



Lovers' Lane Primary and Nursery School



RE National Curriculum

EYFS: Understanding the World

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Key Stage 1

The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and worldviews. They find out about simple examples of religion that are drawn from local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. The RE curriculum is engaging and interactive, using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from every child.

Pupils should be taught about:

EYFS	<p>Which stories are special and why?</p> <p>Which people are special and why?</p> <p>What places are special and why?</p> <p>What times are special and why?</p> <p>Belonging: who are we and how do we belong?</p> <p>Our wonderful world: how can we care for living things and the earth?</p>	<p>Communication and Language- children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions; use talk to organise, sequence and clarify thinking, ideas, feelings and events; answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities; talk about how they and others show feelings; develop their own narratives in relation to stories they hear from different communities.</p> <p>Personal, Social and Emotional Development children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; 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 together harmoniously; talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable; think and talk about issues of right and wrong and why these questions matter; respond to significant experiences showing a range of feelings when appropriate; have a developing awareness of their own needs, views and feelings and be sensitive to those of others; have a developing respect for their own cultures and beliefs, and those of other people; show sensitivity to others' needs and feelings and form positive relationships.</p> <p>Understanding the World children talk about similarities and differences between themselves and others, among families, communities and traditions; begin to know about their own cultures and beliefs and those of other people; explore, observe and find out about places and objects that matter in different cultures and beliefs.</p>
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Year 1	Myself and Caring for Others Christmas Beliefs and Teachings Easter Celebrations and Festivals Symbols in religious worship and practice.	
Year 2	Belonging Christmas Leaders Easter Believing Stories	

RE National Curriculum Key stage 2

The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas thoughtfully and creatively in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Pupils should be taught about:

Year 3	Religion family and community: prayer Christmas Inspirational people from the past Easter Beliefs and questions	
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	Worship and Sacred Places	
Year 4	<p>Religion, family, community, worship, celebration ways of living.</p> <p>Christmas</p> <p>Spiritual Expression</p> <p>Easter</p> <p>The journey of life and death</p> <p>Symbols and religious expression</p>	
Year 5	<p>Beliefs and actions in the world</p> <p>Christmas</p> <p>Inspirational people in todays world</p> <p>Easter</p> <p>Religion and the individual, what matters to Christians</p> <p>Beliefs and questions</p>	
Year 6	<p>Beliefs in action in the world</p> <p>Christmas</p> <p>Teachings wisdom and authority</p> <p>Easter</p> <p>Beliefs in action in the world</p> <p>Religion, world views, family and community</p>	



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RE Learning Progression Skills (Disciplinary Knowledge)

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Thinking about religion and belief</u>	Know and recognise features of religions and beliefs.	Know features of religious, spiritual and moral stories and other forms of religious expression.	Know and retell religious, spiritual and moral stories. Know how religion and belief is expressed in different ways. Know the similarities and differences in features of religions and beliefs.	Know the links between beliefs, stories and practices. Know and identify the impacts of beliefs and practices on people's lives. Know the similarities and differences between religions and beliefs.	Know and comment on connections between questions, beliefs, values and practices. Know and describe the impact of beliefs and practices on individuals, groups and communities. Know the similarities and differences within and between religions and beliefs.	Know connections between questions, beliefs, values and practices in different belief systems. Know and explain the impact of beliefs and ultimate questions on individuals and communities. Know how and why differences in belief are expressed.	Know and use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. Know some of the challenges offered by the variety of religions and beliefs in the contemporary world. Know the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
<u>Enquiring, investigating and interpreting</u>	Know symbols and other forms of religious expression.	Know what they find interesting and puzzling in life. Know possible meanings for symbols and other forms of religious expression	Know that some questions about life are difficult to answer. Know and ask questions about their own and others' feelings and experiences.	Know how to investigate and connect features of religions and beliefs. Know how to ask significant questions about religions and beliefs. Know and describe meanings for symbols and other forms of religious expression.	Know how to gather, select, and organise ideas about religion and belief. Know answers to some questions raised by the study of religions and beliefs. Know meanings for a range of forms of religious expression, using appropriate vocabulary.	Know lines of enquiry to address questions raised by the study of religions and beliefs. Know answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. Know and explain diversity within religious expression, using appropriate concepts.	Know the influences on, and distinguish between, different viewpoints within religions and beliefs. Know how to interpret religions and beliefs from different perspectives. Know how to interpret the significance and impact of different concepts.

