

# Mount Primary School

## Religious Education

### Curriculum Design

#### Long Term Plan & Progression



## RE Intent

At Mount Primary school we select ideas from the programmes of study from the Wirral Agreed syllabus to promote the best possible progress and attainment for all our pupils. Religious Education makes an important contribution to pupils' skills in the wider curriculum whilst also developing their independent and interdependent skills. We aim to prepare pupils for the spiritual and intellectual challenges of living in a world with diverse religions and beliefs as well as non-belief. Children at Mount Primary are given a rich range of RE education about different beliefs that develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own, which helps to combat prejudice. In considering the values and beliefs of others it also enables the children to explore their own beliefs relevant to their lives. Teaching a sense of self-worth helps pupils to reflect on their own uniqueness as human beings, share their feelings and emotions with others and appreciate the importance of forming and maintaining positive relationships.

The coverage has been carefully mapped with the intent to ensure the Religious Education curriculum is -

- empathetic, critical and reflective, allowing pupils to evaluate their own learning and how it might apply to their and others' lives.
- built on respect, discernment and understanding to raise children's awareness of religious and cultural differences to prepare them for life in a diverse society.

## RE Implementation

In F2, the knowledge and skills that children are taught is mapped across one year. In KS1 and KS2, the knowledge and skills are mapped out across a 2 year cycle to ensure full coverage and no repetition. Effective teacher questioning develops and enables children to acquire an understanding of different beliefs, religions and worldviews also enabling children to acquire an understanding of social, moral, spiritual and cultural views.

Progression in knowledge and skills is clearly mapped out including: making sense of life's experiences, words and beyond and a good life. The key concepts run through F2, KS1 and KS2, continually building upon knowledge and encouraging children to make links between new and prior learning.

## RE Impact

Outcomes in the children's books evidence a broad and balanced knowledge of the Religious Education Curriculum and demonstrate children's acquisition of key knowledge and skills.

As children progress throughout the school, they develop a deeper knowledge, understanding an appreciation of religions and its place within the wider world.

Our RE curriculum also helps children to become good citizens by exploring British values and developing an understanding of similarities and differences between people's beliefs.

RE Long Term Plan							
Key Concepts	Subject Specific Vocabulary	Continuity, Change & Diversity	Words & Beyond	A Good Life	Making Sense of Life's Experience	Influence, community, culture & power	
	F2	Y1/2 Cycle B	Y1/2 Cycle A	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B
<b>Autumn</b>	Family and celebrations  Introduction to Christianity	Judaism - The concept of a Mitzvah (good deed)  Hanukkah	Christianity - Harvest Preparations for christmas	The Christian concept of reconciliation  The Christian concept of salvation	The importance of the story of Rama and Sita to Hindus	Importance of the Gospel message in Christianity  The Christian concept of incarnation	Buddhist beliefs
<b>Spring</b>	Making comparisons  Stories from other religions	Christianity- New beginnings Easter surprise	Hinduism - The importance of the family: love and loyalty between all members of the extended family e.g. respect for grandparents who often live with the family.  Respect for other people and all living things.	Symbols and stories in Judaism	The importance of the cross as a Christian symbol	The importance of holiness to Jewish people	How belief in Brahman and Atman influence Hindu life
<b>Summer</b>	What makes me unique?  Caring for our world	Hinduism - The importance of Krishna, Rama and Shiva.	Islam - What Muslims believe about God, humanity and the natural world	Muhammad as 'the seal of the prophets'	The importance of the Guru's teaching in Sikhism	The Islamic concept of Tawhid	How Humanists find happiness without religion



## Statutory Coverage

N	F2	KS1	KS2
a t i o n a l C u r r i c u l t u r a l & E d u c a t i o n a l S k i l l s 	<p><b>Understanding the World- People, Culture and Communities</b></p> <p>Understands that some places are special to members of the community.</p> <p>Recognises that people have different beliefs and celebrate special times in different ways.</p> <p><i>ELG:</i> Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experience of what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>Personal, Social and Emotional Development</b></p> <p>Building Relationships Builds constructive and respectful relationships.</p> <p>Think about the perspective of others.</p> <p><i>ELG:</i> Forms positive attachments to adults and friendships with peers. Shows sensitivity to his/ her own and to others’ needs.</p> <p><b>Self- Regulation</b></p> <p>Expresses his/ her feelings and considers the feelings of others.</p> <p>Is able to identify and moderate his/ her own feelings socially and emotionally.</p>	<p>Pupils should develop knowledge about –</p> <ul style="list-style-type: none"> <li>● Stories and People</li> <li>● Celebration</li> <li>● Lifestyle</li> <li>● Beliefs and Ideas</li> <li>● Ethics/Values/Issues</li> <li>● Community</li> </ul>	<p>Pupils should develop knowledge further related to religions and worldviews–</p> <ul style="list-style-type: none"> <li>● Stories and People/Teachings and Authority</li> <li>● Celebration</li> <li>● Lifestyle</li> <li>● Beliefs and Questions</li> <li>● Ethics/Values/Issues</li> <li>● Community</li> </ul>

