



Toddington St. George C of E School Curriculum Intent – Knowledge Builder

Religious Education - Primary Curriculum

'All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.'

(The Right Hon, Michael Gove, former Secretary of State for Education, 2013 RE Review and new 'non-statutory' National Curriculum Framework for RE)

'Religions are different roads converging to the same point. What does it matter that we take different roads as long as we reach the same goal? In reality, there are as many different religions as there are individuals' (Mahatma Gandhi)

The purpose for Religious Education in Toddington St George school is to give the children opportunities to ask and answer provoking and challenging questions – 'Big Questions' about the purpose of life, beliefs and thoughts about God, right and wrong and what it means to be human.

Religious Education will give opportunities for children to explore topics that will engage, inspire, challenge and encourage them to think about how and why people follow different religious beliefs. This will lead them to think about the impact that beliefs held have on the lives of believers and how this in turn influences the way they interact with people and the world around them. The children will begin to gain and use the skills needed to understand, interpret and evaluate texts, sources of wisdom and other evidence. It will also allow children the opportunity to explore their own thoughts and feelings about beliefs and the ability to articulate these clearly, whilst learning to respect the right of others to hold different beliefs.

RE is underpinned by our Christian values **Love; Respect; perseverance and thankfulness** which weave a golden thread through all our learning at St George's.

We follow the Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton and the learning is enhanced by linking in the Understanding Christianity scheme of work.

Year 1	Year 2	Year 3	Year 4
<p>Key knowledge:</p> <p><u>How do we show care for others? Why does it matter?</u></p> <p>The value of all people – relate to Sacred texts and the Golden Rule</p> <p>Stories in sacred texts show the people care for each other.</p> <p>Examples from religious communities of serving others.</p> <p>Examples of inspirational people such as Mother Theresa or Doctor Barnado who served others.</p>	<p>Key Knowledge:</p> <p><u>Who is a Jew, what do they believe and how do they live?</u></p> <p>Retell and understand the importance of stories in Jewish faith.</p> <p>Explore how special times are celebrated.</p> <p>Explore how Jewish people might remember God in different ways.</p> <p><u>How and why do we celebrate significant times? What makes some celebrations sacred to believers?</u></p>	<p>Key Knowledge:</p> <p><u>Why do some people think life is like a journey? How and why do people mark the significant events of life?</u></p> <p>Pupils can describe ceremonies for different faiths and use their prior knowledge to describe their significance.</p> <p>To understand the metaphor 'life is a journey' and know that life has significant milestones for religious and non-religious people.</p> <p><u>What is the Trinity and why is it important to Christians?</u></p> <p>Know about Gospels and the type of stories they hold</p>	<p>Key Knowledge:</p> <p><u>How do festivals and family life show what matters to Jewish people?</u></p> <p>To know Jewish beliefs about God and how the Exodus story is significant for Jews.</p> <p>Links between Jewish beliefs and how Jews live and how they worship</p> <p>The ten commandments</p> <p>How the past has affected Jews and the importance of looking forward</p> <p><u>Where, how and why do people worship? (Muslims, Jewish people, Christians)</u></p>

