

## **Shipbourne School RE Curriculum**

### **Purpose of Study**

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

### **Aims and Intent**

Religious education for children and young people:

- provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to the wider world

Our RE curriculum is multi-faith with a specific focus on Christians, Muslims, Hindus and Jewish people. Non-religious worldviews are also taken into account. It is intended to engage pupils in systematic enquiry into significant human questions which religions and world views address, so that children can develop the understanding and skills needed to appreciate and appraise varied responses to their questions as well as developing responses of their own. Learning focuses on three areas of subject-specific knowledge:

- Substantive knowledge about various religious and non-religious traditions; the understanding needed to address questions;
- Disciplinary knowledge (different 'ways of knowing') that enables pupils to understand and use some of the methods and techniques associated with studying religious and non-religious traditions; the exploration of questions and the skill to appreciate and appraise responses;
- Personal knowledge that enables pupils to better understand and interrogate their own position, presuppositions and values; the skills needed to appreciate and appraise as well as the opportunity to develop responses of their own.

Full engagement in our curriculum will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Shipbourne School reaching at least age-related expectations. By the end of year 6, pupils will have the knowledge and skills needed in order to further their education and take advantage of the opportunities, responsibilities and experiences of later life; they will be citizens who embrace equality and diversity with the potential to make a significant contribution to society. Throughout their learning, pupils will be assessed against lesson objectives, with formal assessment at the end of each unit via concept mapping and short writing tasks.

### **Programmes of Study and Implementation**

Pupils study RE across all year groups in our school. Those in EYFS will 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. Pupils 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. Discrete teaching will be fortnightly with specific focus days also integrated into the timetable to ensure comprehensive coverage. Parents continue to have the right to withdraw their child from RE but we encourage open conversation before this decision is taken.

Our curriculum planning is taken from the Kent Agreed Syllabus (2022). Units fall into three strands: Believing, Expressing and Living. Through a carefully constructed rolling programme, and lessons that use focused age-related objectives and follow clear threads, we ensure progression that is built on prior learning. During their time with us, pupils will progress through a defined pathway of learning where they will: Discover, Explore and Connect learning ready for Application and Interpretation when they move on to Secondary education.

The curriculum for RE aims to ensure that all pupils:

#### **Know about and understand a range of religious and non-religious worldviews so that they can:**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals

- identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:**

- explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

**Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:**

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

**Enrichment, Visits and Visitors**

During their time with us, pupils will take part in termly church services and daily assemblies, including those regularly led by our local rector. We plan a number of visits to places of worship and commemorate key festivals and traditions as a school community.

**2024-2025**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	F5. Where do we belong?	F4. Which times are special and why?	F6. What is special about our world?	F2. Which people are special and why?	F3. Which places are special and why?	
	Christians, Hindus, Muslims	Christian, Hindus and Jewish people	Christians, Muslims and Jewish people	Christians, Muslims and Jewish people	Christians and Muslims	
Year 1	1.1 Who is Christian and what do they believe?	1.6 How and why do we celebrate special and sacred times	1.2 Who is a Muslim and what do they believe (part 1)	1.7 What does it mean to belong to a faith community?	1.5 What makes some places sacred?	
	Christians	Muslims	Christians, Muslims and Jewish people	Christians	Christians, Muslims and Jewish people	
R/1	F1. What stories are special and why?					
Year 2	1.3 Who is Jewish and what do they believe?	1.2 Who is a Muslim and what do they believe (part 2)	L2.5 Why are festivals important to religious communities		L2.1 What do different people believe about God?	
Year 3	Jewish people	Muslims	Christians, Jewish people, Hindus and Muslims		Christians, Muslims and Jewish people	
Year 4/5/6	L2.8 What does it mean to be a Hindu in Britain today?	U2.9 What can be done to reduce racism? Can religion help?	L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21 <sup>st</sup> Century?)	L2.6 Why do some people think that life is a journey and what significant experiences mark this?	
	Hindus	Christians, Muslims and non-religious people	Christians		Christians, Hindus and Jewish people	

