

**RE Intent**

We recognise the importance of teaching RE in order to nurture open-minded individuals, who understand the range of religions and cultures in the world in which they live. Through our curriculum, we intend to go beyond teaching tolerance to promoting positive and affirming relationships between people of different cultures and religions. We want to equip our students with the tools, knowledge and confidence to challenge intolerance in a respectful manner. We also encourages students to develop their sense of identity and belonging through self-awareness and reflection.

In Key Stage 1, we begin with an overview of Christianity, Islam, Hinduism, Judaism, Buddhism and Sikhism. In Key Stage 2, we streamline this to deepen our students’ knowledge and understanding of Christianity, Islam, Hinduism and Judaism as well as learning about non-religious views. Students develop their knowledge of world faiths and their understanding of the beliefs, values and traditions of other individuals, societies and communities. We teach RE through the skills of exploring, explaining, comparing and connecting. Our programme of study includes a range of themes:

* forming and justifying opinions;
* the origins of religion;
* tolerance, stereotypes and prejudice;
* societal impact; places of worship;
* sacred texts; religious leaders;
* the stories that are fundamental to the religion;
* beliefs and daily practices;
* and reflection – encouraging children to consider their own beliefs, values, experiences and their place in the world.

Our whole-school assemblies enhance our RE curriculum, to ensure that key religious events are marked annually. We also have an extensive ‘Current Affairs,’ programme which supports our RE curriculum to include sessions from the religious calendar throughout the year.

