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Fulfen Primary School adopts best practice from a range of research, resources and educational thinking to improve outcomes for all our children.

Our philosophy and approach to teaching and learning of Religious Education:

Exploring: An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms; By exploring religious beliefs, teachings and practices – so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community.

Engaging: A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values; By engaging with fundamental questions – so appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions- so gaining skills to be able to relate the things studied and discussed, to their own experience.

Reflecting: A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society; By reflecting – on the reality of religious diversity and on the issues raised by living in a diverse world - so developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.

Our inquisitive and reflective learners will acquire the skills to:

- Ask relevant questions and investigate using various sources of information;
- Reflect on feelings, experience, attitudes, beliefs, values, relationships and practices;
- Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;



CURRICULUM MAP

All Discovery R.E units cover all of the learning within the agreed Staffordshire Religious Education syllabus (covering Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism). All classes cover Christianity and at least one other religion.

	Autumn		Spring		Summer	
Year 1 Topics & NC strands	<p><u>Does God want Christians to look after the world?</u></p> <ul style="list-style-type: none"> Beliefs, teachings and sources. Values and commitments. (Christianity) 	<p><u>What gift would I have given to Jesus if he had been born in my town, not Bethlehem?</u></p> <ul style="list-style-type: none"> Beliefs, teachings and sources. Identity, diversity and belonging. (Christianity) 	<p><u>Was it always easy for Jesus to show friendship?</u></p> <ul style="list-style-type: none"> Beliefs, teachings and sources. Beliefs, teachings and sources. (Christianity) 	<p><u>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</u></p> <ul style="list-style-type: none"> Beliefs, teachings and sources. Forms of expressing meaning. Meanings, purpose and truth. (Christianity) 	<p><u>Is Shabbat important to Jewish children?</u></p> <ul style="list-style-type: none"> Beliefs, teachings and sources. Identity, diversity and belonging. (Judaism) 	<p><u>Does celebrating Chanukah make Jewish children feel close to God?</u></p> <ul style="list-style-type: none"> Practices and ways of life. Identity, diversity and belonging. (Judaism)
Year 2 Topics & NC strands	<p><u>What did Jesus teach?</u></p> <ul style="list-style-type: none"> Beliefs, teachings and sources. Values and commitments. (Christianity) 	<p><u>Why did God give Jesus to the world?</u></p> <ul style="list-style-type: none"> Beliefs, teachings and sources. Meanings, purpose and truth. (Christianity) 	<p><u>Does praying at regular intervals everyday help a Muslim in his/her everyday life?</u></p> <ul style="list-style-type: none"> Practices and ways of life. Values and commitments. (Islam) 	<p><u>How important is it to Christians that Jesus came back to life after his crucifixion?</u></p> <ul style="list-style-type: none"> Practices and ways of life. Meanings, purpose and truth. (Christianity) 	<p><u>Does going to the Mosque give Muslims a sense of belonging?</u></p> <ul style="list-style-type: none"> Practices and ways of life. Identity, diversity and belonging. (Islam) 	<p><u>Does completing a Hajj make a person a better Muslim?</u></p> <ul style="list-style-type: none"> Practices and ways of life. Values and commitments. (Islam)