**2025-2026**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	F5. Where do we belong?	F4. Which times are special and why?	F6. What is special about our world?	F2. Which people are special and why?	F3. Which places are special and why?	
	Christians, Hindus, Muslims	Christian, Hindus and Jewish people	Christians, Muslims and Jewish people	Christians, Muslims and Jewish people	Christians and Muslims	
Year 1	1.1 Who is Christian and what do they believe?	1.2 Who is a Muslim and what do they believe (part 1)	1.7 What does it mean to belong to a faith community?	1.6 How and why do we celebrate special and sacred times (part 1 Easter)	1.5 What makes some places sacred?	
	Christians	Muslims	Christians, Muslims and Jewish people	Christians	Christians, Muslims and Jewish people	
R/1	F1. What stories are special and why?					
Year 2	1.8 How should we care for others and the world, and why does it matter?	1.4 What can we learn from sacred books?	L 2.7 What does it mean to be a Christian in Britain today?	L2.2 Why is the Bible so important for Christians today?	L2.4 Why do people pray?	
Year 3	Christian and Jewish people	Christians, Muslims and Jewish people	Christians		Christians, Hindus and Muslims	
Year 4/5/6	U2.4 If God is everywhere, why go to a place of worship?	L2.10 How do family life and festivals show what matters to Jewish people?	U2.3 What do religions say to us when life gets hard?	U2.1 Why do some people believe God exists?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	
	Christians, Hindus and Jewish people	Jewish people	Christian, Hindus and non-religious people	Christians and non-religious people	Christians, Muslims and non-religious people	

2026-2027

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	F5. Where do we belong?	F4. Which times are special and why?	F6. What is special about our world?	F2. Which people are special and why?	F3. Which places are special and why?	
	Christians, Hindus, Muslims	Christian, Hindus and Jewish people	Christians, Muslims and Jewish people	Christians, Muslims and Jewish people	Christians and Muslims	
Year 1	1.1 Who is Christian and what do they believe? (part 1)	1.6 How and why do we celebrate special and sacred times	1.2 Who is a Muslim and what do they believe (part 1)	1.7 What does it mean to belong to a faith community?	1.5 What makes some places sacred?	
	Christians	Christians, Muslims and Jewish people	Muslims	Christians, Muslims and Jewish people	Christians, Muslims and Jewish people	
R	F1. What stories are special and why?					
Year 2	1.3 Who is Jewish and what do they believe?	1.2 Who is a Muslim and what do they believe (part 2)	L2.5 Why are festivals important to religious communities		L2.1 What do different people believe about God?	
	Jewish people	Muslims	Christians, Jewish people, Hindus and Muslims		Christians, Muslims and Jewish people	
Year 4/5/6	U2.7 What matters most to Christians and Humanists?	L2.9 What can we learn from religions about deciding right from wrong?	U2.6 What does it mean to be a Muslim in Britain today?	U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?	U2.10 Green religion: how and why should religious communities do more to care for the Earth?	
	Christians and non-religious people	Christians, Jewish people and non-religious people	Muslims			

## Progression and Key Stage Outcomes

### Early Years Foundation Stage

Our curriculum begins in the Early Years where children will:

- Build constructive and respectful relationships;
- Think about the perspectives of others;
- Developing positive attitudes about the differences between people;
- Understand that some places are special to members of their community;
- Articulate their ideas and thoughts in well-formed sentences;
- Recognise that people have different beliefs and celebrate special times in different ways.

This will be achieved through:

- Listening to a range of stories;
- Visits to local religious buildings;
- Talking with adults and their peers – listening to and asking questions;
- Role play;
- Exploring artefacts.

Children at the expected level of development will:

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

RE teaching and learning should enable pupils to...

<b>A. Know about and understand a range of religious and non-religious worldviews.</b>	<b>B. Express ideas and insights about the nature, significance and impact of religious and nonreligious worldviews.</b>	<b>C. Gain and deploy the skills needed to engage seriously with religious and nonreligious worldviews.</b>
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### End of key stage outcomes

RE should enable pupils to:

<b>A1. 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.</b>	<b>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</b>	<b>C1. 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.</b>
<b>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</b>	<b>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</b>	<b>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</b>
<b>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</b>	<b>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</b>	<b>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</b>

### Key Stage 1

#### Key questions

<b>Believing</b> <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>		Recommended year group
1.1 Who is a Christian and what do they believe?	<i>It is recommended that schools teach unit 1.1. plus at least one from 1.2 and 1.3. NB If 1.3 is not taught, Unit L2.10 should be included in LKS2.</i>	Y1
1.2 Who is a Muslim and what do they believe?		Y2
1.3 Who is Jewish and what do they believe?		Y2
1.4 What can we learn from sacred books? <i>Christians, Muslims and/or Jewish people</i>		Y2
<b>Expressing</b> <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>		
1.5 What makes some places sacred? <i>Christians, Muslims and/or Jewish people</i>		Y1
1.6 How and why do we celebrate special and sacred times? <i>Christians, Muslims and/or Jewish people</i>		Y1 Y2
<b>Living</b> <i>(Religious practices and ways of living; questions about values and commitments)</i>		
1.7 What does it mean to belong to a faith community? <i>Christians, Muslims and/or Jewish people</i>		Y1
1.8 How should we care for others and the world, and why does it matter? <i>Christians, Muslims and/or Jewish people</i>		Y1 or Y2



## Progression and Key Stage Outcomes

### Key Stage 2

RE teaching and learning should enable pupils to...

