



Welton St Mary's Church of England Primary Academy



Religious Education Curriculum

There is no wealth like knowledge, no poverty like ignorance – Buddha

The aim of the curriculum is to give children the crucial knowledge they need in order to gain a deeper understanding of a range of religions including Christianity, Hinduism and Islam. We aim to provide opportunities for children be able to confidently use their knowledge to ask critical questions driven by their own understanding and curiosity. Children will be given the tools they need to have informed discussions including a higher level of vocabulary as well as opportunities to direct their own learning. We aim to give children the ability to understand other religions and the impact of religious philosophy on the daily life of a variety of individuals.

RE Overview

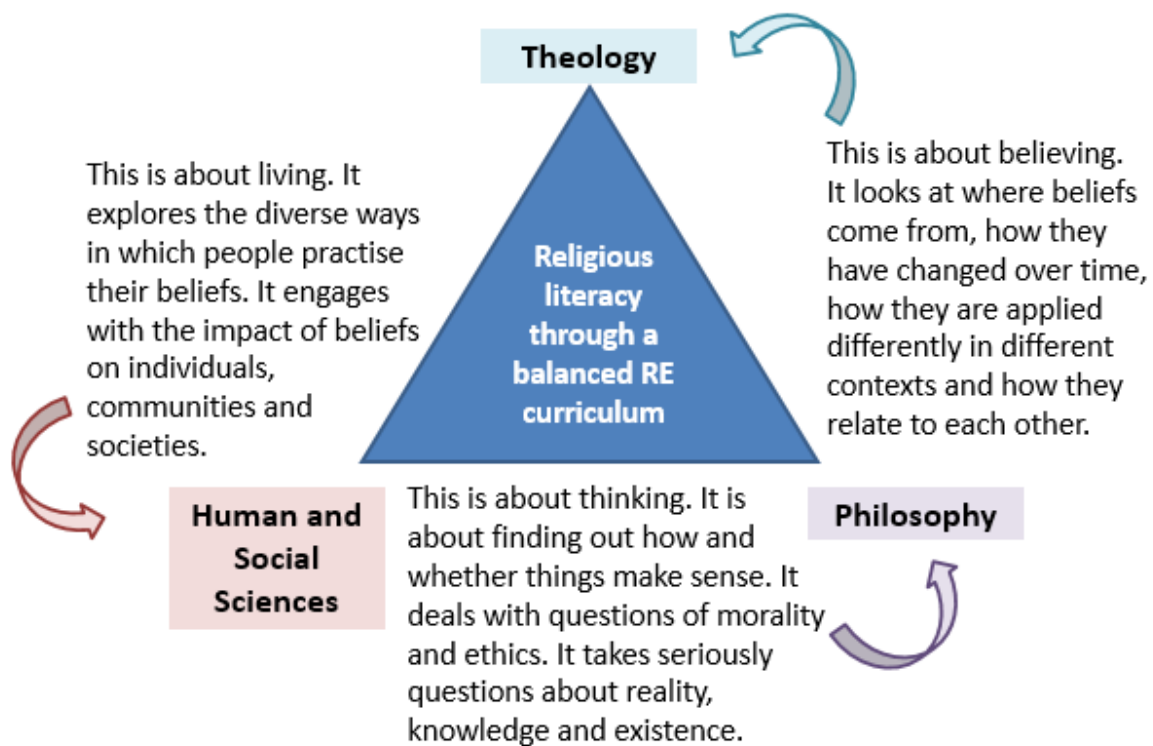
Welton St Mary's Church of England Primary Academy teachers RE using the Lincolnshire Locally Agreed Syllabus.

