



**Greasley Beauvale Primary School**  
**RE Curriculum**



	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>Nursery</b>	<p><b><u>Which stories are special and why?</u></b></p> <ul style="list-style-type: none"> <li>Children will listen to and recall key events from familiar and special stories.</li> <li>Children will talk about why a story is special to them or their family.</li> <li>Children will begin to understand that stories can teach us lessons or reflect beliefs and traditions.</li> </ul> <p><b><u>Which people are special and why?</u></b></p> <ul style="list-style-type: none"> <li>Children will identify people who are special to them (e.g. family members, friends, teachers).</li> <li>Children will talk about what makes someone special (e.g. kindness, helping, love).</li> <li>Children will begin to understand that different people are special to different individuals or communities.</li> </ul> <p><b><u>What places are special and why?</u></b></p> <ul style="list-style-type: none"> <li>Children will talk about places that are special to them (e.g. home, park, place of worship).</li> <li>Children will explore what makes a place special (e.g. feelings, memories, activities).</li> <li>Children will begin to understand that special places can be different for different people.</li> </ul>	<p><b><u>Communication and Language</u></b></p> <p>Enjoy listening to longer stories and can remember much of what happens. Be able to talk about familiar books, and be able to tell a long story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns.</p> <p><b><u>Personal, Social and Emotional Development</u></b></p> <p>Develop their sense of responsibility and membership of a community. Begin to understand how others might be feeling.</p> <p><b><u>Literacy</u></b></p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><b><u>Understanding the World</u></b></p> <p>Begin to make sense of their own life-story and family's history. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Show interest in different occupations.</p>	<p>Religion Special books Special places Special stories prayer Christmas bible Church Jesus</p>
<b>Reception</b>	<p><b><u>Who are we and how do we belong?</u></b></p> <ul style="list-style-type: none"> <li>Children will talk about themselves and their families, recognising similarities and differences.</li> <li>Children will identify groups they belong to (e.g. family, class, school).</li> <li>Children will explore how we show we belong (e.g. through shared routines, celebrations, values).</li> </ul>	<p><b><u>Communication and Language</u></b></p> <p>children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions; use talk to organise, sequence and clarify thinking, ideas, feelings and events; answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities;</p>	<p>Religion Moses Passover Torah Synagogue Allah Prophet Muhammad Qur'an Mosque</p>



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	<p><b><u>Which times are special and why?</u></b></p> <ul style="list-style-type: none"> <li>• Children will identify special times in their lives (e.g. birthdays, holidays, religious festivals).</li> <li>• Children will talk about how and why people celebrate different events.</li> <li>• Children will begin to understand that people celebrate different things in different ways.</li> </ul> <p><b><u>How can we care for living things?</u></b></p> <ul style="list-style-type: none"> <li>• Children will identify what living things need to survive and thrive.</li> <li>• Children will demonstrate ways to care for plants and animals in their environment.</li> <li>• Children will understand the impact of their actions on living things.</li> </ul>	<p>talk about how they and others show feelings; develop their own narratives in relation to stories they hear from different communities.</p> <p><b><u>Personal, Social and Emotional Development</u></b> children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously; talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable; think and talk about issues of right and wrong and why these questions matter; respond to significant experiences showing a range of feelings when appropriate; have a developing awareness of their own needs, views and feelings and be sensitive to those of others; x have a developing respect for their own cultures and beliefs, and those of other people; show sensitivity to others' needs and feelings and form positive relationships.</p> <p><b><u>Understanding the World</u></b> children talk about similarities and differences between themselves and others, among families, communities and traditions; begin to know about their own cultures and beliefs and those of other people; explore, observe and find out about places and objects that matter in different cultures and beliefs.</p> <p><b><u>Expressive Arts and Design</u></b> children use their imagination in art, music, dance, imaginative play, rôle-play and stories to represent their own ideas, thoughts and feelings; respond in a variety of ways to what they see, hear, smell, touch and taste.</p> <p><b><u>Literacy</u></b> children access a wide range of books, poems and other written materials to ignite their interest.</p>	
<b>Year 1</b>	<b><u>Celebrations and festivals</u></b>	<b><u>Know about and understand religions and worldviews</u></b>	<b><u>Celebrations and festivals</u></b>



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	<p>Pupils will learn simply about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat.</p> <p>They will learn about the songs, worship, celebrations, stories, artefacts and food.</p> <p>Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr.</p> <p><b><u>Myself and caring for others</u></b></p> <p>Pupils will learn about their uniqueness as a person in a family and community.</p> <p>They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing.</p> <p>They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.</p> <p><b><u>Beliefs and teachings</u></b></p> <p>Pupils will learn about some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000.</p> <p>They hear and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son.</p> <p>They learn that these stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways.</p> <p><b><u>Symbols in religious worship and practice</u></b></p> <p>Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship.</p> <p>They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there.</p> <p>They will learn about weddings in Jewish and Christian holy buildings.</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p><b><u>Express ideas and insights into religions and worldviews</u></b></p> <p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.</p> <p><b><u>Gain and deploy the skills for learning from religions and worldviews</u></b></p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – mosque or mandir – can be considered too.</p> <p>Literacy skills including the ability to engage with stories, sharing and expressing their own ideas, remember characters, infer meaning and enjoy retelling the stories.</p>	<p>Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus.</p> <p><b><u>Myself and caring for others</u></b></p> <p>Religion, Christian, Jewish, Humanist, synagogue, church, symbol, God.</p> <p><b><u>Beliefs and teachings</u></b></p> <p>Religion, Christian, church, Bible, symbol, thankful, faith, belief, Easter, God</p> <p><b><u>Symbols in religious worship and practice</u></b></p> <p>Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.</p>
<b>Year 2</b>	<p><b><u>Leaders</u></b></p> <p>Pupils will learn some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments).</p>	<p><b><u>Know about and understand religions and worldviews</u></b></p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come</p>	<p><b><u>Leaders</u></b></p> <p>Religion, Christian, Jewish, Torah, Bible,</p>



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	<p>They will find out about Moses as a great leader for Jewish people. They will learn some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians). They will find out about Saint Peter as a Christian leader They will consider what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. A non -religious leader makes a good point of comparison.</p> <p><b><u>Believing</u></b> Pupils will learn some Jewish peoples' ideas about God and the story of creation. They will find out about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat. They will learn about some ways a Rabbi teaches the community about God.</p> <p><b><u>Belonging</u></b> Pupils will learn about belonging in a family, to a school and in the community. They will gain knowledge about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule ('do to others what you would like them to do to you') and belonging to humanity.</p> <p><b><u>Story</u></b> Pupils will learn Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel. They will gain knowledge about the Jewish Bible and the importance of the Torah.</p>	<p><b><u>Express ideas and insights into religions and worldviews</u></b> Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p><b><u>Gain and deploy the skills for learning from religions and worldviews</u></b> Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what it means to belong in varies ways. They will use their factual knowledge to suggest meanings in Jewish practice. They will use their factual knowledge to suggest what makes ancient stories valuable to some people today.</p>	<p>wise sayings, rules for living, co-operation.</p> <p><b><u>Believing</u></b> Religion, Jewish, Judaism, synagogue, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, sacred.</p> <p><b><u>Belonging</u></b> Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred. Religion, Christian, church, symbol, Bible, Golden Rule ('do to others as you would like them to do to you'), belonging, worship, holiness, sacred.</p> <p><b><u>Story</u></b> Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator.</p>
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<b>Year 3</b>	<p><b><u>Belief and questions</u></b> Knowledge: Pupils will learn:</p> <ul style="list-style-type: none"> <li>• about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest.</li> <li>• about contemporary practices in relation to these four festivities. about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit.</li> <li>• about the 'fruit of the spirit' (Galatians 5:22)</li> </ul> <p><b><u>Religion, family and community: Prayer</u></b> <b><u>Pupils will learn:</u></b></p> <ul style="list-style-type: none"> <li>• about the practice, meaning and importance of the 5 daily Islamic prayers</li> <li>• about the meaning and use of the Lord's Prayer in Christianity,</li> <li>• about prayer at a mosque or a church, about beliefs about Allah / God and prayer in the different religions.</li> </ul> <p><b><u>Worship and sacred places:</u></b> <b><u>Pupils will learn:</u></b></p> <ul style="list-style-type: none"> <li>• about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship.</li> <li>• 4 key terms in relation to each building.</li> <li>• to identify similarities between the places of worship</li> <li>• to connect features of the buildings to religious beliefs, teachings, practices and ways of living.</li> </ul> <p><b><u>Inspirational people from the past</u></b> Pupils will learn about:</p> <ul style="list-style-type: none"> <li>• at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam).</li> <li>• examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus.</li> <li>• examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.</li> </ul>	<p><b><u>Know about and understand religions and worldviews</u></b> Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p><b><u>Express ideas and insights into religions and worldviews</u></b> Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p><b><u>Gain and deploy the skills for learning from religions and worldviews</u></b> Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>Pupils will explore, discuss and apply concepts in their leaning: Christian beliefs about creation, God, community and commitment to God and humanity. Pupils will learn about values, including love, generosity, patience, faithfulness and self-control. Pupils will practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other.</p>	<p><b><u>Belief and questions</u></b> Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values</p> <p><b><u>Religion, family and community: Prayer</u></b> Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.</p> <p>Religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values.</p>
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<h3>Year 4</h3>	<p><b><u>The journey of life and death</u></b> Pupils will learn:</p> <ul style="list-style-type: none"><li>• about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian).</li><li>• details about and reasons for ritual and practice on pilgrimages. to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage.</li><li>• about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent.</li></ul> <p><b><u>Spiritual expression</u></b></p> <ul style="list-style-type: none"><li>• Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship.</li><li>• Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christian songs for children.</li><li>• These can be compared with music from any sources which pupils find spiritually interesting or inspiring.</li></ul> <p><b><u>Religion, family, community, worship, celebration, ways of living</u></b></p> <ul style="list-style-type: none"><li>• Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK,.</li><li>• They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.</li></ul>	<p><b><u>Know about and understand religions and worldviews</u></b> Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p><b><u>Express ideas and insights into the significance of religion and worldviews</u></b> Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p><b><u>Gain and deploy skills for engaging with religions and worldviews</u></b> Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>Pupils will use and develop skills of expressing understanding and handling varied perspectives.</p> <p>Pupils will use and develop skills of expressing understanding and handling varied perspectives on pilgrimage. Crucial for RE at this stage is the ability to recognise different reasonable ideas and describe varied religious practice and its meanings.</p> <p>Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work.</p>	<p><b><u>The journey of life and death</u></b> Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise.</p> <p><b><u>Symbols and religious expression</u></b> Religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.</p> <p><b><u>Spiritual Expression</u></b> Religion, Christian, spiritual, worship, devotion, belief, self-expression</p> <p><b><u>Religion, family, community, worship, celebration, ways of living</u></b> Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol),</p>
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<b>Year 5</b>	<p><u>Inspirational people in today's world</u></p> <ul style="list-style-type: none"> <li>Religious content can include examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples.</li> </ul> <p><u>Religion and the individual: what matters to Christians?</u></p> <ul style="list-style-type: none"> <li>Religious content will include: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist;</li> <li>The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration.</li> </ul> <p><u>Beliefs and questions</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life.</li> <li>to reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture.</li> </ul> <p><u>Beliefs in action in the world</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque.</li> <li>about different charities which apply the 'golden rule' ('treat others as you would like to be treated', 'love your neighbour as you love yourself') from a range of religions and worldviews to some.</li> </ul>	<p><b><u>Know about and understand religions and worldviews</u></b></p> <p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p><b><u>Express ideas and insights into the significance of religion and worldviews</u></b></p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p><b><u>Gain and deploy skills for engaging with religions and worldviews</u></b></p> <p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;</p> <p>Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership. Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.</p> <p>Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.</p> <p>They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.</p>	<p>community, commitment, values.</p> <p><b><u>Inspirational people in today's world</u></b></p> <p>Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.</p> <p><b>Muslim key words</b> will include 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct) <b>Hindu key words</b> will include murtis, Brahman, gods and goddesses, ahimsa <b>Non-religious</b> key words include atheist, agnostic.</p> <p><b><u>Beliefs in action in the world</u></b></p> <p>Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion,</p>
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<b>Year 6</b>	<p><b><u>Wisdom and authority</u></b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>to understand two carefully selected texts from the scriptures of each of the religions selected for study.</li> <li>about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values.</li> </ul> <p><b><u>Religion, worldviews, family and community</u></b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>about the statistics of world religions in the local area, the county, region, nation and world.</li> <li>about at least two examples of inter faith co-operation.</li> </ul> <p><b><u>Beliefs in action in the world</u></b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>about spiritual concepts of justice, fairness, compassion and responsibility.</li> <li>about at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children is an example of a charity without a religious identity).</li> </ul> <p><b><u>Beliefs in action in the world</u></b> Pupils will learn:</p> <ul style="list-style-type: none"> <li>about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s.</li> <li>about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are.</li> <li>about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK. (This can be achieved through using resources online, the NHCM outreach programme or by visiting The Journey exhibition at the National Holocaust Centre.)</li> </ul>	<p><b><u>Know about and understand religions and worldviews</u></b> Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p> <p><b><u>Express ideas and insights into the significance of religion and worldviews</u></b> Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.</p> <p><b><u>Gain and deploy skills for engaging with religions and worldviews</u></b> Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p> <p>Pupils develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.</p> <p>They will think reasonably about questions of community harmony and inter faith work.</p> <p>Pupils will learn to gather, weigh up and use information through simple research. They will practice the skills of discussion, reasoning and argument in relation to questions about global issues.</p> <p>Pupils will learn to reflect on big questions about human values and behaviour. They will discuss, think and create responses to the work for themselves.</p>	<p>community, commitment, values, compassion.</p> <p><b><u>Wisdom and authority</u></b> Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist.</p> <p>Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality</p> <p><b><u>Beliefs in action in the world</u></b> Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander</p>
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