

## Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: **Knowledge**, **Skills**, **Community** and **Self**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

# RE Basic/Advancing/Deep

EYFS	Year 1 and 2 Dorset Agreed Syllabus	Year 3 and 4 Dorset Agreed Syllabus	Year 5 and Year 6 Dorset Agreed Syllabus
<p>The RE curriculum for the Early Years should ensure that children have opportunities to find out about aspects of the following from Christianity, Islam, Judaism and a range of different religions and worldviews: □ Stories, poems, prayers and songs □ Festivals and celebrations □ Artefacts and places of worship, visitors and videos □ Their own ideas and questions about religion, belief, truth and right and wrong. As all of the strands of the EYFS are interwoven, children may share their thoughts, ideas and feelings “through a variety of activities in art, music, movement, dance, role play and design and technology.” Effective RE will contribute to young children’s understanding of the world in which they live and help them to develop a positive sense of self.</p>	<p>Pupils should explore through enquiry so that they know and understand: The place of religion and belief in their local community – recognising diversity and the influence of those religions and worldviews, and exploring questions about the meaning, purpose and value of life reflective of the beliefs and world-views (in all Key Stages) of the local community. This could include exploring through enquiry questions such as: □ How and why do people have special ways of welcoming babies? □ How and why do people pray? □ What are the ingredients of a festival? □ Why is light such an important symbol? The key features of Christianity – This could include the study of key Christian concepts such as Creation, Incarnation and Salvation through enquiry questions such as: □ What can we find out about Christianity by visiting a local church? □ Why do Christians celebrate Christmas? □ What happened when Jesus went to Jerusalem? (Palm Sunday to The Resurrection) □ What does the Creation Story tell us about the nature of God? □ Why did Jesus tell the parable of the Lost Sheep? 4 The key features of Islam and at least one other religion or non-religious worldview This would include the study of key Islamic concepts through enquiry questions such as: □ What are the Five Pillars of Islam and why are they key to Muslim beliefs? It should include enquiry questions for other religions and world-</p>	<p>Pupils should explore through enquiry so that they know and understand: Enquiries about the nature of religion and belief– recognising diversity and the influence of those religions and worldviews, and exploring questions about the meaning, purpose and value of life This should include exploring through enquiry questions such as: □ Can religion help people find peace? □ Is happiness the purpose of life? □ Does prayer make a difference? □ Why do some people make pilgrimages? □ What different things do people believe about how the world began? The key features of Christianity – This could include the study of key Christian concepts through enquiry questions such as: □ If God made the world, why isn’t it perfect? □ Why did Jesus tell parables about forgiveness? □ What if God were one of us? □ What is good about Good Friday? □ Why myrrh? How are the Christmas and Easter stories connected? □ What can people learn from the story of Daniel? □ Why do Christians celebrate the same thing in different ways? (The Last Supper) □ What does the parable of the Good Samaritan mean for Christians today? □ Why do Christians call Jesus ‘Saviour’? □ Why do Christians believe God can be Father, Son and Holy Spirit? The key features of Islam and at least one other religion or non-religious world view - 5 This could include the study of key Islamic concepts through key enquiry questions such as: □ Why is Muhammad called the ‘Messenger of God’? And could include enquiry questions for other religions and worldviews, selected as appropriate: □ Why are the Buddha, the Dharma and the Sangha seen as the Three jewels for some Buddhists? □ What can the stories and images of deities tell us about Hindu beliefs? □ What are some of the different ways Hindus worship? □ What does dharma (duty) mean to many Hindus? □ How and why do some Muslim / Christian / Jewish organisations help those in need? □ What is the Torah, and why is it important to some Jews? □ Why salt water? What connects Passover to freedom? □ What does sewa (service) mean to Sikhs? □ What is Khalsa and why is it so important to many Sikhs? □ How do Humanists mark rites of passage? □ How do Humanists decide what is true?</p>	

