

Our Religious Education (RE) Curriculum



Our Aim

Religious Education (RE) in schools celebrates the diversity of religious and human experience. It encourages pupils to grow with the knowledge, skills, sensitivity and understanding needed to develop as confident and productive members of their local multi-faith community and the world. Our Religious Education programme encourages children to reflect on their own experiences and voice their views, whilst showing respect for the worldviews of the diverse mix of cultures, faiths and non-religious groups they encounter.

We do not encourage belief in any specific religious or non-religious philosophy and aim to develop children's awareness and understanding of many of the core spiritual, moral, social and cultural values which religions and non-religious people follow including the importance of treating others as we would wish to be treated ourselves.

Children in the Early Years Foundation Stage (EYFS) begin to explore the world of religion in terms of special people, books, times, places and objects. They are introduced to religious words where appropriate and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences; using their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Religious Education (RE) makes an active contribution to all areas of the EYFS at Parkside but has a particularly important contribution to make to:

Personal, Social and Emotional Development

Communication and Language

Understanding of the World

Expressive Arts and Design

Our Religious Education Curriculum

Our aim in constructing our Religious Education (RE) curriculum is to ensure that pupils are given fair and balanced knowledge and understanding of the main religions of the UK, looking in detail at their practices and beliefs. This is in line with the first attainment target or 'learning about'. Additionally, our pupils are given opportunities to reflect on their own understanding of religion through questioning, debate, drama, art, practical enquiry and by listening to the views of others within their class and from around the world. This is in line with the second attainment target or 'Learning about'.

Our teaching in RE provokes challenging questions, encouraging pupils to explore their own beliefs, build their sense of identity and belonging, and teach pupils to develop respect for the beliefs of others.

Ofsted states that 'Religious Education (RE) makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are important in our diverse society.' (Ofsted Religious Education: realising the potential 2013).

At Parkside RE forms part of our provision for learning about British Values and the SMSC curriculum helping children to understand the importance of showing respect for the diverse communities that they encounter within their local and wider area.

At Parkside we follow the newly updated 2021 – 2026 agreed syllabus written by the Waltham Forest SACRE committee. This is in line with the statutory guidance from the Department of Education. Our scheme of work has been written by members of staff using planning provided by RE Today and has been adapted to meet the needs of our school community. We have ensured that our scheme follows the guidance that teaching 'must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain' (religious education: a national curriculum framework).

The Structure of Lessons

At the heart of our teaching of RE at Parkside is the principal aim set out in the agreed syllabus. This states that 'RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own' (Waltham Forest Agreed Syllabus 2021-2026).

The syllabus is based around a key question approach, where the questions open up the content to be studied. Our school's scheme of work reflects this with each key question forming the overarching title of each topic. Five topics are studied within each year group alongside a final 'Festivals topic' that takes place in the Summer Term. This final topic gives opportunities to explore the stories and traditions of the most important festivals of each faith in more depth through art, drama, dance and music.

Within each lesson children are given opportunities to learn and discuss new knowledge whilst also returning to and building on learning from previous years. The children's learning is recorded in a variety of ways including the use of photos to document drama and role play activities and other practical lessons. The evidence gathered within each lesson is then placed within the class RE evidence folder with examples of good work from all children.

By incorporating different approaches to lessons and varied methods of recording we are encouraging the children of Parkside to retain more of what they learn. By building in contextual reference and patterning the children should be able to retrieve what they have learnt.

Further Details

To aid memory retention and retrieval we use KWL grids which activate prior knowledge, ask the children to summarise their learning and to revisit it. We also use Knowledge Organisers which help children to encode and store the knowledge in their memories in an orderly and methodical manner.

Optional homework ideas are offered to the parents / carers every term to link to our RE scheme of work.

Assessment in RE occurs in a variety of ways. There are ongoing assessments by teachers through their marking and observations of children's learning in lessons. Children complete a learning comment each week which gives them an opportunity to reflect on what they have learnt from the lesson and how their own learning journey has moved on. This is recorded in the children's Foundation Subject learning journey books and is monitored by their teachers and RE coordinator. These responses are then used by teachers in their own end of topic assessments. Finally, at the end of each key stage children are assessed using the end of key stage outcomes. These are detailed in the agreed syllabus and are based on the three strands 'Believing, Expressing and Living'.

