

Big Picture for Curriculum Subjects

(to be used alongside subject specific curriculum overview/progression of skills)

Religious Education

What are the Key Concepts and Ideas that we want children to learn about in this subject through their education?

1. Children will develop their knowledge and understanding of the religion and belief which form part of modern society.
2. Children will ask and answer challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human.
3. Children will gain a deeper knowledge and understanding of different religions and world views.
4. Children will explore issues within and across faiths, learning to understand and respect different religions, beliefs, values and traditions (including ethical life stances), and their influence on individuals, societies, communities and cultures.
5. Children will use distinctive language, listening and empathy skills, developing their skills of enquiry, respect and response. They will reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

How do these concepts progress throughout the school?

EYFS	KS1	KS2
<ul style="list-style-type: none"> • Children will encounter Islam, Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. • Children will explain their own beliefs and values and listen to those of their community. • Children will have a basic understanding of where the beliefs come from and how these differ to others. 	<ul style="list-style-type: none"> • Children begin to consider other religious worldviews through the exploration of the main beliefs of Christianity, Islam and Judaism. 	<ul style="list-style-type: none"> • Children continue to find out about Christianity, Islam and Judaism and are also introduced to Hinduism, Sikhism and other non-religious world views. Children develop their abilities to discuss their own beliefs whilst being knowledgeable, tolerant and respectful about others' beliefs.

WHY are children learning this and **WHY** are they learning this **now**?

Year Group	<u>Topics/ questions for the year</u>				
EYFS	RE is taught as part of the 'Understanding the World' strand of the EYFS curriculum. Children will: <ul style="list-style-type: none"> • Discuss similarities and differences, including race and religion. • Recognise that people have different beliefs and celebrate at different times in different ways. • Understand that we respect and tolerate everyone and that everyone is different. 				
1	How do we care for others and the world and why does it matter? (Islam)	What does it mean to belong to a faith community? (Islam)	What makes some places sacred? (Christianity, Islam)	What do Christians believe? (Christianity)	What do Muslims believe? (Islam)
2	How do we care for others and the world and why does it matter? (Christianity and Judaism?)	What does it mean to belong to a faith community? (Christianity and Judaism)	What can we learn from sacred books? (Christianity, Judaism, Islam)	What do Jews believe? (Judaism)	How and why do we celebrate special and sacred times? (Christianity, Judaism, Islam)
3	What do different people believe about God? (Christianity, Islam, Judaism,)	What do muslims believe? (Islam)	What do Jews believe? (Judaism)	What do Hindus believe? (Hinduism)	Why are festivals important to religious communities? (Christianity, Islam, Judaism, Hinduism)
4	Why is Jesus inspiring to people? (Christians and people from all backgrounds)	What do Sikhs believe? (Sikhism)	Why are festivals important to religious communities? (Christianity, Islam, Judaism, Hinduism, Sikhism)	Why do some people think that life is like a journey and what significant experiences mark this? (Christianity, Islam, Judaism, Hinduism)	What can we learn from religions about deciding what is right or wrong? (Draw on all religions studied and our own moral codes)
5	Why do some people believe that God exists?	How do Christians worship and pray? (Christianity)	If God is everywhere, why go to a place of worship? (Draw on all religions covered)	How do people express the spiritual through the arts? (Christianity and Islam)	Is it better for people to express their beliefs through art and architecture or through charity and generosity?

	(Draw on all religions covered, as well as Humanists, agnostics and atheists)				(Draw on all religions studied)
6	What do religions say to us when life gets hard? (Christianity, Islam, Hinduism and Humanism)	What is the concept of Ahimsa? (Hinduism)	What is good and challenging about being a religious person in Britain today? (Draw on all religions covered)		What matters most to people in Britain today? (Drawing on how religions influence people's priorities as well as shared priorities for all people in Britain)