<p>Year 3 Topics & NC strands</p>	<p><u>Does joining the Khalsa make a person a better sikh?</u></p> <ul style="list-style-type: none"> Practices and ways of life. Forms of expressing meaning. Identity, diversity and belonging. (Sikhism) 	<p><u>Has Christmas lost its true meaning?</u></p> <ul style="list-style-type: none"> Beliefs, teachings and sources. Meaning, purpose and truth. (Christianity) 	<p><u>Could Jesus really heal people? Were these miracles or is there some other explanation?</u></p> <ul style="list-style-type: none"> Beliefs, teachings and sources. Meaning, purpose and truth. (Christianity) 	<p><u>What is good about Good Friday?</u></p> <ul style="list-style-type: none"> Forms of expressing meaning. Meaning, purpose and truth. (Christianity) 	<p><u>Do Sikhs think it is important to share?</u></p> <ul style="list-style-type: none"> Practices and ways of life. Meaning, purpose and truth. (Sikhism) 	<p><u>What is the best way for a Sikh to show commitment to God?</u></p> <ul style="list-style-type: none"> Practices and ways of life. Forms of expressing meaning. Values and commitments. (Sikhism)
<p>Year 4 Topics & NC strands</p>	<p><u>How special is the relationship Jews have with God?</u></p> <ul style="list-style-type: none"> Beliefs, teachings and sources. Identity, diversity and belonging. (Judaism) 	<p><u>What is the most significant part of the nativity story for Christians today?</u></p> <ul style="list-style-type: none"> Forms of expressing meaning. Meaning, purpose and truth. (Christianity) 	<p><u>How important is it for Jewish people to do what God asks them to do?</u></p> <ul style="list-style-type: none"> Practices and ways of life. Meaning, purpose and truth. (Judaism) 	<p><u>Is forgiveness always possible?</u></p> <ul style="list-style-type: none"> Beliefs, teachings and sources. Meaning, purpose and truth. (Christianity) 	<p><u>What is the best way for a Jew to show commitment to God?</u></p> <ul style="list-style-type: none"> Practices and ways of life. Forms of expressing meaning. Values and commitments. (Judaism) 	<p><u>Do people need to go to church to show they are Christians?</u></p> <ul style="list-style-type: none"> Practices and ways of life. Identity, diversity and belonging. (Christianity)
<p>Year 5 Topics & NC strands</p>	<p><u>What is the best way for a Hindu to show commitment to God?</u></p> <ul style="list-style-type: none"> Practices and ways of life. Values and commitments. (Hinduism) 	<p><u>Is the Christmas story true?</u></p> <ul style="list-style-type: none"> Beliefs, teachings and sources. Meaning, purpose and truth. (Christianity) 	<p><u>How can Brahman be everywhere and in everything?</u></p> <ul style="list-style-type: none"> Beliefs, teachings and sources. Meaning, purpose and truth. (Hinduism) 	<p><u>How significant is it for Christians to believe God intended Jesus to die?</u></p> <ul style="list-style-type: none"> Beliefs, teachings and sources. Meaning, purpose and truth. (Christianity) 	<p><u>Do beliefs in Karma, Samsara and Moksha help Hindus lead better lives?</u></p> <ul style="list-style-type: none"> Practices and ways of life. Meaning, purpose and truth. (Hinduism) 	<p><u>What is the best way for a Christian to show commitment to God?</u></p> <ul style="list-style-type: none"> Practices and ways of life. Values and commitments. (Christianity)



<p>Year 6 Topics & NC strands</p>	<p><u>What is the best way for a Muslim to show commitment to God?</u></p> <ul style="list-style-type: none">• Practices and ways of life.• Values and commitments. (Islam)	<p><u>How significant is it that Mary is Jesus' mother?</u></p> <ul style="list-style-type: none">• Beliefs, teachings and sources.• Meaning, purpose and truth. (Christianity)	<p><u>Is anything ever eternal?</u></p> <ul style="list-style-type: none">• Beliefs, teachings and sources.• Meaning, purpose and truth. (Christianity)	<p><u>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</u></p> <ul style="list-style-type: none">• Practices and ways of life.• Identity, diversity and belonging.• Values and commitments. (Christianity)	<p><u>Does Belief in Akhirah (life after death) help Muslims lead good lives?</u></p> <ul style="list-style-type: none">• Practices and ways of life.• Identity, diversity and belonging.• Meaning, purpose and truth. (Islam)
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Progression Map

Year/Skills & Knowledge/ Concepts	Beliefs teachings and sources	Practices and ways of life	Expressing meaning	Identity diversity and belonging	Meaning purpose and truth	Values and commitments
<p>Key Stage 1</p>	<p>Engage with stories and extracts from religious literature and talk about their meanings - 1.1a</p> <p>Explore stories about the lives and teachings of key religious figures - 1.1b</p> <p>Find out about ways in which sacred texts are regarded, read and handled by believers - 1.1c</p>	<p>Find out about how and when people worship and ask questions about why this is important to believers - 1.2a</p> <p>Explore the preparations for and find out about the celebration of festivals 1.2b</p> <p>Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives - 1.2c</p>	<p>Explore as appropriate the special nature of artefacts used in worship -1.3a</p> <p>Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - 1.3b</p> <p>Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression -1.3c</p>	<p>Reflect and respond to stories about belonging and relating to religious communities -1.4a</p> <p>Identify and ask questions about customs associated with particular religious communities -1.4b</p> <p>Find out about ceremonies in which special moments in the life cycle are marked -1.4c</p>	<p>Ask and respond imaginatively to questions about things that are interesting or puzzling in the world -1.5a</p> <p>Listen to and ask questions about stories of individuals and their relationship with God -1.5b</p> <p>Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - 1.5c</p>	<p>Reflect and respond to stories highlighting the morals and values of believers in practice -1.6a</p> <p>Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions -1.6b</p> <p>Explore stories from religious traditions and find out about attitudes to the natural world -1.6c</p>