## Progression Map

Key Concept - Use subject specific vocabulary						
F2	Y1/2A	Y1/2B	Y3/4A	Y3/4B	Y5/6A	Y5/6B
Family friend special birthday celebration christianity God Diwali Bonfire Night Christmas Chinese New Year Gobind and the 52 princes easter The Monkey King unique precious Raksha Bandhan Tu b'Shevat	<p><b>Christianity</b>            Christian            God            Creator            Christmas            Jesus            church            altar            font            Bible            parable            Holy Spirit            the Lord's prayer</p> <p><b>Hinduism</b>            Ashramas.            Brahmacharya            Grihastha            Vanaprastha            Sannyasa            Brahman            Dana            Seva</p> <p><b>Islam</b>            Mohammad (Peace be upon him)            Bismillah            Islam            Muslim            Allah            Ramadan            Fast            Eid-ul-Fitr            Khutba            Zakatal-fitr</p>	<p><b>Judaism</b>            Judaism Jewish            Mitzvah            Mitzvot            Welcome            Charity            Torah            Moses            Ruth            Synagogue            Tzedakah            Tallit            Ark            Scrolls            Jerusalem            Bimah            Rabbi</p> <p><b>Christianity</b>            Easter            Palm Sunday            The Last Supper            Good Friday            Easter Sunday            Crucified            Heaven            forgiveness            Harvest            Precious.</p> <p><b>Hinduism</b>            Light            Symbolism            Celebration            Diwali            Rama            Sita            Worship            Festival            cowherd            incarnation            gopi            graze            mischievous            prank            mythology            sacred            symbol            worship</p>	<p><b>Christianity</b>            Christian            Reconciliation            Forgiveness            Prodigal            Repentance            Sins            Apartheid            Save            Saviour salvation            Zacchaeus            Charity</p> <p><b>Judaism</b>            Jewish            Jew            God            Bible Old Testament            Symbol            Covenant promise            Noah            rainbow            Abraham            Exodus            rescue            Ten            Commandments            Torah            Seder Plate            Passover            (Pesach)            Zeroa            Beitzah            Maror            Karpas            Haroset            Hazeret</p> <p><b>Islam</b>            Muslim            Adhan            Arabic            Mecca/Makka            Allah            Prophet            Muhammed            Worhsip            Obey            Ka'bah            Wudu</p>	<p><b>Hinduism</b>            Hindu            Dharma            Duty            Raksha            Bandhan            Rakhi            Rama Sita            Lakshman Hanuman            Ramayana            Inspiration            inspirational            Murtis            Mandir            Brahman/atman            Diwali            Festival of            lights            Marriage            Artha            Kam            Moksha            Sacrifice            Divine            Worship</p> <p><b>Christianity</b>            Christians            Jesus            Emmanuel-God            is with us            Incarnation            Crucifixion            Good Friday            Palm Sunday            Last Supper            Trial            Resurrection            Church            Holy            Communion (Eucharist)            Body            bread            Blood            wine</p> <p><b>Sikhism</b>            Sikh            Guru            Gurbani</p>	<p><b>Christianity</b>            Christian            Bible            New Testament            Gospel            Matthew, Mark, Luke and John            Evangelists            Lectern            Pulpit            French Resistance            Illustrations            Christian            Incarnation            Human and Divine            Son of God            Son of Man            Bread of Life            Light of the World            Christian worship            Christingle            Symbol            Services            Christian charity            Children's Society            Holy            Scrolls            Preserve            Desecrate            Consecrate</p> <p><b>Judaism</b>            Moses            The Burning Bush            Holy Ground            Slavery            Torah            Mount Sinai            10 commandments            Summon            Decree            Shabbat (Sabbath)</p> <p><b>Islam</b>            Allah (God)            Tawhid - belief in just one God, who is unique            Muslim            Islam</p>	<p><b>Buddhism</b>            Buddha            Buddhist            Enlightenment            Enlightened one            Siddhartha Gautama            Bodhi Tree</p> <p>The Noble Eightfold Path</p> <p><b>Hinduism</b>            Dharmachakra            Dharma            Enlightenment            Right Mindfulness</p> <p>Right Meditation            3 gems/ jewels: Buddha,            Dharma Sangha            Refuge            Enlightenment            Dharma            Sangha            Monastic            Laity            Sangha            Monasteries            Hindu Hinduism            Brahman            Atman            Supreme Being            Upanishads            Svetaketu            Deities            Murtis            Mandir            Namaste</p> <p><b>Humanism</b>            Humanist            Happiness            Non-religious            Atheist            Agnostic            British Humanist            Association (BHA)            Respect            Science            Empathy            Compassion</p>