<https://www.lincolndioceseeducation.com/page/?title=Lincolnshire+Locally+Agreed+Syllabus&pid=30>

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS	What is special to us?	Who is special to us?	What books are special?	Why do Christians put a cross in the Easter Garden?	What makes our world beautiful?	Why is the word 'God' so important to Christians?
1	What is God like?	How was the world made?	What is Allah like?	How do Muslims show their beliefs?	Why are places of worship special?	
2	How does the Qur'an teach Muslims to treat others and live their lives?	What does it mean and matter to belong?	How can we show thankfulness?		Why does Easter matter to Christians?	Why does Christmas matter to Christians?
3	Who and what is special to Hindus?	What do Muslims believe about Allah?	What is the importance of Trinity to Christians?		Why is 'Good Friday' good?	What is the significance of forgiveness?
4	Why do we celebrate?	How are Hindu beliefs expressed collectively?	How does Muslim worship and celebration build a sense of community?	What do Christians learn from the Creation Story?	What is the Significance of pilgrimage?	
5	How do Muslim teachings guide the way Muslims act in the world?	How do Hindu teachings guide the way Hindus act in the world?	What difference does the resurrection make for Christians?	Was Jesus the Messiah?	How do people express their beliefs creatively? Why?	
6	Is God loving and holy?	Do you have to believe in God to be good?	Are science and faith conflicting or complementary?		What value does religion bring religious people?	How do people show they belong?

Core Concepts

Disciplinary RE



CONCEPT – Theology

- Engaging with key beliefs / concepts through the analysis of text
- Making connections between key beliefs / concepts within and between belief traditions
- Ask questions, challenge and interpret and be able to reason