Year/Skills & Knowledge/ Concepts	Beliefs teachings and sources	Practices and ways of life	Expressing meaning	Identity diversity and belonging	Meaning purpose and truth	Values and commitments
<p>Key Stage 2</p>	<p>Explore the origins of sacred writings and consider their importance for believers today - 2.1a</p> <p>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - 2.1b</p> <p>Explore the life of key religious figures and make links with teachings and practices of special significance to followers - 2.1c</p> <p>Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers - 2.1d</p>	<p>Compare and contrast the practice of religion in the home in different religious communities - 2.2a</p> <p>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers - 2.2b</p> <p>Investigate some features of key religious festivals and celebrations and identify similarities and differences - 2.2c</p> <p>Investigate the life of a person who has been inspired by their faith and make links between belief and action - 2.2d</p>	<p>Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers - 2.3a</p> <p>Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions - 2.3b</p> <p>Compare and contrast the use of symbols, actions and gestures used in worship by different communities - 2.3c</p> <p>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice - 2.3d</p>	<p>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences - 2.4a</p> <p>Find out about the activities of a local religious community and make links with key religious teachings - 2.4b</p> <p>Research some key events in the development of a religious tradition and explain the impact on believers today - 2.4c</p> <p>Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked - 2.4d</p>	<p>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings - 2.5a</p> <p>Investigate and reflect on a range of religious responses to suffering, hardship and death - 2.5b</p> <p>Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life - 2.5c</p> <p>Make links between beliefs and action and reflect on how this might have local, national and international impact - 2.5d</p>	<p>Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers - 2.6a</p> <p>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment - 2.6b</p> <p>Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives - 2.6c</p> <p>Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour - 2.6d</p>



End of year expectations	End of Year 1:	End of Year 2:	End of Year 3:	End of Year 4:	End of Year 5:	End of Year 6:
	<p>Pupils use some religious words and phrases to recognise and name features of religious life and practice valued by believers. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers. Pupils can talk about their experience of the world around them and in particular what is of value and concern to themselves and to others. Pupils can demonstrate awareness that there is more than one religious tradition or faith community.</p>	<p>Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions, including key questions raised by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways. Pupils can recognise that some questions cause people to wonder and are difficult to answer. They are able to share ideas about right and wrong. Pupils are able to name more than one religious tradition or faith community, and can talk about some of the distinctive features of each such religious tradition/faith community</p>	<p>Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs, practices and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression. Pupils ask important questions about values, commitments and beliefs, making links between their own and others' responses, attitudes and behaviour. Pupils can identify and distinguish between the faiths being explored and can express some awareness of their identity within or outside these faiths. They understand the importance and reality of existing in a plural context.</p>	<p>Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They explore and explain meanings for a range of forms of religious expression.</p> <p>Pupils raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments, recognising the implications and consequences of making moral choices.</p> <p>They apply their ideas about identity and commitment in a diverse world to their own and other people's lives. They describe what inspires and influences themselves and others, especially their commitments, values and choices. They are able to recognise in themselves and others some reactions to living alongside others who have a different faith or stance.</p>	<p>Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They show a developing insight into why people belong to religions. They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ethical issues.</p> <p>Pupils ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action.</p> <p>Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.</p>	<p>Pupils use religious and philosophical vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression.</p> <p>Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identity and belonging, meaning, purpose and truth. Focusing on values and commitments, pupils consider their own responses to the opportunities and challenges of living in a diverse world whilst taking account of the views and experiences of others. They are able to talk about examples of religious cooperation, and why this is sometimes difficult.</p>