

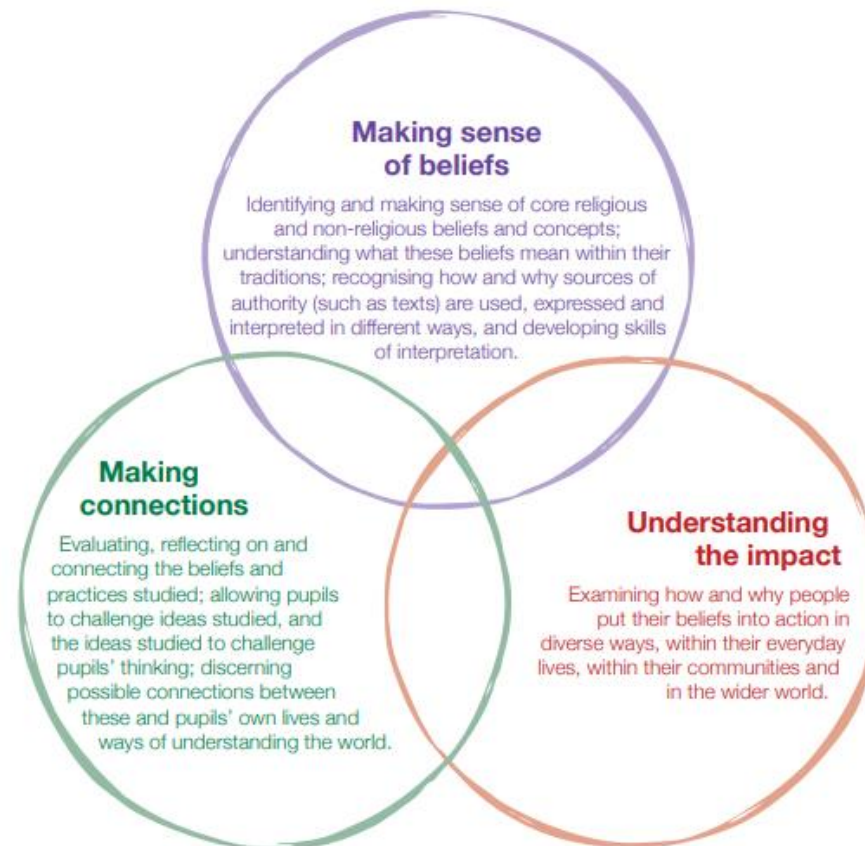


# Albrighton Primary School and Nursery

## RE Curriculum 2022-2026

**Pupils are to study in depth the religious traditions of the following:**

<b>4-5s Reception</b>	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Consideration of other religions and non-religious worldviews can occur at any key stage, as appropriate to the school context.
<b>5-7s Key Stage 1</b>	Christians, Jews and Muslims.	
<b>7-11s Key Stage 2</b>	Christians, Muslims, Hindus and Jews.	
<b>11-14s Key Stage 3</b>	Christians, Muslims, Sikhs and Buddhists.	
<b>14-16s Key Stage 4</b>	Two religions are required, usually including Christianity. This will be through a course in Religious Studies or Religious Education leading to a qualification approved under Section 96. <sup>8</sup>	
<b>16-19s RE for all</b>	Religions and worldviews to be selected by schools and colleges as appropriate.	



Christianity	Hinduism	Islam	Judaism	Non-religious worldviews	Thematic	Recap from another unit needed
						Red Highlighting

## Cycle B 2022/23 & 2024/25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	'Religion Day'
Nursery	<p>Using stories, imaginative play, small world and thematic exploration of significant cultural or religious celebrations, pupils will learn to...</p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community (PSED)</li> <li>• Make connections between the features of their family and other families (KUW) <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story (KUW)</li> </ul> </li> <li>• Continue developing positive attitudes about the differences between people (KUW)</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways (KUW)</li> </ul> <p>In readiness for Reception, pupils will begin to...</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read/ explored within the setting (KUW)</li> </ul>						
Reception	Making links to where we belong.	F2 Why do Christians perform nativity plays? [Incarnation]		F3 Why do Christians put a cross in an Easter garden? [Salvation]	F6 Which stories are special and why?	F5 Which places are special and why?	A day focused on a specific religion in addition to religions taught in that cycle/ year group.
Why this? Why now?	<p>Start of Reception. Belonging linked to families and their new class / school family.</p> <p>At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.</p>	<p>First hand experiences for pupils performing their nativity. Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do</p>		<p>Seasonal link to their own lives and understanding.</p>	<p>Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.</p> <p>At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.</p>	<p>A chance to develop work on our own community and which places are special to us.</p> <p>Pupils can now explore talking about some local places of significance that may be important to their classmates. This will be the building block</p>	

