



Ottery St Mary Primary School RE Curriculum Overview



Pupils at Ottery St Mary Primary School will:

- Take an interest in a variety of world faiths and world views,
- Have a knowledge of differing beliefs, traditions and values of other individuals, societies and cultures,
- Participate in discussions regarding religious and world views,
- Listen respectfully to the ideas of others and respectfully contribute their own ideas to class discussions,
- Reflect on their understanding of faith, beliefs and celebrations of their own and other cultures.

RE Curriculum

Intent	To ensure our pupils have an understanding of the main faiths and cultures which are celebrated across the world. By participating in class dialogue, pupils will grow their knowledge of these faiths and the similarities and differences between them. Class dialogue will promote respectful discussion and equip our children to tackle challenging conversations. A wide knowledge of cultural beliefs and practices will enable pupils to combat prejudice, challenge misconceptions and prepare them for adult life.
Implementation	Our curriculum is taken from the “Devon Agreed Syllabus of Work for Religious Education” . This is further supplemented by the programme of assemblies and visits from community leaders.

RE curriculum intent by Key Stage

	EYFS	Y1	Y2	Y3/4	Y5/6
Intent	During the foundation stage, children begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration.	At key stage 1 pupils learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion for believers, especially other children and their families.			At key stage 2 children investigate and consider the impact of religion and belief locally, nationally and globally. They learn about sacred texts and other sources and consider their meanings. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. At key stage 2 children study, in a more systematic way Christianity, Hinduism, Judaism and Islam and non-religious worldviews such as Humanism.

RE curriculum overview							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Key knowledge	Pupils reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.	Pupils talk about some of the things that are the same for different religious people. They say what some Christian and Jewish symbols stand for and say what some of their art is about. Describe what a believer might learn from a religious story. Explore celebrations such as birthdays, baptisms and weddings, and the Christian celebration of Easter.	Pupils explore key beliefs and stories within Christianity and Judaism. Explore the importance of story within the lives of Christians and Jews. Explore leaders and teachers in the lives of Christians and Jews. Explore the meaning of symbols in the Church and Synagogue. Explore the significance of bread as a symbol.	Children investigate a variety of religious symbols and their meaning for those who use them, within the contexts of Christianity and Hinduism. Children are encouraged to explore examples of symbolic language and to deepen their understanding of some common religious concepts. Children explore Teachings and Authority within Christianity and Hinduism. Exploring the meaning of sacred texts within the lives of Christians and Hindus.	Children think about who inspires them and to consider Jesus and Muhammad as inspirational figures for Christians and Muslims in the world today. Children will also study key passages in the Bible and Hadith in order to discover more about Jesus and Muhammad and their significance for Christians and Muslims. Children discover what is expected of a person who follows a religion. Children explore the meanings of worship and community both in their own lives and within the lives of Christians and Muslims.	Children explore some of the ways in which Music, Art and Drama are used to express aspects of faith - including in the Christian and Buddhist faiths. Children will learn about beliefs about the creation of the world and care for the environment and explore the meanings both in their own lives and within the lives of Christians and Buddhists. They will consider the values, relationships and emotions that make 'them them' and consider the views of others, including humanism.	Children learn about key Jewish beliefs, Passover, Shabbat, the synagogue and how the Jewish faith has developed during and since the Holocaust. Children learn that the understanding that beliefs affect action and behaviour. They also explore key beliefs and teachings in Judaism and through learning about Jewish values and commitments. Children reflect on emotions and feelings linked to celebration and loss and investigate key beliefs and concepts in Christianity and Islam connected to birth, growing up, marriage and death.
Key skills	Children listen to and talk about stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.	Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to themselves and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.		Pupils make connections between different aspects of religion and belief and consider different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and the importance of dialogue between them. They communicate their ideas clearly, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.			

RE curriculum coverage by term							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Autumn	Festivals Diwali Saints days Christmas	Myself	Beliefs and stories	Worship	Inspirational people	Faith and the arts	Beliefs and questions
Key vocabulary		Celebration, Leaders & founders, Special places, Worship, Seasons, Easter, Christmas Pesach, Shabbat	God, Belief, Lost and Found, Worship	worship, prayer, pilgrimage, Church, Jerusalem, Lourdes Bernadette, Brahman, murti, puja, arti, Mandir Ganges	Jesus and his teachings Gospels, Muhammad, Qur'an, Hadith, Inspiration, Respect Devotion	Icons, Vestments, Stained glass, Festivals Dress, Music, Costumes Decorations	Celebration, Passover/ Pesach, Shabbat, Synagogue, Bar/ Bat Mitzvah, Kosher, Torah, Rabbi, Holocaust
Spring	Festivals Chinese New Year Easter Saints days	Celebrations	Teachers and leaders	Pilgrimage and sacred places	Religion and the individual	Beliefs in action in the wider world	Beliefs in action in the world/Faith in actions
Key vocabulary		Celebration, Birthday, Christening, Wedding, Easter, Christian	leaders, teacher, healer	Signs and symbols Christianity: holy, sacred Hinduism: puja, aum, offering, shrine, prasad	Prayer, Sermon on the Mount, The Golden Rule 5 Pillars, Shahadah Salat	Myths, Creation Environment, Interdependent Compassion, Wisdom	Moral values Love, Care, Concern Beliefs, Christianity Judaism, Humanist
Summer	Festivals Saints days	Belonging	Symbols	Symbols and religious expression and teachings and authority	Religion, family and community	It matters to me it matters to others	The journey of life and death
Key vocabulary		Belonging, commitment, Christianity, Jesus, baptism, christening, cross, Judaism, Bar-Mitzvah	Celebration, Christian, Jewish, Light, Church, Synagogue, Bread, Jesus, Passover (Pesach) Shabbat, Challah, Matzoh	Truth Honesty Justice Sacred texts	Community Values Identity Belonging beliefs	Identity and belonging Values, Spiritual Beliefs, Teachings and Sources, Practices	Birth Celebration Rites of Passage Baptism Marriage Funerals Loss Identity