



Latimer Primary School

Religious Education

Curriculum

Developing Responsibility; Caring About Achievement

Religious Education at Latimer

Religious Education Curriculum

At Latimer Primary School, our Religious Education Curriculum builds upon our school ethos of **‘Developing Responsibility; Caring About Achievement’** and our **‘Simple Truths’** and is designed to help children reflect on questions about the meaning and purpose of life.



Children learn about what other people believe and how this affects their lives. They learn to reflect on their views, and through discussion, they learn to respectfully agree or disagree with others. Through this knowledge of how others live, children learn the fundamental British Values of Respect, tolerance, and Individual Liberty.



Designing our Curriculum

Latimer Primary School has adopted the Leicestershire Agreed Religious Education Syllabus as the basis of its RE curriculum. Some adaptations have been made to ensure that areas of study can have the necessary breadth and focus on religious and non-religious concepts.

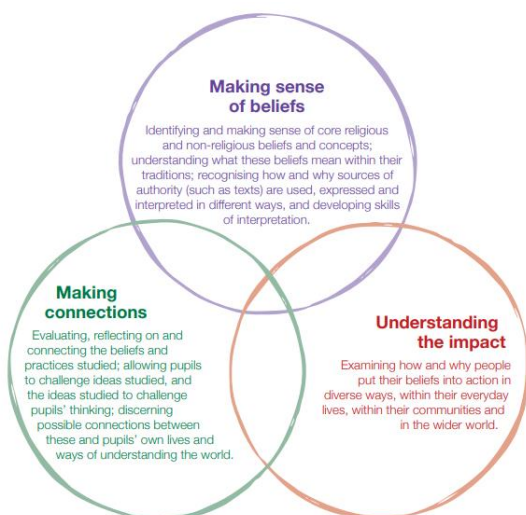
The agreed syllabus requires that all pupils develop an understanding of Christianity at each key stage and the major religions represented in the UK.

Abrahamic	Dharmic	Non-Religious World Views
Judaism Christianity Islam	Hinduism Sikhism Buddism (not included in the Primary Agreed Syllabus).	Humanism

As children enter our school, in EYFS, they follow the development matters framework and encounter a range of religions linked to their own experiences. They listen to stories from different religions,

visit the religious buildings in our area and celebrate festivals that are important to them and their peers.

As children move to KS1, they build on this experience and learn about how others' lives are influenced by their faith. They learn about Christians, Jews, and Muslims. They build connections with their experiences and begin to make sense of other people's beliefs.



In Key Stage 2, they continue to develop this understanding of the principal religions and learn about the lives of Hindus and Sikhs. Latimer has chosen to bring the lives of Sikhs into the curriculum from KS3 to ensure that all principal religions represented at Latimer are studied.

Additionally, children learn about non-religious views, such as humanism. Each year, children also have a thematic study, allowing teachers to draw together the different views of religions and build on these connections.

When learning about RE, teachers use the three core elements of best practice recommended by the agreed syllabus: **Making sense of beliefs, Making connections and Understanding the impact.**

Substantive knowledge and concepts Knowledge about religions and non-religious traditions.		Disciplinary Knowledge Knowledge about religions and non-religious ways of living. This includes reflecting on the children's own knowledge.			
<ul style="list-style-type: none"> - Key vocabulary about different traditions. - Knowledge of different views - Knowledge of different festivals and traditions - Knowledge about what believers may think, say or do - Knowledge about artefacts, sacred books or places. 		<ul style="list-style-type: none"> - Asking questions of others - Observing how others live - Debating and comparing other's beliefs with their own. - Comparing how their beliefs relate to those they are learning about. 			
Concepts Explored in Religious Education					
Worship	Incarnation and Salvation	Sacrifice	Creation	Sacred Artefacts and Traditions	Community and Non-religious views

SEND

Adaptations that can be made for children with SEND are similar to those in other subjects. In particular, though, the following adaptations can be made in RE:

- Additional preparation for visits, particularly to places of worship. This can include exploring photographs, online information, artefacts, etc, to remove any additional anxiety and build familiarity.
- Acceptance that exploring others' views can present barriers to those children who have behavioural, emotional and social difficulties or those with an autistic spectrum disorder (ADS)
- Create concrete links between abstract concepts such as spirituality, belief, opinion and friendship through activities such as drama, role-play and games.
- Use of artefacts to develop children's observation and language skills.

Spiritual, Moral, Social & Cultural (SMSC) Development in RE

RE is strongly linked to the development of children’s character and their social, moral, spiritual and cultural experiences in school. Debate, reflection and evaluation skills, learnt in RE, are easily applied across the curriculum and are intertwined with the school’s ethos, ‘The Simple Truths’ and British Values.

