information about religions from a range of sources.

(AT2) Learning from Religion- Reflection & Response

- I can reflect on what it means to belong to a faith community and develop ways of communicating my own responses.
- I can respond to the challenges of commitment in my own life.
- I can respond to challenges of commitment in religious traditions.
- I understand that commitment to a religion is shown in a variety of ways.
- I can discuss and express my own and others views of religious truth and belief.
- I can reflect on ideas of right and wrong and my own and others responses to them.