CARRFIELD CURRICULUM

KNOWLEDGE & SKILLS OUTCOMES IN

R.E.
There is no statutory National Curriculum for R.E. – however, guidance (2010) suggests that R.E. is important for the following reasons:

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual’s knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils’ knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils’ personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Effective teaching of R.E. should also promote the following:

- Spiritual, moral, social and cultural development
- Personal development and well-being
- Community cohesion
  - Within the school community
  - Within the surrounding community of school
  - Within the UK
  - Within the global community

Effective teaching of R.E. also:

- Provokes challenging questions about life, beliefs, self, issues about right and wrong and about humankind
- Encourages children to explore their own beliefs and to express these
- Builds resilience to anti-democratic or extremist narratives
- Enables children to build a sense of identity and belonging
- Teaches children to develop respect for others and to challenge prejudice
- Prompts children to consider their own responsibilities, to themselves and to others, and how they can contribute to their community and wider society
- Encourages empathy, generosity and compassion
### LONG TERM OVERVIEW: R.E.

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HT1: Explore</td>
<td>HT2: Discover</td>
<td>HT1: Create</td>
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<tr>
<td>Y1/Y2</td>
<td><strong>Religious Story:</strong> Noah’s Arc</td>
<td><strong>Christianity &amp; Compare:</strong></td>
<td><strong>Other Religions:</strong></td>
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<td>Cycle A</td>
<td></td>
<td>Easter Traditions</td>
<td>Hinduism</td>
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<td></td>
<td><strong>Christianity &amp; Compare:</strong></td>
<td><strong>Religious Story:</strong> The Good</td>
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<td>Y1/Y2</td>
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<td>Samaritan</td>
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<td>Cycle B</td>
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<tr>
<td>Y3/Y4</td>
<td><strong>Christianity &amp; Compare:</strong></td>
<td><strong>Religious Story:</strong> Moses &amp;</td>
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<tr>
<td>Cycle A</td>
<td></td>
<td>the 10 Commandments</td>
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<td></td>
<td><strong>Religious Story:</strong> The Prodigal</td>
<td><strong>Christianity &amp; Compare:</strong></td>
<td><strong>Other Religions:</strong></td>
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<td>Son</td>
<td>Easter Story</td>
<td>Buddhism</td>
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<td>Y3/Y4</td>
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<tr>
<td>Cycle B</td>
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<tr>
<td>Y5/Y6</td>
<td><strong>Christianity &amp; Compare:</strong></td>
<td><strong>Religious Story:</strong> The</td>
<td><strong>Other Religions:</strong></td>
</tr>
<tr>
<td>Cycle A</td>
<td>Events &amp; Festivals (inc. baptism,</td>
<td>Miracles of Jesus</td>
<td>Islam</td>
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<td></td>
<td>weddings, funerals)</td>
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<tr>
<td>Y5/Y6</td>
<td><strong>Christianity &amp; Compare:</strong></td>
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<tr>
<td>Cycle B</td>
<td></td>
<td><strong>Religious Story:</strong> Joseph’s</td>
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<td><strong>Other Religions:</strong> Judaism</td>
<td>Coat</td>
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## CURRICULUM PILLARS: R.E.

<table>
<thead>
<tr>
<th>End of ...</th>
<th>Knowledge of other religions</th>
<th>Respect and Tolerance</th>
<th>Religious Terminology</th>
<th>Compare to own lives/beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KS2</strong></td>
<td>Children are able to describe important features of a religion and describe festivals in detail confidently.</td>
<td>Children are able to explain the need for respect and tolerance for others and their religious beliefs.</td>
<td>Children are able to name and describe the uses of the key items/features of religions studied.</td>
<td>Children are able to compare key features and beliefs of religions and compare to their own beliefs.</td>
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<tr>
<td><strong>Y4</strong></td>
<td>Children are able to name places of worship and describe key items/features. Children can describe what happens in religious festivals for religions studied.</td>
<td>Children are able to identify different ways of showing respect to others and their religious beliefs.</td>
<td>Children are able to name and describe the appearance of the key items/features of religions studied.</td>
<td>Children are able to compare beliefs of multiple religions to their own beliefs. Children are able to compare festivals and traditions of religions studied.</td>
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<tr>
<td><strong>KS1</strong></td>
<td>Children are able to recognise some places of worship, describe what they see and predict the use of features. Children are able to name some religious festivals.</td>
<td>Children are able to recognise that people have different beliefs and why it is important to respect each other.</td>
<td>Children are able to name the key items/features of religions studied.</td>
<td>Children are able to compare physical similarities and differences of two places of worship. Children can say if they agree or disagree with a belief. Children begin to compare religious festivals to their own experiences.</td>
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R.E.: KEY STAGE 1

KEY SKILLS

What skills should the children be able to do by the end of Key Stage 1?

