Coley Primary School's Curriculum

RE (EYFS-Y6)

Curriculum Overview

In the Foundation Stage, the Pan - Berkshire syllabus states that children encounter Christianity and at least one of the other Primary Phase required religions, ensuring that learning is aligned to the most recent EYFS framework. Learning should also be 'experiential and thematic.'

During the Foundation Stage Discovery RE covers aspects of RE through big questions which focus on areas like special people, places, times and stories - this is consistent with the Pan Berkshire syllabus requirement for learning to be thematic.

Some of the EYFS big questions in Discovery RE are:
What makes people special?
What can we learn from stories?
How do people celebrate?
What makes places special?

The Curriculum Overview shows how the key questions and expected outcomes in KS1 cover some of the units in Discovery RE enquiries for Foundation Stage.

Key Stage 1

During Key Stage 1, the Pan - Berkshire syllabus specifies that children learn about Christianity plus **one other** religion from Hinduism, Islam, Judaism or Sikhism in each year group. **Discovery RE includes Christianity** in each year **and** at Coley we will be covering **Judaism in Year 1 and Islam in Year 2.** The Pan - Berkshire syllabus includes some required Key Questions. Below is a chart with these **key questions:**

Key Stage 1 - Key Questions		
Qu.1	How do some religions demonstrate that everyone is special?	(Believing/Belonging)
Qu.2	Why are religious celebrations important to some people but not to others?	(Believing/Belonging/Behaving)
Qu.3	Does everyone believe the same things about God?	(Believing)
Qu.4	Why do symbols and stories play important roles in religions?	(Believing/Belonging/Behaving)
Qu.5	Why do some people follow religious leaders and teachings?	(Believing/Behaving)
Qu.6	How do some people's religious beliefs encourage them to care for the world?	(Believing/Behaving)

Below are the Key Stage 1 Expected outcomes as set out by the Pan-Berkshire RE Syllabus.

Key Stage 1 - Expected outcomes - Enquiry and Impact	
Exp. A	Recognise and give simple accounts of the core beliefs.
Exp. B	Retell a range of religious stories and explain how they link to the core beliefs and practices.
Exp. C	Describe some festivals, celebrations and practices and say how they reflect the core beliefs.
Exp. D	Recognise the roles of religious leaders and sacred texts.

Key Stage 2

At Key Stage 2, the syllabus requires pupils to study Christianity, Hinduism, Islam, Judaism and Sikhism. The Pan - Berkshire syllabus includes required Key Questions and Expected Outcomes for LKS2 and UKS2, which are below:

Key Stage 2 - Key Questions		
Qu.1	To what extent does participating in worship and/or prayer generate a sense of belonging?	(Believing/Belonging)
Qu.2	Do Rites of Passage always help a believer to feel connected to God and/or community?	(Believing/Belonging/Behaving)
Qu.3	How can music and the arts help to express and communicate religious beliefs?	(Believing/Belonging)
Qu.4	To what extent do religious beliefs influence and encourage 'good' behaviour?	(Believing/Behaving)
Qu.5	How do religious leaders and sacred texts contribute to believers' understanding of their faith?	(Believing)
Qu.6	How well does faith help people cope with matters of life and death?	(Believing/Behaving)
Qu.7	What difference might it make to believe in God as Creator?	(Believing/Behaving)
Qu.8	How might beliefs and community shape a person's identity?	(Believing/Belonging)

Lower Key Stage 2 - Expected outcomes - Enquiry and Impact	
Exp. A	Explain the significance of religious leaders and sacred texts
Exp. B	Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
Exp. C	Identify how core beliefs can guide lifestyle choices.
Exp. D	Recognise how religious identity can be shaped by community, family and practice.

Upper Key Stage 2 - Expected outcomes - Enquiry and Impact	
Exp. A	Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.
Exp. B	Explain and demonstrate how and why believers show courage and commitment
Exp. C	Explain how beliefs, practices and community can support or determine responses to matters of life and death.
Exp. D	Give examples of how core beliefs can be interpreted in different ways, leading to diverse expression and behaviour.

