

RE @ Wynndale

Progression from EYFS to Year 6

Our RE Curriculum Intent

Using the Agreed Syllabus, will ensure that Religious Education plays a significant role at Wynndale and will enable our pupils to develop their own sense of identity and belonging through self-awareness and reflection.

We believe the teaching of RE should be ambitious, rigorous and exciting, taught through a worldview approach that increases awareness of the spiritual, moral, social and cultural dimensions of the curriculum.

As teachers of RE we aim to ensure that diversity is explored fully and that our pupils find out about lived experiences of people from different religions and non-religious worldviews. Through this approach, our pupils will be encouraged to express ideas and insights and ask and answer key questions to enable deeper understanding of life issues that face all human beings as we travel through life. They will take part in lessons that promote respect, open-mindedness, curiosity and creativity. To support the teaching of high quality RE, our children will receive visitors to school who will share a range of different viewpoints and life experiences that fosters inquisitiveness and the desire to find out more. They will also be encouraged to study a range of different information sources, texts, artefacts both in the classroom and through arranged visits to varied places of worship.

Through these experiences they will gain insights and knowledge to help equip them as responsible citizens, ready to contribute positively to our local, national and wider global community.

The three-fold aims of RE in Nottingham City and the County will ensure that our pupils:

1. Know and understand a range of religions and world views which will allow them to recognise the diversity which exists in our local community and wider society.
2. Can express ideas and insights about the nature, significance and the impact of religions and world views as they develop their own personal views on a range of issues
3. Develop and use skills which will assist them to engage seriously with religions and world views

By following the Agreed Syllabus, RE will also contribute to a whole range of our school priorities. Study of religious and world views will also promote spiritual, cultural, social and moral development, and will support pupils' understanding of British and Wynndale Values such as acceptance and respect for others who hold different world views.



Our Big Ideas and Key Concepts in RE

We have identified 3 key concepts that will weave through our RE Curriculum at Wynndale. These key concepts are important as they help our learners to view the 'big picture' of the subject and how it relates to them in the real world. Through the specific subject content taught, key concepts are explored. As children move through school, concepts are revisited and built upon so that children are able to make connections in their learning, helping them to 'know more and remember more' over time.

Beliefs

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

Articulate these beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Spiritual Expression

Articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Express with increasing confidence their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues

Learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Family/Community/World Views

Learn about and from religions and worldviews in local, national and global contexts and identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom* found in religions and worldviews.

Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.



RE Driven themes						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and Friends	Celebrations and festivals C J	Leaders C J WV	Beliefs and questions C	Journey of life and death C H I WV	Inspirational people in today's world WV Free Select	Teachings wisdom and authority WV Free Select
Celebrations		Believing J	Prayer C1		What matters to Christians C	Religion, world, family and community C I H WV
Stories	Myself and caring for others C J		Worship and sacred places CH I	Symbols and religious expression C H I WV	How beliefs about God, world and others impact on lives H I WV	Beliefs in action in the world. Global issues C H WV
Special places	Beliefs and Teachings C	Belonging C		Spiritual expression C WV	Beliefs in action in the world C H I WV Free Select	Beliefs in action. What was the Kindertransport J
	Symbols in worship and practice C J	Story C J WV	Inspirational people in the past C I J S WV	Religion, family, community, worship, celebration and ways of living H		

Breadth of Study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowing and Understanding 	*Know Christians have a special book called the Bible and there are special stories in it *Know that Bible stories deliver messages *Know about family	*Know about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat. *Know songs, celebrations, stories, artefacts	*Know stories of Moses. *Know about Moses as a great leader for Jewish people. *Know stories about Jesus and Saint Peter *Know about Saint Peter as a Christian leader.	*Know about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest. *Know about contemporary practices in relation to these four festivities.	*Know about Hindu worship and celebration, including detailed information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu	*Know what we can learn from great leaders and inspiring people. examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth, Dr Hany	*Know about two carefully selected texts from the scriptures of each of the religions selected for study. *Know about two contemporary examples of members of each of the faith communities who