			5 Pillars Salat Shahada Zakat Sawm Haji Bismillah Prophet Messenger Muhammed Mecca/Makkah Allah Mosque Submission Prostration Qur'an	Guru Nanak Waheguru (God) Gobind Singh Guru Granth Sahib Ik Onkar Mool Mantar Naam Simran Meditation Kirtan Naam Gurdwara karah prashad langar equality	Ummah (muslim community) 5 Pillars of Islam The declaration of faith (shahada) prayer (salah) alms-giving (zakat) 5 Pillars of Islam Fasting (sawm) pilgrimage (hajj) Ibrahim Ummah (muslim community) Kaaba Ibrahim Ummah (muslim community) Kaaba Mecca Mosque 'House of Allah'	reciprocity Naming ceremony Wedding Funeral Celebrate
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**Key Concept - Continuity, Change & Diversity**

F2	Y1	Y2	Y3	Y4	Y5	Y6
<p>Children can talk about some festivals such as:                      Christmas                      Diwali                      Easter                      Chinese New Year                      Raksha Bandhan                      Tu b'Shevat                      With links to the different religions and beliefs.</p>	<p>Children begin to recall and name different beliefs and main celebrations associated with religions.</p> <p>Children can begin to recognise different religious symbols, the relevance for individuals and how they feature in the religion.</p> <p>Children can begin to describe the main beliefs of a religion and celebrations within that religion.</p> <p>Children explore a range of religious sources and the traditions from which they come.</p> <p>Children begin to recognise different symbols and how they fit into the community</p> <p>Children can name and retell important religious stories and parables.</p>	<p>Children explore religious buildings, festivals and celebrations, rituals, books, acts of worship and symbols. Children can recognise that these are usually different for each religion.</p> <p>Children can understand that within the same religion people may believe different things and practice in different ways.</p>	<p>Children can build on their knowledge and understanding of world religions from Key Stage 1.</p> <p>Children can describe key beliefs and teachings of the religions studied, making some comparison between religions</p> <p>Children can refer to religious features, places of worship and holy books.</p>	<p>Children move on to explore a range of beliefs, symbols and actions to express meaning</p> <p>Children can describe key beliefs and teachings of the religions studied, making some comparison between religions. Children understand that the elements of these religions are closely connected and can only properly be understood in relation to each other.</p>	<p>Children are starting to understand how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions</p> <p>Children can recognise how some teachings and beliefs are shared between religions</p> <p>Children are starting to understand and explain how religious beliefs can shape the lives of individuals and contribute to society.</p> <p>Children continue to explore the expression of beliefs as in LKS2.</p> <p>Children begin to move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning.</p> <p>Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p>	<p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p> <p>Children can recognise and explain how some teachings and beliefs are shared between religions</p> <p>Children can explain how religious beliefs can shape the lives of individuals and contribute to society.</p> <p>Children explore a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning.</p> <p>Children can explain the meaning of religious stories, sources of wisdom and the traditions from which they come and compare these to other religious stories.</p>



