



Dunton Bassett and Claybrooke Primary: RE Curriculum Framework

(we follow the Leicestershire Agreed Syllabus)



KS1			
Disciplinary Knowledge			Six Cs, procedural knowledge and domain specific Skills
Know about...	EYFS	Year 1 Year 2	Know how to:
<p>Believing - Religious beliefs, teachings, sources; questions about meaning, purpose and truth</p>	<p>What stories are special and why? Our children become familiar with the idea that some books are holy books and learn some stories from those books, including stories about Jesus and Muhammad. Children are given the opportunity to retell stories in a variety of ways and look at the similarities and differences between them.</p> <p>Which people are special and why? Children talk about significant people within their school and wider community and consider who their special people are and what makes them special.</p>	<p>Who is a Christian and what do they believe? Children explore some simple ideas about Christian beliefs about God and Jesus. Retell a story that shows what Christians might think about God, in words, drama and pictures. Talk about issues of good and bad, right and wrong arising from the stories. Begin to ask questions about believing in God and offer some ideas of their own.</p> <p>Who is a Muslim and what do they believe? Children explore some simple ideas about Muslims beliefs about God, making links with some of the 99 Names of Allah. Retell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways that Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p>Who is Jewish and what do they believe? Children get to talk about how the mezuzah in the home reminds Jewish people about God. Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. Retell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. Ask questions about believing in God and offer some ideas of their own.</p> <p>What can we learn from sacred books? Children get to recognise that sacred texts contain stories which are special to many people and should be treated with respect. Retell stories from the Christian Bible and stories from another faith and suggest the meaning of these stories. Ask and suggest answers to questions arising from stories Jesus told and from another religion. Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p>Six Cs: Provide opportunities for pupils to: collaborate, think critically and solve problems, develop creativity, communicate, develop their understanding of citizenship, build character.</p> <p>Procedural knowledge and domain specific skills: See Leicestershire Agreed Syllabus 2016-2021 Section E3</p>
<p>Expressing - Religious and spiritual forms of expression, questions about identity and diversity</p>	<p>What places are special and why? Children explore a range of special places and find out about some buildings that are special for religious believers.</p>	<p>How and why do we celebrate special and sacred times? Children identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. Retell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important. Ask questions and suggest answers about stories to do with Christian festivals and a story from another religion. Collect examples of what people do, give, sing, remember or think about at the celebrations studied and say why they matter to believers.</p> <p>What makes some places sacred? Children identify special objects and symbols found in places where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. Ask questions during a school visit about what happens in a church, synagogue or mosque.</p>	

Living - Religious practices and ways of living, questions about values and commitment

What is special about our world?

Our children are encouraged to explore and reflect on the natural world around them. This provides the basis for thinking about how it was created and understanding that many religions believe that God created the world. Children get to look at creation stories.

What does it mean to belong to a faith community?

Children recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. Give an account of what happens at a traditional infant baptism/dedication and suggest what the actions and symbols mean. Identify two ways people show they belong to each other when they get married.

Respond to examples of cooperation between different people.

How should we care for others and the world and why does it matter?

Children retell Bible stories from and stories from another faith about caring for others and the world. They identify that some people make a response to God by caring for others and the world. They talk about issues of good and bad, right and wrong arising from the stories. They talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. They get to use creative ways to express their own ideas about the creation story and what it says about what God is like.