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							forms of religious and spiritual expression.
<u>Beliefs and teachings (what people believe)</u>	Know how to recount outlines of some religious stories.	Know how to recount outlines of some religious stories.	Know and retell religious stories and identify some religious beliefs and teachings.	Know and describe some religious beliefs and teachings of religions studied, and their importance.	Know and describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions	Know how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.	Know how to 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.
<u>Practices and lifestyles (what people do)</u>	Know how to recognise features of religious life and practice.	Know how to recognise features of religious life and practice.	Know and identify some religious practices, and know that some are characteristic of more than one religion.	Know and describe how some features of religions studied are used or exemplified in festivals and practices.	Know and show understanding of the ways of belonging to religions and what these involve.	Know how selected features of religious life and practice make a difference to the lives of individuals and communities.	Know the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
<u>Expression and language (how people express themselves)</u>	Know some religious words.	Know some religious symbols and words.	Know and suggest meanings in religious symbols, language and stories.	Know how to make links between religious symbols, language and stories and the beliefs or ideas that underlie them.	Know 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.	Know how some forms of religious expression are used differently by individuals and communities.	Know how to compare the different ways in which people of faith communities express their faith.
<u>Identity and experience (making sense of who we are)</u>	Know aspects of own experience in religious material studied.	Know and identify aspects of own experience and feelings, in religious material studied	Know how to respond sensitively to the experiences and feelings of others, including those with a faith.	Know how to compare aspects of their own experiences and those of others, identifying what influences their lives.	Know how to ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.	Know how to make informed responses to questions of identity and experience in the light of their learning.	Know, discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
<u>Meaning and purpose</u>	Know to identify things they find	Know to identify things they find	Know that some questions that cause	Know to compare their own and	Know how to ask questions about	Know to make informed responses	Know how to express their views on some

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<u>(making sense of life)</u>	interesting in religious materials studied.	interesting or puzzling, in religious materials studied.	people to wonder are difficult to answer.	other people's ideas about questions that are difficult to answer.	puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.	to questions of meaning and purpose in the light of their learning.	fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
<u>Values and commitments (making sense of right and wrong)</u>	Know what is of value to themselves, in religious material studied.	Know what is of value and concern to themselves, in religious material studied.	Know how to respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.	Know the links between values and commitments, including religious ones, and their own attitudes or behavior.	Know how to ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	Know to make informed responses to people's values and commitments (including religious ones) in the light of their learning.	Know how to 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.

RE Progression: Factual Knowledge (Substantive)

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Community	F5 Belonging: who are we and how do we belong? F6 Our wonderful world: how can we care for living things and the earth?	<u>Myself and Caring for Others.</u> Know about their uniqueness as a person in a family and community. Know examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing.	<u>Belonging</u> Know about belonging in a family, to a school and in the community and give examples from their own life. Know about ways of belonging in Christianity e.g. Christenings and Believers' Baptisms. Jesus' Baptism. The Golden Rule	<u>Religion, family and community: Prayer</u> 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,	<u>Religion, family, community, worship, celebration, ways of living</u> Know about Hindu worship and celebration, including detailed information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu	<u>Beliefs in action in the world</u> Know about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque.	<u>Beliefs in action in the world</u> Know about spiritual concepts of justice, fairness, compassion and responsibility. Know about at least two examples of major faith based global aid and development charities (e.g. Islamic Relief, Christian Aid. Save the Children might be a good example of a

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		<p>Know at least 3 religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about care from these texts.</p> <p>Know some songs from religious communities.</p> <p>Know how a person can share their values.</p>	<p>('do to others what you would like them to do to you') and belonging to humanity.</p> <p>Know about the story of Jesus being baptized in the River Jordan.</p> <p>Know how a baby/young adult is welcomed into the Christian community.</p>	<p>Know about prayer at a mosque or a church.</p> <p>Know about beliefs about Allah / God and prayer in the different religions.</p> <p>Know how a Muslim prays.</p> <p>Know how a Christian prays.</p> <p>Know how these two religions are connected.</p>	<p>festival in both India and in the UK.</p> <p>Know and 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.</p> <p>Know about similarities and differences between a big day in their lives and Hindu festivities.</p>	<p>Know about different charities which apply the 'golden rule' ('treat others as you would like to be treated', 'love your neighbour as you love yourself') from a range of religions and worldviews to some global problems.</p> <p>Know the value of sacred space and holy buildings to believers in at least two religions.</p> <p>Know what matters in different religions about worship and about generosity or charity.</p>	<p>charity without a religious identity).</p> <p>Know and explain the impact of beliefs on how people respond to charity.</p> <p>Know and connect two viewpoints about justice and charity: should religious people do more to help the poor, or is it everyone's task?</p>
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RE Substantive knowledge

