

## RE Scheme of Work: Knowledge and Skills Curriculum

### **Religious education in English schools: Non-statutory guidance:**

Breadth and depth in RE for all pupils can be achieved if the following are taken into account:

Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.

RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.

Building on the statutory requirements, it is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole.

Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.

Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.

The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions. The breadth of study should take account of the four levels of community cohesion which all maintained schools are now obliged to promote.

Decisions by SACREs and ASCs about the religions, other than Christianity, to be studied should take account of the balance of religion within: the school community; the community within which the school is located; the UK community; the global community.

### **Class One (to cover yearly under this class structure):**

Reception – follow the ‘statutory framework for the Early Years’: The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs)

Year 1

**Understanding the World:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

#### **Christianity (God)**

Key Question: *Does how we treat the world matter?*

Coverage: • Creation • Care for the planet • Harvest

#### **Christianity (Jesus)**

Key Question: *Why do Christians say that Jesus is ‘the light of the world’?*

Coverage: • Jesus as the light of the world • Symbolism of light • Advent and Christmas celebrations

#### **Hindu Dharma**

Key Question: *How might people express their devotion?* Coverage: • Devotion • Worship in the home and temple

#### **Islam**

Key Question: *Why do Muslims believe it is important to obey God?* Coverage: • Submission and gratitude • prayer

#### **Christianity**

(Church) Key Question: *What unites the Christian community?* Coverage: • Worship • The church • Use of symbols

#### **Judaism**

Key Question: *What aspects of life really matter?* Coverage: • Moses • 10 Commandments • The Sabbath

### **Reception ELGs**

#### **Y1 Can I Statements for each Unit**

##### **Can I:**

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

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

*Give an example of a key belief and/or a religious story?*

*Give an example of a core value or commitment?*

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

*Use some religious words and phrases to recognise and name features of religious traditions?*

Make comments about what they have heard and ask questions to clarify their understanding

*Talk about the way that religious beliefs might influence the way a person behaves?*

*Notice and show curiosity about people and how they live their lives?*

*Ask questions?*

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<b><u>Class Two (to cover over 2 years under this class structure):</u></b> Year 2 Units from Lancashire - 'Cycle A' Year 3 Units from Lancashire – 'Cycle B'	<b><u>Y2 Can I Statements for each Unit</u></b> <b><u>Y3 Can I Statements for each Unit</u></b>
<p><b><u>Christianity (God)</u></b> Key Question: Does how we treat the world matter? Coverage: • Creation • Care for the planet • Harvest <b><u>Christianity (God)</u></b> Key Question: How (and why) have some people served God? Coverage: • Prophets • Service to God • Inspirational people</p> <p><b><u>Christianity (Jesus)</u></b> Key Question: Why do Christians say that Jesus is 'the light of the world'? Coverage: • Jesus as the light of the world • Symbolism of light • Advent and Christmas celebrations <b><u>Christianity (Jesus)</u></b> Key Question: What does it mean to be a disciple of Jesus? Coverage: • Discipleship • Following the example of Jesus • Helping others</p> <p><b><u>Hindu Dharma</u></b> Key Question: How might people express their devotion? Coverage: • Devotion • Worship in the home and temple <b><u>Hindu Dharma</u></b> Key Question: Why is family an important part of Hindu life? Coverage: • Religious duty • Hindu scriptures (The Ramayanas) • Raksha Bandhan</p> <p><b><u>Islam</u></b> Key Question: Why do Muslims believe it is important to obey God? Coverage: • Submission and gratitude • prayer <b><u>Islam</u></b> Key Question: Why is the prophet Muhammad (pbuh) an example for Muslims? Coverage: • The prophet Muhammad (pbuh) • Zakah</p> <p><b><u>Christianity</u></b> (Church) Key Question: What unites the Christian community? Coverage: • Worship • The church • Use of symbols <b><u>Christianity (Church)</u></b> Key Question: What do Christians mean by the 'Holy Spirit'? Coverage: • The Holy Spirit • Gifts of the spirit • Pentecost</p> <p><b><u>Judaism</u></b> Key Question: What aspects of life really matter? Coverage: • Moses • 10 Commandments • The Sabbath <b><u>Sikhism</u></b> Key Question: Why are the Gurus important to Sikhs? Coverage: • Guru Nanak • The 10 Gurus • Balsakhi</p>	<p>Can I:</p> <ul style="list-style-type: none"><li>• retell and suggest meanings for religious stories and/or beliefs? • show awareness of similarities in religions?</li><li>• use some religious words and phrases when talking about beliefs and values? • identify beliefs and values contained within a story/teaching?</li><li>• identify and describe how religion is expressed in different ways? • identify the impact religion has on a believer?</li><li>• suggest the symbolic meaning of imagery and actions? • identify how religion is expressed in different ways?</li><li>• ask relevant questions? • use religious terms to describe how people might express their beliefs?</li><li>• talk about my own identity and values? • in relation to matters of right and wrong, recognise my own and others' values? • discuss own questions and responses related to the question 'who should we follow – and why?'</li><li>• identify things that influence a person's sense of identity and belonging? • describe how some people, events and sources of wisdom have influenced and inspired others?</li></ul>

