



Curriculum Coverage for RE

Sunnyhill Primary School



This is the RE knowledge that the children should cover over their time with us, building on their skills each year. It has been split into six strands:

Learning about religion:

Beliefs, teachings and sources

Practices and ways of life

Forms of expression

Learning from religion:

Identity and belonging

Meaning, purpose and truth

Values and commitments

EYFS Development Matters-

22-36 months: In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea **(UW)**

30-50 months: Shows interest in different occupations and ways of life **(UW)**.

Remembers and talks about significant events in their own experience **(UW)**.

Recognises and describes special times or events for family or friends **(UW)**.

Confident to talk to other children when playing, and will communicate freely about own home and community **(PSED)**.

40-60 months: Enjoys joining in with family customs and routines **(UW)**.

ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions **(UW)**.

National Curriculum: Key Stage 1

By the end of Key Stage 1 pupils should:

At Sunnyhill we follow the Lambeth Agreed Syllabus which states that pupils, when learning about religion, should be able to:

- identify, name, describe and give accounts, in order to build a coherent picture of each religion
- explain the meanings of religious language, stories and symbolism
- explain similarities and differences between, and within, religions
- give an informed and considered response to religious and moral issues
- reflect on what might be learnt from religions in the light of one's own beliefs and experiences
- identify and respond to questions of meaning within religions

| | Learning about religion | | | Learning from religion | | |
|--------|---|---|---|---|---|---|
| | Beliefs, teachings and sources | Practices and ways of life | Forms of expression | Identity and belonging | Meaning, purpose and truth | Values and commitments |
| Year 1 | To remember a religious story and talk about it | To use the right names for things that are special to a religion | To recognise religious art, symbols and words and talk about them | To talk about things that happen to me | To talk about what I find interesting or puzzling | To talk about what is important to me and to other people |
| Year 2 | To tell a religious story and say some things that people believe | To talk about some of the things that are the same for different religious people | To say what some religious symbols stand for and say what some of the art (music, etc) is about | To ask about what happens to others with respect for their feelings | To talk about some things in stories that make people ask questions | To talk about what is important to me and to others with respect for their feelings |

National Curriculum: Key Stage 2

At Sunnyhill we follow the Lambeth Agreed Syllabus which states that pupils, when learning about religion, should be able to:

- identify, name, describe and give accounts, in order to build a coherent picture of each religion
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- explain similarities and differences between, and within, religions
- give an informed and considered response to religious and moral issues
- reflect on what might be learnt from religions in the light of one's own beliefs and experiences
- identify and respond to questions of meaning within religions

| | Learning about religion | | | Learning from religion | | |
|--------|--|--|---|---|---|---|
| | Beliefs, teachings and sources | Practices and ways of life | Forms of expression | Identity and belonging | Meaning, purpose and truth | Values and commitments |
| Year 3 | To describe what a believer might learn from a religious story | To describe some of the things that are the same and different for religious people | To use religious words to describe some of the different ways in which people show their beliefs | To compare some of the things that influence me with those that influence other people | To ask important questions about life and compare my ideas with those of other people | To link things that are important to me and other people with the way I think and behave |
| Year 4 | To make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives | To use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups | To express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean | To ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others | To ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals | To ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values |

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| | Learning about religion | | | Learning from religion | | |
|--------|--|--|--|---|--|---|
| | Beliefs, teachings and sources | Practices and ways of life | Forms of expression | Identity and belonging | Meaning, purpose and truth | Values and commitments |
| Year 5 | To suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality | To describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities | To use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions | To give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me | To ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives | To ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives |
| Year 6 | To say what religions teach about some of the big questions of life, using different sources and arguments to explain the reasons | To say what different practices and ways of life followers of religions have developed, explaining how beliefs have had | To use correct religious and philosophical vocabulary in explaining what the significance of different forms of | To consider the challenges of belonging to a religion today with reference to my own and other people's views on | To use reasoning and examples to express insights into my own and others' views on questions about the meaning and | To use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, |

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| | for diversity within and between them | different effects on individuals, communities and societies | religious, spiritual and moral expression might be for believers | human nature and society, supporting those views with reasons and examples | purpose of life and the search for truth | focusing on things that are important to me |
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| | Autumn 1 st | Autumn 2 nd | Spring 1 st | Spring 2 nd | Summer 1 st | Summer 2 nd |
|---|---|--|--|---|---|----------------------------|
| EYFS (Recognising key celebrations from different religions) | Diwali (27 th October) | Christmas (25 th December) | Chinese New Year (25 th January) | Easter | Eid (24 th May) | End of year celebration |
| YEAR 1 | Our Wonderful World | Why do Christians give gifts at Christmas? | Special Books | What did Jesus teach us? | What do Hindus celebrate? | What do Muslims celebrate? |
| YEAR 2 | Leaders and Teachers | Christmas Celebrations | Who was Buddha? | Why is the Torah special? | Christian Rites of Passage | What do Sikhs Believe |
| YEAR 3 | What do signs and symbols mean in religion? | How and why do Hindus Celebrate Diwali? | What do we know about Jesus? | Jewish Celebrations | What is the Bible and why is it important for Christians? | Islamic Rites of Passage |
| YEAR 4 | Sikh Rites of Passage | Christmas Journeys | Hindus worship at home and in the mandir | Why is Easter important for Christians? | Buddhist Festivals | Belonging and Identity |
| YEAR 5 | Where did the Bible come from? | Why is Muhammad important to Muslims? | Jewish Worship and Community | Buddhist Worship and Beliefs | Stories of Christianity | Belief in our Community |
| YEAR 6 | Stories of Hinduism | What is a church? | What is the Qur'an and why is it important for Muslims | How do people express their faith through the arts? | Sikh Worship and Community | What happens when we die? |