		this with a focus on the significance of Jesus for Christians.				for more in-depth learning in KS1.	
Year 1 and 2	1 What do Christians believe God is like? [God]	1.3 Why does Christmas matter to Christians? [Incarnation]	1.7 Who is Jewish and how do they live? [God/Torah/People]	1.8 What makes some places sacred to believers?	1.2 Who do Christians say made the world? [Creation]	1.9 How should we care for others and the world, and why does it matter?	
Why this? Why now?	Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God	Building on learning in the previous term, pupils explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God.	This is the first unit focusing on Judaism. There are two further units in KS2: L2.10, focusing on festivals and family and U2.9, focusing on the Torah. This unit provides learning that will be built on in those units.	Builds on learning on Christianity and Judaism. Before learning this unit, pupils should have experienced an overview of knowledge from 1.6 Who is a Muslim and how do they live?	This unit works well alongside outdoor learning/ immersion in nature. Pupils will have explored a range of Christian views and should be able to draw on these.	This unit makes connections with pupils' prior learning from earlier in the year: how does the concept of caring spring from the beliefs of Christian/Jewish and Muslim people studied?	A day focussed on a specific religion in addition to religions taught in that cycle/ year group.
Year 3 and 4	L2.1 What do Christians learn from the creation story? [Creation/Fall]	L2.3 What is the 'Trinity' and why is it important for Christians? [God/Incarnation]	L2.5 Why do Christians call the day Jesus died 'Good Friday'? [Salvation]	2.7 What do Hindus believe God is like? [Brahman/atman]	2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	L2.12 How and why do people try to make the world a better place?	
Why this? Why now?	Builds on previous work on creation/ fall, incarnation. This may be the first-time salvation is explored.			Pupils develop knowledge about Hinduism throughout this unit. This provides a solid foundation for future learning and thematic units.	This is the second systematic unit focusing on Jewish people. This unit builds on that learning in Unit 1.7. This unit explores the importance of the family and home in Judaism.	Thematic unit which draws on learning from Autumn, Spring and Summer term.	
Year 5 and 6	Unit U2.11 Why do some people believe in God and some people not?	U2.3 Why do Christians believe Jesus was the Messiah? [Incarnation]	U2.9 Why is the Torah so important to Jewish people? [God/Torah]	U2.7 Why do Hindus want to be good? [Karma/dharma/ samsara/ moksha]	U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel]	U2.12 How does faith help when life gets hard?	
Why this? Why now?	Builds on previous knowledge. Pupils in Y5/6 begin to question what they have learnt and what they think.		This unit builds on learning from unit 2.10.	Development of an understanding of Hinduism building on previous units.	Builds on previous knowledge.		

## Cycle A 2023/24 & 2025/26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	'Religion Day'
Nursery	<p>Using stories, imaginative play, small world and thematic exploration of significant cultural or religious celebrations, pupils will learn to...</p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community (PSED)</li> <li>• Make connections between the features of their family and other families (KUW)                             <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story (KUW)</li> </ul> </li> <li>• Continue developing positive attitudes about the differences between people (KUW)</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways (KUW)</li> </ul> <p>In readiness for Reception, pupils will begin to...</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read/ explored within the setting (KUW)</li> </ul>						
Reception	Making links to where we belong.	F2 Why do Christians perform nativity plays? [Incarnation]		F3 Why do Christians put a cross in an Easter garden? [Salvation]	F6 Which stories are special and why?	F5 Which places are special and why?	A day focussed on a specific religion in addition to religions taught in that cycle/ year group.
Why this? Why now?	<p>Start of Reception. Belonging linked to families and their new class / school family.</p> <p>At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.</p>	<p>First hand experiences for pupils performing their nativity. Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians.</p>		<p>Seasonal link to their own lives and understanding.</p>	<p>Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.</p> <p>or</p> <p>At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.</p>	<p>A chance to develop work on our own community and which places are special to us.</p> <p>Pupils can now explore talking about some local places of significance that may be important to their classmates. This will be the building block for more ind-depth learning in KS1.</p>	
Year 1 and 2	1.4 What is the 'good news' Christians believe Jesus brings? [Gospel]	<p>1.7 Who is Jewish and how do they live? [God/Torah/ People]</p> <p><b>**Explore the key knowledge/ core areas for Year 1. For Year 2 explore the digging deeper materials**</b></p>	1.5 Why does Easter matter to Christians? [Salvation]	What does it mean to belong to a faith community?	1.6 Who is a Muslim and how do they live? [God/ Tawhid/ibadah/iman]		

Why this, why now?	Pupils build on their understanding of Christianity from EYFS and KS1. First block of learning on gospel.	An essential recap on Judaism that pupils will need to refer back to in order to deepen their understanding in subsequent units.	Building on prior knowledge and seasonal understanding/ first hand experiences (i.e. seeing Easter in shops, local area, own church etc).	Developing knowledge built on during earlier thematic units re special places and festivals. Draw on previous learning for Christian and Jewish units.	A solid basis of knowledge for pupils to develop an understanding of the Muslim faith. This will provide a basis from which to dive deeper during subsequent units.	
Year 3 and 4	L2.2 What is it like for someone to follow God? [People of God]	L2.4 What kind of world did Jesus want? [Gospel]	L2.8 What does it mean to be Hindu in Britain today? [Dharma]	L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God]	L2.9 How do festivals and worship show what matters to a Muslim? [Ibadah]	L2.11 How and why do people mark the significant events of life?
Why this, why now?	Builds on foundations of knowledge from previous years. Provides pupils with an opportunity to ask questions and question what they think.		Key knowledge about Hinduism is taught in this unit. Pupils have an opportunity to discuss modern Britain and diversity.	This unit enables pupils to make links between previous units. It is a more in depth question enabling pupils to develop their analytical and discussion skills.	Building on learning from previous units. Explores festivals and worship in the Muslim faith and encourages pupils to summarise learning. Check knowledge of Islam. Refer back to 1.6 if needed.	Thematic unit linking to a range of religions. Own experience of significant life events.
Year 5 and 6	U2.5 What do Christians believe Jesus did to 'save' people? [Salvation]	2.6 For Christians, what kind of king is Jesus? [Kingdom of God]	2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah]	U2.10 What matters most to Humanists and Christians?	U2.2 Creation and science: conflicting or complementary? [Creation]	U2.11 Why do some people believe in God and some people not?
Why this, why now?	An opportunity for open questions and in depth discussion. Builds on previous units.		Key knowledge about Hinduism is taught in this unit. Pupils have an opportunity to discuss modern Britain and diversity.	First unit relating to humanism. Comparative unit.	Discussion based debate and reflection.	Thematic unit drawing on knowledge from previous units about Hindus, Muslims, Jews and Humanist.

A day focussed on a specific religion in addition to religions taught in that cycle/ year group.



# Albrighton Primary School and Nursery

## End of Phase Expectations

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
<p><b>Element 1:</b> <b>Making sense of beliefs</b></p> <p>Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> <li>• identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>• give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>• give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe the core beliefs and concepts studied</li> <li>• make clear links between texts/ sources of authority and the core concepts studied</li> <li>• offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>• identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>• describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>• give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</li> </ul>
<p><b>Element 2:</b> <b>Understanding the impact</b></p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> <li>• give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>• give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>• make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>• describe how people show their beliefs in how they worship and in the way they live</li> <li>• identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>• make clear connections between what people believe and how they live, individually and in communities</li> <li>• using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>
<p><b>Teaching and learning approach</b></p>	<p>End KS1 Pupils can ...</p>	<p>End lower KS2 Pupils can ...</p>	<p>End upper KS2 Pupils can ...</p>

**Element 3:**

**Making connections**

**Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.**

- think, talk and ask questions about whether the ideas they have been studying, have something to say to them

- give a good reason for the views they have and the connections they make

- make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- raise important questions and suggest answers about how far the beliefs

and practices studied might make a difference to how pupils think and live

- give good reasons for the views they have and the connections they make

- make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
- reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently
- consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make