

## 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

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

Year 2 Units from Lancashire - ‘Cycle A’

### Reception ELGs

[Y1 Can I Statements for each Unit](#)

[Y2 Can I Statements for each Unit](#)

**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

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### Hindu Dharma

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

### 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? Retell and suggest meanings for religious stories and/or beliefs?

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?

Use some religious words and phrases when talking about beliefs and values?

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?

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<p><b>Hindu Dharma</b> Key Question: How might people express their devotion? Coverage: • Devotion • Worship in the home and temple</p> <p><b>Islam</b> Key Question: Why do Muslims believe it is important to obey God? Coverage: • Submission and gratitude • prayer</p> <p><b>Islam</b> Key Question: Why do Muslims believe it is important to obey God? Coverage: • Submission and gratitude • prayer</p> <p><b>Christianity</b> (Church) Key Question: What unites the Christian community? Coverage: • Worship • The church • Use of symbols</p> <p><b>Christianity</b> (Church) Key Question: What unites the Christian community? Coverage: • Worship • The church • Use of symbols</p> <p><b>Judaism</b> Key Question: What aspects of life really matter? Coverage: • Moses • 10 Commandments • The Sabbath</p> <p><b>Judaism</b> Key Question: What aspects of life really matter? Coverage: • Moses • 10 Commandments • The Sabbath</p>	<p>Notice and show curiosity about people and how they live their lives? Identify and describe how religion is expressed in different ways? Suggest the symbolic meaning of imagery and actions?</p> <p>Ask questions? Ask relevant questions? Talk about my own identity and values? Identify things that influence a person’s sense of identity and belonging?</p>
<p><b>Class Two</b> Year 3 Units from Lancashire – ‘Cycle B’ Year 4 Units from Lancashire ‘Cycle A’</p>	<p><b>Y3 Can I Statements for each Unit</b> <b>Y4 Can I Statements for each Unit</b></p>
<p><b>Christianity (God)</b> Key Question: How (and why) have some people served God? Coverage: • Prophets • Service to God • Inspirational people</p> <p><b>Christianity (God)</b> Key Question: How and why might Christians use the bible? Coverage: • The Bible • Christian life – guided by wisdom, teachings and authority</p> <p><b>Christianity (Jesus)</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>Christianity (Jesus)</b> Key Question: Is sacrifice an important part of religious life? Coverage: • Jesus in the Wilderness • Lent • Sacrifice</p> <p><b>Hindu Dharma</b> Key Question: Why is family an important part of Hindu life? Coverage: • Religious duty • Hindu scriptures (The Ramayanas) • Raksha Bandhan</p>	<p>Can I:</p> <ul style="list-style-type: none"> <li>• show awareness of similarities in religions?</li> <li>• identify beliefs and values contained within a story/teaching?</li> <li>• identify the impact religion has on a believer?</li> <li>• identify how religion is expressed in different ways?</li> <li>• use religious terms to describe how people might express their beliefs?</li> <li>• in relation to matters of right and wrong, recognise my own and others’ values?</li> <li>• discuss own questions and responses related to the question ‘who should we follow – and why?’</li> <li>• describe how some people, events and sources of wisdom have influenced and inspired others?</li> <li>• describe what a believer might learn from a religious teaching/story?</li> <li>• make links between ideas about morality and sources of authority?</li> </ul>

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<p><b><u>Hindu Dharma</u></b> Key Question: What might a Hindu learn through celebrating Diwali? Coverage: • Vishnu • Rama and Sita • Diwali</p> <p><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>Islam</u></b> Key Question: Why do Muslims fast during Ramadan? Coverage: • The 5 Pillars of Islam • Ramadan</p> <p><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>Christianity (Church)</u></b> Key Question: What does 'love your neighbour' really mean? Coverage: • Parables • Love for all</p> <p><b><u>Sikhism</u></b> Key Question: Why are the Gurus important to Sikhs? Coverage: • Guru Nanak • The 10 Gurus • Balsakhi</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>	<ul style="list-style-type: none"> <li>• describe the impact religion has on believers' lives?</li> <li>• explain the deeper meaning and symbolism for specific religious practices?</li> <li>• reflect on my own personal sources of wisdom and authority?</li> <li>• consider the range of beliefs, values and lifestyles that exist in society?</li> <li>• discuss how people make decisions about how to live their lives?</li> </ul>
<p style="text-align: center;"><b><u>Class Three</u></b> Year 5 Units from Lancashire – 'Cycle B' Year 6 Units from Lancashire – 'Cycle C'</p>	<p style="text-align: center;"><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 Hindus learn from stories about Krishna? Coverage: • Krishna • Holi</p> <p><b><u>Hindu Dharma</u></b> Key Question: Is there one journey or many? Coverage: • Reincarnation • Dharma • The 4 ashramas</p> <p><b><u>Christianity (God)</u></b> Key Question: Why is it sometimes difficult to do the right thing? Coverage: • Sin • Adam and Eve's disobedience • Temptation and morality</p> <p><b><u>Christianity (God)</u></b> Key Question: How do Christians mark 'turning points' on the journey of life? Coverage: • Salvation • Forgiveness</p> <p><b><u>Judaism</u></b> Key Question: Do people need laws to guide them? Coverage: • The Torah • The synagogue</p> <p><b><u>Buddhism</u></b> Key Question: What do we mean by a 'good life'? Coverage: • The Buddha • The 4 Noble Truths • The Eightfold path</p>	<p>Can I:</p> <ul style="list-style-type: none"> <li>• make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers?</li> <li>• analyse beliefs, teachings and values and how they are linked?</li> <li>• explain how the beliefs and values of a religious tradition might guide a believer through the journey of life?</li> <li>• explain the impact of beliefs and values – including reasons for diversity?</li> <li>• explain differing forms of expression and why these might be used?</li> <li>• explain the impact of beliefs, values and practices – including differences between and within religious traditions?</li> <li>• describe diversity of religious practices and lifestyle within the religious tradition?</li> <li>• interpret the deeper meaning of symbolism – contained in stories, images and actions?</li> </ul>

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### **Christianity (Jesus)**

Key Question: What do we mean by a miracle? Coverage: • Miracles of Jesus • Pilgrimage

### **Christianity (Jesus)**

Key Question: Why do Christians believe Good Friday is 'good'? Coverage: • Holy week • The Eucharist • Denominational differences

### **Islam**

Key Question: Why is the Qur'an so important to Muslims? Coverage: • The Qur'an • The Night of Power

### **Islam**

Key Question: What is Hajj and why is it important to Muslims? Coverage: • The Ummah • Hajj

### **Christianity (Church)**

Key Question: How do people decide what to believe? Coverage: • The Trinity • Use of symbols and metaphors

### **Christianity (Church)**

Key Question: How do Christians mark the 'turning points' on the journey of life? Coverage: • Christian rites of passage • Denominational differences

- use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences explain differing ideas about religious expression?
- 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?
- 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
- consider the role of rules and guidance in uniting communities?
- discuss how people change during the journey of life?