Discovery RE Programmes of Study includes Christianity in each year **and** at Coley, we will be studying **Hinduism in Year 3, Judaism in Year 4, Sikhism in Year 5 and Islam in Year 6.**

Whilst the Big Questions in Discovery RE are worded differently to those in the Syllabus, the Curriculum Overview below links the Enquiry Question to both the Syllabus Questions and Outcomes per religion, per year group.

Here is the Foundation Stage, Key Stage 1 and 2 Curriculum Overview by Year Group liking both Discovery RE and the Pan-Berkshire Syllabus' Key Questions and Outcomes.

Curriculum Overview for RE						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Foundation Stage	**Autumn 1 Christianity and Judaism** **Key Question:** What makes people special? **Key Content:** Families, Friends, Jesus and Moses **Theme:** Special People **Link to KS1 Pan Berkshire RE Syllabus Question and Outcome** **KS1 Qu.1** How do some religions demonstrate that everyone is special? **KS1 Exp. d)** Recognise the roles of religious leaders and sacred texts **British Values:** Rule of Law Individual Liberty	**Autumn 2 – Christianity** **Key Question:** What is Christmas? **Key Content:** Giving, saying thank you, the Christmas story and incarnation **Theme:** Christmas **Link to KS1 Pan Berkshire RE Syllabus Question and Outcome** **KS1 Qu.4** Why do symbols and stories play important roles in religions? **KS1 Exp. a)** Recognise and give simple accounts of the core beliefs **British Values:** Mutual Respect Tolerance of those of	**Spring 1 – Hinduism** **Key Question:** How do people celebrate? **Key Content:** Chinese, Persian New Year and Holi **Theme:** Celebrations **Link to KS1 Pan Berkshire RE Syllabus Question and Outcome** **KS1 Qu.2** Why are religious celebrations important to some people but not to others? **KS1 Exp. c)** Describe some festivals, celebrations and practices and say how they reflect the core beliefs. **British Values:**	**Spring 2 – Christianity** **Key Question:** What is Easter? **Key Content:** Salvation, Spring into life and the Easter Story **Theme:** Easter **Link to KS1 Pan Berkshire RE Syllabus Question and Outcome** **KS1 Qu.4** Why do symbols and stories play important roles in religions? **KS1 Exp. c)** Describe some festivals, celebrations and practices and say how they reflect the core beliefs. **British Values:**	**Summer 1 – Christianity, Islam, Hinduism, Sikhism** **Key Content:** Boy who cried wolf, Crocodile and the priest (Sikh), Bilal and the butterfly (Muslim), Gold Giving Serpent (Indian), The elephant and the dog (Asian), The parable of the lost coin **Key Question:** What can we learn from stories? **Theme:** Stories **Link to KS1 Pan Berkshire RE Syllabus Question and Outcome** **KS1 Qu.3** Does everyone believe the same things about God?	**Summer 2 Christianity, Islam, Judaism** **Key Question:** What makes places special? **Religions:** **Theme:** Special Places **Link to KS1 Pan Berkshire RE Syllabus Question and Outcome** **KS1 Qu.6** How do some people's religious beliefs encourage them to care for the world? **KS1 Exp. c)** Describe some festivals, celebrations and practices and say how they reflect the core beliefs. **British Values:**

Curriculum Overview for RE						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
	Mutual Respect Tolerance of those of different faiths and beliefs	different faiths and beliefs	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of law Mutual Respect Tolerance of those of different faiths and beliefs	**KS1 Qu.4** Why do symbols and stories play important roles in religions? **KS1 Qu.5** Why do some people follow religious leaders and teachings? **KS1 Exp. b)** Retell a range of religious stories and explain how they link to the core beliefs and practices. **British Values:** Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
Year 1	**Autumn 1 Christianity** **Area to focus:** Believing and Belonging **Question:** Does God want Christians to look after the world? **Theme**: Creation Story -environmental issues recycling/ stewardship	**Autumn 2 – Christianity** **Area to focus:** Believing and Belonging **Key Question:** What gift would I have given to Jesus if he had been born in my town not in Bethlehem?	**Spring 1 – Christianity** **Area to focus:** Believing and Belonging **Key Question**: How did Jesus show friendship? **Theme:** Jesus as a friend	**Spring 2 - Christianity** **Area to focus:** Believing and Behaving **Question:** Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	**Summer 1 - Judaism** **Area to focus:** Believing and Belonging **Question:** Is Shabbat important to Jewish children? **Theme:** Shabbat Key Special day - Shabbat meal – synagogue	**Summer 2 – Judaism** **Area to focus:** Believing and Belonging **Key Question**: Are Rosh Hashanah and Yom Kippur important to Jewish children?