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<p><b><u>Class Three (to cover over 3 years under this class structure):</u></b>          Year 4 Units from Lancashire ‘Cycle A’          Year 5 Units from Lancashire – ‘Cycle B’          Year 6 Units from Lancashire – ‘Cycle C’</p>	<p><b><u>Y4 Can I Statements for each Unit</u></b>  <b><u>Y5 Can I Statements for each Unit</u></b>  <b><u>Y6 Can I Statements for each Unit</u></b></p>
<p><b><u>Hindu Dharma</u></b>          Key Question: What might a Hindu learn through celebrating Diwali? Coverage: • Vishnu • Rama and Sita • Diwali <a href="#">Hindu Dharma</a> <a href="#">Key Question: What might Hindus learn from stories about Krishna? Coverage: • Krishna • Holi</a>  <a href="#">Hindu Dharma</a>          Key Question: Is there one journey or many? Coverage: • Reincarnation • Dharma • The 4 ashramas</p> <p><b><u>Christianity (God)</u></b>          Key Question: How and why might Christians use the bible? Coverage: • The Bible • Christian life – guided by wisdom, teachings and authority  <a href="#">Christianity (God)</a>          Key Question: Why is it sometimes difficult to do the right thing? Coverage: • Sin • Adam and Eve’s disobedience • Temptation and morality  <a href="#">Christianity (God)</a>          Key Question: How do Christians mark ‘turning points’ on the journey of life? Coverage: • Salvation • Forgiveness</p> <p><b><u>Sikhism</u></b>          Key Question: How do Sikhs express their beliefs and values? Coverage: • The 5 Ks • Equality • The Gurdwara</p> <p><b><u>Judaism</u></b>          Key Question: Do people need laws to guide them? Coverage: • The Torah • The synagogue  <a href="#">Buddhism</a>          Key Question: What do we mean by a ‘good life’? Coverage: • The Buddha • The 4 Noble Truths • The Eightfold path</p> <p><b><u>Christianity (Jesus)</u></b>          Key Question: Is sacrifice an important part of religious life? Coverage: • Jesus in the Wilderness • Lent • Sacrifice <a href="#">Christianity (Jesus)</a>          Key Question: What do we mean by a miracle? Coverage: • Miracles of Jesus • Pilgrimage  <a href="#">Christianity (Jesus)</a>          Key Question: Why do Christians believe Good Friday is ‘good’? Coverage: • Holy week • The Eucharist • Denominational differences</p> <p><b><u>Islam</u></b>          Key Question: Why do Muslims fast during Ramadan? Coverage: • The 5 Pillars of Islam • Ramadan  <a href="#">Islam</a>          Key Question: Why is the Qur’an so important to Muslims? Coverage: • The Qur’an • The Night of Power  <a href="#">Islam</a>          Key Question: What is Hajj and why is it important to Muslims? Coverage: • The Ummah • Hajj</p> <p><b><u>Christianity (Church)</u></b>          Key Question: What does ‘love your neighbour’ really mean? Coverage: • Parables • Love for all  <a href="#">Christianity (Church)</a>          Key Question: How do people decide what to believe? Coverage: • The Trinity • Use of symbols and metaphors  <a href="#">Christianity (Church)</a>          Key Question: How do Christians mark the ‘turning points’ on the journey of life? Coverage: • Christian rites of passage • Denominational differences</p>	<p>Can I:</p> <ul style="list-style-type: none"> <li>• describe what a believer might learn from a religious teaching/story?</li> <li>• make links between ideas about morality and sources of authority? • make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers? • analyse beliefs, teachings and values and how they are linked? • explain how the beliefs and values of a religious tradition might guide a believer through the journey of life?</li> <li>• describe the impact religion has on believers’ lives? • explain the impact of beliefs and values – including reasons for diversity? • explain differing forms of expression and why these might be used? • explain the impact of beliefs, values and practices – including differences between and within religious traditions?</li> <li>• explain the deeper meaning and symbolism for specific religious practices? • describe diversity of religious practices and lifestyle within the religious tradition? • interpret the deeper meaning of symbolism – contained in stories, images and actions? • use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences explain differing ideas about religious expression?</li> <li>• reflect on my own personal sources of wisdom and authority? • discuss and debate the sources of guidance available to them? • demonstrate increasing self-awareness in my own personal development? • develop own views and ideas in response to learning?</li> <li>• consider the range of beliefs, values and lifestyles that exist in society? • consider the value of differing sources of guidance explain (with appropriate examples) where people might seek wisdom and guidance? • consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging? • raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>• discuss how people make decisions about how to live their lives? • consider the role of rules and guidance in uniting?communities ?• discuss how people change during the journey of life?</li> </ul>



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### Class Three:

Year 4

Year 5

Year 6

Pupils should be taught:

to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

about great artists, architects and designers in history.

Pupils should be taught:

to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

### **Exploring and developing ideas:**

Can I explore ideas and collect visual and other information to help me to develop my work and keep these in my art sketchbook?

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Can I use this in developing my work, taking account of the purpose?

### **Drawing:**

Can I use a number of sketches to base my work on?

Can I use hatching and cross hatching to show tone and texture in my drawings.

Can I use shading to add interesting effects to my drawings, using different grades of pencil?

Can I select the most suitable drawing materials for the type of drawing I want to produce?

Can I use a number of sketches to base my work on?

Can I draw still life and include shadows and reflections?

Can I select appropriate drawing materials?

Can I develop my own style of drawing?

Can I make my drawings communicate movement, shadows and reflection?

Can I create portraiture work that has a life like quality gained by choosing and applying the most appropriate techniques?

### **Sculpture:**

Can I join shapes together to create abstract forms?

Can I use a variety of tools and techniques for sculpting in clay?

Can I create 3D work for a well thought out purpose?

Can I use a variety of tools and techniques for sculpting in clay, papier-mache and other mouldable materials?

Can I use carvings to a surface to create shapes, texture and pattern?

Can I make my 3D work contain both visual and tactile qualities?

Can I make models on a range of scales which communicate my observations from the real or natural world?

Can I make my 3D work contain both visual and tactile qualities?

Can I choose from all of the techniques from levels 1-4 to embellish my work?

### **Printing:**

Can I make a one or two coloured print?

Can I make precise repeating patterns by measurement and squared paper?

Can I produce printing that uses a number of colours built up in a sequence?

Can I produce prints that combine a range of visual elements to reflect a purpose?

Can I produce prints that are based on a theme from other cultures?

Can I produce print work that includes printing onto fabrics, papers and other materials?

Can I make my printing use a number of colours built up in a sequence?

Can I make precise repeating patterns by measurement using various means such as potatoes?

Can I create prints that are based on a theme from my own research and interests?

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☒ about great artists, architects and designers in history.

Pupils should be taught:

☒ to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

☒ to create sketch books to record their observations and use them to review and revisit ideas

☒ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

☒ about great artists, architects and designers in history.

### Painting:

Can I use watercolour paint to produce washes for backgrounds and then add detail?

Can I experiment in creating mood with colour?

Can I make my paintings use colour and shapes to reflect feelings and moods?

Can I understand how my painting techniques have developed?

Can I understand how I am developing a style of my own?

Can I develop my work to include texture gained through paint mix or brush technique?

### Collage:

Can use the skills of coiling, and overlapping?

Can I make paper coils and lay them out to create patterns or shapes?

Can I use tessellation and other patterns in my collage? (Escher)

Can I select and use a range of tools for collage?

Can I experiment with techniques of collage that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)?

Can I create a collage that combines both visual and tactile qualities?

Can I choose the most appropriate materials for my collages to fit the purpose?

Can I recognise that my collage work has a definite theme that is apparent to any viewer?

Can I modify and change materials to be used in my collage?

### Textiles :

Can I develop a sound understanding of how to use the techniques of sewing (cross stitch & backstitch)?

Can I use the basics of quilting, padding and gathering fabric?

Can I develop a sound understanding of how to use the techniques of sewing (cross stitch & backstitch) applique?

Can I combine some of the techniques I know to create decorative pieces?

Can I recognise that my textile techniques are precise and help me to convey the purpose of my work?

Can I recognise that my textile work sometimes combines visual and tactile elements, fit for purpose?

### Evaluating:

Can I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context?

Can I adapt and refine my work to reflect my own view of its purpose and meaning?

Can I produce artwork based on other cultures, periods of history and artists?

Can I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context?

Can I adapt and refine my work to reflect my own view of its purpose and meaning?

Can I produce artwork based on other cultures , artists and periods of history?

Can I recognise when different materials can be combined and use this to good effect?

Can I understand how my work has a striking effect because of: its colour choices, [or any of the other possibilities below]:

Pattern, lines, tones, shapes, [or any combination of these]?

Can I recognise that my art work is sometimes based on historical or cultural observations?

Can I analyse and comment on ideas, methods and approaches used in my own and others' work, relating these to its context?

Can I adapt and refine my work to reflect my own view of its purpose and meaning?