**Key Concept - Words & Beyond**

<b>F2</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<p>Children can express a range of feelings and respond sensitively and appropriately to the needs and feelings of others</p> <p>Children can demonstrate their understanding of their actions and how this affects themselves and others</p>	<p>Children explore the different ways to express beliefs and feelings through roleplay and stories.</p> <p>Children can talk about religious stories, sharing their opinions and favourite parts.</p>	<p>Children explore different ways to express beliefs and feelings such as using words in different ways when writing about spiritual or religious things in stories and drama.</p> <p>Children can talk about religious stories, sharing their opinions and favourite parts. They can understand that people may learn different things from these stories and symbols and may not agree about their meaning.</p>	<p>Children explore different ways to express their feelings and beliefs using symbols and metaphors to interpret their religious or spiritual experiences/beliefs.</p>	<p>Children can explain why there are celebrations within religions and develop respect for other faiths and beliefs by looking at key events and their importance within beliefs.</p>	<p>Children describe the different ways people express their feelings, such as imagery, for example symbol, metaphor, simile, analogy and allusion, to interpret their religious or spiritual experiences and beliefs.</p> <p>Children understand how people also express and communicate beliefs and experiences in different ways.</p> <p>Children can describe/articulate the differing views regarding the various forms of communication.</p>	<p>Children describe the different ways people express their feelings, such as imagery, for example symbol, metaphor, simile, analogy and allusion, to interpret their religious or spiritual experiences and beliefs and accept that people can have different beliefs.</p> <p>Children understand and respect how people also express and communicate beliefs and experiences in different ways.</p> <p>Children can describe/articulate the differing views regarding the various forms of communication and respect others views.</p>

**Key Concept - A Good Life**

<b>F2</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
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<p>Children can say why God is important to Christian people</p> <p>Children can recall key points of Christian stories e.g. Christmas and Easter</p> <p>Children can retell religious stories e.g. Diwali, Tu B'shevat</p> <p>Children know we should care for all living things</p>	<p>Children can identify people who help and support those around us.</p> <p>Children can explain actions that are right and wrong and can describe good and bad attitudes.</p> <p>Children can describe ways to treat each other fairly.</p>	<p>Children can identify right and wrong using religious stories e.g. The story of Zacchaeus</p> <p>Children learn to treat others fairly and live together fairly without upsetting or hurting each other or damaging the environment.</p> <p>Children will gain an appreciation for life, everything in it and the rest of the natural world.</p>	<p>Children discuss how religions and non religious worldviews provide guidance for their followers on how to live a good life.</p> <p>Moral teachings are introduced through rules, codes of conduct, proverbs including stories about people, past and present.</p> <p>Children learn the importance of following rules and begin to understand responsibility (who is responsible for who).</p> <p>Children can discuss specific stories and characters who have made journeys.</p>	<p>Children discuss how religions and non religious worldviews provide guidance for their followers on how to live a good life.</p> <p>Children continue to build on moral teachings through rules, codes of conduct, proverbs including stories about people, past and present.</p> <p>Children explain why it is important to follow rules and can identify examples of responsibility.</p> <p>Children can recall and explain particular stories and characters who have made journeys, reflecting on the reasons for those journeys and specific events.</p>	<p>Children discuss how religions and worldviews provide guidance for their followers on how to live a good life.</p> <p>Children can understand that moral teachings come in many forms including songs and poems</p> <p>Children understand that it is particular actions/behaviours, which inspire others.</p> <p>Children can begin to reflect about the different ideas about why people should aim to live a good life.</p> <p>Children understand that some people believe it is the will of God, some that it is for the good of everyone, or for the good of the whole world.</p>	<p>Children learn about what is right and wrong, good and bad, across religions and worldviews. They research relevant characters who set a good moral example for others to follow.</p> <p>Children can understand that codes of conduct and rules, proverbs and wisdom sayings and stories, including stories about people from the distant past or from recent times who set a moral example to their followers.</p> <p>Children investigate how religious/ worldviews, codes of behaviour or sets of rules, tell people what actions, are right and wrong and what their duties are.</p> <p>Children can reflect about the different ideas about why people should aim to live a good life.</p>
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**Key Concept - Making Sense of Life's Experience**

<b>F2</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
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<p>Children can understand that they belong to groups beyond the family, when they start school they are in a class with others</p> <p>Children can understand that they have a special day - birthday and begin to respond to cultural events showing a range of feelings</p>	<p>Children look at and appreciate how many people's values are an important aspect of their lives</p> <p>Children look at religious stories and parables to understand actions and consequences. Children begin to make connections to their own lives.</p> <p>Children celebrate the unique birth of Jesus as the Son of God at the same time each year</p> <p>Children can look at how values affect a community and individuals. Children discuss how these actions can affect other people and understand the concept of morals.</p> <p>Children are encouraged to ask questions to gain an understanding about different beliefs, values and traditions - and how they give people a sense of identity and belonging.</p>	<p>Children look at and appreciate how many people's values are an important aspect of their lives and how this influences how they live.</p> <p>Children are encouraged to ask questions to gain an understanding about different beliefs, values and traditions - and how they give people a sense of identity and belonging-linking to life experiences and lifestyle changes.</p> <p>Children can read, understand and retell religious stories.</p>	<p>Children develop an appreciation of the ways in which people's values are an important aspect of their lives.</p> <p>Children are encouraged to ask questions about life.</p> <p>Children can make informed choices and describe how shared values in a community can affect behaviour.</p>	<p>Children continue to explore the ways in which values differ within families.</p> <p>Children are encouraged to ask questions about life and discuss how various encounters can positively affect our lives.</p> <p>Children can make informed choices and understand the consequences of choices. They can explain how shared values in a community affect behaviour and influence outcomes.</p>	<p>Children continue to develop their appreciation of the ways in which people's values are an important aspects of their lives.</p> <p>Children understand the concept of shared values and how a community can use shared values.</p> <p>Children can explain why individuals and communities may have similar and differing values</p> <p>Children can show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences;</p> <p>Children can describe how encounters can have positive effect on our lives and give a sense of identity and belonging</p> <p>Children can understand that many people find that religious rituals</p>	<p>Children continue to develop their appreciation of the ways in which people's values are an important aspects of their lives. Children make links to responsibility and citizenship.</p> <p>Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Children can express their own values while respecting the values of others.</p> <p>Children can understand that many people find that religious rituals and other practices provide opportunities for them to make connections with God or gods and each other, or with what is most important to them.</p>
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Key Concept - Influence, Community, Culture & Power						
F2	Y1	Y2	Y3	Y4	Y5	Y6

<p>Children can understand that we need to show respect for ourselves, others and belongings</p> <p>Children can say that Jesus is a special person</p> <p>Children can recall that religions have a special book</p> <p>Children can talk about who we should help, showing an understanding of our responsibility of helping other people</p>	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion.</p> <p>Children understand the concept of belonging to a group by knowing the reasons why we are in a family, go to school and in our class or other groups.</p> <p>Children are encouraged to reflect on their own experiences of attending religious events.</p> <p>Children can recognise, name and describe religious artefacts, places and practices. Explain religious rituals and ceremonies and the meaning of them, including their own experiences.</p> <p>Make comparison of practices and rituals in more than one religion</p> <p>Develop respect for local and national holidays and religious festivals.</p> <p>Talk about religious leaders and the importance of them.</p>	<p>Children continue to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. children begin to discuss similarities and differences between religions.</p> <p>Children will learn several well-known religious stories and religious traditions present in the community.</p> <p>Children will understand that some places and families are more religious than others.</p> <p>Through learning multiple religions, children will have respect and an understanding for others.</p>	<p>Children learn about communities around the world and how they are influenced by their traditional religions and non-religious views.</p> <p>Children look at the concepts of identity and meaning. They begin to understand what belonging to a religion might look like, through practices and rituals, and what it might involve.</p> <p>Children begin to present their own and others' views.</p> <p>Children can identify religious artefacts, describe religious buildings, explain religious ceremonies and talk about different communities.</p>	<p>Children learn about communities around the world and how they are influenced, at several levels, by their traditional religions and non-religious views.</p> <p>Children can explain the concepts of identity and meaning. They understand what belonging to a religion looks like, through practices and rituals, and what it might involve.</p> <p>Children can thoughtfully present their own and others' views.</p> <p>Children can identify religious artefacts and explain how they are involved in daily practices and rituals. They can describe religious buildings and share how they are used. Children can explain the importance of religious ceremonies and how they impact people's lives and sense of belonging. They can talk about communities and how they are influenced by religion and worldviews.</p>	<p>Children learn that organisations and individuals may be inspired by religions and beliefs to make a positive difference in their communities, while others sometimes use religion or worldview to justify actions that do harm.</p>	<p>Children learn that in some communities, one religion or worldview is influential; other communities are influenced by many different religions and worldviews living alongside each other. In some communities, religions and worldviews have little influence apart from among their followers.</p>
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