Curriculum Overview for RE						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
	Pan Berkshire RE Syllabus Question and Expected Outcome **Qu.6** How do some people's religious beliefs encourage them to care for the world? **Exp. b)** Retell a range of religious stories and explain how they link to the core beliefs and practices **British Values:** Democracy Rule of law Tolerance of those of different faiths Mutual respect	**Theme:** Christmas Story Giving - care taken as to the choice of gift Nativity story Incarnation **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.4** Why do symbols and stories play important roles in religions? **Exp. d**) Recognise the roles of religious leaders and sacred texts **British Values:** Tolerance of those of different faiths Mutual respect	Zacchaeus, Jesus stills the storm Lazarus, friendship Forgiveness **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.1** How do some religions demonstrate that everyone is special? **Exp. a)** Recognise and give simple accounts of the core beliefs **British Values:** Rule of law Tolerance of those of different faiths Mutual respect	**Theme**: Easter – Palm Sunday Key Preparing for a special person The Messiah Palm Sunday Easter Story **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.3** Does everyone believe the same things about God? **Exp. d)** Recognise the roles of religious leaders and sacred texts **British Values:** Individual liberty Tolerance of those of different faiths Mutual respect	**Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.6** How do some people's religious beliefs encourage them to care for the world? **Exp. a)** Recognise and give simple accounts of the core beliefs **British Values:** Rule of law Individual liberty Tolerance of those of different faiths Mutual respect	**Theme:** Rosh Hashanah and Yom Kippur Forgiveness - repentance - Food and symbolism New year plans, prayer, synagogue **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.2** Why are religious celebrations important to some people but not to others? **Exp. c)** Describe some festivals, celebrations and practices and say how they reflect the core beliefs. **British Values:** Rule of law Individual liberty Tolerance of those of different faiths Mutual respect

Curriculum Overview for RE						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 2	**Autumn 1 - Christianity** **Area to focus:** Believing **Key Question:** Is it possible to be kind to everyone all of the time? **Theme:** What did Jesus teach? Good Samaritan, Love your neighbour, Jesus healing the paralysed man **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.5** Why do some people follow religious leaders and teachings? **Exp. b)** Retell a range of religious stories and explain how they link to the core beliefs and practices **British Values:** Individual liberty Tolerance of those of different faiths Mutual respect	**Autumn 2 – Christianity Area to focus:** Believing **Question:** Why did God give Jesus to the world? **Theme:** Christmas – Jesus as a gift from God Saviour, Advent, Jesus' teachings, Incarnation **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.2** Why are religious celebrations important to some people but not to others? **Exp. a)** Recognise and give simple accounts of the core beliefs **British Values:** Tolerance of those of different faiths Mutual respect	**Spring 1 – Islam** **Area to focus:** Believing, behaving and belonging. **Key Question**: Does praying at regular intervals help a Muslim in his/ her every-day life? **Theme:** Prayer and worship Prayer, commitment to Allah **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.3** Does everyone believe the same things about God? **Exp. a)** Recognise and give simple accounts of the core beliefs **British Values:** Tolerance of those of different faiths Mutual respect	**Spring 2 - Christianity** **Area to focus:** Believing Theme: Easter, resurrection **Key Question:** Is it true that Jesus came back to life again? **Theme: Easter** – Resurrection - Easter symbols - new life - egg Easter story Salvation **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.4** Why do symbols and stories play important roles in religions? **Exp. c)** Describe some festivals, celebrations and practices and say how they reflect the core beliefs. **British Values:** Rule of law	**Summer 1 - Islam** **Area to focus:** Believing and Belonging **Key Question:** does going to the Mosque give Muslims a sense of belonging? **Theme**: Community and belonging Mosque, washing, prayer in a mosque **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.2** Why are religious celebrations important to some people but not to others? **Exp. c)** Describe some festivals, celebrations and practices and say how they reflect the core beliefs. **British Values:**	**Summer 2 – Islam** **Area to focus:** Believing and Belonging **Key Question:** Does completing the Hajj make a person a better Muslim? **Theme:** Hajj Pilgrimage - Hajj - Makkah - significance - 5 pillars **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.1** How do some religions demonstrate that everyone is special? **Qu.4** Why do symbols and stories play important roles in religions? **Exp. d)** Recognise the roles of religious leaders and sacred texts **Exp. b)** Retell a range of religious stories and explain how they