<p><u>Why does Christmas matter to Christians? How and why do we celebrate special times?</u></p> <p>New vocabulary, including Incarnation</p> <p>The nativity story. How this impacts on Christian beliefs.</p> <p>Christmas means different things to Christians and non-Christians</p> <p>Advent</p> <p><u>What makes some places significant? What makes some places sacred to believers?</u></p> <p>Know about church and synagogue and what people do there.</p> <p>Name objects/symbols from places of worship.</p> <p><u>What is the 'good news' Christians believe Jesus brings?</u></p> <p>Know that stories from the Bible link with the concept of 'gospel' or good news.</p> <p>The Bible instructs people on how to behave.</p> <p>Learn stories that promote forgiveness and peace</p> <p><u>What do Christians believe God is like?</u></p> <p>That the Bible tells us about what God is like.</p> <p>How Christians show that God loves them, focus on praising God.</p> <p>Understanding of why Christians pray.</p> <p>Recognize that stories about Jesus' life can be come from the Gospels in the Bible.</p> <p>Christmas means different things to Christians and non-Christians</p> <p>Advent</p>	<p>Know about 3 religious celebrations (e.g. Harvest, Eid and Pasach)</p> <p>Understand the religious beliefs that link to festivals</p> <p>Understand that religious festivals impact on families and communities</p> <p><u>What can we learn from sacred books and stories?</u></p> <p>Know the importance of a sacred text, that they contain stories and how these texts are treated with respect.</p> <p>Understand the 'hidden meaning' or moral in the stories in sacred texts</p> <p>Link the stories in sacred texts to values and morals</p> <p>Key beliefs are found in stories from sacred books.</p> <p><u>Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?</u></p> <p>Identify people from different religions that are admired as good followers of God.</p> <p>Know some stories told by and about special people</p> <p>Understand that some people inspire others and know characteristics that inspire others</p> <p>Know how leaders are admired in different religions.</p> <p><u>How do we show we care for the Earth? Why does it matter?</u></p> <p>Stories and texts about the wonderful world such as the Jewish and Christian creation story in Genesis 1.</p> <p>Khalifah – the Islamic belief that humans have a responsibility to look after the Earth.</p> <p>Tikkun Olam- the Jewish idea of repairing the world.</p>	<p>Texts about baptism and trinity, and what they mean, and how they link to Christians today</p> <p>How Christians show their beliefs about God the Trinity in worship and in how they live their life</p> <p><u>How do festivals and worship show what matters to Muslims?</u></p> <p>Beliefs about God in Islam.</p> <p>How beliefs in God link to ibadah (worship), and descriptions of how Muslims worship in a range of ways</p> <p>The value of self-control and submission in Muslims,</p> <p>The idea of living on harmony with the creator and link to living in harmony with each other.</p> <p><u>Why do Christians call the day Jesus died 'Good Friday'?</u></p> <p>To understand the Christian concept of salvation.</p> <p>The events of Holy weeks and what each one means to Christians.</p> <p>Links between the Gospels account of Holy Week and how Christian mark this week</p> <p>To understand why Christian called the day Jesus died 'good Friday'</p> <p><u>How and why do people try to make the world a better place? (Christians, Muslims, Sikhs, non-religious people)</u></p> <p>Know why the world is not always a good place, linking to Christian idea of sin.</p> <p>Know examples of how people live their lives, and how people put their beliefs into action</p> <p><u>What kind of world did Jesus want?</u></p> <p>Know stories about the life of Jesus from the gospels</p>	<p>Know the key actions, features and artefacts that help people of different religions worship.</p> <p>Texts used for people in worship</p> <p>How worship can bring peace and comfort, and how believers value this.</p> <p>Links between sacred tests and how people worship today.</p> <p><u>For Christians what was the impact of Pentecost?</u></p> <p>To know the story and meaning of Pentecost and make links between this and beliefs of Kingdom of God on earth.</p> <p>To learn what Pentecost means to Christians today</p> <p>To know what Christians, mean by 'the Holy Spirit'</p> <p><u>What are the deeper meanings of festivals? (Muslims, Jewish people, Hindus, Sikhs, non-religious celebrations)</u></p> <p>Know about religious festivals, how they are celebrated, and link to texts and stories.</p> <p>Know the key values in festivals and how people show devotion and commitment to them.</p> <p>To know and make links between different festivals that celebrate the triumph of good over evil.</p>
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<p><u>Who is a Muslim? What do they believe and how do they live?</u></p> <p>Learn stories about the Prophet Muhammed.</p> <p>New vocabulary linked to Muslim faith.</p> <p>Recognize the words of the Shahadah and that this is import to Muslims</p> <p>Key Muslim beliefs about God found in the Shahadah and 99 names of Allah</p>	<p>Know threats to the environment and ways to address these.</p> <p>Harvest and thanksgiving.</p>	<p>Know who the disciples were and link to Christians as disciples today</p> <p>Know how Jesus treated outcasts, linking this to how Christians act today</p>	
<p>Key Skills:</p> <p>Recognize and name features of religions and beliefs</p> <p>Recall features of religious, spiritual and moral stories and other forms of religious expression</p> <p>Give a reason for the ideas they have and the connections they make</p> <p>Identify what they find interesting and puzzling in life</p> <p>Recognize symbols and other forms of religious expression</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p>	<p>Key Skills:</p> <p>Identify how religion and belief is expressed in different ways</p> <p>Identify similarities and differences in features of religions and beliefs</p> <p>Ask questions about their own and others' feelings and experiences</p> <p>Identify possible meanings for symbols and other forms of religious expression</p> <p>Retell religious, spiritual and moral stories</p> <p>Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories</p> <p>Ask and suggest answers to questions arising from their learning about holy books</p> <p>Think, talk and ask more complex questions such as questions about what difference believing in God makes to how people treat the natural world</p> <p>Recognize that some questions about life are difficult to answer</p>	<p>Key Skills:</p> <p>Identify similarities and differences between religions and beliefs</p> <p>Investigate and connect features of religions and beliefs</p> <p>Identify the impacts of beliefs and practices on people's lives</p> <p>Make links between beliefs, stories and practices</p> <p>Ask significant questions about religions and beliefs</p> <p>Describe and suggest meanings for symbols and other forms of religious expression</p> <p>Make links between religious texts and festivals celebrated today.</p> <p>Make connections between religious beliefs and teaching and making the world a better place.</p> <p>Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas</p>	<p>Key Skills:</p> <p>Comment on connections between questions, beliefs, values and practices</p> <p>Describe the impact of beliefs and practices on individuals, groups and communities</p> <p>Explain examples of texts and stories which lie behind religious festivals in terms of the values and beliefs they show</p> <p>Suggest meanings for a range of forms of religious expression, using appropriate vocabulary and evidence drawn from prior study</p> <p>Describe similarities and differences within and between religions and beliefs</p> <p>Gather, select, and organize ideas about religion and belief</p> <p>Suggest answers to some questions raised by the study of religions and beliefs</p> <p>Consider questions about the belief that God is at work in human life.</p>