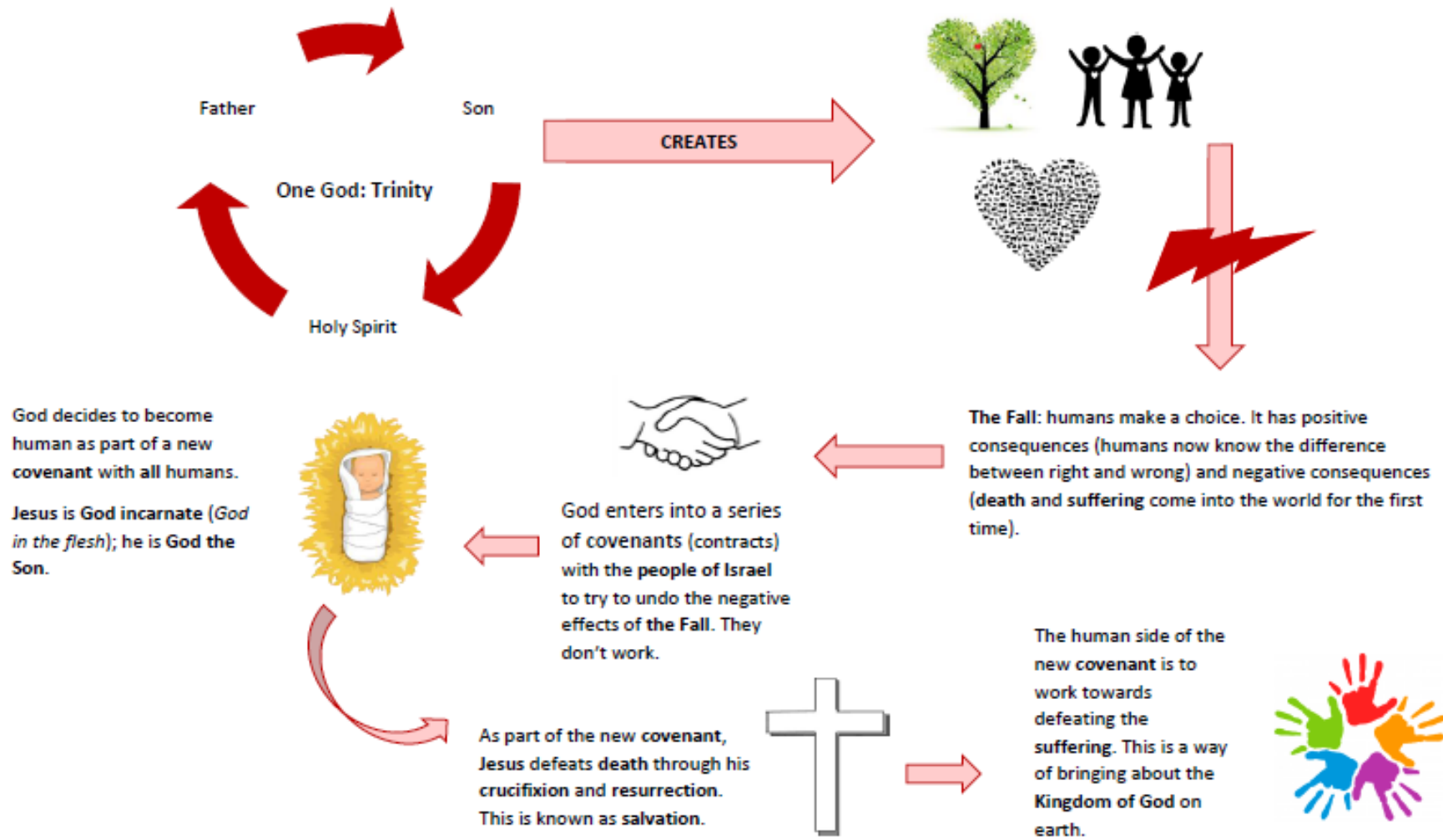
CONCEPT –Philosophy

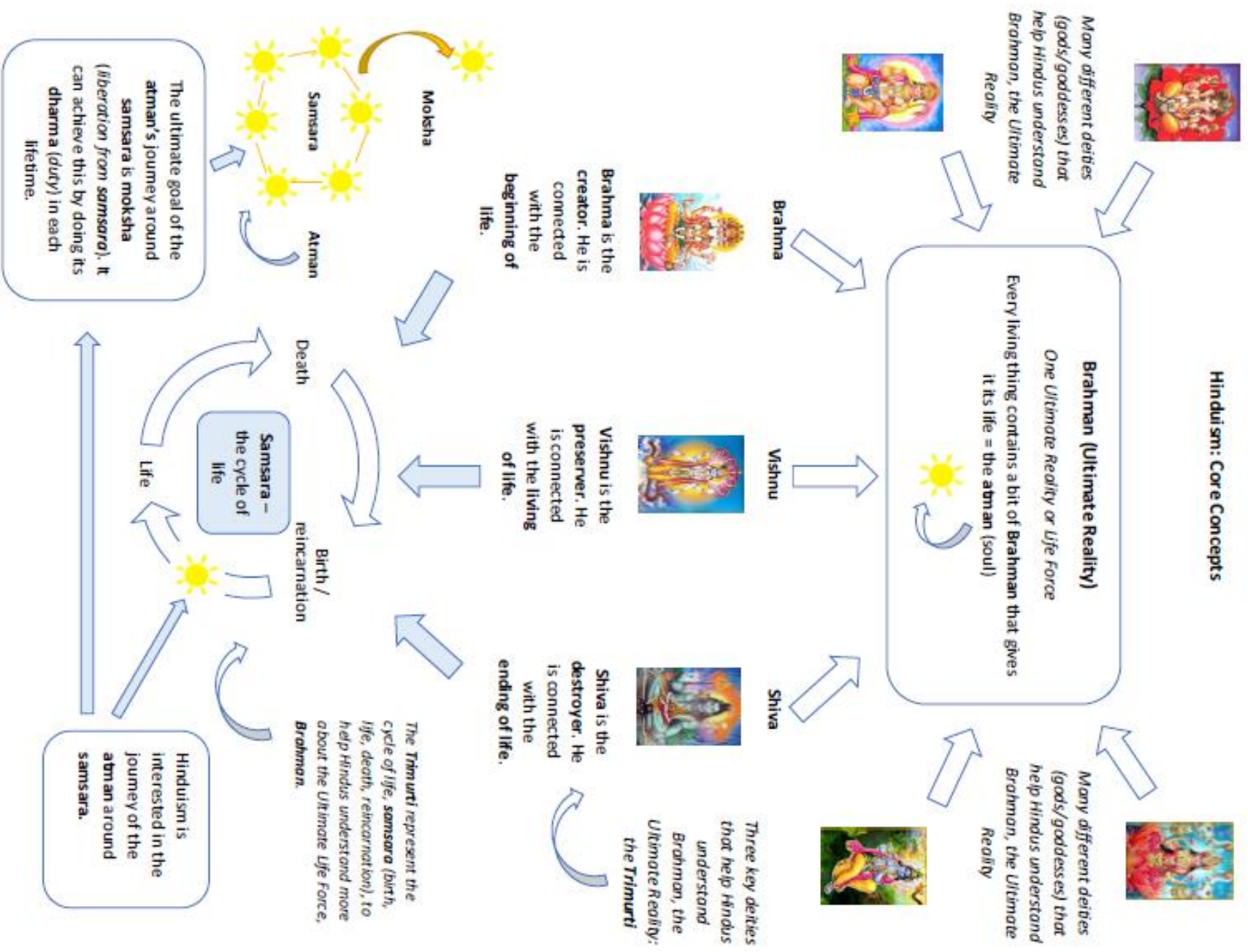
- Think critically, analyse and articulate
- Ask questions, discuss and debate
- Be able to explain, reason and justify