	celebrations – birthdays, Christmas, Easter, Baptism and Harvest *Know about some celebrations from other cultures e.g. Lunar, New Year, Diwali *Know there are special places and know why a church is a special place	and food, linked to worship *Know that there are Festivals from other faiths *Know stories of Jesus. *Know stories Jesus told, *Know stories matter to Christians because of who they believe Jesus was: God come to earth, with the power to help people in many ways. *Know from visits and studying churches and synagogues about the use of a place of worship. *Know about weddings in Jewish and Christian holy buildings	*Know what makes a leader: their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made. *Know about belonging in a family, to a school and in the community. *Know about ways of belonging in Christianity and belonging to humanity.	*Know about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit. *Know about the ‘fruit of the Spirit’ *Know 4 key terms in relation to Churches, Mosques and Mandirs buildings. *Know similarities between the places of worship *Know at least two examples of inspirational people from the Jewish and Christian Bible *Know examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus. *Know examples of Islamic stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.	festival in both India and in the UK, *Know and I explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.	El Banna (founder of Islamic Relief) and other local or international examples. *Know the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist. *Know examples of religious architecture from across the world and some local examples, including Minster, local churches and chapels, a local Synagogue, Mandir and Mosque.	are seeking to live out these texts and their values. *Know about the statistics of world religions in the local area, the county, region, nation and world. *Know about at least two examples of inter faith co-operation. *Know about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s. *Know about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK
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Express and communicate ideas 	*Know who their friends and family are *Know to be kind to each other and share *Know how to take ideas from religious stories and relate to their own lives – the Good Samaritan *Know how to use religious artefacts to find out more about a religion e.g. at Easter	*Know about their uniqueness as a person in a family and community. *Know how to care for others and explore characteristics such as goodness, kindness, generosity and sharing. *Know about religious stories and teachings and infer ideas about care from these texts. *Know how to retell a story. *Know and talk about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there.	*Know and discuss Jewish peoples' ideas about God and the story of creation. *Know about the importance of Shabbat, including the link between creation and Shabbat. *Know some ways a Rabbi teaches the community about God. *Know and discuss Jewish and Christian stories *Know about the Jewish Bible and discuss the importance of the Torah.	*Know about the practice, meaning and importance of the 5 daily Islamic prayers *Know about the meaning and use of the Lord's Prayer in Christianity, *Know about prayer at a mosque or a church, *Know about beliefs about Allah / God and prayer in the different religions. *Know about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship. *Know how features of the buildings connect to religious beliefs, teachings, practices and ways of living.	*Know and discuss key ways in which Christians, Hindus and Muslims see life as a journey. *Know and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals. *Know about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha. *Know and discuss non-religious views. *Know about pilgrimages and religious journeys. *Know details about and reasons for ritual and practice on pilgrimages. *Know about and reflect on how the journey of a person who is spiritual but	*Know the ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration. *Know about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life *Know and reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture. *Know about different charities which apply the 'golden rule' ('treat others as you	Know about and discuss spiritual concepts of justice, fairness, compassion and responsibility. Know about and share thoughts on at least two examples of major faith based global aid and development Charities. *Know about the Kindertransport and discuss the importance of providing refuge to people who are persecuted for who they are.
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					not religious might be like a religious pilgrimage. *Know about local places of pilgrimage and to reflect upon what kind of pilgrimages these represent. *Know and explore different examples of the music of the Christian community, in depth as forms of spiritual expression and worship. *Know how such music can be compared with music from any sources which pupils find spiritually interesting or inspiring	would like to be treated', *Know 'love your neighbour as you love yourself') from a range of religions and worldviews to some global problems.	
Gain and deploy skills 	*Know how to retell religious stories in a simple way e.g. through small world play/role play *Know how to record understanding in	*Suggest a meaning in an artefact, symbol or religious practice. *Show understanding through literacy skills, simple discussion, sharing	*Use and develop skills of discussion, observation, information gathering and remembering. *Use their factual knowledge to suggest meanings in Jewish practice.	*Explore, discuss and apply concepts in their leaning: Christian beliefs about creation, God, community and commitment to God and humanity. *Learn about values, including	*Crucial ability to recognize different reasonable ideas and describe varied religious practice and its meanings. *Use and develop skills of expressing	*Apply the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership. * Use information to address questions, in	*Develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.



	a variety of ways e.g. pictures and labels	and expressing their own ideas. *Engage with stories, remember characters and infer meaning. *Use and develop their observation and thinking skills, applied to holy buildings. .	* Use their factual knowledge to suggest what it means to belong in various ways. *Use their factual knowledge to suggest what makes ancient stories valuable to some people today.	love, generosity, patience, faithfulness and self-control. *Practice the skills of seeing meaning in rituals, suggesting what actions, symbols and ideas mean, explaining meaning to each other. *Observe, notice, name, describe and remember aspects of worship in different religious buildings. *Practice the skills of inferring beliefs and ideas about values from stories and practice writing biographically about inspirational figures.	understanding and handling varied perspectives on pilgrimage. *Listen, discuss and use self-expression skills, including musical appreciation. *Discuss and gather information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.	discussion and writing, developing and using their ability to make sense of key concepts. *Use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. *Consider how to express respectful attitudes to people different from themselves. *Consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.	* Think reasonably about questions of community harmony and inter faith work. * Gather, weigh up and use information through simple research. *Practice the skills of discussion, reasoning and argument in relation to questions about global issues. * Reflect on big questions about human values and behaviour. Discuss, think and create responses to the work for themselves.
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Progression in Key RE Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Celebration, family, Christian, Church, Jesus, God, thank you, belief, Christmas, Easter, Diwali, Lunar New Year, Bible	Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, Humanist, synagogue, church, symbol, God, Bible, thankful, faith, belief, Easter, ark, Torah, bimah, altar, font, worship, holiness, sacred,	Religion, Christian, Jewish, Torah, Bible, wise sayings, rules for living, co-operation, Judaism, synagogue, symbol, ark, bimah, shabbat, creation story, worship, holiness, sacred, Golden Rule ('do to others as you would like them to do to you'), belonging, courage, persistence, forgiving, Humanist, God, Creator.	Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values, Muslim, Islam, mosque, Qur'an, Prophet, ritual, liturgy, prayer, church, Hindu, worship, mandir, Trinity, Allah, gods and goddesses, sacred, Exodus, Law-giver, Messiah, New Testament, Gospel, inspiration, role-model.	Religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise, pilgrim, pilgrimage, symbol, community, worship, devotion, self-expression, murtis, gods and goddesses, karma, dharma, festivals, symbol (including the Aum symbol).	Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, 5 Pillars, Allah, Iman, akhlaq, murtis, Brahman, gods and goddesses, ahimsa, atheist, agnostic, Humanist, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, compassion.	Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist, inter-faith, harmony, tolerance, respect, moral values, religious plurality, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.