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Leaders	F2 Which people are special and why?	<p><u>Beliefs and teachings</u> Know some stories of Jesus, e.g. the Shepherds coming to the Manger, Healing the Ten Lepers, Calming the Storm on Lake Galilee, Feeding the 5000.</p> <p>Know the names of key figures in the stories of Jesus.</p> <p>Know how to compare these stories and know what Christians today learn from these stories.</p> <p>Know and learn about some stories Jesus told, e.g. The Lost Coin, the Lost Son.</p> <p>Know that these stories matter to Christians because of who they believe Jesus</p>	<p><u>Leaders</u> Know some stories of Moses (the baby in the bulrushes, the prince who ran away, the burning bush, the ten plagues, the parting of the red sea, the Ten Commandments).</p> <p>Know about Moses as a great leader for Jewish people.</p> <p>Know the names of other key figures in these stories.</p> <p>Know some stories about Jesus and Saint Peter (e.g. Jesus calls Peter to follow him, Peter recognises Jesus as the Messiah, Jesus washes Peter's feet, Peter denies Jesus, Peter becomes the first leader of the Christians).</p> <p>Know about Saint Peter as a Christian leader and consider what makes a leader, e.g behaviour, examples of their wisdom and rules for living harmoniously; the difference they</p>	<p><u>Inspirational people from the past</u> Know at least two examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth (some of these are also prophets in Islam).</p> <p>Know at least one story about Moses, Jesus and Muhammad.</p> <p>Know and consider ideas such as 'patriarch' 'prophet' or 'messiah' and how these are similar across different religions.</p> <p>Know examples of stories and teaching from the Christian Gospels on the life, teaching and example of Jesus.</p> <p>Know examples of Islamic stories of</p>	<p><u>Spiritual expression</u> Know different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship.</p> <p>Know about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christians songs for children.</p> <p>Know that these can be compared with music from any sources which pupils find spiritually interesting or inspiring.</p>	<p><u>Inspirational people in today's world</u> Know about at least 2 of these inspirational people and know what they have in common; Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples.</p> <p>Know how inspirational leaders are examples of their religions' ideals.</p> <p>Know what matters about the lives of inspirational leaders and how they are role models.</p>	<p><u>Teachings, wisdom and authority (Buddhism and Judaism)</u> Know two carefully selected texts from the scriptures of each of the religions selected for study- The Shema, ten commandments (Judaism) and the five precepts Buddhism)</p> <p>Know about two contemporary examples of members of each of the faith communities who are seeking to live out these texts and their values.</p> <p>Know and explain the impact of beliefs about sacred writings, God and values.</p> <p>Know two viewpoints about why people need wise words to follow.</p>



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		<p>was: God came to earth, with the power to help people in many ways.</p>	<p>have made. A non - religious leader makes a good point of comparison.</p> <p>Know an example of their own leadership.</p>	<p>the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history.</p>			
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RE Substantive knowledge

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Important Times	F4 What times are special and why?	<p><u>Celebrations and festivals</u></p> <p>Know about annual or weekly celebrations for Christians and Jewish people, including Christmas, Easter, Hanukkah and Shabbat.</p> <p>Know about the songs, worship, celebrations, stories, artefacts and food.</p> <p>Know about festivals from other faiths e.g. Diwali, Eid al Fitr.</p> <p>Know and practice the skills of suggesting a meaning in an artefact, symbol or religious practice.</p> <p>Know what religious artefacts are used in which festivals.</p> <p>Know that people come from different religions.</p>	<p><u>Believing</u></p> <p>Know Jewish peoples' ideas about God and the story of creation.</p> <p>Know and retell the story of Genesis 1.</p> <p>Know about the importance of Shabbat, a way of belonging, including the link between creation and Shabbat.</p> <p>Know about some ways a Rabbi teaches the community about God.</p>	<p><u>Beliefs and questions</u></p> <p>Know about Bible stories that lie behind the celebrations of Christmas, Easter, Pentecost and Harvest.</p> <p>Know and connect these celebrations to bible texts and beliefs about God.</p> <p>Know similarities between the four different Christian festivals.</p> <p>Know about contemporary practices in relation to these four festivities.</p> <p>Know about key Christian ideas: incarnation, trinity, crucifixion, resurrection and the Holy Spirit.</p> <p>Know about the 'fruit of the Spirit' (Galatians 5:22)</p>	<p><u>The journey of life and death.</u></p> <p>Know key ways in which Christians, Hindus and Muslims see life as a journey.</p> <p>Know to gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals.</p> <p>Know about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha.</p> <p>Know about non-religious views, for example about Humanist commitment to 'the one life we have.'</p> <p>Know about four different beliefs about life and death.</p>	<p><u>Religion and the individual: what matters to Christians?</u></p> <p>Know the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist.</p> <p>Know the ways Christians use some examples of Bible texts to guide them in facing life's challenges.</p> <p>Know 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.</p>	<p><u>Beliefs in action in the world</u></p> <p>Know about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s.</p> <p>Know about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are.</p> <p>Know about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK. (This can be achieved through using resources online, the NHCM outreach programme or by visiting The Journey exhibition at the National Holocaust Centre.)</p> <p>Know that they understand a story</p>