Our Collective Worship Provision

Collective worship aims to promote those values which we believe a caring parent/carer would wish to adopt, as well as giving opportunities to instil the core ethos of the school.

These include showing kindness, compassion, understanding, honesty and empathy towards others and the importance of developing resilience and a positive mindset through our school mission statement 'Proud to Shine'.

Collective worship encourages respect for religious and moral values, and tolerance of other religions, races and cultures. It promotes the schools' policies regarding spiritual, moral, social and cultural development and seeks to celebrate British values.

We take account of the family backgrounds of the pupils and at times assemblies will be held which embrace relevant themes shared by Christians and non-Christians alike. An assembly is a valuable occasion when all can gather together to reflect, celebrate and respond to what they have heard, either through interaction with a text, piece of music or during a time of silence. We believe that Assembly is a vital part of the school day for all children. It serves several important purposes:

- it enhances the spiritual development of the children
- it is a time of quietness, stillness and reflection
- it is an opportunity to come together as a community, either in part or as a whole
- it provides an opportunity to reinforce the values, ethos and expectations of the school, particularly tolerance, understanding, empathy and respect
- it is a time to share and celebrate effort and achievement of individuals, groups and teams
- it is a time to share and celebrate festivals and special events
- it is an opportunity, using music, stories, drama and other activities, to reflect the various faiths and traditions of our society, like Christian traditions
- it fulfils the requirement of the law that all children take part in an act of Collective Worship.

Parents/carers have the right to withdraw their child from the daily act of collective worship if they wish.

Our Religious Education Curriculum Overview

Year Group	Autumn Term		Spring Term		Summer Term	
Nursery	How is Christmas celebrated in the U.K? What are some of the traditions from around the world?		What is the Lunar New Year festival all about?		Why is the Hindu festival of Holi so exciting?	
Reception	All about me!: Which people are special and why?	Festivals and Celebrations: Which times are special and why?	People who help us: Which places are special and why?	Minibeasts and Growing: What is special about our world?	We are explorers!: Where do we belong?	By the Sea: What is special about our world?
1	How can we be good?	What does it mean to belong to a faith community	Who is Jewish and what do they believe?	How and why do we celebrate special and sacred times?	What makes some places sacred?	How should we care for others and the world, and why does it matter??
2	Who is a Muslim and what do they believe?	Why does Christmas matter to Christians?	Who is Buddhist and what do they believe?	Who is a Christian and what do they believe?	How can we learn from sacred books?	Why do people think we should care for the Earth?
3	What does it mean to be a Hindu in Britain today?	Why do some people think that life is like a journey and what significant experiences mark this?	Why is the Bible so important for Christians today?	Why are festivals important to religious communities?	What do different people believe about God?	How does what you believe affect what you choose to eat?
4	What does it mean to be a Christian in Britain today?	What do Hindus believe God is like?	Why do people pray?	Why is Jesus inspiring to some people?	What can we learn from religions about deciding what is right and wrong?	In a community with many differences, how should we live?
5	What does it mean to be a Sikh in Britain today?	What does it mean to be a Muslim in Britain today?	What matters most to Christians and Humanists?	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	If God is everywhere, why go to a place of worship?	What if everyone was peaceful?
6	Creation and Science: conflicting or complementary?	What difference does it make to believe in Ahimsa, Grace and Ummah?	Why do Hindus want to be good?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What do religions say to us when life gets hard?	How do Greta Thunberg, Malala Yousafzai and Marcus Rashford view the world? How do you?

Religious Education Skills- EYFS

Personal, Social and Emotional Development

- Use some stories from religious traditions/festivals as a stimulus to reflect on their own feelings and experiences and explore them in various ways.
- Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.
- Using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important.
- Think about issues of right and wrong and how humans help one another.

Communication and Language

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.
- Using a religious celebration as a stimulus, children talk about special events associated with the celebration.
- Through artefacts, stories and music, children learn and talk about important religious celebrations/ festivals.