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	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
				Tolerance of those of different faiths Mutual respect	Rule of law (prayer in the Q'ram is a Pillar of Islam) Tolerance of those of different faiths Mutual respect	link to the core belief and practices **British Values:** Rule of law (Hajj is a pillar of Islam) Tolerance of those of different faiths Mutual respect
Year 3	**Autumn 1 - Hinduism** **Area to focus:** Belonging and believing **Key Question:** Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? **Theme:** Story of Rama and Sita, Divali, Lakshmi, temple **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.1** To what extent does participating in worship and/or prayer	**Autumn 2 – Christianity Area to focus:** Believing and behaving **Question:** Has Christmas lost its true meaning? **Theme:** Christmas **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.1** To what extent does participating in worship and/or prayer generate a sense of belonging?	**Spring 1 – Hinduism** **Area to focus:** Believing and behaving. **Key Question**: Could Jesus heal people? Were these miracles or is there some other explanation? **Theme:** Jesus' Miracles **Concept:** Incarnation Jesus and the blind man-The paralysed man - Miracles - Who was Jesus? **Pan Berkshire RE Syllabus Question**	**Spring 2 - Christianity** **Area to focus:** Believing **Key Question:** What is "good" about Good Friday? **Theme:** Easter - Forgiveness The Last Supper, Crucifixion, forgiveness Salvation **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu. 6** How well does faith help people	**Summer 1 - Hinduism** **Area to focus:** Believing **Key Question:** How can Brahman be everywhere and in everything? **Theme:** Hindu Beliefs Brahman, deities, Ganesha, Trimurti, **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.3** How can music and the arts help express and	**Summer 2 – Hinduism** **Area to focus:** Believing and Belonging **Question:** Would visiting the River Ganges feel special to a non-Hindu? **Theme:** Pilgrimage to the River Ganges River Ganges, pilgrimage, funeral customs, Varanasi **Pan Berkshire RE Syllabus Question and Expected Outcome**

Curriculum Overview for RE						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
	generate a sense of belonging? **Qu.5** How do religious leaders and sacred texts contribute to believers' understanding of their faith? **LKS2 Exp. d)** Recognise how religious identity can be shaped by family, community and practice. **LKS2 Exp a)** Explain the significance of religious leaders and sacred texts **British Values:** Rule of Law Individual liberty Tolerance of those of different faiths Mutual respect	**LKS2 Exp. b)** Describe a range of ways that believers express their core beliefs and make the links between belief and expression **British Values:** Individual liberty Tolerance of those of different faiths Mutual respect	**and Expected Outcome** **Qu.2** Do Rites of Passage always help a believer to feel connected to God and/ or a community? **LKS2 Exp. a)** Explain the significance of religious leaders and sacred texts **British Values:** Tolerance of those of different faiths Mutual respect	cope with matters of life and death? **LKS2 Exp. a)** Explain the significance of religious leaders and sacred texts **British Values:** Tolerance of those of different faiths Mutual respect	communicate religious beliefs? **LKS2 Exp. b)** Describe a range of ways that believers express their core beliefs and make the links between belief and expression. **British Values:** Tolerance of those of different faiths Mutual respect	**Qu.2** Do Rites of Passage always help a believer to feel connected to God and/ or a community? **LKS2 Exp. c)** Identify how core beliefs can guide lifestyle choices **British Values:** Tolerance of those of different faiths Mutual respect
Year 4	**Autumn 1 - Judaism** **Area to focus:** Believing and Belonging **Key Question:** How special is the relationship	**Autumn 2 – Christianity** **Area to focus:** Believing and Belonging **Question:** What is the most significant	**Spring 1 – Judaism** **Area to focus:** Believing, behaving and Belonging **Key Question:** How important is it for Jewish people to	**Spring 2 - Christianity** **Area to focus:** Believing and behaving	**Summer 1 - Judaism** **Area to focus:** Believing and Belonging **Key Question:**	**Summer 2 – Christianity** **Area to focus:** Believing and Behaving **Key Question**: Do people need to go to