<b>A. Know about and understand a range of religious and non-religious worldviews.</b>	<b>B. Express ideas and insights about the nature, significance and impact of religious and nonreligious worldviews.</b>	<b>C. Gain and deploy the skills needed to engage seriously with religious and nonreligious worldviews.</b>
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### End of key stage outcomes

RE should enable pupils to:

<b>A1. Describe and make connections between different features of the religious and nonreligious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</b>	<b>B1. Observe and understand varied examples of religious and nonreligious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</b>	<b>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</b>
<b>A2. 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.</b>	<b>B2. 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.</b>	<b>C2. 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.</b>
<b>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</b>	<b>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</b>	<b>C3. 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.</b>

### Key questions (recommended year groups in brackets)

<b>Believing</b> <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	
L2.1 What do different people believe about God? <i>Christians, Hindus and/or Muslims (Y3)</i>	U2.1 Why do some people think God exists? <i>Christians and non-religious (e.g. Humanists) (Y5)</i>
L2.2 Why is the Bible so important for Christians today? <b>(Y3)</b>	
L2.3 Why is Jesus inspiring to some people? <b>(Y4)</b>	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) <b>(Y5)</b>
	U2.3 What do religions say to us when life gets hard? <i>Christians, Hindus, non-religious (e.g. Humanists) (Y6)</i>
<b>Expressing</b> <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	
L2.4 Why do people pray? <i>Christians, Hindus and/or Muslims (Y3)</i>	U2.4 If God is everywhere, why go to a place of worship? <i>Christian, Hindu and/or Jewish people (Y5)</i>
L2.5 Why are festivals important to religious communities? <i>Christians, Hindus and/or Muslims and/or Jewish people (Y3 &amp; Y4)</i> L2.5a* How do people from religious and non-religious communities celebrate key festivals? <i>Christians, Jewish people and non-religious (Y3 &amp; Y4)</i>	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>Christians, Muslims and non-religious (e.g. Humanists) (Y6)</i>
L2.6 Why do some people think that life is like a journey and what significant experiences mark this? <i>Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist) (Y4)</i>	U2.9** What can be done to reduce racism? Can religion help? <i>Christians, Muslims, non-religious (Y6)</i>
<b>Living</b> <i>(Religious practices and ways of living; questions about values and commitments)</i>	
L2.7 What does it mean to be a Christian in Britain today? <b>(Y3)</b>	U2.6 What does it mean to be a Muslim in Britain today? <b>(Y5)</b>
L2.8 What does it mean to be a Hindu in Britain today? <b>(Y4)</b>	
L2.9 What can we learn from religions about deciding what is right and wrong? <i>Christians, Jewish people and non-religious responses (e.g. Humanist) (Y4)</i>	U2.7 What matters most to Christians and Humanists? <b>(Y6)</b>
L2.10 How do family life and festivals show what matters to Jewish people? <b>(Y3 or Y4)</b> <i>NB If you did not do Unit 1.3 in KS1, you should include this systematic unit on Jewish people in LKS2</i>	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or ummah (community)? <i>Christians, Hindus and/or Muslims (Y6)</i> U2.10** Green religion? What do religious and nonreligious worldviews teach about caring for the Earth? <i>Christians, Hindus, Jewish and non-religious people (Y5/6)</i>

## Aims in RE: A progression grid

	At the end of key stage 1 most pupils will be able to:	At the end of key stage 2 most pupils will be able to:
<b>Know about and Understand</b> A1. Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities	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;	Describe and make connections between different features of the religious and non-religious 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;
<b>Know about and Understand</b> A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religious and non-religious worldviews	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;	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;
<b>Know about and Understand</b> A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;
<b>Express and Communicate</b> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities	Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;
<b>Express and Communicate</b> B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	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;
<b>Express and Communicate</b> B3. Appreciate and appraise varied dimensions of religion	Notice and respond sensitively to some similarities between different religious and non-religious worldviews;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews;
<b>Gain and deploy skills</b> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively	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;	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;
<b>Gain and deploy skills</b> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all	Find out about and respond with ideas to examples of co-operation between people who are different;	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;
<b>Gain and deploy skills</b> C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.	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.

## Progression of Key Vocabulary

	EYFS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
<b>The general language of religious study</b>	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	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model.	Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion, prejudice, persecution
<b>Christianity</b>	Christmas Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven	Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape
<b>Judaism</b>	Moses Passover Torah Synagogue	Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh	Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah	Judaism, Jewish, synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam
<b>Islam</b>	Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid.	Muslim, Islam, Allah, Prophet, mosque, Qur'an, surah, moon and star, paradise	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj.
<b>Hindu Dharma</b>			Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana	Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma
<b>Non-religious worldviews</b>	Non-religious	Humanist, Golden Rule, non-religious	Humanist, Golden Rule, nonreligious, spiritual but not religious, atheist	Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious'