



Dovedale Primary School

Religious Education (RE) Curriculum



Religious and Non-religious coverage

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Discovering their own sense of self and their place within the community.	Discovering Christians and Muslims.	Exploring Christians and Muslims and discovering Jewish people.	Discovering Hindus and connecting knowledge with Christians. <i>*Slight focus on Muslims.</i>	Connecting knowledge on Christians and Hindus and discovering Humanists.	Application of knowledge on Christians, Jewish people connecting with Humanists.	Application of religious and non-religious views.

Festivals coverage

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Birthdays and Christmas in relevance to their own lives.	The meaning of Christmas for Christians. Familiarity with Ramadan for Muslims.	Shabbat for Jewish people. Familiarity with the Easter story for Christians.	Unpicking the importance of Easter for Christians and Diwali for Hindus.	Forming their own opinions and responses about the importance of Easter, Diwali and Ramadan.		

Knowing and understanding religions and worldviews

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	Recall, name and talk about beliefs in relation to themselves. Recognise and talk about differences between people and their religions.	Recall, name and talk about religious materials in RE. Recognise and name features of religions and beliefs. Retell stories and suggest meanings.	Retell stories and discuss how these have informed peoples way of life. Identify how religion and belief is expressed in different ways. Identify similarities and differences between religions and belief.	Connect ideas by making links between beliefs, stories and practices. Identify the impact of beliefs and practices on people's lives. Describe similarities and differences between religions and belief.	Discuss connections between ideas, practices and viewpoints in different beliefs and religions. Describe the impact of beliefs and practices on individuals as well as with groups and communities. Explain similarities and differences within and between different religions and belief.	Explain the impact of and connections between ideas, practices and viewpoints in different beliefs and religions. Explain the impact of beliefs on individuals as well as communities. Explain how and why similarities and differences in belief are expressed.	Use religious and philosophical terminology to explain religions, beliefs and value systems. Appreciate and appraise different understandings of religion and worldviews. Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
Expressing and communicating ideas							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Identify what they find interesting and puzzling about their own lives. Observe materials associated with both themselves and others. Talk about the simple observations they find in relation to RE. <i>Record ideas using talking tins.</i>	Identify what they find interesting and puzzling about the lives of others. Notice and recognise materials linked to different religions. Ask questions about their own and other feelings and experiences. Retell religious stories and events through drama (<i>unscripted retelling and talk for writing</i>) and through writing (<i>simple sentences</i>).	Recognise that some questions about life are difficult to answer. Observe and recount different objects, materials and features linked to different religions. Ask about religions, beliefs, and ideas. Begin to respond to questions. Notice similarities and differences between different religions and worldviews and recognise how to respond sensitively. Record religious stories and events through written communication (<i>rewriting stories in their own words</i>)	Connect features of religions and beliefs. Ask significant questions about religions, beliefs, and ideas. Respond to questions sensitively by drawing upon prior knowledge. Give thoughtful responses to objects, materials, and art to help share their own ideas. Present religious stories, events, and findings through narratives.	Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and belief. Describe and suggest meaning for symbols and other forms of religious expression. Express their own ideas based on different features of RE (<i>materials, objects, art, culture etc</i>). Display knowledge of stories, events, and findings through verbal and written means.	Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Suggest answers to questions raised by finding and using their own relevant sources and evidence. Explain diverse ideas and viewpoints in various ways and forms. Demonstrate an understanding of religious narratives through verbal and written means. <i>Begin to weigh up how best to record e.g. reports, arguments, information texts etc.</i>	Identify the influences and distinguish between different viewpoints within religion and beliefs. Express insights of their own by making comparisons between beliefs and ideas. Observe and understand the challenges of a faith. Present historical narrative through a range of different media including film and spoken word. Choose appropriate genres to record findings (<i>newspaper reports, letters, biographies etc.</i>)
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Gaining and deploying skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Display an interest and curiosity towards their friends as well as people who are different to them.	Notice details within religions which are of interest to them. Find out about religions and worldviews by exploring books, stories, and pictures. Share their ideas in response to questions through spoken words.	Find out about religions and worldviews by exploring books, stories, pictures, artefacts, and/or some other sources. Express their ideas in response to questions through words, music, or art.	Consider and discuss questions, ideas, and points of view. Raise questions which link to their own ideas on a specific question.	Apply ideas about what different religions believe stories show and link to their own viewpoint.	Discuss their own and other viewpoints in relation to different questions. Respond thoughtfully to different ideas. Investigate questions and explain varied answers.	Present fully their own and others views on challenging questions. Apply their own ideas thoughtfully in different forms (<i>e.g. reasoning, music, art, poetry</i>) Demonstrate an understanding of what is right and wrong, just, and fair in a sensitive and appropriate manner.

Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>*All vocabulary is built upon from the previous years. Some vocabulary will be repeated to ensure depth of knowledge.</i>						
	<u>General</u> Believe, belief, Belonging, special, loved, respected, community, celebrate, welcome, birthdays, creation <u>Christianity:</u> God, Baptism, christening, Christmas, church, <u>Islamic:</u> Mosque	<u>General</u> Religion, religious, faith, believe, sacred, worship, celebration, festival, reflect, community, symbol, promise, charity <u>Christianity:</u> Christian, God, The Bible. Cross, candles, baptism, christening,	<u>General</u> Miracle, prayer, blessing, holy, uniqueness, individuality, Golden Rule, mysterious, signs, artefacts, <u>Christianity:</u> Jesus, altar, crucifix, font, symbol of light, Easter, Palm Sunday, Good Friday, betray,	<u>General</u> Morals, rituals, sources, guidance, wisdom, reflection, spiritual, religious/non-religious views, value, impact, <u>Christianity:</u> Testaments, chapters, verses, creation, the Fall, incarnation,	<u>General</u> Milestones, commitment, ceremonies, Worldwide community, inspiration, inspiring, attitudes, humanists, significant, impact, culture, metaphor <u>Christianity:</u> Anglican, Baptist, Roman Catholic,	<u>General</u> Theist, atheist, agnostic, census, benefits, challenges, national community, global community, witness, facts, interpretation, proof, chance, life, death, suffering, art,	<u>General</u> Practice, meaning, significance, value, challenge, ideology, expression, architecture, scriptures, generous, charitable, ethics, justice <u>Christianity</u> Grace, hell, heaven, cathedral,

	<u>Judaism:</u> Synagogue	wedding, Harvest, Christmas <u>Islamic:</u> Muslim, Allah, Prophet Muhammad, beads, prayer mat, Qu'ran, stand, compass, headscarf, fasting, Ramadan, Eid-ul- Fitr,	praise, rejoice, shepherd, parable <u>Islamic:</u> Calligraphy, <u>Judaism:</u> God, Mezuzah, Shabbat, day of delight, challah, ark, Torah scroll, kippah, Tenakh, Bar/Bat Mitzvah, mitzvoh, ketubah, Passover/ Pesach,	salvation, disobey, forgiveness, Moses <u>Hinduism:</u> Hindu, Trimurti, Brahma (creator), Vishnu (preserver), Shiva (destroyer), goddess, Mandir, murti, Aum, shrine, Puja, Prasad, bhajans, Bhagavad Gita, Diwali, Light	temptation, confirmation, first communion, life, death, heaven, parables, <u>Hinduism:</u> Karma, Sacred thread ceremony, Vedas, dharma, rebirth, reincarnation, moksha, ashramas, Sannyasa, OM, rangoli, Samskaras, deities, temptation, aarti, <u>Humanist:</u>	<u>Christianity</u> Orthodox, judgement, salvation, <u>Judaism</u> Reform synagogue, Western Wall, Ner Tamid, guidance, kosher <u>Humanists:</u> Code for living, moral concepts, fairness, freedom, truth, honesty, kindness, peace	glorifies, unconditionally, <u>Islamic</u> 5 Pillars. Pilgrimage, Shahadah, Ummah, sewa, selfless, <u>Hinduism</u> Harmless, Ghandi, ahisma, liberation, soul, samsara, reincarnation, moksha <u>Humanists</u> Principles
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