Curriculum Overview for RE						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
	Jews have with God? **Theme:** Beliefs and Practices Covenant, Abraham, Isaac, Moses, Ten Commandments, Synagogue, Torah, Ner Tamid, Mezuzah, Shema **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.5** How do religious leaders and sacred texts contribute to believers' understanding of their faith? **Qu.1** To what extent does participating in worship and/or prayer generate a sense of belonging? **LKS2 Exp a)** Explain the significance of religious leaders and sacred texts **British Values:** Rule of Law Individual liberty	part of the nativity story today? **Theme:** Christmas Key (Incarnation) Symbols, key message to Christians, Incarnation **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.1** To what extent does participating in worship and/or prayer generate a sense of belonging? **LKS2 Exp. b)** Describe a range of ways that believers express their core beliefs and make the links between belief and expression **British Values:** Tolerance of those of different faiths Mutual respect	do what God asks them to do? **Theme:** Passover Kashrut, Kosher, Passover, Seder Meal **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.6** How well does faith help people cope with matters of life and death? **Qu. 7** What difference might it make to believe in God as Creator? **LKS2 Exp. b)** Describe a range of ways that believers express their core beliefs and make the links between belief and expression. **British Values:** Rule of Law Individual liberty Tolerance of those of different faiths Mutual respect	**Key Question:** is forgiveness always possible? **Theme:** Easter - Forgiveness The Last Supper, Forgiveness, Jesus' teachings on enemies, anger, revenge, Easter. Salvation **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu. 8** How might beliefs and community shape a person's identity? **British Values:** Rule of Law Individual liberty Tolerance of those of different faiths Mutual respect	What is the best way for a Jew to show commitment to God? **Theme:** Rites of Passage and good works Shabbat, Bar/Bat Mitzvah, Mitzvoth Tu B'Shevat (tree) **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.4** To what extent do religious beliefs influence and encourage 'good' behaviour? **Qu.2** Do Rites of Passage always help a believer to feel connected to God and/ or community? **Qu. 8** How might beliefs and community shape a person's identity? **LKS2 Exp. c)** Identify how core beliefs can guide lifestyle choices	church to show they are Christians? **Theme:** Beliefs and Practices Church, baptism, Eucharist, worship, daily life, prayer, commitment **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.2** Do Rites of Passage always help a believer to feel connected to God and/or community? **LKS2 Exp. b)** Describe a range of ways that believers express their core beliefs and make the links between belief and expression. **British Values:** Individual liberty Tolerance of those of different faiths Mutual respect

Curriculum Overview for RE						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
	Tolerance of those of different faiths Mutual respect				**LKS2 Exp. d)** Recognise how religious identity can be shaped by family, community and practice. **UKS2 Exp. b)** Explain and demonstrate how and why believers show courage and commitment. **British Values:** Rule of Law Individual liberty Tolerance of those of different faiths Mutual respect	
Year 5	**Autumn 1 - Sikhism** **Area to focus:** Believing **Key Question:** How far would a Sikh go for his/her religion? **Theme:** Belief into Action Guru Nanak, Worship, the Langar, the Golden Temple of Amritsar, marriage, 5Ks	**Autumn 2 – Christianity Area to focus:** Believing **Question:** Is the Christmas story true? **Theme:** Christmas Key (Incarnation) Christmas story Incarnation **Pan Berkshire RE Syllabus Question**	**Spring 1 – Sikhism** **Area to focus:** Believing and Belonging **Key Question**: Are Sikh stories important today? **Theme:** Beliefs and Moral Values Guru Granth Sahib, Guru Nanak and the jasmine flower, Bhai Lalo and Malik Bhago, Vaisakhi,	**Spring 2 - Christianity** **Area to focus:** Believing **Key Question:** How significant is it for Christians to believe God intended Jesus to die? **Theme:** Easter Last Supper, Holy week, Crucifixion Salvation, redemption, sacrifice	**Summer 1 – Sikhism** **Area to focus:** Prayer and Worship **Key Question**: What is the best way for a Sikh to show commitment to God (Waheguru)? **Theme:** Ways to show commitment 5 Ks, Gurdwara, Sewa, commitment	**Summer 2 – Christianity** **Area to focus:** Believing and Behaving **Key Question:** What is the best way for a Christian to show commitment to God? **Theme:** Beliefs and Practices Love your neighbour, Faith in action,

