



Yew Tree Primary School

RELIGIOUS EDUCATION CURRICULUM OVERVIEW

RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

Intent	Curriculum Aim	To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential	What does this mean for Religious Education: <ul style="list-style-type: none"> • RE at Yew Tree recognises the importance of teaching children to understand the world around them, equipping them with knowledge and skills to answer challenging questions and explore different religions, values and traditions that are followed in our multicultural- society. • Our RE curriculum is designed to enable children to challenge prejudices, discrimination and stereotypes, in order to understand and respect others. • Through RE we enable children to reflect on their uniqueness as human beings to share their feelings and emotions and appreciate the importance of forming positive relationships. • Our goal is for our children to appreciate worldviews, locally, nationally and globally and for our children to be able to hold a balanced and well-informed conversation about religion, preparing them for adult life, employment and life long learning.
	Curriculum Objectives	<ul style="list-style-type: none"> • To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement. 	



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Religious Education Key Skills Progression

Idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making sense of Beliefs	What People Believe	Listen to stories that reflect the diversity of children's experiences.	Listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions. To develop respect for their own cultures and beliefs, and those of other people.	Recount outlines of some religious stories.	Retell religious stories and identify some religious beliefs and teachings.	Describe some religious beliefs and teachings of religions studied, and their importance.	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. <i>(linked to understanding the impact)</i> .	Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
	Topics where covered	Special Places, My Life and Belonging.	Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6	Unit 1.4, Unit 1.1, Unit 1.7, Unit 1.10, Unit 1.11	Unit 1.5, Unit 1.2, Unit 1.6, Unit 1.12, Unit 1.9	Unit 2.9, Unit 2.5, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12
	Enquiring, investigating and interpreting	Meeting and recognising different cultures and beliefs in class. Exploring religious artefacts, including those designed for small children such as soft toys.	To develop their own narratives based on stories they hear from different communities. To answer who, how and why questions about their experiences.	Identify what they find interesting and puzzling in life. <i>(Linked to making connections)</i> . Recognise symbols and other forms of religious expression.	Recognise that some questions about life are difficult to answer. <i>(Linked to making connections)</i> . Ask questions about their own and others' feelings and experiences. <i>(Linked to making connections)</i> . Identify possible meanings for symbols and other forms of religious expression.	Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression.	Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.	Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. Recognise and explain diversity within religious expression, using appropriate concepts.	Identify the influences on, and distinguish between, different viewpoints within religions and beliefs. Interpret religions and beliefs from different perspectives. Interpret the significance and impact of different forms of religious and spiritual expression <i>(linked to understanding the impact)</i> .
	Topics where covered	Friendships and Positive Relationships, Our Community, My Senses	Unit 1, Unit 5, Unit 6	Unit 1.4, Unit 1.1, Unit 1.7, Unit 1.3, Unit 1.10, Unit 1.11	Unit 1.5, Unit 1.2, Unit 1.8, Unit 1.6, Unit 1.12, Unit 1.9	Unit 2.9, Unit 2.5, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12