** RE Progression and Programme and Study**

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| **Skills** | **Exploring**  explore icon | Myiconfinder | | | Explain Icon at GetDrawings | Free download**Explaining** | | | **Comparing**  Compare Icons - Download Free Vector Icons | Noun Project | | Connecting points | Free Icon**Connecting** | |
|  | **EYFS** | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | | **Year 5** | | **Year 6** |
| **1**  **Religions** | **Christianity and other faiths, as part of their growing**  **sense of self, their own community and their place within it.** | **Christianity**  **Islam**  **Hinduism**  **Judaism**  **Buddhism**  **Sikhism**  **Non-religious views** | **Christianity**  **Islam**  **Hinduism**  **Judaism**  **Buddhism**  **Sikhism**  **Non-religious views** | | **Christianity**  **Islam**  **Non-religious views** | **Judaism**  **Hinduism**  **Non-religious views** | | **Christianity**  **Islam**  **Non-religious views** | | **Judaism**  **Hinduism**  **Non-religious views** |
| **2**  **Defining and forming an opinion** | Pupils talk about what they believe – religious or otherwise | Explore and describe:  What is religion?  What religions are there? | Describe and begin to explain  What is religion?  What religions are there? | | Explain what religion is and what religion means to them.  With a focus on Christianity and Islam, provide thoughtful suggestions as to why people are religious and make suggestions as to why some people are not. | Explain what religion is and what religion means to them.  With a focus on Judaism and Hinduism, provide thoughtful suggestions as to why people are religious and make suggestions as to why some people are not. | | Explain independently what religion is and what religion means to them - providing opinions and participating appropriately in class discussions.  With a focus on Christianity and Islam, provide a variety of explanations as to why people are religious and make suggestions as to why some people are not. | | Explain independently what religion is and what religion means to them - providing opinions and participating appropriately in class discussions.  With a focus on Judaism and Hinduism, provide a variety of explanations as to why people are religious and make suggestions as to why some people are not. |
| **3**  **Origins** |  | Take part in exploratory discussions as to how religions could have begun. | Suggest some ways in which religions started. | | Origins – Timeline Where and why did Christianly and Islam start? | Origins – Timeline Where and why did Judaism and Hinduism start? | | Origins –  With a focus on Christianity and Islam, explain the history of the religion including religious conflict and movements over time. | | Origins –  With a focus on Judaism and Hinduism, explain the history of the religion including religious conflict and movements over time. |
| **4**  **Tolerance and stereotypes** | Pupils listen to others | Listen to the opinions of other people with respect. | Understand that not everyone believes the same things but we must be respectful of everyone. | | Begin to understand that religions can be misrepresented and that this is not reflective of the truth. | Begin to understand how religions can be misrepresented and that this is not reflective of the truth. | | Understand the misconceptions of Christianity and Islam and how to challenge intolerant stereotypes appropriately. | | Understand the misconceptions of Judaism and Hinduism and how to challenge intolerant stereotypes appropriately. |
| **5**  **Societal impact** | Pupils know that not everyone is the same and that we must be kind to others | Understand that different religious populations can live harmoniously in the same place | Describe religious population in our school positively | | Describe religious population in our locality positively | Describe religious population in our country positively | | Describe religious population patterns of Christianity and Islam over time in Europe and make suggestions to explain these patterns. | | Describe religious population patterns of Judaism and Hinduism over time across the world and make suggestions to explain these patterns. |
| **6**  **Sacred texts** | Pupils introduced to key vocab where appropriate | Begin to recognise the sacred books of the main religions | Identify the sacred books of the main religions. | | Describe and explain the significance of sacred texts in Christianity and Islam and how these are used in religious practice | Describe and explain the significance of sacred texts in Hinduism and Judaism and how these are used in religious practice | | Make comparisons between the sacred texts of Christianity and Islam and how these are used in religious practice | | Make comparisons between the sacred texts of Judaism and Hinduism and how these are used in religious practice |
| **7**  **Places of Worship** | Pupils are introduced to key vocab | Begin to recognise the places of worship of the main religions | Identify the places of worship of the main religions | | Identify the features of places of worship within Christianity and Islam. | Identify the features of places of worship within Judaism and Hinduism. | | Compare the significance of the features found in places of worship in Christianity and Islam. | | Compare the significance of the features found in places of worship in Judaism and Hinduism. |
| **8**  **Religious symbols** | Pupils are exposed to some religious symbols | Begin to recognise some religious symbols of the main religions. | Identify some religious symbols of the main religions. | | Identify confidently the religious symbols of Christianity and Islam. | Identify confidently the religious symbols  Of Judaism and Hinduism. | | Understand and explain the meaning and significance of religious symbols within Christianity and Islam. | | Understand and explain the meaning and significance of religious symbols within Judaism and Hinduism. |