Curriculum Overview for RE						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
	Pan Berkshire RE Syllabus Question and Expected Outcome **Qu.1** To what extent does participating in worship and/or prayer generate a sense of belonging? **UKS2 Exp.** d) Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour. **British Values:** Rule of Law (Vedas) Individual liberty (how much does a Sikh give up)	**and Expected Outcome** **Qu. 7** What difference might it make to believe in God as Creator? **LKS2 Exp. c)** Identify how core beliefs can guide lifestyle choices **British Values:** Individual liberty Tolerance of those of different faiths Mutual respect	Guru Nanak and the Cobra, **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu. 7** What difference might it make to believe in God as Creator? **UKS2 Exp. a)** Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice **British Values:** Rule of Law Tolerance of those of different faiths Mutual respect	**Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.4** To what extent do religious beliefs influence and encourage 'good' behaviour? **UKS2 Exp. d)** Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour. **British Values:** Tolerance of those of different faiths Mutual respect	**Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu. 8** How might beliefs and community shape a person's identity? **LKS2 Exp. c)** Identify how core beliefs can guide lifestyle choices **UKS2 Exp. b)** Explain and demonstrate how and why believers show courage and commitment. **British Values:** Rule of Law Tolerance of those of different faiths Mutual respect	Christian charities, Mother Teresa, Martin Luther King, prayer, Communion, Church **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.4** To what extent do religious beliefs influence and encourage 'good' behaviour? **UKS2 Exp. a)** Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice **British Values:** Rule of Law Individual liberty
Year 6	**Autumn 1 - Islam** **Area to focus:** Believing and behaving	**Autumn 2 – Christianity Area to focus:**	**Spring 1 – Christianity** **Area to focus:** Believing	**Spring 2 - Christianity**	**Summer 1 & 2 – Islam** **NB:** This enquiry is taught in 2 sections over the term **Area of Focus:**	

Curriculum Overview for RE						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
	Key Question: What is the best way for a Muslim to show commitment to God? **Theme:** Beliefs and Practices Belief into Action 5 pillars – prayer – charity -fasting – Hajj pilgrimage Commitment, faith **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.1** To what extent does participating in worship and/or prayer generate a sense of belonging? **LKS2 Exp. c)** Identify how core beliefs can guide lifestyle choices **British Values**: Rule of Law Individual liberty Tolerance of those of different faiths Mutual respect	Believing and behaving **Key Question:** How significant is it that Mary was Jesus's mother? **Theme:** Christmas Key (Incarnation) Celebrations and traditions, symbols Incarnation **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.5** How do religious leaders and sacred texts contribute to believers' understanding of their faith? **UKS2 Exp. d)** Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour	**Key Question:** Is anything ever eternal? **Theme:** Beliefs and Meaning **Concept:** Salvation Jesus teachings and parables, Lost Son, 10 lepers, 2 Great commandments, agape, heaven, love Salvation, eternal life **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.6** How well does faith help people cope with matters of life and death? **UKS2 Exp. c)** Explain how beliefs, practices and community can support or determine responses to matters of life and death. **British Values:** Tolerance of those of different faiths	**Area to focus:** Believing and Belonging **Key Question**: Is Christianity still a strong religion 2000 years after Jesus was on Earth? **Theme:** Resurrection Relevance **Concept:** Gospel Festivals, charities, Christianity in society **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.4** To what extent do religious beliefs influence and encourage 'good' behaviour? **UKS2 Exp. b)** Explain and demonstrate how and why believers show courage and commitment. **British Values:** Democracy	Believing and behaving **Key Question:** Does belief in Akhirah (life after death) help Muslims lead good lives? **Theme:** Actions/consequences, Greater Jihad, Military Jihad, Qur'an, Lesser Jihad/Holy War **Pan Berkshire RE Syllabus Question and Expected Outcome** **Qu.4** To what extent do religious beliefs influence and encourage 'good' behaviour? **Qu.5** How do religious leaders and sacred texts contribute to believers' understanding of their faith? **Qu.6** How well does faith help people cope with matters of life and death? **Qu. 8** How might beliefs and community shape a person's identity? **UKS2 Exp. a)** Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice **UKS2 Exp. b)** Explain and demonstrate how and why believers show courage and commitment. **UKS2 Exp. c)** Explain how beliefs, practices and community can support or determine responses to matters of life and death. **UKS2 Exp. d)** Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.	