Understanding of the World	• Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences. • They listen to and respond to a wide range of religious and ethnic groups. • They handle religious artefacts with curiosity and respect.
Expressive Arts and Design	• Using religious artefacts as a stimulus, children think about and express meanings associated with the artefact. • Children share their own experiences and feelings and those of others, and are supported in reflecting on them associated with the celebration/ festival. • Through artefacts, stories and music, children learn about important religious celebrations/festivals.

Religious Education Skills and Processes- KS1 and KS2

	YEAR 1	YEAR 2	YEAR 3/4	YEAR 4/5	YEAR 5/6
AT1 BELIEFS AND TEACHINGS (WHAT PEOPLE BELIEVE)	Recount outcomes of religious stories	Retell religious stories in my own words Identity some religious beliefs and teachings	Describe some religious beliefs and teachings Explain why beliefs are important	Describe the key beliefs and teachings of religions studied Make accurate connections to religious beliefs Make comparisons between religious beliefs and teachings	Explain how some beliefs and teachings are shared in different religions Explain how beliefs impact on individuals and the wider community
AT1 PRACTICES AND LIFESTYLES (WHAT PEOPLE DO)	Recognise features of religious life and practice	Identify some religious practices Know that some are characteristic of more than one religion	Describe how some features of religions and studies are used or exemplified in festivals and practices	Show understanding of ways of belonging to religions and what these involve	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities
AT1 EXPRESSION AND LANGUAGE (HOW PEOPLE EXPRESS THEMSELVES)	Recognise some religious symbols and words	Suggest meanings in religious symbols, language and stories	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them	Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms giving meanings for some symbols, stories and language	Explain how selected features of religious expression are used differently by individuals and communities

	YEAR 1	YEAR 2	YEAR 3/4	YEAR 4/5	YEAR 5/6
AT2 IDENTITY AND EXPERIENCE (MAKING SENSE OF WHO WE ARE)	Identify aspects of own experience and feelings, in religious material studied	Respond sensitively to the experiences and feelings of others, including those with faith	Compare aspects of their own experiences and those of others, identifying what influence their lives	Ask questions about the significant experiences of key figures from religions studied and suggest answers from their own and others experiences, including believers	Make informed responses to questions of identity and experience in the light of their learning
AT2 MEANING AND PURPOSE (MAKING SENSE OF LIFE)	Identify things they find interesting or puzzling, in religious materials studied	Realise that some questions cause people to wonder are difficult to answer	Compare their own and other people's ideas about questions that are difficult to answer	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teachings of religions studied	Make informed responses to questions of meaning and purpose in the light of their learning
AT2 VALUES AND COMMITMENTS (MAKING SENSE OF RIGHT AND WRONG)	Identify what is of value and concerns to themselves, in religious material studied	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	Make links between values and commitments, including religious ones, and their own attitudes or behaviour	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	Make informed responses to people's values and commitments (including religious ones) in the light of their learning
SKILLS	Ask and answer simple questions about religion using information	Use simple resources to answer questions	Gather information from different sources and ask questions about them	Gather information from sources and draw out the meaning from them	Analyse and interpret religious sources

Skills and Processes Developed Through Religious Education

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

Synthesis – this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application – this includes:

- Making the association between religion and individual, community, national and international life

Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media

Religious Education Vocabulary- EYFS

Nursery	Reception
special friend friendship family birthday adults that help us teachers festival traditions party love	parents relations unique celebrate celebration follow belong respect people who help us firefighter police nurse doctor paramedic Jesus nativity special place special book church mosque harvest

Religious Education Vocabulary- KS1 and KS2

	KS1	KS2
CHRISTIANITY	Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship.	Advent, Ascension, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Gospel, Grace, Harvest, Holy, Holy Communion, Holy Spirit, Hymn, Incarnation, Jesus, Lent, Lord's Prayer, Lord's Supper, Mass, Miracle, Myth, New Testament, Old Testament, Parables, Pentecost, Prayer, Priest, Prophet, Psalm, Resurrection, Saint, Salvation, Sin, Soul, Ten Commandments, Trinity, Vicar, Worship
ISLAM	Allah, Islam, mosque, Muslim, prophet, Qur'an	Allah, Ashura, Adhan, Aqeeqah, Eid, Hajj, Imam, Islam, Mosque, Muslim, Prophet, Qur'an, Shia, Sunni, Tasmiyah, wedding,
BUDDHISM	Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation	Buddha, teacher, Buddhist Centre/Temple, meaningful objects, monks and nuns, rebirth, happiness, suffering, compassion, kindness, meditation, Enlightenment, delusions, Buddha, Dharma and Sangha ('Three Precious Jewels'), ordained and lay, Temple, offerings, Jataka Tales, impermanence, vows, moral discipline, contentment, samsara, nirvana, symbols, pilgrimage