CONCEPT – Human and Social Science

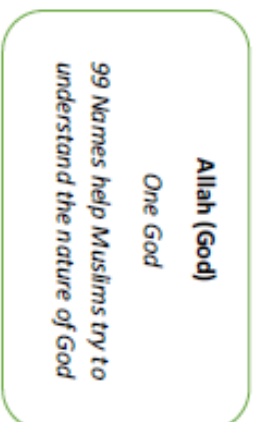
- To explore and value diversity
- Be able to listen and discuss respectfully
- To make informed and balanced decisions, explaining, reasoning and justifying
- To make connections

Christianity: Core Concepts

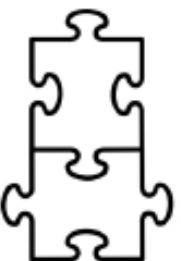




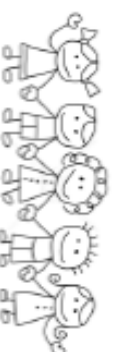
Islam: Core Concepts



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All things created in harmony
(*muslim*); God wants them to stay
this way



It is the job of humans to try to
keep things in harmony (*muslim*).

It is not easy to keep things in
harmony (*muslim*), so God gives
humans a straight path (*sharia*) to
follow to help them keep things in
harmony.

God gives Muslims
guidance to help
them follow the
straight path
(*sharia*):

Follow the straight path (*sharia*) and everything will stay in
harmony (*muslim*), as God intended it to be.



Assessment

EYFS will assess against the ELG including the communication and language strand. In addition, core vocabulary (their powerful knowledge) and it's appropriate use will be assessed to unlock the learning for Year 1.

BELIEVING – THEOLOGY

KS1	LKS2	UKS2	KS3
Engaging with key beliefs / concepts through the analysis of text			
Be able to use clear and simple language to retell a story (eg a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita)	Be able to explain what it means for a text / story to 'have authority for a group of believers.	Be able to name at least three sources of authority (eg text, religious leader, tradition etc) for a group of believers and identify the beliefs / concepts they make reference to.	Be able to name at least three sources of authority for a group of believers and explain the beliefs / concepts they make reference to. Be able to discuss the reliability / authenticity of sources of authority for a group of believers.
Making connections between key beliefs / concepts within and between belief traditions			
Recognise a link between a story and a belief / concept (eg the story of the Lost Son in the New Testament and beliefs about forgiveness)	Be able to identify connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories eg salvation and incarnation, tawhid and creation, dharma and moksha	Be able to explain connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories	Be able to explain connections between beliefs / concepts within a single belief tradition with reference to authoritative texts / stories.
		Be able to identify similar concepts eg creation, are presented across different belief traditions with	Be able to analyse the ways in which similar concepts eg creation are presented across different belief traditions, drawing reasoned

