



**Friskney All Saints
Church of England
Primary School**



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Curriculum for RE

RE Curriculum Intent

At Friskney All Saints Primary School, we love exploring, debating and learning in Religious Education.

We want our children to love RE! We want them to have no limits to what their ambitions are and grow up wanting to be open minded, accepting and knowledgeable about world views. Our aim is that, through the teaching of RE at Friskney, we provide a purposeful platform for exploring, appreciating and understanding the world in which we live and how people live their lives according to their beliefs. We want to ensure that through RE, pupils are able to explore their own understanding and beliefs and develop their reasoning and questioning skills to validate their thoughts and beliefs. In RE, pupils in our school will follow a depth study of Christianity, Hinduism and Islam whilst also covering understanding of other religious and non-religious world views.



Inspiration – Our exciting and engaging RE curriculum seeks to encourage children’s curiosity, inspiring a lifelong love of learning that sparks creativity and prepares our students for a future that demands adaptability and innovation. Learning opportunities for all faiths and none are skilfully adapted to inspire and support all pupils, especially those with **SEND**, removing barriers and igniting interest. **Enrichment opportunities** are carefully planned to engage learners beyond the academic, these include places of worship. Our curriculum is designed to be irresistible so that pupils are encouraged to *realise their gifts* in aspects of RE.



Excellence - Our ambitious curriculum is designed to ensure that every child reaches their full potential and always *striving for excellence*. Each year, the children’s identified learning builds upon previously taught content through **clearly mapped out, sequential units** which detail the **substantive and disciplinary knowledge**. We prioritise **vocabulary** acquisition through our RE teaching, employing a systematic and explicit approach to the teaching of vocabulary in RE and timely **retrieval** opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught knowledge.



Exploration –We encourage pupils to explore what it means to be part of Friskney, as well as Modern Britain and the wider world. Helping our children to be inquisitive and questioning of their learning enables inquisitive thinking, investigation, independence and problem solving. Curriculum design is focussed on developing **oracy** and **reading**, allowing pupils to explore and strengthen *existing and new* knowledge across all aspects of the curriculum. Through a strong framework of personal development, we ensure pupils understand who they are and are well prepared and eager for the next stage of their education. This is particularly relevant when learning about world faiths and recognising Christianity as a diverse religion too.

RE Implementation

EYFS

RE	
Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none">• Playing and exploring – children investigate and experience things and have a go• Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements• Creating and thinking critically – children have and develop their own ideas, make links between their ideas and develop strategies for doing things
Educational Programme	<p style="text-align: center;">Understanding the World – statutory framework</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p style="text-align: center;">Personal, Social and Emotional Development – statutory framework</p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>

<p>Development Matters Reception Statements (Examples of what this could look like)</p>	<p style="text-align: center;">Understanding the World</p> <p style="text-align: center;">Understand that some places are special to the members of their community</p> <p><i>(name and explain the purpose of places of worship and places of local importance to the community to children, drawing upon their own experiences possible. Take children to places of worship and of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with the children)</i></p> <p style="text-align: center;">Recognise that people have different beliefs and celebrate special times in different ways</p> <p><i>(Weave opportunities for children to engage with religious and cultural communities and their practices at appropriate times of the year e.g Christmas, Diwali, Easter, Chinese New Year, Harvest, Mother's Day, Ramadan, Hannukah. Help children begin to build a rich bank of vocabulary with which they can describe their own lives and the lives of others.)</i></p> <p style="text-align: center;">Recognise some similarities and differences between life in this country and life in other countries</p> <p><i>(Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, what they believe and so on)</i></p> <p style="text-align: center;">Personal, Social and Emotional Development</p> <p style="text-align: center;">See themselves as a valuable individual</p> <p><i>(Make time to get to know the child and their family, ask parents about the child's history, likes, dislikes, family members and culture)</i></p> <p style="text-align: center;">Build constructive and respectful relationships</p> <p><i>(Make sure children are encouraged to listen to each other as well as the staff celebrating and understanding similarities and differences between themselves and others, encourage sharing, co-operating within the school and classroom. Children to listen to and support each other)</i></p> <p style="text-align: center;">Express their feelings and consider the feelings of others</p> <p><i>(Model positive behaviour and highlight exemplary behaviour of the children in class by narrating what was kind and considerate about the behaviour. Encourage children to express their feelings using descriptive vocabulary. Help and reassure them when they are upset and confused, encouraging other children to show these behaviours. Undertake specific activities that encourage talk about feelings and their opinions)</i></p> <p style="text-align: center;">Show resilience and perseverance in the face of challenge</p> <p><i>(Recognise children's personal achievements, provide opportunities for children to share their work and play. Help children to reflect and self-evaluate their own work. Help children to develop problem solving skills by talking through how they ,you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and that trial and error is not failure. Help children to set their own goals and how to help them achieve them)</i></p> <p style="text-align: center;">Think about the perspective of others</p> <p><i>(Children to attend and join in with whole school collective worships. Children to engage with a wide range of bible and other religious stories. Using dialogic Storytime e.g talking about the ideas arising from the story whilst reading aloud. Discuss books that deal with challenges and explore how the different characters feel about these challenges and overcome them. Ask children how to explain to others how they thought about a problem or an emotion and how they deal with it)</i></p>
<p>End of year Expectations: (ELG)</p>	<p style="text-align: center;">Understanding the World</p> <p style="text-align: center;">ELG: People, Culture and Communities</p> <p style="text-align: center;"><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