<p><b><u>Understanding the World</u></b>  <b>People, Culture and Communities</b>  <b>New Development Matters Statements</b>  <b>Understand that some places are special to members of their community.</b>  <b>Recognise that people have different beliefs and celebrate special times in different ways.</b>  <b>Recognise some similarities and differences between life in this country and life in other countries.</b>  <b>Early Learning Goals</b>  <b>ELG: People, Culture and Communities 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</b></p>	<p>views, selected as appropriate: □ Who was the Buddha? □ Why is Shabbat important in some Jewish families? □ What can the story of Bhai Lalo (the milk and the blood) tell us about Guru Nanak? □ What can we find out about Sikhism by exploring a gurdwara? (alternatively Islam / a mosque; Judaism / a synagogue; Hinduism / a mandir; Bahá'í Faith / a house of worship, etc) □ What makes us special? (Humanist study)</p>		
	<p>I can re-tell the Christian Creation story and say some things that they believe God created on different days. I can remember the Christmas story, including which gifts were given to Jesus I can tell a story about Jesus and His friends and say how He showed friendship in that story I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean I can talk about some of the things that Jewish people do to celebrate Shabbat. I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur. I can explain what some Chanukah symbols mean I can tell you some ways Christians try to follow Jesus' example of being kind I can explain how Jesus' coming to the world shows Christians how they could love/help people and the world. I can describe some of the things Jews choose to do to show respect for God I can describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can start to explain what makes Jewish people believe they have a special relationship with God and understand the roles of Abraham and Moses in this. I can describe how a Muslim achieves a sense of belonging through praying. I can describe some ways that Jews choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God</p>	<p>I can explain that some Sikhs choose to join the Khalsa to reinforce their personal commitment to God and tell you about the outward symbols associated with this (e.g. 5Ks) I can make the links between Christian beliefs about Christmas and the way they celebrate it. I can explain two different ways Christians might interpret one of Jesus' healing miracles. I can start to explain why Christians see Jesus' death as 'good'. I can use the right religious words to describe some of the practices and experiences Sikhs have which enable them to follow the Guru's teaching of sharing and explain why this is important to them. I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others. I can make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth). I can make links between one of the Buddha's stories and his teachings about what causes suffering. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some</p>	<p>I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this. I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation) I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. (assessed through Activity Sheet 2). I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence I can start to explain how beliefs about life after death make an impact on the ways Hindus choose to live their lives. I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. I can explain how the belief in the Trinity may help Christians to understand more readily the different aspects of God and how these contribute to God as a whole through the belief that it is still one God I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain why it is significant to Christians that Mary was Jesus' mother I can explain how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life and can explain which activities do this. I can explain why Christians believe some things are eternal and the difference this makes to them. I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people I can explain two different Muslim interpretations of Jihad and explore their justifications for these. I can explain how different texts build together to form evidence towards Jesus creating a New Covenant (assessed throughout investigation as well as Activity Sheet)</p>

				may need churches more than others I can make links between accounts in the Gospels and recognise why these were included.			
Vocabulary		Bible, Old Testament, Genesis, Magi, Wise Men, Gold, Frankincense, Myrrh, Incarnation, Forgiveness, Acceptance, Disciples, Salvation, Palm Sunday, Shabbat, Kippah, Tenakh, Rosh Hashanah, Yom Kippur, Shofar, Challah bread Samaritan, Levite, Pharisee, Parables, Agape, Trinity: God (the Father), Jesus (his son) and the Holy Spirit, Allah, Qur'an, word of Allah, written in Arabic, Salah, Mosque, Makkah, Resurrection, Salvation, New Testament, Ummah, Qiblah wall, Minbar, Minaret, Hajj, Ihram, Muhammad		Sikh, Guru, Amrit Ceremony, Khalsa <u>The 5Ks</u> Kesh, Kangha, Kirpan, Kara, Kacchera, Shepherds, Star, Wise men, Stable, Incarnation, Disciples, Miracles, Pharisee, Baths, Incarnation, Disciples, Resurrection, Crucifixion, Communion, Vaisakhi, Gurdwara, Guru Granth Sahib, Divali, Waheguru, Mool Mantar, 'ik onkar', The Guru Granth Sahib, Chauri, Granthi, Siddhattha Gautama, Buddha, Incarnation, Christingle, Dukkha, Anicca, Anatta, Gospel, Lamb of God, Sacraments, Eucharist/Communion, Saints	Puja, Gayatri Mantra, Vedas, Purusharthas, Dharma, Gospels, Gospel 'writers', Disciples, Truth, Atman, Trimurti, Pilate, Incarnation, Disciples, Resurrection, Crucifixion, Pharisee, Karma, Samsara, Moksha: the final release from the cycle of rebirth – to join with Brahman Sadhu, 10 Commandments, Gifts of the Spirit, Prayer, The Lord's Prayer, Ramadan, Muhammad, Qur'an, Incarnation, Fiat: Mary's "Yes" to the Angel Gabriel when asked if she would be the mother of Jesus. It literally means "let it be done", Annunciation, Agape, Messiah, Agape: universal and unconditional love, such as the love for strangers, nature, or God, Harvest, Fish symbol, Akhirah, Jihad, Lesser Jihad, Greater Jihad		
<b>Learning Objective</b>	<b>EYFS</b>	<b>Key Indicators</b>	<b>Year 1 and 2</b>	<b>Key Indicators</b>	<b>Year 3 and 4</b>	<b>Key Indicators</b>	<b>Year 5 and 6</b>
To understand beliefs and teachings		Describe some of the main festivals, celebrations and teachings of a religion	With the support of a teacher, some of the main festivals, celebrations and teachings of a religion are explored. <b>Generally, some of the main festivals, celebrations and teachings of a religion are described.</b> The main festivals, celebrations and teachings of a religion are described and explained with some interesting detail.	Present the key teachings and beliefs of a religion, making reference to religious figures.	When encouraged, some good examples of the key teachings and beliefs of a religion are given. <b>Generally, some key teachings and beliefs of a religion are selected and presented with some reference to religious figures. Key teachings, and how they relate to religious figures, are presented with interesting detail and explanations.</b>	Explain how some teachings and beliefs are shared between religions.	With support, some good examples are provided for, how beliefs are shared between religions <b>Generally, beliefs that are shared between religions are identified and explained.</b> Beliefs that are shared between religions are identified and any variations to a general belief are analysed and explained.
						Explain how religious beliefs shape the lives of individuals and communities.	When encouraged, some examples are provided for how religious beliefs shape the lives of individuals and communities. <b>Good examples, with some interesting detail, are provided for, how religious beliefs shape the lives of individuals and communities.</b> Well-chosen and very well explained details are provided for how a wide range of religious beliefs shape the lives of individuals and

