

RE Overview 2023 - 2024



RE skills, knowledge and vocabulary progression

Purpose of Study

At Southwold Primary and Nursery School, our aim is that every child should learn about and from religions, reflecting on their own beliefs and opinions. Our intention is to encourage all children to develop their sense of identity and belonging and enable them to flourish as individuals within their communities and as citizens in a diverse and global society, promoting mutual respect and tolerance.

We believe that RE has a cultural role, enriching children's knowledge, understanding and perspective. As a Values based school we feel that RE has an important role in underpinning our ethos and that the two subjects are closely allied.

RE is a vital part of our learning as it provides the opportunity to become immersed in the rich tapestry of stories and practices which abound in all religions. It has close links with personal, social, emotional education, the strands of which address who we are and how we live together. Children have opportunities to discuss topics using specific and precise vocabulary.

Key areas of learning include chronological understanding, enquiry, knowledge and interpretation, rich vocabulary.

Through RE our children will develop: -

- A respect for and sensitivity towards others, in particular, those whose faith and beliefs are different from their own.
- An ability to think about the big questions in life and ways of answering them.
- A sense of wonder and curiosity about cultures and beliefs within the wider community.

Key Knowledge/Breadth of Study

Key Stage 1

Pupils explore key questions through conceptual enquiry into Christianity whilst also drawing from at least one of Hinduism, Islam or Judaism, as well as non-religious worldviews as appropriate.
They learn about different beliefs about God and the world around them.
They encounter and respond to a range of stories, artefacts and other religious materials.
They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary.
They begin to understand the importance and value of religion and belief, especially for other children and their families.

Key Stage 2

Pupils explore key questions through conceptual enquiry into Christianity whilst also drawing from Hinduism, Islam and Judaism, as well as non-religious worldviews as appropriate, recognising the impact of religion and belief locally, nationally and globally.
They make connections between differing aspects of religion and consider the different forms of religious expression.
They consider the beliefs, teachings, practices and ways of life central to religion.
They learn about sacred texts and other sources and consider their meanings.

RE Overview 2023 - 2024



<p>Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations.</p> <p>They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.</p>	<p>They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.</p> <p>They extend the range and use of specialist vocabulary.</p> <p>They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.</p> <p>They communicate their ideas, recognising other people's viewpoints.</p> <p>They consider their own beliefs and values and those of others in the light of their learning in religious education</p>
--	--

RE skills, knowledge and vocabulary progression -		
Skill	Year Group	Content
	EYFS	Children in the EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories, including key stories from different religions. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.
	Year 1	Recall, name and talk about simple beliefs, stories and festivals in R.E. Observe, notice and recognise simple aspects of religions in my own community in R.E. Begin to find out about religions and beliefs
	Year 2	Identify beliefs, describe them simply and give examples of religious materials. Suggest meanings for religious stories, objects or practices. Give examples of what difference it makes to believe in a religion. Think, talk and ask questions about religion and belief for myself in R.E.
	Year 3	Describe beliefs and concepts, connecting them to texts and suggesting examples and their meanings from religion and belief. Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship in R.E. Suggest answers to questions, including my own ideas about the difference religion makes to life.
	Year 4	Describe beliefs and concepts, connecting them to texts and suggesting examples and their meanings from religion and belief. Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship in R.E. Suggest answers to questions, including my own ideas about the difference religion makes to life.
	Year 5	Explain and give meanings for core texts and beliefs, comparing different ideas. Use evidence and examples to show how and why beliefs make a difference to life. Connect my own reflections and views to the religions and beliefs I am studying and develop insights of my own.

RE Overview 2023 - 2024



	Year 6	Explain and give meanings for core texts and beliefs, comparing different ideas. Use evidence and examples to show how and why beliefs make a difference to life. Connect my own reflections and views to the religions and beliefs I am studying and develop insights of my own.
--	--------	---

RE Vocabulary								
EYFS		KS1			LKS2		UKS2	
Religion Special books Special places Special stories Prayer		Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, cooperation, belonging, worship, holiness, sacred, creation story			Consolidation of KS1 vocabulary Spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, community, devotion, life after death, destiny, soul, inspiration, role-model		Consolidation of KS1/LKS2 vocabulary Harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, vision, sources of wisdom, charity, place of worship, sacred text, compassion, prejudice, persecution, teachings, diversity and expression	
Terms	Cycle A EYFS	Cycle B EYFS	Cycle A Year 1/2	Cycle B Y1/2	Cycle A Y3/4	Cycle B Y3/4	Cycle A Y5/6	Cycle B Y5/6
1	Festivals	Festivals	Nature & God	Caring for others	Hinduism	Christianity	Eternity	Peace
2	Harvest Sukkot Halloween Black History Month	Harvest Sukkot Halloween Black History Month	Light & Dark	Gifts and giving	The nativity story	Sikhism	The Christmas story	True meaning of Christmas
3	Diwali fireworks Remembrance Hanukah Christmas	Diwali fireworks Remembrance Hanukah Christmas	Rules & Routines	Friendship	The bible	Buddhism	Justice & freedom	Worship
4	Lunar New Year Valentine's day	Lunar New Year Valentine's day	Beginnings & endings	Easter & surprises	Good Friday	People of faith	Easter the crucifixion	Forgiveness

RE Overview 2023 - 2024



5	Shrove Tuesday St David's day Mother's Day St Patrick's day Easter St George's Day Holi (29 th March)	Shrove Tuesday St David's day Mother's Day St Patrick's day Easter St George's Day Holi (29 th March)	Place of worship	Places of worship	Islam	Judaism	Humanism	Jesus the healer
6	May Day Ramadan	May Day Ramadan	Ceremonies	Religions and rituals	Pilgrimages	Food & fasting	Creation stories	Commitment