

## Subject Overview Subject: RE 2023-2024

**Ecclesfield follows the SACRE Sheffield Agreed Syllabus Programme of Study.**

### Key Stage 1 RE Programme of Study

**Specifically pupils should be taught to:**

Know about and understand religions and world views	Express ideas and insights into religions and world views	Gain and deploy the skills for learning from religions and world views
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and world views.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

### Key Stage 2 RE Programme of Study

**Specifically, pupils should be taught to:**

Know about and understand religions and world views	Express ideas and insights into the significance of religion and world views	Gain and deploy skills for engaging with religions and world views
A1. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.	B1. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

<b>RE Concepts</b>	<p>The program of study enables pupils to increase and deepen their knowledge and understanding of key concepts in RE. These concepts relate to the religions and world views studied. The areas of enquiry or key general concepts in RE can be described like this:</p> <ul style="list-style-type: none"> <li>• Beliefs, teachings, sources of wisdom and authority</li> <li>• Experiences and ways of living</li> <li>• Ways of expressing meaning</li> <li>• Questions of identity, diversity and belonging</li> <li>• Questions of meaning, purpose and truth</li> <li>• Questions of values and commitments</li> </ul>
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>F2</b>  <b>Ongoing and developing objectives</b>	<p><b>CL Objectives:</b></p> <ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Learn new vocabulary.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>PSED Objectives:</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p><b>Literacy Objectives (in addition to CL strands:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>• Anticipate – where appropriate – key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>UW Objectives:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>					

	<p><b>EAD Objectives:</b></p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>					
<b>FS SACRE pages 19-21</b>	<b>Which people are special and why?</b>	<b>Which stories are special and why?</b>	<b>Which places are special and why?</b>	<b>Which times are special and why?</b>	<b>What is special about our world?</b>	<b>Where do we belong?</b>
<b>Year 1</b>	<p><b>1.1</b></p> <p>Myself: Who am I? Signs of belonging.</p> <p><b>Religion: Christianity</b></p> <p><b>Key Strands:</b></p> <ul style="list-style-type: none"> <li>Religious Beliefs and teachings</li> <li>Ways of expressing meaning</li> <li>Questions of identity and belonging</li> </ul>	<p><b>1.2</b></p> <p>Celebrations: What matters to Christians at Christmas?</p> <p><b>Religion: Christianity</b></p> <p><b>Key strands:</b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of religious beliefs, teachings and sources</li> <li>Knowledge and understanding of religious practices and lifestyles</li> <li>Skill of asking and responding to questions of identity and experience</li> </ul>	<p><b>1.3</b></p> <p>What festivals do Jewish people celebrate?</p> <p><b>Religion: Judaism</b></p> <p><b>Key strands:</b></p> <ul style="list-style-type: none"> <li>Beliefs, Values and teaching</li> <li>Religious Practices and ways of life.</li> <li>Questions of Identity, Diversity and Belonging.</li> </ul>	<p><b>1.4</b></p> <p>What makes some places special? Churches and synagogues: what can we find out?</p> <p><b>Religion: Christianity and Judaism</b></p> <p><b>Key stands:</b></p> <ul style="list-style-type: none"> <li>Religious practices and ways of life</li> <li>Questions of identity, Diversity and Belonging</li> <li>Questions of Values and Commitment</li> </ul> <p><b>Visit to synagogue</b></p>	<p>Theme: Story, Believing, Belonging.</p> <p><b>1.5</b></p> <p>What stories about Moses do Jewish and Christian people love to remember?</p> <p><b>Religion: Christianity and Judaism</b></p> <p><b>Key strands:</b></p> <ul style="list-style-type: none"> <li>Beliefs, values and teaching</li> <li>Religious practices and ways of life</li> <li>Questions of identity, Diversity, belonging</li> <li>Questions of values and commitments</li> </ul>	<p><b>1.6</b></p> <p>‘The power to make a difference’</p> <p>What can we learn from stories and prayers of Jesus?</p> <p><b>Religion: Christianity</b></p> <p><b>Key strands:</b></p> <ul style="list-style-type: none"> <li>Questions of identity, diversity and belonging</li> <li>Beliefs, teachings, sources of wisdom and authority</li> <li>Experiences and ways of living</li> </ul>