	<ul style="list-style-type: none"> - 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; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge <p style="text-align: center;">Personal, Social and Emotional Development ELG: Self-Regulation <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p style="text-align: center;">ELG: Managing Self <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p style="text-align: center;">ELG: Building Relationships <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
Vocabulary	<p style="text-align: center;">Vocabulary – enriching and widening (subject specific relating to overarching topics) Religious vocabulary children will be exposed to:</p> <p>Religion, bible, morals, relationships, culture, community, vicar, Diwali, celebration, Christmas, Easter, Ramadan, diverse, similarities, differences, worship, Qu 'Aran, celebrate, beliefs, tradition, resilience, perseverance, independence</p>

KS1 and KS2 Curriculum Year A

Terms	Y1/2 Focus	Why this? Why now?	Year 3/4 focus	Why this? Why now?	Year 5/6 focus	Why this? Why now?
Autumn 1	God UC 1.1 (core)	Pupils build on learning in EYFS by exploring in detail	LAS KS2 Compulsory	In this unit, pupils build on prior learning about	LAS KS2 Compulsory	This unit builds on learning about

	What do Christians believe God is like?	ways in which Christians articulate their beliefs about God.	God – Hinduism Believing [How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]	God in KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam at KS1.	Being Human – Hinduism Believing	Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.
Autumn 2	Creation UC 1.2 (core) Who do Christians believe made the world?	Building on learning in the previous term, pupils explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God.	LAS KS2 Compulsory God – Islam Believing [What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]	In this unit, pupils build on their learning about Muslim beliefs about Allah (God) in KS1. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to compare and contrast with Hindu beliefs about God.	LAS KS2 Compulsory Being Human – Islam Believing	This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from the previous term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.

Spring 1	LAS KS1 Compulsory God – Islam Believing [How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]	Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God).	God/Incarnation UC 2a.3 (core and digging deeper) What is the Trinity?	In this unit, pupils build on their learning about Christian beliefs about God in KS1 with a key focus on the Christian understanding of God as Trinity. There are also opportunities to compare and contrast with learning in autumn term on Hindu and Muslim beliefs about God.	Salvation UC 2b.7 (core) What difference does the resurrection make for Christians?	This unit builds on learning about Christian beliefs about God, Jesus and human beings from KS1. It focuses on the impact that belief in the resurrection of Jesus has on a Christian's decisions and actions.
Spring 2	LAS KS1 Compulsory Community – Islam Living [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]	Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).			Incarnation UC 2b.4 (core) Was Jesus the Messiah?	This unit interrogates the evidence for Jesus' resurrection and asks how Christians seek to reason about their belief in the resurrection and its significance in their lives. This builds on learning about the significance of Jesus to Christians from KS1.
Summer 1	LAS KS1 Additional Places of worship (including Christianity) Believing, Living, Thinking [Choose three key objects, features or symbols and look at: - what they tell us about beliefs about	Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years.	Salvation UC 2a.5 (core) Why do Christians call the day Jesus died 'Good Friday'?	In this unit, pupils build on their learning in spring term by exploring the second person of the Trinity (God the Son, Jesus) in more depth. In particular, they explore reasons why Christians understand the crucifixion to be a 'good' think.	LAS KS2 Additional Expressing Beliefs through the Arts (including Christianity) Believing, Living, Thinking	The previous units have focused on ways in which religious people express their beliefs through their decision-making and actions. This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning about