							communities and how there may be some variation to practices between them.
To understand practices and lifestyles		Recognise, name and describe some religious artefacts, places and practices.	During structured activities, some religious artefacts, places and practices are explored. <b>There is a growing knowledge of some religious artefacts, places and practices, and some are chosen and described.</b> There is an in-depth understanding of some religious artefacts, places and practices which are described in interesting and accurate detail	Identify religious artefacts and buildings and explain how and why they are used.	There are some good examples of the identification and naming of religious artefacts and buildings. With encouragement, there is some explanation of how and why they are used. <b>Generally, religious artefacts and buildings are identified and how and why they are used explained with some detail.</b> Religious artefacts and buildings are identified rapidly, and detailed and interesting explanations of how and why they are used are provided.	Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.	With support, lifestyles of different faith groups are compared and contrasted. <b>Good examples of similarities and differences in the lifestyles of different faith groups are identified and described.</b> Well-chosen and detailed examples are provided for similarities and differences in the lifestyles of different faith groups.
						Show an understanding of the role of a spiritual leader.	There is some awareness of the role of a spiritual leader. <b>There is some interesting exploration and recognition of aspects of the role of a spiritual leader.</b> There is a good understanding of, and excellent examples provided for, the wide and varied role of a spiritual leader
To understand how beliefs are conveyed		Name and explain the meaning of some religious symbols.	With the support of a teacher, the names and meanings of some religious symbols are explored. <b>Some religious symbols are selected, named and their meanings described.</b> Some religious symbols are named and described with interesting and accurate detail.	Identify religious symbolism in literature and the arts.	With support, religious symbolism in literature and the arts is explored. <b>There is a growing recognition of, and some examples provided for, the use of religious symbolism in literature and the arts.</b> Good, well-explained examples of religious symbolism in literature and the arts are given in a wide range of contexts.	Explain some of the different ways that individuals show their beliefs.	There is some awareness of the different ways that individuals show their beliefs. <b>There is a growing awareness of, and some good examples provided for, the different ways that individuals show their beliefs.</b> There is a very good awareness of, and some excellent and detailed examples provided for, the different ways that individuals show their beliefs.
To reflect		Identify the things that are important in one's own life and compare these to religious beliefs.	During structured discussions, important aspects of one's own life and how this compares to religious beliefs are explored. <b>There is a growing understanding and some good explanation of how important aspects of one's own life compares to religious beliefs.</b> Aspects of one's own life are chosen and compared to religious beliefs from a number of religions.	Show an understanding that personal experiences and feelings influence attitudes and actions.	During structured discussions, there is some exploration of how personal experiences and feelings influence attitudes and actions. <b>There is a growing awareness of, and good examples provided for, personal experiences and feelings and how they influence attitudes and actions.</b> Good, well-explained examples of personal experiences and feelings, and how they influence attitudes and actions, are given in a wide range of contexts.	Recognise and express feelings about one's own identities. Relate these to religious beliefs or teachings.	Well-chosen and apt, detailed examples are provided for the concept of identity and how this relates to religious beliefs or teachings.
		Relate emotions to some of the experiences of religious figures studied.	With the support of a teacher, emotions are explored and links pointed out to the experiences of some of the religious figures. <b>There is a growing ability to explain how emotions relate to some of the experiences of religious figures.</b>	Give some reasons why religious figures may have	When encouraged, some reasons why religious figures may have acted as they did are given. <b>Generally, good attempts to explain why religious figures may have acted as they did, relating reasons to some of the teachings of a religion, are</b>	Explain ideas about some answers to ultimate questions and why answers may differ between individuals.	There are some good examples of exploration of some answers to ultimate questions and why answers may differ between individuals. <b>There is a growing understanding, demonstrated with well-explained descriptions, of some answers to ultimate questions, and how answers may differ between individuals.</b> Detailed, in-depth research