Curriculum Overview for RE						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
		British Values: Democracy Individual liberty Tolerance of those of different faiths Mutual respect	Mutual respect	Rule of Law Individual liberty Tolerance of those of different faiths Mutual respect	**British Values:** Democracy Rule of Law Individual liberty Tolerance of those of different faiths Mutual respect	

RE AND CONTRIBUTION TOWARDS SPECIFIC FOUNDATION STAGE ELGs			
	22-36 Months	**30-50 Months**	**40-60 Months**
Knowledge and understanding of the world: People and Communities	• Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.	Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. EYFS Statement Links: • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions, and the importance of treating them with respect. EYFS Statement Links: • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family • Enjoys joining in with family customs and routines.
Knowledge and understanding of the world: The World	• Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. EYFS Statement Links: • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment.	Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation. EYFS Statement Links: • Looks closely at similarities, differences, patterns and change.

RE AND CONTRIBUTION TOWARDS SPECIFIC FOUNDATION STAGE ELGs			
Personal, social and emotional development: self-confidence and self-awareness	• Separates from main carer with support and encouragement from a familiar adult. • Expresses own preferences and interests.	Children are confident to try new activities, and say why they like some activities more than others do. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help. EYFS Statements: • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help.	Children are confident speaking to a class group. They can talk about the things they enjoy, are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them. EYFS Statements: • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.

PROGRESSION OF STEPS FOR RE FOR Y1 TO Y6 BY RELIGION						
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Year Group	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
CHRISTIANITY	• To remember different Christian stories and talk about them. • To express an opinion about different Christian beliefs. • To say how Christians show different values and how God helps them do this. • To talk about a gift that is special to me • To remember some or the entire Christmas story. • To suggest a gift I would give to Jesus. • To talk about a person I admire. • To recall parts of the Easter story and recognise some symbols in the story. • To start to show understanding that Jesus is special to Christians and express why. • To say how it felt to make something.	• To say when and why it is easy or difficult to be kind from a personal experience. • To re-tell one or more stories Jesus told about being kind. To give an example of when Jesus showed kindness. • To express an opinion by saying how Christians should be kind and give a reason. • Explain how showing love can help solve problems. • To remember the Christmas story and to start to explain that Christians believe Jesus was a gift from God. • To tell why Christians think God gave Jesus to the world. • Talk about own beliefs about death and how to remember special people. • To recall what Christians believe happened on Easter Sunday.	• To explain the personal significance of Christmas and discuss whether this involves giving and receiving gifts. • To start to explain the Christian belief of incarnation and why God gave Jesus to the world. • To start to tell the personal meaning of Christmas and what it means to Christians. • To talk about own miracle beliefs. • To explain one Christian viewpoint about one of Jesus' healing miracles. • To start to say what I believe about Jesus' healing miracles. • To suggest personal ways to help others in difficult situations. • To start to tell why Christians believe Jesus' death is important. • To start to reflect on Christian beliefs about Jesus' death.	• To design a symbolic object to show the personal significance of Christmas. • To explain Christmas Christian symbolism • To ask questions about the personal meaning of Christmas. • To talk about help required to show forgiveness. • To describe the Biblical perspective of forgiveness from Jesus' teachings. • To show an understanding of how Christians believe God can help them show forgiveness. • To explain some special places and their meaning. • To describe some of the ways Christians use churches to worship participate in important ceremonies.	• To start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways • To start to explain the Christian belief that Jesus was the Incarnation of God. • To start to express an opinion on whether the Christmas story is true and what this might mean to Christians. • To give an example of someone with a strong sense of purpose for their life and express my opinions on this. • To start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. • To start to express my opinion about Jesus' crucifixion being his destiny/purpose.	• I can explain the qualities needed in different people because of the important jobs they are chosen to do. • I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). • I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views. • To express the feelings evoked when thinking about situations or things I would like to last forever. • To make links between different Christian beliefs and their views on whether anything is ever eternal. • To reflect on own beliefs about whether anything is eternal. • To explain how people's influence has affected what is important personally.