	Expression and Language	Explore and begin to understand religious songs/music (nursery rhymes).	Begin to be introduced to some religious terminology e.g. nativity, Christians, Easter. They respond to significant experiences showing a range of feeling when appropriate.	Recognise religious words and some religious symbols.	Suggest meanings in religious symbols, language and stories.	Identify comparisons between religious symbols, language and stories and the beliefs or ideas that underlie them.	Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.	Explain how some forms of religious expression, are used differently by individuals and communities.	Compare the different ways in which people of faith communities express their faith.
	Topics where covered	My Senses	Unit 1, Unit 2, Unit 3, Unit 4, Unit 6	Unit 1.4, Unit 1.1, Unit 1.7, Unit 1.3, Unit 1.10	Unit 1.5, Unit 1.2, Unit 1.8, Unit 1.6, Unit 1.12, Unit 1.9	Unit 2.5, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12
Understanding the Impact	Thinking about religion and belief	Children talk about their home and community life and find out about other children's experiences. Recognising some of the things that make them unique.	Children talk about past and present events in their lives and the lives of family members. They understand that other children don't have the same beliefs or enjoy the same things and they are sensitive to this. The show sensitivity to others; needs and feelings and form positive relationships.	Recall features of religious, spiritual and moral stories and other forms of religious expression. Recognise and name features of religions and beliefs.	Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs.	Make links between beliefs, stories and practices. Identify the impacts of beliefs and practices on people's lives. Identify similarities and differences between religions and beliefs.	Comment on connections between questions, beliefs, values and practices. Describe the impact of beliefs and practices on individuals, groups and communities. Describe similarities and differences within and between religions and beliefs.	Explain connections between questions, beliefs, values and practices in different belief systems. Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Explain how and why differences in belief are expressed.	Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
	Topics where covered	Our Community, My life and Belonging	Unit 1, Unit 5, Unit 6	Unit 1.4, Unit 1.1, Unit 1.7, Unit 1.3, Unit 1.10, Unit 1.11	Unit 1.5, Unit 1.2, Unit 1.8, Unit 1.12, Unit 1.9	Unit 2.9, Unit 2.5, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12
	What People do	Shows interest in different occupations and ways of life.	Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.	Recognise features of religious life and practice.	Identify some religious practices understanding that some are characteristic of more than one religion.	Describe how some features of religions studied are used or exemplified in festivals and practices.	Show understanding of the ways of belonging to religions and what these involve.	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
	Topics where covered	Our Community	Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6	Unit 1.4, Unit 1.1, Unit 1.7 Unit 1.3, Unit 1.10	Unit 1.9	Unit 2.9, Unit 2.5, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12

Making Connections	Making Sense of Who we are	Remembers and talks about significant events in their own experiences.	To understand and join in with family customs, routines and traditions. To discuss and share these with others in the class.	Identify aspects of own experience and feelings, in religious material studied.	Respond sensitively to the experiences and feelings of others, including those with a faith.	Compare aspects of their own experiences and those of others, identifying what influences their lives.	Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.	Make informed responses to questions of identity and experience in the light of their learning.	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
	Topics where covered	The Natural World, My Life and Belonging, Special Places	Unit 1, Unit 4, Unit 5	Unit 1.4, Unit 1.1, Unit 1.7, Unit 1.3, Unit 1.10	Unit 1.5, Unit 1.2, Unit 1.8, Unit 1.6, Unit 1.12, Unit 1.9	Unit 2.9, Unit 2.5, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12
	Making Sense of Life			Identify and question things they find interesting or puzzling, in religious materials studied.	Realise that some questions that cause people to wonder are difficult to answer.	Compare their own and other people's ideas about questions that are difficult to answer.	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.	Make informed responses to questions of meaning and purpose in the light of their learning.	Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
	Topics where covered			Unit 1.4, Unit 1.1, Unit 1.7, Unit 1.3, Unit 1.10, Unit 1.11	Unit 1.5, Unit 1.2, Unit 1.8, Unit 1.6, Unit 1.12, Unit 1.9	Unit 2.9, Unit 2.5, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12
	Making Sense of Right and Wrong	They talk about their own and others' behaviour and it's consequences and know that some behaviour is unacceptable.	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 harmoniously.	Identify what is of value and concern to them, in religious material studied.	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.	Make links between values and commitments, including religious ones, and their own attitudes or behaviour.	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply.
Topics where covered	All Topics	All Topics	Unit 1.4, Unit 1.1, Unit 1.7, Unit 1.3, Unit 1.10, Unit 1.11	Unit 1.5, Unit 1.2, Unit 1.8, Unit 1.6, Unit 1.12, Unit 1.9	Unit 2.9, Unit 2.11, Unit 2.4, Unit 2.7, Unit 2.1	Unit 2.3, Unit 2.12, Unit 2.8. Unit 2.10, Unit 2.6	Unit 2.1, Unit 2.5, Unit 2.8, Unit 2.9, Unit 2.2	Unit 2.10, Unit 2.11, Unit 2.6, Unit 2.4, Unit 2.3, Unit 2.12	