



Religious Education intent

At Red Hill, our Religious Education curriculum provides children with the opportunities to develop their individual beliefs and values and their ability to make their own choices. Our RE curriculum reinforces links with our school and Christian values.

- Children are aware of the relevance of our school values when learning about Christianity, other world religions, and those who choose to live without religion.
- Children will develop a strong sense of self, including their own beliefs and understanding of the world around them.
- They will begin to ask questions and develop curiosity about our world, life and faith.
- Children are taught to discuss ideas without judgement, in order to broaden their understanding, and develop positive attitudes towards the diversity at Red Hill and in our wider community.
- They will learn about and celebrate key events of the Christian calendar through the close links with our local church, as well as celebrating festivals from a variety of faiths.



Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F4: Being Special: Where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Key facts					
Retell religious stories making connections with personal experiences Share occasions when things have happened in their lives that made them feel special.	Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. Retell religious stories.	Retell stories, talking about what they say about the world, God and human beings.	Recognise and retell stories connected with celebration of Easter. Say why Easter is a special time for Christians.	Begin to recognise that for Christians, Muslim and Jewish people, these special things link to beliefs about God.	Talk about some religious stories. Recognise some religious words, e.g. about God. Identify a sacred text e.g. Bible, Torah
Linked Learning					
	Links to: Year 2 unit 1.3 - Why does Christmas matter to Christians?		Links to: Year 2 unit 1.5 - Why does Easter matter to Christians?	Links to: Year 2 unit 1.8 - What makes some places sacred to believers?	



Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.6 Who is a Muslim and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter?
Key facts					
<p>To recognise that loving others is important in lots of communities.</p> <p>To say what Jesus and one other religious leader taught about loving other people.</p>	<p>Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p>	<p>Recognise the words of the Shahadah and that it is very important for Muslims.</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p>	<p>Retell the story of creation from Genesis 1:1–2:3 simply.</p> <p>Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p>	<p>Identify a story or text that says something about each person being unique and valuable.</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people).</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.</p>	
Linked Learning					
		<p>Links to: Year 3 unit L2.9 - How do festivals and worship show what matters to a Muslim? Year 5 unit U2.8 - What does it mean to be a Muslim in Britain today?</p>	<p>Links to: Year 3 unit L2.1 - What do Christians learn from the Creation story?</p>	<p>Links to: Year 3 unit L2.1 - What do Christians learn from the Creation story?</p>	



Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.7 Who is Jewish and how do they live? Part 1	1.3 Why does Christmas matter to Christians?	1.7 Who is Jewish and how do they live? Part 2	1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
Key facts					
<p>Recognise the words of the Shema as a Jewish prayer.</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah).</p>	<p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p>	<p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p>	<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p>	<p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there.</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p>
Linked Learning					
<p>Links to: Future Year 2 learning Spring 1 unit 1.7 (Part 2).</p>	<p>Links from: R unit F2 - Why is Christmas special for Christians?</p>	<p>Links from: Prior Year 2 learning from Autumn 1 unit 1.7 (Part 1).</p>	<p>Links from: R unit F3 - Why is Easter special to Christians? Links to: Future Year 2 unit 1.4 - What is the 'good news' Christians believe Jesus brings?</p>	<p>Links from: Year 1 unit 1.1 - What do Christians believe God is like? Links to: Future Year 2 unit 1.8 - What makes some places sacred to believers?</p>	<p>Links from: Prior Year 2 learning from Autumn 1 to Summer 2.</p>



Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?
Key facts					
<p>Place the concepts of God and Creation on a timeline of the Bible's 'big story'.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.</p>	<p>Make clear links between the story of Noah and the idea of covenant.</p>	<p>Identify some beliefs about God in Islam, expressed in Surah 1.</p> <p>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God).</p>	<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today.</p>	<p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</p>	<p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place.</p>
Linked Learning					
<p>Links from:</p> <p>Year 1 unit 1.1 - What do Christians believe God is like?</p> <p>Year 1 unit 1.2 - Who do Christians say made the world?</p> <p>Year 2 unit 1.4 - What is the 'good news'</p>	<p>Links from:</p> <p>Year 1 unit 1.10 - What does it mean to belong to a faith community?</p> <p>Prior Year 3 learning in unit L2.1 - What do Christians learn from the Creation story?</p>	<p>Links from:</p> <p>Year 1 unit 1.6 - Who is a Muslim and how do they live?</p> <p>Year 2 unit 1.7 - Who is Jewish and how do they live?</p>	<p>Links from:</p> <p>Year 1 unit 1.6 - Who is a Muslim and how do they live?</p>		<p>Links from:</p> <p>Prior Year 3 learning in unit L2.1 - What do Christians learn from the Creation story?</p> <p>Prior Year 3 learning in unit L2.4 - What kind of world did Jesus want?</p>



Christians believe Jesus brings?					
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Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life?
Key facts					
<p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains.</p> <p>Offer suggestions about what texts about baptism and Trinity mean.</p> <p>Give examples of what these texts mean to some Christians today.</p>	<p>Identify some Hindu deities and say how they help Hindus describe God.</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.</p> <p>Offer informed suggestions about what Hindu murtis express about God.</p>	<p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).</p>	<p>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians.</p> <p>Give examples of what Christians say about the importance of the events of Holy Week.</p>	<p>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth.</p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p>	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</p>
Linked Learning					
<p>Links from: R unit F4 - Being special: where do we belong? Year 1 unit 1.10 - What does it mean to belong to a faith community?</p>	<p>Links to: Future Year 4 learning unit L2.8 - What does it mean to be Hindu in Britain today?</p>	<p>Links from: Prior Year 4 learning in unit L2.7 – What does it mean to be a Muslim in Britain today?</p>	<p>Links from: Year 2 unit 1.5 - Why does Easter matter to Christians? Links to:</p>	<p>Links from: Prior Year 4 learning in unit L2.3 - What is the 'Trinity' and why is it important for Christians? Prior Year 4 learning in unit L2.5 - Why do</p>	<p>Links from: R unit F4 - Being special: where do we belong? Year 1 unit 1.10 - What does it mean to belong to a faith community?</p>



Year 2 unit 1.8 - What makes some places sacred to believers?			Year 6 unit U2.5 - What do Christians believe Jesus did to 'save' people?	Christians call the day Jesus died 'Good Friday'?	Year 2 unit 1.8 - What makes some places sacred to believers? Year 3 unit L2.4 - What kind of world did Jesus want? Prior Year 4 unit L2.3 - What is the 'Trinity' and why is it important for Christians?
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Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians?
Key facts					
Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms.	Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message). Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet).	Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms.	Identify and explain Jewish beliefs about God. Give examples of some texts that say what God is like and explain how Jewish people interpret them.	Identify features of Gospel texts (for example, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.	Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist). Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God').
Linked Learning					



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	<p>Links from:</p> <p>Year 1 unit 1.6 - Who is a Muslim and how do they live?</p> <p>Year 2 unit 1.8 - What makes some places sacred to believers?</p> <p>Year 3 unit L2.9 - How do festivals and worship show what matters to a Muslim?</p> <p>Year 3 unit L2.12 - How and why do people try to make the world a better place?</p>	<p>Links from:</p> <p>Year 3 unit L2.1 - What do Christians learn from the creation story.</p>	<p>Links from:</p> <p>Year 2 unit 1.7 - Who is Jewish and how do they live?</p> <p>Year 3 unit L2.10 - How do festivals and family life show what matters to Jewish people?</p> <p>Year 2 unit 1.8 - What makes some places sacred to believers?</p> <p>Year 3 unit L2.12 - How and why do people try to make the world a better place?</p> <p>Year 4 unit L2.11 - How and why do people mark the significant events of life?</p>	<p>Links from:</p> <p>Year 1 unit 1.1 - What do Christians believe God is like?</p> <p>Year 2 unit 1.4 - What is the 'good news' Christians believe Jesus brings?</p>	<p>Links to:</p> <p>Year 6 U2.11 - Why do some people believe in God and some people not?</p>
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Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not?	U2.7 Why do Hindus want to be good?	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?
Key facts					
<p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might</p>	<p>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.</p> <p>Identify and explain what religious and non-religious people</p>	<p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.</p> <p>Give meanings for the story of the man in the well and explain how it</p>	<p>Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice.</p>	<p>Explain connections between biblical texts and the concept of the kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied,</p>	<p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>Identify beliefs about life after death in at least two</p>