<p><u>Spiritual</u></p> <ul style="list-style-type: none">• Discussing and reflecting on the meaning and truth of concepts such as incarnation, creation, good and evil. Beliefs about God and different religions.• Learning about different concepts, experiences and beliefs linked to religion.• Investigation of how other religions see the world.• Developing a sense of belonging and connection with others.
<p><u>Moral</u></p> <ul style="list-style-type: none">• Exploring values of race and diversity; links with British values and what it means to live a ‘good life’.• Exploring the influence of others' beliefs on their choices.• Developing a sense of conscience.
<p><u>Social</u></p> <ul style="list-style-type: none">• Exploring how religion builds communities together.• Exploring how contributing to our community brings people together and improves well-being.• Recognising diversity between and within religions.• Being able to talk about others’ beliefs
<p><u>Cultural</u></p> <ul style="list-style-type: none">• Experiencing different people, artefacts, buildings, and arts from religion and culture.• Discuss how religion is built into culture and communities.• Exploring how religious celebrations are represented in everyday culture and traditions.



Curriculum Overview

Year Group	Learning about religion (Making Sense of Beliefs)				Making connections and understanding the impact (Thematic Units)	
EYFS	Why is Diwali special for Hindus? Why is Christmas special for Christians?		Why is Eid special for Muslims? Why is Easter special for Christians? Why is Vaisakhi special for Sikhs?		Where do we belong? 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.	
Y1	What do Christians believe God is like?	Why does Christmas matter to Christians? Anstey Church Visit	What is the good news that Jesus brings?	Why does Easter matter for Christians?	How should we care for others and the world?	Sacred Books
Y2	What does it mean to belong to a faith community?	Who is Jewish and how do they live? Synagogue Visit		Who is Muslim and how do they live?		What makes some places sacred to believers?
Y3	What do Christians learn from the creation story?	What is it like for someone to follow God?	What do Hindus believe God is like? Mandir Visit	What does it mean to be Hindu in Britain today?	How and why do people try to make the world a better place?	
Y4	What kind of world does Jesus want?	What do Sikhs believe?	How do festivals and worship show what matters to Muslims? Mosque visit	Why do Christians call the day Jesus died Good Friday?	How and why do people mark significant events in life?	
Y5	How can following God bring freedom and Justice?	Why do Hindus try to be good?	What does it mean to be a Muslim in Britain today?		Why do some people believe in God and some do not?	
Y6	How do festivals and family life show what matters to Jews?	Why do Christians believe Jesus was the Messiah?	Race and Diversity		What matters most to humanists and Christians? (NRWV)	

Christianity
Judaism
Islam
Hinduism
Sikhism
Thematic Unit



Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity	Parable	Jew	Creation	Trinity	Moses	Messiah
Christian	Pray	Torah	Genesis	Salvation	Hebrew	Prophecy
Bible	Hymns	Shabbat	God's Steward	New Testament	Israel	Savior
Nativity	Praise	Jewish	Adam and Eve	Holy Week	Commandment	Anointed
God	Forgiveness	synagogue	Temptation	Triptych	Abraham	Exodus
Celebrate	Sorry	mezuzah	Noah	Betrays	Commandment	Sin
Jesus	Advent	Judaism	Pledge	Gospel	Covenant	Pesach
Cross	Angel Gabriel	Star of David	Covenant	Leper	Plague	Commandments
Reverend	Gratitude	Challah bread	Pact	Fishers of People	Sin	Seder Plate
Church	Gospels	Moses	Promise	samsara	Shahada	Torah
Easter	Shepherd	Hanukkah	Pledge	ahimsa	Sawm	Rosh Hashanah
Christmas	Nazareth	dreidel	Brahman	Atman	Shahada	Yom Kippur
Eid	Manager	Muslim	murti	sewa	Salah	Atonement
Muslim	Bethlehem	Shahadah	karma	duties	Ka'aba	
Creator	Incarnation	Mecca	Aum/Om	Slm	Zakat	
Diwali	Peace/peacefulness	God/Allah	reincarnation	Id-ul-Fitr	Hajj	
Hindu	Disciples	Prophet Muhammad (PBUH)	atman	Shahadah		
Believe	Neighbour	Mosque	deity	Salaam		
Special	Resurrection	Islam	dharma	Hajj		
Sacred	Betrays	Five Pillars of Islam	puja/worship	Ritual		
	Heaven	Arabic	moksha	Salah/Salat		
	Easter Sunday		Hindu	Sawm		
	Good Friday			Ramadan		
				Zakat		
				Imam		

Assessment Tracker

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
<p>Element 1: Making sense of beliefs</p> <p>Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> identify core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/sources of authority and the core concepts studied offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
<p>Element 2: Understanding the impact</p> <p>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures

Assessment Tracker

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
<p>Element 3: Making connections</p> <p>Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make