<p><b>Year 2</b></p>	<p><b>2.1</b></p> <p>Belonging to a community: Where do Jews and Christians belong? Where do I belong?</p> <p>Religion: Christianity and Judaism</p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>• Beliefs, Values and Teaching</li> <li>• Religious practices and ways of life</li> <li>• Question of Identity, Diversity and Belonging</li> </ul>	<p><b>2.2</b></p> <p>How do we say 'thank you' for the beautiful Earth? What can we learn from stories Christians tell?</p> <p>Religion: Christianity and Judaism Islam</p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>• Beliefs, teachings, sources of wisdom and authority</li> <li>• Questions of meaning, purpose and truth</li> <li>• Questions of values and commitments</li> </ul>	<p><b>2.4</b></p> <p>Being Fair: What can we learn from religious stories?</p> <p>Religion: Christianity and Islam</p> <p><b>MUSIC UNIT</b></p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>• Experiences and ways of living</li> <li>• Ways of expressing meaning</li> </ul>	<p><b>2.5</b></p> <p>Symbols of Easter: What does Easter mean to Christians?</p> <p>Religion: Christianity</p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>• Beliefs, teaching and sources</li> <li>• Religious practices and ways of life</li> <li>• Skill of asking and responding to questions of meaning, purpose and truth</li> </ul>	<p><b>2.3</b></p> <p>I wonder...Puzzling questions about God.</p> <p>Religion: All</p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>• Beliefs, teachings, sources of wisdom and authority</li> <li>• Experiences and ways of living</li> <li>• Ask and respond sensitively to big questions.</li> </ul>	<p><b>2.6</b></p> <p>Leaders: who needs them?</p> <p>Why are some people leaders? What do leaders do?</p> <p>Religion: Judaism and Christianity</p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>• Beliefs, values and teaching.</li> <li>• Religious practices and ways of life</li> <li>• Questions of belonging</li> <li>• Questions of values and commitments</li> </ul>

					1.7 What can we find out about Muslims? (two day topic specific learning opportunity)
<b>Year 3</b>	<b>3.2</b> What is it like to be a Hindu?  Religion: Hinduism  Key strands: <ul style="list-style-type: none"> <li>Forms of religious expression and ways of expressing meaning</li> <li>Questions of identity, diversity and belonging</li> </ul>	<b>3.1</b> Why do some people think Jesus is inspirational?  Religion; Christianity  Key Strands: <ul style="list-style-type: none"> <li>Beliefs, teachings and sources</li> <li>Religious forms of expression</li> <li>Questions of identity and belonging</li> <li>Questions of values and commitment</li> </ul>	<b>3.3</b> Christian Worship: How and why do some people find peace and strength by belonging to a church?  Religion: Christianity  Key Strands: <ul style="list-style-type: none"> <li>Beliefs, Values and teaching</li> <li>Religious practices and ways of life</li> <li>Questions of Meaning, purpose and truth</li> <li>Questions of Values and commitment</li> </ul> Visit to a church in Sheffield		
<b>Year 4</b>	<b>4.1</b> Christian and Hindu answers to questions: What is God like? What matters most in life? What happens when we die?  Religion: Christianity and Hinduism  Key strands:	<b>4.3</b> Worship, pilgrimage and community: what matters to Hindus and Christians, and to us? How can we make sure everyone belongs?  Religion: Christianity and Hinduism	<b>4.2</b> Values: what matters most? Exploring right and wrong with Christians and Humanists: an RE investigation.  Religion: Christianity Non-religion: humanist  Key Strands: <ul style="list-style-type: none"> <li>Beliefs, teaching and sources</li> </ul>		

	<ul style="list-style-type: none"> <li>• Beliefs, Teaching and Sources</li> <li>• Ways of expressing meaning in religion</li> <li>• Questions of meaning, purpose and truth</li> </ul>	<p><b>Geography link – To the river Ganges for our water topic.</b></p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>• Religious practices and ways of life</li> <li>• Questions of Values and commitment</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Religious practices and ways of life</li> <li>• Questions of values and commitment</li> </ul>
<b>Year 5</b>	<p><b>5.1</b></p> <p>What can we learn from stories from the bible?</p> <p>Religion: Christianity, Islam and Judaism</p> <p>(Adam and Eve/Noahs Ark/Jacob/Joseph)</p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>▪ Religious beliefs, teachings and sources</li> <li>▪ Forms of expression</li> <li>▪ Question and meaning, purpose and truth</li> </ul>	<p><b>5.2</b></p> <p>Learning from Islam</p> <p>Keeping 5 Pillars: what difference does it make?</p> <p>Religion: Islam</p> <p>Key Strands:</p> <ul style="list-style-type: none"> <li>▪ Beliefs and practices</li> <li>▪ Questions of value and commitment</li> </ul>	<p><b>5.3</b></p> <p><b>Why are there now over 200 Mosques in Yorkshire?</b></p> <p>Religion: Islam</p> <p>Key strands:</p> <ul style="list-style-type: none"> <li>• Religious practices and ways of life</li> <li>• Questions of Values and commitment</li> <li>• Beliefs, Values and teaching</li> </ul> <p><b>Geography Link</b></p> <p><b>VISIT to Mosque</b></p>
<b>Year 6</b>	<p><b>6.1</b></p> <p>Beliefs and actions in the world: Can Christian Aid, Khalsa Aid and Islam Relief change the world?</p> <p>Religion: Christianity, Islam, Sikhism</p> <p>Key Strand:</p>	<p><b>6.2</b></p> <p>Muslims and Christians: Who is inspiring? Inspirational founders and leaders.</p> <p>Religion: Christianity and Islam</p> <p>Key strands:</p>	<p><b>6.3</b></p> <p>Religions in the local community. What will make our town a more respectful place?</p> <p>Religion: All</p> <p>Key strands:</p>

	<ul style="list-style-type: none"> <li>• Religious beliefs, teachings and sources</li> <li>• Ways of living</li> <li>• Questions of values and commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Beliefs, Values and Teachings</li> <li>• Religious practices and ways of life</li> <li>• Questions of meaning, purpose and truth</li> <li>• Questions of values and commitment</li> </ul>	<ul style="list-style-type: none"> <li>• Religious practices and ways of life</li> <li>• Questions of identity, Diversity, Value and belonging</li> </ul> <p><a href="#">British values Link</a></p>
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Progression in language, vocabulary and key ideas: a summary of a select short of keywords and core concepts. Can pupils use the language and ideas of religions and religious study to explain their understanding?

	Reception Curiosity+ experience	5-7s: Exploring and discovering	7-9s: Knowing and understanding (adding to 4-7 lists)	9-11s Understanding and connecting
<b>The general language of religious study</b>	Religion Special books Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co- operation, belonging, worship, holiness, sacred. creation story.	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model	Religion, harmony, respect, justice, faith, inter-faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion.
<b>Christianity</b>	Christmas Easter Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Holy Spirit, baptism, Christening	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit God the Creator, Trinity, Heaven	Christian, Jesus, Bible, Creation and Fall, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Holy Week, Easter, Pentecost, Eucharist, agape, advent, disciple,
<b>Judaism</b>	Moses Passover Torah Synagogue Star of David	Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, shabbat, Joseph.	Jewish, Judaism, Abraham and Sarah, Moses, Exodus, Law-giver, Ten Commandments, Passover / Pesach, Day of Atonement.	Judaism, Jewish, Torah, Shabbat, Pesach, Hanukkah, Ten Commandments, persecution, prejudice, Beth Shalom, remembrance, patriarch, Jacob, Ruth, King David, King Solomon, Esther, Purim, Prophet, Isaiah, Daniel.
<b>Islam</b>	Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star.	Muslim, Islam, Allah, Prophet, mosque, Qur'an, moon and star, paradise.	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Sunnah, Mosque, Hajj, al-fatihah, adhan,
<b>Hindu Dharma</b>	Hindu, mandir, divali, Aum	Murtis, gods and goddesses, puja, home shrine, devotion. Ganesha	Hindu dharma, Sanatan Dharma, Rama, Sita, Hanuman, holi, Raksha bandhan	Ahimsa, karma, dharma, Brahman, mandir, trimurti, gods such as Brahma, Shiva, Vishnu, goddesses such as Durga, Ambaji, Shakti reincarnation, aarti, devotee,
	Sikh, Guru Nanak	Sikhi, Langar, 10 Gurus	The 5 Ks, the Khalsa, Kaur	Waheguru, Harimandir Sahib, Amrit, Pani