			Emotions are related very well to some of the experiences of religious figures and described in some interesting detail.	acted as they did.	made. Carefully reasoned and well-explained examples, that refer to the teachings of a religion, describe why religious figures may have acted as they did.		provides excellent examples and detailed descriptions of different answers to ultimate questions between individuals.
		Ask questions about puzzling aspects of life.	During structured discussions, some questions about puzzling aspects of life are explored. <b>During discussions, some questions are raised and opinions given about some puzzling aspects of life.</b> During discussions, well-considered questions are raised and opinions given and justified about some puzzling aspects of life.	Ask questions that have no universally agreed answers.	When encouraged, some questions that have no universally agreed answers are explored. <b>Generally, some good questions that have no universally agreed answers are asked and explored with enthusiasm.</b> Some well-considered questions that have no universally agreed answers are asked and explored in depth		
To understand values		Identify how one has to make choices in life.	During structured discussions, there is some exploration of how one must make choices in life. <b>There is a growing understanding that one must make choices in life and some good examples of this are described.</b> There is a good understanding that one must make choices in life, including some that are very difficult. Good examples are provided and described well.	Explain how beliefs affect people's behaviour	There are some good examples of explanations of how beliefs affect people's behaviour. <b>Generally, good explanations are provided for how beliefs affect people's behaviour in a range of contexts.</b> Well-considered and detailed explanations are provided for how beliefs affect people's behaviour in a range of contexts.	Explain why different religious communities or individuals may have different views of what is right and wrong.	There are some good examples that show some understanding that different religious communities may have different views of what is right and wrong. <b>There is a growing understanding, demonstrated by good examples of, and explanations for, different views of what is right and wrong.</b> There is an excellent understanding, demonstrated by well-chosen examples of, and detailed explanations for, different views of what is right and wrong.
		Explain how actions affect others.	There is some awareness of how actions affect others. <b>There is a growing understanding that actions affect others in a variety of ways, some of which can be explained.</b> There is a good understanding that actions affect others in a wide variety of ways, which are explained with interesting examples and details.	Discuss and give opinions on stories involving moral dilemmas.	The term 'moral dilemma' is experienced during discussions <b>There is a growing understanding of, and examples provided for, instances where there has been a moral dilemma.</b> Apt, and very well-described instances provided for situations involving moral dilemmas.	Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).	There is some exploration of the need to act according to a belief of right and wrong even in the absence of rules. <b>There is a growing understanding of the need to act in a morally right way, even in the absence of rules or regulation.</b> The word 'integrity' and how this applies to one's own decisions.
		Show an understanding of the term 'morals'.	During structured discussions the term 'morals' is explored. <b>There is a growing use of the term 'morals' when discussing behaviour and decisions.</b> There is a good understanding of the term 'morals' and many good examples of how it can be applied to familiar situations are provided.			Express own values and remain respectful of those with different values.	With support, personal values are explored. <b>There are some good examples of articulation of personal values and a respect for those with different values.</b> Personal values are becoming well developed and explained. There is a high degree of respect for those with different values