- Recall religious stories and symbols applied to everyday life
- Suggest a meaning behind a religious story
- Use some religious words and phrases to identify the importance of religious faith
- Identify two similarities in Christianity and another world religion
- Ask and respond sensitively to my peers’ questions about their experiences and feelings
- Answer questions appropriately about my experiences and feelings
- Create my own questions that are difficult to answer e.g. how many stars in the sky?
- Identify 3 things that I think are good e.g. kindness, consideration for others
- Identify 3 things that are wrong e.g. hurting others, being unkind

NOAH’S ARC

What knowledge will children be taught during this unit?

- What does the Bible say happened on Noah’s Arc?
- What can be learned from the lives of significant people in faith?
- How do I and others feel about life and the universe around us?

Key Vocabulary

X
### Easter Traditions

**What knowledge will children be taught during this unit?**

- How do Christians celebrate Easter and why?
- How can faith contribute to community cohesion?
- Why are some times special?
- How do other religions celebrate new life?

**Key Vocabulary**

- X

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### Hinduism

**What knowledge will children be taught during this unit?**

- What do Hindus believe about reincarnation?
- Where do Hindus go to worship? *e.g. home worship, temples, shrines*
- What is puja and why is it important to Hindus?
- Why are Hindu Gods considered special?
- Why are these words special?
- Why are some places special?
- How can faith contribute to community cohesion?

**Key Vocabulary**

- X

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### Christmas & Christingle

**What knowledge will children be taught during this unit?**

- How do Christians celebrate Christmas and why?
- What is the Christingle and what does it represent?
- How can faith contribute to community cohesion?
- Why are some times special?
- How do other religions celebrate? Do any other religions celebrate Christmas?

**Key Vocabulary**

- X
### THE GOOD SAMARITAN

**What knowledge will children be taught during this unit?**

- What does the Bible say happened to the Good Samaritan?
- What can be learned from the lives of significant people in faith?
- How do I and others feel about life and the universe around us?

**Key Vocabulary**

| X |

### SIKHISM

**What knowledge will children be taught during this unit?**

- Who was Guru Nanak and why do Sikhs celebrate him?
- What is a Gurdwara and why is it a special place?
- What is the Guru Granth Sahib and why is it important to Sikhs?
- What are the 5Ks and why do Sikhs wear them?
- Why are these words special?
- Why are some places special?
- How can faith contribute to community cohesion?

**Key Vocabulary**

| X |
### KEY SKILLS

**What skills should the children be able to do by the end of Year 4?**

- Show my understanding of similarities and differences between two world religions
- Show understanding of belonging to a religion
- Consider how children in at least two religions would be preparing for a significant religious life event (e.g. confirmation, bar mitzvah or an event in later life, e.g. marriage)
- Suggest what difference worship makes to life
- Make a link between a piece of Christian music and a Bible text, which inspired it.
- Describe something I find inspiring in a poem, painting or design
- Explain how religious quotations could be inspiring
- Ask some questions and suggest some answers about how the Bible influences Christians, and what influences me.
- Suggest some things people do to find peace, stillness and rest (including practices or worship) and some things I do.
- Make a link between religious leaders I have studied and the kind of person I like to follow. Compare my answers thoughtfully with someone else’s answers.
<table>
<thead>
<tr>
<th>THE CHRISTMAS STORY</th>
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<tbody>
<tr>
<td><strong>What knowledge will children be taught during this unit?</strong></td>
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<tr>
<td>- What does the Bible say happened at the birth of Jesus?</td>
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<tr>
<td>- Why is this important to Christians?</td>
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<tr>
<td>- How does the Christmas Story impact on Christmas celebrations today?</td>
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<tr>
<td>- Which other religions celebrate Christmas? How is it celebrated?</td>
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<tr>
<td>- What similar festivals are celebrated in other religions?</td>
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<tr>
<td>- How can faith contribute to community cohesion?</td>
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<td>- Why are some times special?</td>
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<th>MOSES &amp; THE TEN COMMANDMENTS</th>
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<tr>
<td>- What does the Bible say happened to Moses?</td>
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<tr>
<td>- Why is this important to Christians?</td>
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<tr>
<td>- How does it impact on the lives of Christians today?</td>
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<tr>
<td>- How are many of the ten commandments reflected in the laws of Christian countries today?</td>
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<tr>
<td>- What can be learned from the lives of significant people in faith?</td>
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<tr>
<td>- How do I and others feel about life and the universe around us?</td>
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<td><strong>What knowledge will children be taught during this unit?</strong></td>
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<tr>
<td>- Who was Buddha? Why is he important to Buddhists?</td>
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<tr>
<td>- What is enlightenment? Why is it important?</td>
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<tr>
<td>- What is a Buddhist temple and why is it a special place?</td>
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<tr>
<td>- How does Buddhism compare with Hinduism?</td>
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<tr>
<td>- Why are these words special?</td>
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</table>
### THE PRODIGAL SON

**What knowledge will children be taught during this unit?**
- What can be learned from the lives of significant people in faith?
- Why is this important to Christians?
- How does it impact on the lives of Christians today?
- How do I and others feel about life and the universe around us?

**Key Vocabulary**
- 

### THE EASTER STORY

**What knowledge will children be taught during this unit?**
- What does the Bible say happened at the death of Jesus?
- Why is this important to Christians?
- How does it impact on the Easter celebrations of Christians today?
- Why are some times special?
- What can be learned from the lives of significant people in faith?

**Key Vocabulary**
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### PLACES OF WORSHIP

**What knowledge will children be taught during this unit?**
- Where do Christians worship God?
- What are the key features of a Church?
- How does a Church compare to the places of worship of the other main religions of the World?
- Why are these words special?
- Why are some places special?
- How can faith contribute to community cohesion?
- Why are some times special?

**Key Vocabulary**
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*The content is presented in a tabulated format with headings and bullet points for each section.*
## R.E.: UPPER KEY STAGE 2

### KEY SKILLS

**What skills should the children be able to do by the end of Key Stage 2?**

- Explain how Christians and another world religion share some ideas about God, recognising that they are different too.

- Explain the impacts of the ways a religious charity e.g. Christian Aid or Islamic Relief put religious teaching into action of poverty.

- Recognise something unique in each of three world religions which have been studied throughout school and suggest why each religion spends time in silence and stillness.

- Recognise similarities and differences between two branches of Christianity.

- Suggest reasons why some scientists see religion as a problem, but others see it as a partner.

- Suggest some religious views on peace and conflict relating the ideas to my own life.

- Devise four good reasons about what makes a leader worth following.

- Give my views on the fact that the top 1% wealthiest people own more than the combined 99% of the world’s population.

- Explain two influences that sometimes make people tell lies and two influences that encourage truthfulness.

- Refer to any religion text or quotation and give my own response to their belief about God showing respect towards other beliefs.
### CHRISTIAN EVENTS & FESTIVALS

**What knowledge will children be taught during this unit?**

- How do Christians celebrate different stages of life? *e.g. birth and Baptism, weddings, deaths and funerals*
- Why are these celebrations important to Christians?
- How do other religions celebrate these and other life events?
- Why are these words special?
- Why are some places special?
- How can faith contribute to community cohesion?
- Why are some times special?

### Key Vocabulary

| X |

### THE MIRACLES OF JESUS

**What knowledge will children be taught during this unit?**

- What does the Bible tell us about Jesus and his life?
  - The Feeding of the 5000
  - Healing of the Sick
  - Turning Water into Wine
  - Walking on Water
- Why are these miracles important to Christians?
- What can be learned from the lives of significant people in faith?
- How do I and others feel about life and the universe around us?

### Key Vocabulary

| X |
**ISLAM**

**What knowledge will children be taught during this unit?**

- What are the 5 pillars of Islam and why are they important to Muslims?
- What is a mosque and why is it a special place?
- What is Mecca? Why is this important to Muslims?
- What happens in Ramadan? Why is this a special time?
- What is Eid? How do Muslims celebrate it?
- How do Muslims use art in their religious activities?
- Why are these words special?
- Why are some places special?
- How can faith contribute to community cohesion?

**Key Vocabulary**

| X |

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**CREATION STORIES**

**What knowledge will children be taught during this unit?**

- What does the Bible tell us about how God created the world?
- How do other religions believe that the world was created?
- Why are these words special?
- How can faith contribute to community cohesion?
- How do I and others feel about life and the universe around us?

**Key Vocabulary**

| X |
### JUDAISM

**What knowledge will children be taught during this unit?**

- What are the key beliefs of Judaism? What are the links to Christianity?
- What is a synagogue and why is it a special place?
- What is Passover and why is it important to Jews?
- What is Yom Kippur and why is it important to Jews?
- What is Hannukah and why is it important to Jews?
- Why are these words special?
- Why are some places special?
- How can faith contribute to community cohesion?
- Why are some times special?

### Key Vocabulary

X

### JOSEPH’S COAT

**What knowledge will children be taught during this unit?**

- What does the Bible say happened to Joseph?
- Why is this important to Christians?
- What can be learned from the lives of significant people in faith?
- How do I and others feel about life and the universe around us?

### Key Vocabulary

X