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		Know about a big day in their own life and be able to talk about what made it special.					of a survivor of Nazi hatred.
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RE Substantive knowledge

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Worship	<p>F1 Which stories are special and why?</p> <p>F3 What places are special and why?</p>	<p><u>Symbols in religious worship and practice</u></p> <p>Know from visiting and studying churches and synagogues about the use of a place of worship.</p> <p>Know about worship at the church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there.</p> <p>Know that holy buildings are connected to beliefs about worshipping god and know how to talk about these connections.</p> <p>Know about weddings in Jewish and Christian holy buildings.</p> <p>Know about the symbols of two different communities, looking for similarities between</p>	<p><u>Stories</u></p> <p>Know some Jewish and Christian stories about, for example, Noah, Abraham and Sarah, Jacob, Joseph, King David, Queen Esther, Jonah, Daniel.</p> <p>Know about the Jewish Bible and the importance of the Torah.</p> <p>Know about the role God plays in stories from the Jewish bible.</p> <p>Know at least two examples of bible characters who got it wrong.</p>	<p><u>Worship and sacred places</u></p> <p>Know about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship.</p> <p>Know 4 key terms in relation to each building.</p> <p>Know how to identify similarities between the places of worship.</p> <p>Know how to connect features of the buildings to religious beliefs, teachings, practices and ways of living.</p> <p>Know at least 3 different ways religious buildings are used by the different communities.</p>	<p><u>Worship and sacred places</u></p> <p>Know about Churches, Mosques and Mandirs and the ways these buildings express key ideas about belief and worship.</p> <p>Know 4 key terms in relation to each building.</p> <p>Know how to identify similarities between the places of worship.</p> <p>Know how to connect features of the buildings to religious beliefs, teachings, practices and ways of living.</p> <p>Know at least 3 different ways religious buildings are used by the different communities.</p>	<p><u>Symbols and religious expression</u></p> <p>Know about at least two pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian).</p> <p>Know details about and reasons for ritual and practice on pilgrimages. Know how to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage.</p> <p>Know about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent.</p> <p>Know about similarities and difference between pilgrimages in different religions.</p>	<p><u>Beliefs and questions</u></p> <p>Know the main beliefs of Muslims and Hindus about God.</p> <p>Know that they understand why the worship of Allah / Brahman matters to Muslims and Hindus.</p> <p>Know about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life.</p> <p>Know how to reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture.</p>	<p><u>Religion, worldviews, family and community (Humanism and Christianity)</u></p> <p>Know about the statistics of world religions in the local area, the county, region, nation and world.</p> <p>Know about at least two examples of inter faith co-operation.</p> <p>Know the impact of beliefs about communities on people from different religions.</p> <p>Know and connect at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts.</p>

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		the ways they use common symbols such as light, water.					
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RE Substantive knowledge

Key Area	EFYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christmas	Know what is special about the Nativity story?	Know how Christian families prepare for Christmas.	Know why is the Christmas story 'good news' for Christians.	Know why Mary is such an important part of the story.	Know why light is an important symbol of Christmas?	Know what peace is.- The Prince of Peace.	Know about secular Christmas. Know what other faiths celebrate Christmas. Know what Christmas means to me.

RE Substantive knowledge

Key Area	EFYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Easter	Know what is special about the Easter story.	Know the significant events in the Easter story.	Know about Palm Sunday and why people were so excited to welcome Jesus.	Know how the events of Easter are remembered by Christians?	Know what significance the cross has throughout the Easter Story?	Know what Jesus' death and Resurrection mean to Christians?	Know what the message of Easter gives to the World? Power and Hope.

Lovers' Lane Primary School –Key RE Concept Words

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