<p>Key Vocabulary: God, Christian, Bible, incarnation, nativity, salvation, resurrection, Holy Week, advent, parable, Allah, Mohammed, prophet, Muslim, Qur'an, Shahadah, Iman, five pillars, mosque, Mezuzah, Shema, Hanukkah, Pesach, Shabbat, Sukkot, Torah, synagogue, scrolls, holy, crucifix, font, lectern, icons, ark, Ner Tamid, Tallit, kippah, calligraphy, minibar, mihrab, muezzin</p>	<p>Key Vocabulary: Revisit vocabulary from year 1 plus: - Festivals, Diwali, Holi, Eid-ul-Fitr, faith, celebration, remembrance, symbol, Yad, sacred, respect, creator, Golden Rule, charity, zakah, tzedakah, Sewa, Khalsa Aid, Khalifah, Tikkun Olam, Tu B'shevat, Harvest, Revelation, Commandment, Patriarch, Lord, gospel, forgiveness, confession, peace</p>	<p>Key Vocabulary: Use and apply vocabulary introduced in Key Stage 1 plus: - Lower KS2: Worship, community, pilgrimage, church, mandir, mosque, gurdwara, Eucharist, puja, langar, spiritual, milestone, ritual, baptism, communion, confession, Bar/Bat Mitzvah Humanist, commitment, marriage, Trinity, Holy Spirit, Saviour, Creator, disciple, leper, sin, obedience, penalty, Palm Sunday, Good Friday, Easter Sunday, Rosh Hashanah, Yom Kippur, shofar, tashlich, Day of Atonement, repentance, deliverance, Seder, Passover, Pesach, Sanatan Dharma, Bhagavad Gita, Aum symbols, mutis, prashad, Lakshmi, Navarati, Durga Puja Sikh, Waheguru, guru, Adi Granth, Khalsa, Amritsar, Ramadan, Islam, tawhid, salah, ibadah, Pentecost, generosity, service</p>
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	Making sense of beliefs	Understanding the impact	Making connections
Most 5-year-olds will be able to:	Recognise some religious words, identify a sacred text and talk about some religious stories	Recall simple traditions, recognise some religious symbols, stories and places of worship	Begin to talk about their thoughts and feelings with reference to special places, special occasions, special objects, special stories and the world around them
Most 6-year-olds will be able to:	Recall, remember, name and talk about simple beliefs, stories and festivals	Observe, notice and recognise simple aspects of religion in their own communities	Begin to find out about and link religions and beliefs
Most 7-year-olds will be able to:	Identify some core and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers	Give examples of who people use stories, texts and teachings to guide their beliefs and actions Give examples of ways in which believers put their beliefs into practice	Think, talk and ask questions about whether the ideas they have been studying have something to say to them Give a good reason for their views they have and the connections they make
Most 8-year-olds will be able to:	Begin to identify and describe the core beliefs and concepts studied Make clear links between texts/sources of wisdom and authority and the core concepts studied Begin to offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers	Begin to make simple links between stories, teachings and concepts studied and who people live, individually and in communities Begin to describe how people show their beliefs in how they worship and in the ways they live Begin to identify some differences in how people put their beliefs into practice	Begin to raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Begin to make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Begin to give good reasons for the views they have and the connections they make
Most 9-year-olds will be able to:	Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of wisdom and authority and the core concepts studied Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers	Make simple links between stories, teachings and concepts studied and who people live, individually and in communities Describe how people show their beliefs in how they worship and in the ways they live Identify some differences in how people put their beliefs into practice	Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Give good reasons for the views they have and the connections they make