Lower KS2		
Disciplinary Knowledge		Six Cs, procedural knowledge and domain specific Skills
Know about...	Year 3 Year 4	Know how to:
<p>Believing - Religious beliefs, teachings, sources; questions about meaning, purpose and truth</p>	<p align="center">What do different people believe about God?</p> <p>Children will describe some of the ways in which Christians, Hindus and /or Muslims describe God. They will ask questions and suggest some of their own responses to ideas about God. They will suggest why having a faith or belief in something can be hard and identify how and say why it makes a difference in people's lives to believe in God.</p> <p align="center">Why is the bible so important for Christians today?</p> <p>Children make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. They should give examples of how and suggest why Christians use the Bible today. They should describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression. Discuss their own and other's ideas about why humans do bad things and how people try to put it right.</p> <p align="center">Why is Jesus inspiring to some people?</p> <p>Children should make connections between some of Jesus' teachings and the way Christians live today. They should describe how Christians celebrate Holy Week and Easter Sunday. Identify the most important parts of Easter for Christians and say why they are important. Give some simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</p>	<p>Six Cs: Provide opportunities for pupils to: collaborate, think critically and solve problems, develop creativity, communicate, develop their understanding of citizenship, build character.</p> <p>Procedural knowledge and domain specific skills:</p> <p align="center">See Leicestershire Agreed Syllabus 2016-2021 Section E3</p>
<p>Expressing - Religious and spiritual forms of expression, questions about identity and diversity</p>	<p align="center">Why do people pray?</p> <p>Children should be able to describe the practice of prayer in the religions studied and make connections between what people believe and about prayer and what they do when they pray. They should describe ways in which prayer can comfort and challenge believers, describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p> <p align="center">Why are festivals important to religious communities?</p> <p>Children get an opportunity to make connections between stories, symbols and beliefs with what happens in at least two festivals. They get to ask questions and give ideas about what matters most to believers in festivals. They identify similarities and differences in the way festivals are celebrated within and between religions. They get to explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p align="center">Why do some people think that life is a journey and what significant experiences mark this?</p> <p>Children should find out why some people see life as a journey and identify some of the key milestones on this journey. They should describe what happens in Christian, Jewish and/or Hindu ceremonies of commitment and say what these rituals mean. They should suggest reasons why marking milestones of life are important to Christians, Hindus and/or Jewish people. They should link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p>	
<p>Living - Religious practices and ways of living, questions about values and commitment</p>	<p align="center">What does it mean to be a Christian in Britain today?</p> <p>Children should describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. They should describe some ways in which Christians express their faith through hymns and modern worship songs. They should find out at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. They have opportunities to discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p align="center">What does it mean to be a Hindu in Britain today?</p> <p>Children should describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. They should be able to suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. They should get the opportunity to discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils, help others.</p> <p align="center">What can we learn from religions about deciding what is right and wrong?</p> <p>Children should give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. They should make connections between stories of temptation and why people can find it difficult to be good. They should be able to give examples of ways in which some inspirational people have been guided by their religion. They should have opportunities to discuss their own and others' ideas about how people decide right and wrong.</p>	

Upper KS2		
Disciplinary Knowledge		Six Cs, procedural knowledge and domain specific Skills
Know about...	Year 5 Year 6	Know how to:
<p>Believing - Religious beliefs, teachings, sources; questions about meaning, purpose and truth</p>	<p style="text-align: center;">Why do some people believe God exists?</p> <p>Children a Christian understanding of what God is like, using examples and evidence. They should be able to give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. They should be able to express thoughtful ideas about the impact of believing or not believing in God on someone's life. They have an opportunity to present different views on why people believe in God or not, including their own ideas.</p> <p style="text-align: center;">What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p> <p>Children discover Jesus' teaching on how his followers should live. They should offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. They should explain the impact Jesus' example and teachings might have on Christians today. They get an opportunity to express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p style="text-align: center;">What do religions say to us when life gets hard?</p> <p>Children get to explore how and why religion can help believers when times are hard. They should outline Christian, Hindu and/or non-religious beliefs about life after death. They should explain some similarities and differences between beliefs about life after death. They should know some reasons why Christians and Humanists have different ideas about an afterlife.</p>	<p>Six Cs: Provide opportunities for pupils to: collaborate, think critically and solve problems, develop creativity, communicate, develop their understanding of citizenship, build character.</p> <p>Procedural knowledge and domain specific skills:</p> <p>See Leicestershire Agreed Syllabus 2016-2021 Section E3</p>
<p>Expressing - Religious and spiritual forms of expression, questions about identity and diversity</p>	<p style="text-align: center;">If God is everywhere, why go to a place of worship?</p> <p>Children should make connections between how believers feel about places of worship in different traditions. They should select and describe the most important functions of a place of worship for the community. They should be able to give examples of how places of worship support believers in difficult times, explaining why this matters to believers. They should have the opportunity to present ideas about the importance of people in a place of worship, rather than the place itself.</p> <p style="text-align: center;">It is better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Children get to describe and make connections between examples of religious creativity (buildings and art). They should demonstrate understanding of the value of sacred buildings and art and suggest reasons why some believers see generosity and charity as more important than buildings and art. They should get a chance to apply ideas about values and from scriptures to the title question.</p>	
<p>Living - Religious practices and ways of living, questions about values and commitment</p>	<p style="text-align: center;">What does it mean to be a muslim in Britain today?</p> <p>Children should make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. Be able to describe and reflect on the significance of the Holy Qur'an to Muslims. Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. Be able to make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p style="text-align: center;">What matters most to Christians and humanists?</p> <p>Children should be able to describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. They should be able to simply describe some Christian and Humanist values. They should be able to express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p style="text-align: center;">What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</p> <p>Children should make connections between beliefs and behaviour in different religions. They should outline the challenges of being a Hindu, Christian or Muslim in Britain today. They should make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. They should get an opportunity to consider similarities and differences between beliefs and behaviour in different faiths.</p>	