		reference to authoritative stories / texts.	conclusions about the impact this has on how these traditions understand these concepts similarly or differently.
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LIVING – HUMAN /SOCIAL SCIENCE

KS1	LKS2	UKS2	KS3
Showing understanding of core concepts relating to the human / social scientific study of religion and belief			
Be able to identify that different people have different beliefs about the world around them	Be able to describe the difference between ‘beliefs’ and ‘religions’.	Explain the reasons why some belief traditions are not comfortable with the term ‘religion’ and be able to identify what makes a non-religious worldview different from a religion.	Be able to describe the difference between ‘religious’ and ‘spiritual’ and explain some reasons why some people are more comfortable to identify as religious / spiritual.
Showing understanding of the connection between religious practice and context			
Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK / around the world.	Be able to identify ways in which religious practices vary depending on geographic, social and cultural context	Be able to explain the impact that society / culture / geography can have on religious practices eg by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.	be able to reason about the extent to which religious practices are adaptable to context and the implications of this for members of belief traditions
Showing understanding of the way in which beliefs impact on the individual			
Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (eg prayer, diet, etc)	Be able to make connections between beliefs and the decisions an individual makes about how to live their lives.	Be able to show understanding that an individual is affected by a range of beliefs, both religious and non religious (eg that God made the world and that it is important to promote fundamental British values)	Be able to reason about the impact conflicting beliefs can have on an individual’s experience of a belief tradition (eg belief that all humans are equal in the eyes of God and the belief that only one gender lead a belief community
Showing understanding of the way in which community can impact on religious practice			

Be able to describe at least two ways in which people express / practise their beliefs as a community eg festivals	Be able to explain the importance of community within the religious / non religious tradition studied	Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (eg through festivals, rites of passage, communal worship etc)	Be able to analyse ways in which community can be both a benefit and a barrier to participation in a particular belief tradition
Be able to make connections between family life and living out religious beliefs eg worship at home or celebrating rites of passage	Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions	Be able to identify some of the ways in which the wider local / national community impacts on a believer's experience of a belief tradition (eg keeping the fast during Ramadan whilst sitting exams at school)	Be able to explain the challenges of participating in a number of 'communities of belonging' (eg religion, family, school)

THINKING - PHILOSOPHY

KS1	LKS2	UKS2	KS3
Articulating how and whether things make sense			
Be able to ask questions about the world around them	Be able to identify ways in which different people think about the world differently	Be able to analyse different ways in which people think about the world and make connections between this and their beliefs	Be able to engage in dialogue about the ways in which different people use a process of reasoning to come to different conclusions about the world around them (eg arguments the existence / non – existence of God)
Showing awareness of different approaches to understanding the world			
Be able to make connections between using their senses and what they know about the world around them	Be able to understand and begin to explain that there is a difference between believing and knowing	Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.	be able to analyse the importance of the distinctions between belief', 'faith', 'opinion', 'truth' and 'knowledge' when engaging in conversation about religions and beliefs.
Showing evidence of a process of reasoning			
Use reasons to support personal opinions about religions / beliefs	Be able to provide a range of evidence reasons why a member of a belief tradition may hold a particular belief (eg	Be able to analyse the strengths/ weaknesses of different types of evidence provided to support beliefs	Be able to defend / criticise a personal opinion on a belief position using a clear process of reasoning.

	that the world was created, that God exists).	about the world, including personal beliefs.	Be able to articulate the coherence of a particular belief position with reference to a range of evidence.
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