| **9**  **Religious figures** | Pupils are exposed to religious figures in some religious stories | Begin to recognise and name some of the significant figures in the main religions | Identify and name the significant figures in the main religions | | Describe and explain the significance of key figures and their role within Christianity and Islam. | Describe and explain the significance of key figures and their role within Judaism and Hinduism. | | Compare the significance of key figures and their role within Christianity and Islam. | | Compare the significance of key figures and their role within Judaism and Hinduism. |
| **10, 11, 12, 13**  **Stories** | Pupils are exposed to some religious stories | Listen and be exposed to some of the main religious stories and participate in discussions about their morals. | Describe the events of some of the main religious stories and  begin to explain their morals. | | Describe in detail the events of the main religious stories within Christianity and Islam and confidently explain their morals. | Describe in detail the events of the main religious stories within Judaism and Hinduism and confidently explain their morals. | | Recap stories that have been taught previously and compare ompare similarities and differences between religious stories of Christianity and Islam. | | Recap stories that have been taught previously and compare similarities and differences between religious stories of Judaism and Hinduism. |
| **Hinduism:** The story of Rama and Sita: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-hindu-story-of-rama-and-sita/zdtmnrd>  **Judaism:** The Story of Moses: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382>  The Story of Hanukkah: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-hanukkah/z47wxyc>  **Christianity:**  The Creation Story: <https://www.youtube.com/watch?v=teu7BCZTgDs>  Adam and Eve: <https://www.youtube.com/watch?v=w5T_bzDWMxc>  Noah’s Ark: <https://www.youtube.com/watch?v=qzYjy6lhRag>  The Nativity: <https://www.youtube.com/watch?v=Zk1LhnqROCM> | **Hinduism:** The story of Rama and Sita: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-hindu-story-of-rama-and-sita/zdtmnrd>  **Judaism:** The Story of Moses: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382>  The Story of Hanukkah: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-hanukkah/z47wxyc>  **Christianity:**  The Easter Story: <https://www.youtube.com/watch?v=HL8R158Ujp4>  The Good Samaritan:  <https://www.youtube.com/watch?v=osfQg4yKtq8>  Daniel in the Lion’s Den: <https://www.youtube.com/watch?v=ZV3eQ2PBqHE>  The Lost Sheep:  <https://www.youtube.com/watch?v=_Ry2MaMyvGo> | | **Islam:**  The Story of the birth of Prophet Muhammad: <https://www.youtube.com/watch?v=G2NNuLFbJQ0>  The Story of Prophet Nuh: <https://www.youtube.com/watch?v=d2D6WuKlymM>  **Christianity:**  The Good Samaritan:  <https://www.youtube.com/watch?v=osfQg4yKtq8>  The Parable of Lazarus and the Rich Man: <https://www.youtube.com/watch?v=syYixa4ZRPY> | **Hinduism:** The story of Lakshmi:  <https://www.bbc.co.uk/bitesize/clips/z2d2hyc>  **Judaism:** The Story of Abraham: <https://www.youtube.com/watch?v=i3c3gTwW-ME>  The Story of Passover: <https://www.youtube.com/watch?v=UFU5NrPgutA> | | **Islam:**  The Story of Prophet Ibrahim: <https://www.youtube.com/watch?v=7B7ZT3tPAq4>  The Story of Prophet Isa:  <https://www.youtube.com/watch?v=J-fOJKnU3o8>  **Christianity**:  The Tower of Babel: <https://www.youtube.com/watch?v=vY-PDpuROUY>  Feeding the five thousand: <https://www.youtube.com/watch?v=S6rj9cAJrWE>  Moses and the burning bush: <https://www.youtube.com/watch?v=8kNTUX0mWP8&t=28s> | | **Hinduism:** The story of Ganesh: <https://www.youtube.com/watch?v=g5E8dVk4XGM>  **Judaism:** The Story of Moses – from baby to exodus leader including Passover and the 10 commandments:  <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382>  <https://www.youtube.com/watch?v=rzcYLCYItuc> |
| **14, 15, 16, 17**  **Beliefs and daily practice** | Pupils are taught that some people believe different things | Learn about the main religious celebrations and festivals and take part in some activities to experience these.  Learn about some beliefs and daily practices within the main religions. | Describe the main religious celebrations and festivals and take part in some activities to experience these.  Describe some beliefs and daily practices within the main religions. | | Describe and explain the most significant beliefs and daily practices within Christianity and Islam and why these are followed. | Describe and explain the most significant beliefs and daily practices within Judaism and Hinduism and why these are followed. | | Compare the beliefs and daily practices of Christianity and Islam and understand how and why people interpret and follow these to varying degrees. | | Compare the beliefs and daily practices of Judaism and Hinduism and understand how and why people interpret and follow these to varying degrees. |
| **18**  **Reflection** |  | Why are people religious?  What are your views on religion? | Why are people religious?  What does religion bring to people’s lives?  What are your views on religion? | | Why are people religious?  What does religion bring to people’s lives?  What are your views on religion?  How can we encourage diversity and harmony amongst religions in the modern world? | Why are people religious?  What does religion bring to people’s lives?  What are your views on religion?  How can we encourage diversity and harmony amongst religions in the modern world? | | Why are people religious?  What does religion bring to people’s lives?  What are your views on religion?  How can we encourage diversity and harmony amongst religions in the modern world?  What is our role in ensuing this? | | Why are people religious?  What does religion bring to people’s lives?  What are your views on religion?  How can we encourage diversity and harmony amongst religions in the modern world?  What is our role in ensuring this? |

**Linden Road Academy RE Vocabulary Progression**

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| **Skills** | explore icon | Myiconfinder **Exploring** | | | Explain Icon at GetDrawings | Free download**Explaining** | | Compare Icons - Download Free Vector Icons | Noun Project**Comparing** | | | Connecting points | Free Icon**Connecting** | |
|  | **EYFS** | **Year 1** | **Year 2** | | **Year 3** | | **Year 4** | **Year 5** | | **Year 6** |
| **Religions** | **Christianity and other faiths, as part of their growing**  **sense of self, their own community and their place within it.** | **Christianity**  **Islam**  **Hinduism**  **Judaism**  **Buddhism**  **Sikhism**  **Non-religious views** | **Christianity**  **Islam**  **Hinduism**  **Judaism**  **Buddhism**  **Sikhism**  **Non-religious views** | | **Christianity**  **Islam**  **Non-religious views** | | **Judaism**  **Hinduism**  **Non-religious views** | **Christianity**  **Islam**  **Non-religious views** | | **Judaism**  **Hinduism**  **Non-religious views** |
| **Key vocabulary** | **Christianity**  The Bible, God, Jesus, Advent, Christmas,  church | **Christianity** Christian ,The Bible, God, Jesus, Advent, Christmas, baptism, christening  church | **Christianity**  Christian ,The Bible, God, Jesus, Advent, Christmas, baptism, christening, church  Priest/Vicar, Easter  Betray, holy, service  Praise, rejoice, Palm Sunday, Maundy Thursday, Good Friday Easter Sunday, cross/crucifix | | **Christianity**  sermon,  salvation, disobey, forgiveness, Testaments, incarnation, temptation,  Holy Communion, Anglican, Catholic, denominations, injustice, confession,  confirmation, baptism,  disciple, condemn, resurrection, crucify,  sacrifice, gratitude, inspiration, miracle | |  | **Christianity**  Baptist, pastor  Priest, Quaker  Nature, impact  Justice, generosity  moral dilemmas mission statements hypocrite,  Judgement, Hell, heaven, scriptures  Cathedral, glorifies unconditionally | |  |
| **Islam**  Muslim, Allah  Qur’an, mosque | **Islam**  Muslim, Allah  Qur’an, mosque  prayer mat, Ramadan, Eid | **Islam**  Muslim, Allah  Qur’an, mosque  prayer mat, Ramadan, Eid, Imam, shahadah, salah, Prophet, Eid-ul-Fitr Ramadan, Mecca  The Crescent Moon and Star | | **Islam**  Muslim, Allah  Qur’an, mosque  prayer mat, Ramadan, Eid, Imam, shahadah, salah, Prophet, Eid-ul-Fitr Ramadan, Mecca  The Crescent Moon and Star, The Five Pillars  Siyam, Zakah, Shahadah  Salah | |  | **Islam**  Muslim, Allah  Qur’an, mosque  prayer mat, Ramadan, Eid, Imam, shahadah, salah, Prophet, Eid-ul-Fitr Ramadan, Mecca  The Crescent Moon and Star, The Five Pillars  Siyam, Zakah, Shahadah  Salah, Hajj, paradise | |  |
|  | **Hinduism**  Hindu, Brahma  Mandir, Diwali | **Hinduism**  Hindu, Brahma  Mandir, Diwali  Murti, Puja, offerings  Blessings, Pujari  Vishnu, Brahma  Shiva, Ganesh, karma  OM | |  | | **Hinduism**  Sacred thread ceremony, Vedas  Dharma, rebirth reincarnation,moksha, ashramas Sannyasa  OM, rangoli Samskaras, deities  Temptation, aarti |  | | **Hinduism**  Sacred thread ceremony, Vedas  Dharma, rebirth reincarnation,moksha, ashramas Sannyasa  OM, rangoli Samskaras, deities  Temptation, aarti  Samsara, ahimsa, sewa  Selfless, pilgrimage  Sanskrit |
|  | **Judaism**  Abraham, Jewish  Hanukah, synagogue, The Torah | **Judaism**  Abraham, Jewish  Hanukah, synagogue, The Torah, Sabbath  Star of David, Rabbi  Hebrew, kosher  Passover, Seder Plate  Menorah, Chanukah  mezuzah | |  | | **Judaism**  Abraham, Jewish  Hanukah, synagogue, The Torah, Sabbath  Star of David, Rabbi  Hebrew, kosher  Passover, Seder Plate  Menorah, Chanukah  Mezuzah, Bar/Bat Mitzvah mitzvoth  ketubah Passover/ Pesach |  | | **Judaism**  Abraham, Jewish  Hanukah, synagogue, The Torah, Sabbath  Star of David, Rabbi  Hebrew, kosher  Passover, Seder Plate  Menorah, Chanukah  Mezuzah, Bar/Bat Mitzvah mitzvoth  ketubah Passover/ Pesach  Orthodox, Reform  Ner Tamid, guidance, anti-Semitism |
|  | **Buddhism**  Buddhist  Buddha  Meditation  Tripitaka  Temple  Buddha Day | **Buddhism**  Buddhist  Buddha  Meditation  Tripitaka  Temple  Buddha Day  karma  The Dharma Wheel  The Lotus blossom  enlightenment | |  | |  |  | |  |
|  | **Sikhism**  Sikh  Guru  Adi Granth (Guru Granth Sahib)  Gurdwara | **Sikhism**  Sikh  Guru  Adi Granth (Guru Granth Sahib)  Gurdwara  Langar  Punjabi  Khanda | |  | |  |  | |  |
|  | **General**  symbol, celebrate,  believe, special,  miracle, prayer,  angel, festival,  celebration, religion,  promise,  worship,  friends | **General**  symbol, celebrate,  believe, special,  sacred book, miracle, prayer,  angel, festival,  celebration, religion,  belonging, promise,  worship, artefacts,  place of worship,  qualities, friends  express, holy | **General**  symbol, celebrate,  believe, special,  sacred book, miracle,  prayer, angel,  festival, celebration, religion, belonging, promise,  worship,  artefacts,  place of worship, religious leader  parable  thankfulness | | **General**  reflect, peaceful, Humanist, humanity, values,  freedom,  guidance,  awe,  community, solution, conscience,  teachings  disciples  attributes  identity  faith  importance | | **General**  Milestones, commitment, ceremonies,  rite of passage,  ritual,  fasting,  significant,  impact,  culture,  concept,  significance,  conscience,  principles | **General**  theist, agnostic,  atheist, witness,  facts, interpretation,  proof, chance,  evolution,  Big Bang Theory, believers, purification, charity, ethics  Respectful, harmony, diversity  Fairness, justice  poverty | | **General**  grief, bereaved, liturgies, soul, repent,  consequences, eulogy,  architecture, perspectives,  wisdom, commitment, reconciliation, spirituality  morality  ethical  interpretation  concepts  tolerance  cohesion  integrity  marginalised  consideration |