Summer 2	<p>God/humans/the world around them</p> <ul style="list-style-type: none"> - how they are used in practice – i.e. what impact they have on the community <p>Must include at least one religion/worldview other than Christianity and Islam]</p>		<p>LAS KS2 Additional Big Questions (including Christianity): What does it mean to live a good life? Believing, Living, Thinking [Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether ‘good’ means the same thing to everybody]</p>	<p>Having explored why Christians believe the crucifixion of Jesus is a ‘good’ thing, pupils develop their learning by investigating different ways in which religious and non-religious people articulate what they mean by a ‘good’ life.</p>		<p>celebrations, places of worship and symbols.</p>
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KS1 and KS2 Curriculum Year B

Terms	Y1/2 Focus	Why this? Why now?	Year 3/4 focus	Why this? Why now?	Year 5/6 focus	Why this? Why now?
Autumn 1	LAS KS1 Compulsory Being Human – Islam	Building on the learning from Year A, pupils learn more about what Muslims believe about human	LAS KS2 Additional	This unit asks pupils to think of different reasons why humans celebrate. It explores how people	God UC 2b.1 (core)	This unit interrogates the evidence for the Christian belief that God is holy and

	<p>Believing</p> <p>What does the Qur'an say about how Muslims should treat others and live their lives?</p> <p>How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?</p>	<p>beings, their relationship to each other and their relationship to Allah (God).</p>	<p>Big Questions (including Christianity):</p> <p>Why do we celebrate?</p> <p>Believing, Living, Thinking</p> <p>[What different events/times of life do we celebrate?</p> <p>How do different people celebrate things differently?</p> <p>How does celebration relate to remembrance?]</p>	<p>celebrate good things and difficult things. It builds on learning in EYFS and KS1 around festivals and rites of passage.</p>	<p>What does it mean if God is loving and holy?</p>	<p>loving (for 2022/23 – the Christian belief that God is Trinity). It also explores some of the real-life implications for Christians if God is holy and loving. This builds on prior learning about God as Trinity (for 2022/23 – about God as Creator) and Jesus as God incarnate (God 'in the flesh').</p>
Autumn 2	<p>LAS KS1</p> <p>Compulsory Life Journey – Islam</p> <p>Living</p> <p>What do Muslims do to celebrate birth?</p> <p>What does it mean and why</p>	<p>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.</p>	<p>LAS KS2</p> <p>Compulsory Community – Hinduism</p> <p>Living</p> <p>[How is Hindu belief expressed personally and collectively?</p> <p>How does</p>	<p>This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces questioning about the impact of worship and celebration on the natural world. This</p>	<p>LAS KS2</p> <p>Additional Unit Designed by the School (including Christianity):</p> <p>Do you have to believe in God to be good?</p> <p>Believing, Living, Thinking</p>	<p>This unit builds on the prior term by exploring some of the arguments for and against the existence of God. It builds on prior learning in Year 3 ('What is a Good Life?') by deepening pupils' understanding of how different religious and non-religious worldviews</p>

	does it matter to belong?		Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]	latter theme runs as a golden thread throughout this year.		articulate what it means to be 'good'.
Spring 1	LAS KS1 Additional Thankfulness (including Christianity) Believing, Living, Thinking [Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]	Building on the learning in autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.	LAS KS2 Compulsory Community – Islam Living [How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which	This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.	Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?	The previous two terms have explored some of the ways in which religious and non-religious people present evidence to support their beliefs and claims. This unit deepens this learning by interrogating the relationship between science and religion, asking whether a scientific worldview is compatible with a religious worldview.

			worship and celebration engage with/affect the natural world. Beliefs about creation and natural world] B2a L1, L2, L3, L4a T2, T2			
Spring 2			Creation UC 2a.1 (core) What do Christians learn from the creation story?	This unit explores different Christian views about the natural world and explores what Christians believe about the relationship between the natural world and human beings. It considers the impact of human action on the natural world, building on the work carried out in the previous two terms.	Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?	This unit provides pupils with a further opportunity to deepen their understanding of different ways of reasoning about the world.
Summer 1	Salvation UC 1.5 (core) Why does Easter matter to Christians?	In this term, pupils have the opportunity to explore in depth the story of Jesus' crucifixion and resurrection as something for which Christians express gratitude.	LAS KS2 Additional Pilgrimage (including Christianity) Believing, Living, Thinking	This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world,	LAS KS2 Compulsory Life Journey – Hinduism/Islam Living	This unit looks back at the previous terms, which have all focused on the question of how religious and non-religious people reason about the world around them, using different kinds of
Summer 2	Incarnation UC 1.3 (core)	Pupils have the opportunity to explore in more depth				

	<p>Why does Christmas matter to Christians?</p>	<p>the key figure of Jesus, making connections between Jesus' early years and his adult life (explored in the previous term).</p>	<p>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</p>	<p>exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).</p>		<p>evidence to support their beliefs and claims. In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.</p>
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