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<p>mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p>	<p>believe about God, saying where they get their ideas from. Give examples of reasons why people do or do not believe in God.</p>	<p>relates to Hindu beliefs about samsara, moksha, etc.</p>		<p>showing awareness of different interpretations.</p>	<p>religious traditions, comparing and explaining similarities and differences.</p>
Linked Learning					
<p>Links from: Year 1 unit 1.2 - Who do Christians say made the World? Year 3 unit L2.1 - What do Christians learn from the Creation story? Year 4 unit U2.11 - How and why do people mark the events of life?</p>	<p>Links from: Prior Year 6 unit U2.2 - Creation and science: conflicting or complementary?</p>	<p>Links from: Year 4 unit L2.7 - What do Hindus believe God is like?</p>	<p>Links from: Year 3 unit L2.1 - What do Christians learn from the creation story? Year 3 unit L2.10 - How do festivals and family life show what matters to Jewish people?</p>		<p>Links from: Year 4 unit L2.11 - How and why do people mark the significant events of life?</p>



End of phase outcomes

Domain	End of EYFS
Communication and language	<ul style="list-style-type: none"> • Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. • They use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Children answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events from different sources. • They talk about how they and others show feelings. • They develop their own narratives in relation to stories they hear from different communities.
Personal, social and emotional development	<ul style="list-style-type: none"> • Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect. • They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously. • They talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable. • Children think and talk about issues of right and wrong and why these questions matter. • They respond to significant experiences showing a range of feelings when appropriate. • They have a developing awareness of their own needs, views and feelings and can be sensitive to those of others. • Children have a developing respect for their own cultures and beliefs, and those of other people. • They show sensitivity to others’ needs and feelings, and form positive relationships
Understanding the world	<ul style="list-style-type: none"> • Children talk about similarities and differences between themselves and others, among families, communities and traditions. • They begin to know about their own cultures and beliefs and those of other people. • They explore, observe and find out about places and objects that matter in different cultures and beliefs.
Expressive art and design	<ul style="list-style-type: none"> • Children use their imaginations in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feeling and respond in a variety of ways to what they see, hear, smell, touch and taste.
Literacy	<ul style="list-style-type: none"> • Children are given access to a wide range of books, poems and other written materials to ignite their interest.
Mathematics	<ul style="list-style-type: none"> • Children recognise, create and describe some patterns, sorting and ordering objects simply.



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Domain	End of KS1	End of Lower KS2	End of Upper KS2
<p>Making sense of beliefs</p>	<p>Identify core beliefs and concepts studied and give a simple description of what they mean.</p> <p>Give examples of how stories show what people believe (e.g. the meaning behind a festival).</p> <p>Give clear, simple accounts of what stories and other texts mean to believers.</p>	<p>Identify and describe the core beliefs and concepts studied.</p> <p>Make clear links between texts/ sources of authority and the core concepts studied.</p> <p>Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts.</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.</p>
<p>Understanding the impact</p>	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</p> <p>Give examples of ways in which believers put their beliefs into practice.</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.</p> <p>Describe how people show their beliefs in how they worship and in the way they live.</p> <p>Identify some differences in how people put their beliefs into practice.</p>	<p>Make clear connections between what people believe and how they live, individually and in communities,</p> <p>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.</p>
<p>Making connections</p>	<p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</p> <p>Give a good reason for the views they have and the connections they make.</p>	<p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</p> <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.</p> <p>Give good reasons for the views they have and the connections they make.</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).</p> <p>Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently.</p> <p>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.</p>