	KS1	KS2
HINDUISM	Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, worship	Aum or Om, Brahman, Diwali, divas, festival, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, puja, Rama, Shiva, Shrine, Sita, Vishnu, worship
JUDAISM	Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Shabbat: Kosher Two Candles, Challah, Wine, Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah shofar	Synagogue: Ark, Bimah, Kippah, Menorah (Chanukiah), NerTamid (Eternal Light), Star of David, Rabbi, Tallit, Torah Scrolls, Yad. Shabbat: Besamim (Spices), Challah, Havdalah, Havdalah candle, Kiddush Cup (goblet), Kosher, Two Candles, Wine. Jewish Life: 5 Books of Moses(Chumash), 24 Books of the written Torah, 613 Commandments, Bar Mitzvah/Bat Mitzvah, Chanukah, Covenant, Dreidel, Egypt, King David Maccabees, Matzah, Messiah, Moses, One God (YHVH), Patriarchs (Abraham, Isaac, Jacob), Pesach, Purim, Rosh Hashanah, Shofar,Sukkah (Booth), Yom Kippur
SIKHISM	Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (EkOankar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban	Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Kirtan, Langar, Meditation, Mool Mantar, Nishan Sahib, One Creator (EkOankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban

Spiritual, Moral, Social and Cultural Development in Religious Education

Spiritual development

The spiritual aspect of SMSC is embedded in our lessons, with pupils regularly given opportunities to assess how the things they have learnt can affect and influence their own lives. They are encouraged to examine their beliefs, religious or otherwise, which reflect their perspective on life and they are further encouraged to develop an interest in and a respect for the belief systems of other people.

There are ample opportunities for pupils to share their own opinions whilst discussing religious questions during lessons and they listen to and consider the opinions given by others. Pupils complete a learning comment at the end of each lesson where they assess and evaluate their spiritual learning during the session.

Moral development

At Parkside, children are taught about the importance of fairness and cooperation both in lessons and whilst at play. They develop an understanding of the consequences of their actions. During our religious lessons we look closely at the importance that many religions place on the ability to act morally and put the needs of others before our own. The children are encouraged to recognise the difference between right and wrong, through a variety of methods, and to apply this understanding in their own lives

Lessons can include moral questions giving children the chance to discuss with others how they might behave in a certain situation. We also look at real world events involving an element of religion and how it impacts on those involved in it. An interest in investigating and offering reasoned views about moral and ethical issues is promoted.

Social development

Within Religious Education lessons pupils are given the opportunity to develop their social skills through debate, speaking and listening, collaborative work and by listening to their peers talk about their own religions.

We also reflect on issues of community cohesion through inter-faith dialogue and the affect religion has on individuals. The children further have the opportunity to gain an understanding of how communities and societies function at a variety of levels.

Cultural development

Many of our perceptions in life are underpinned by the culture we live in. Within Religious Education we look at issues of how religion is shown in our culture by the media, and how religious beliefs affect the culture we live in. We also review world faiths and show that the influence of culture and religion often go hand in hand throughout the world. We instil a respect for and a celebration of cultural diversity during our lessons.

Essential Characteristics Endpoint of a Learner in Religious Education- EYFS

By the end of Reception every child will be able to:

- Show awareness and sensitivity towards their own and others' needs, views and feelings
- Show awareness of how people can care for living beings
- Talk about the natural world and how care is shown for living things
- Talk about what items and people are important to them and to other people
- Respect their own and others' ways of life
- Talk about a story from the religion or worldview being studied
- Recognise some items that are connected with important beliefs or practices
- Recall at least one person associated with the religion, story or worldview being studied

Essential Characteristics Endpoint of a Learner in Religious Education

The intent of the Religious Education curriculum at Parkside Primary School is to provide every pupil with:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- Tolerance, through understanding, of the beliefs of others.