PROGRESSION OF STEPS FOR RE FOR Y1 TO Y6 BY RELIGION						
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Year Group	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	• To remember the Christian Creation story and talk about it. • To express an opinion about the Christian belief about creation.	• To start to suggest a different explanation as to what happened to Jesus after his death and offer an opinion.		• To start to understand the impact a Christian's special place has.	• To show an understanding of why people show commitment in different ways. • To describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. • To explain my thoughts on why some ways of showing commitment to God would be better than others for Christians.	• To explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. • To give own opinion as to whether Christianity is a strong religion now and explain this.
JUDAISM (taught in Year 1 and 4 only)	• To tell you my favourite day of the week and talk about food shared in a special meal. • To use the right names for things that are special to Jewish people during Shabbat and explain why. • To start to make a connection between being Jewish and			• To give examples of agreements and contracts and explain how it would feel if one was broken. To share an affirmation or promise I would like to make. • To start to explain what makes Jewish people believe they have a special relationship with God.		

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Year Group	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	decisions about behaviour. • To say how it feels to say sorry and explain what I have said sorry for. • To tell you something about what Rosh Hashanah or Yom Kippur is. • To choose a picture and explain my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.			• To tell some of the ways Jewish people express their special relationship with God and start to understand how that might feel. • To discuss reasons to follow an instruction not to eat certain foods, who to listen to and why. • To describe some of the things Jews do to show respect to God. • To start to identify how it would feel to keep Kashrut. • I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me. • I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.		

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Year Group	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
				• I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons		
ISLAM (taught in Year 2 and 6 only)		• To start to explain how commitment can be hard and describe how it would feel to reach a goal. • To use the right words to describe how Muslims pray and begin to explain why they do this. • To start to think through how praying five times a day might help Muslims with commitment in some ways more than others. • To understand how meeting in a certain place could give me a senses of belonging. • To explain what happens when Muslims pray alone or at the mosque. • To talk about how Muslims feel a sense of belonging when they are with other Muslims or				• To show an understanding of why people show commitment in different ways. • To describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. • To think of some ways of showing commitment to God that would be better than others for Muslims. • To give examples of times when own choices have been influenced and may have changed when considering the consequences that might follow. • To explain how believing in Akhirah influences

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Year Group	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
		when they pray on their own and say why this might be. • To tell you about a personal special journey and why it was special. • To remember some of the events that happen during Hajj and start to explain why these are important to Muslims. • To start to think about the significance of Hajj to a Muslim.				Muslims to do their best to lead good lives. • To recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. • To give examples of times when I misinterpreted something. • To explain two or more different Muslim interpretations of Jihad. • To recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.
HINDUISM (Year 3 only)			• To tell three important actions to support a group I belong to. To discuss my understanding of a group's symbol. • To describe some of the ways Hindus celebrate Divali and start to explain			

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Year Group	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
			my understanding of how Hindu children might feel at Divali. • To start to say why Divali might bring a sense of belonging to Hindus. • To explain some of the different roles I play whilst still being me. • To describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. • To identify and express thoughts about some Hindu beliefs about Brahman and gods whilst showing respect to Hindus. • To talk about some ways that people use water in groups and start to explain how that gives a sense of community. • To describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.			

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Year Group	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
			• To empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.			
SIKHISM (Year 5 Only)					• To identify the different levels of commitment I might show to different things and explain these priorities. • To make links between how Sikhs practise their religion and the beliefs that underpin this. • To ask questions respectfully about some of the ways Sikhs choose to behave and the levels of commitment they show. • To explain how some stories can teach people about what is important and how to behave. • To recognise that stories can be an important way of expressing belief and meaning and explain the relevance of a Sikh story. • To explain how some stories can teach Sikhs about what is important	

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Year Group	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
					in life and relate this to non-Sikhs. • To show an understanding of why people show commitment in different ways. • To describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. • To start to express what I think about the best way a Sikh could show commitment to God.	