



Religious Education Curriculum Intentions

End of Year Curriculum Intent Statement

Year Group	End Point for Year Group
A child in Ladybugs will...	...experience: <ul style="list-style-type: none"> • Eating and making pancakes, • Adults talking, sharing pictures of cultural events such as Christmas, Diwali • Listening to stories about Christmas and Diwali ...be able to: <ul style="list-style-type: none"> • Make and give gifts and cards Join in celebrations and customs
Key Vocabulary	Key assessment of learning questions
Christmas, Easter, Diwali	Children share festivals they celebrate at home through home stories and observation made of them joining in at nursery
A child in Mighty oaks will...	...experience: <ul style="list-style-type: none"> • to know Baby Jesus was born at Christmas, listening to the Christmas Story. Chinese New Year story, eating and making pancakes, making a Diva lamp(Diwali), • watch other children talking about their faith and customs ...be able to: <ul style="list-style-type: none"> • Sing Christmas songs, join in with Christmas festivities Recognise special times and events such as birthday, home festivals
Key Vocabulary	Key assessment of learning questions



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Christmas- baby Jesus, Easter, Diwali celebrate, festivals		What festivals do you celebrate and how? Children join in with all about festivals and celebrations and talk about them
Logical Progression Links to Enhance Long Term Memory (learning)		Share home festivals through Home Stories, photos- children sharing these
A child in Reception will...		<p>...know:</p> <ul style="list-style-type: none"> • The main characters in the Christmas story, listen to Rama and Sita story and Easter story. • Some families may go to church or temple • ...be able to: <ul style="list-style-type: none"> • Join with family customs and routines. Begin to talk about similarities and differences between festivals, share photos such as attending church as a family for Easter • Talk about what your family do at....Christmas, Easter etc, traditions • Join in with a Christmas performance
Key Vocabulary		Key assessment of learning questions
Christmas, Easter, Jesus, Mary, Joseph, Gabriel, shepherds, Diwali (Rama Sita), celebrate, festivals, believe, vicar, pray	Church king	<p>What festivals do you celebrate and how? Children join in with all about festivals and celebrations and talk about them</p> <p>What might you see in a church?</p> <p>Can you tell me what is the same/ different about Christmas/Easter in your house How do you celebrate?</p>

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Logical Progression Links to Enhance Long Term Memory (learning)		Children share home festivals
A child in Year 1 will...		<p>...know:</p> <ul style="list-style-type: none"> • The names of places of worship for the religions of Christianity, Sikhism and Islam. • What takes place in the places of worship for the religions of Christianity, Sikhism and Islam. <p>...be able to:</p> <ul style="list-style-type: none"> • Identify typical features of the places of worship for the religions of Christianity, Sikhism and Islam. • Explain why these places of worship are important to Christians, Sikhs and Muslims. • Compare similarities and differences between the places of worship for Christians, Sikhs and Muslims.
Key Vocabulary		Key assessment of learning questions
Christianity/ Christians Sikhism/ Sikhs Islam/ Muslims Worship Religion Church Sikh temple (Gurdwara) Mosque	Jesus Christmas Nativity Bethlehem	Where would a Christian go to worship? What might you see in a church? Can you tell me what is the same/ different about a church/ gurdwara/ mosque?



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warrior Gods Goddesses Rangoli patterns Rama Sita Guru Nanak	sacrifice Jesus Disciples God Judas Mary Magdeline		
Logical Progression Links to Enhance Long Term Memory (learning)		Church visit - Coalbrookdale Visitors in when festivals are happening - Speak to RMc for links. Nativity - Christmas story Recreate parts of the festival (if possible)	
A child in Year 3 will...		know: <ul style="list-style-type: none"> • The difference between a sign and a symbol and that symbols are used to represent things. • That different faiths have different signs, symbols and books. • That the religious book for Christians is the Bible, for Sikhs is the <i>Guru Granth Sahib</i> and for Muslims is the Quran. • Some of the stories from the Bible, <i>Guru Granth Sahib</i> and the Quran. • That the cross is the main symbol of Christianity, the <i>Khanda</i> of Sikhism (and also the <i>Kirpan</i>) and the star and crescent of Islam. • What the symbols of these faiths represent and why they are important. ...be able to: <ul style="list-style-type: none"> • Identify the key symbols for the three different faiths. • Explain what the symbols represent and why they are important. • Retell a story from each of the three religious books. 	



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Key Vocabulary			Key assessment of learning questions
respect symbol sign faith Sikhism Sikh Gurdwara Guru Granth Sahib Khanda	Christian Christianity Holy Bible Cross crucifix	Islam Muslim Quran Star Crescent	Write down how _____ show signs of respect? What identifies a religion? Can you draw and label them? Where would you find the signs and symbols?
Logical Progression Links to Enhance Long Term Memory (learning)			Trip to Rock Church-Harvest and Christmas. Cookery-Food for religious celebrations Link to science - Light Special world - Link to RE
A child in Year 4 will...			...know: <ul style="list-style-type: none"> The impact of religious belief upon the individual, group and wider community. The different clothes and foods associated with Christianity, Sikhism and Islam. The significance of clothing and food in different faiths. Food and clothing plays a major role in the celebrations of different faiths. The importance of the 5 Ks in Sikhism. The use of colour and symbols on clothing in the church. Food relating to celebration, e.g. Hot cross buns/Simnel cake. Meat free diet of Sikhs/Halal food for Muslims. ...be able to: <ul style="list-style-type: none"> Comment on connections between religions. Be empathetic towards people with different beliefs. Locate books within the Bible.



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			<ul style="list-style-type: none"> • Reflect upon the child's own experiences. • Use a variety of sources to gather and interpret information. • Use technology to support learning about religion.
Key Vocabulary			Key assessment of learning questions
<u>Sikh clothing and food.</u> Kesh Khanda Kara Kachera Kirpan Sikh Turban (Recap previous vocab) Curry and Spices Lander	<u>Christianity</u> Cross Robe Stole Dog collar Bread Wine Represents Manner	<u>Islam</u> Burkha Hijab Dupatta Halal Fast	<u>Sikh clothing and food</u> What items of clothing are important to Sikhs/Christians/Muslims Why do Muslims eat Halal food? What does bread and wine represent in Christianity?
Logical Progression Links to Enhance Long Term Memory (learning)			Cooking links to DT and SMSC Trip to the Rock Church for Easter and Christmas experiences. Assemblies throughout the year.



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<p>A child in Year 5 will...</p>	<p>...know:</p> <ul style="list-style-type: none"> • The main <i>God(s)</i> in Christianity, Islam and Sikhism. • The different roles that key people occupy in each religion e.g. Clergy, Imam, Guru Nanak. • About the key figures and significant events within their life e.g. Muhammad, Jesus and Guru Nanak. • Ways in which individuals worship within their faith e.g. prayer, fellowship, singing. <p>...be able to:</p> <ul style="list-style-type: none"> • Explain the importance of key figures within each religion. • Identify the similarities and differences between the different <i>Gods</i> in Christianity, Islam and Sikhism. • Make use of primary and secondary sources to research key figures in each religion.
<p>Key Vocabulary</p>	<p>Key assessment of learning questions</p>
<p>Guru/Gurdwara/Guru Granth Sahib/Khalsa Clergy/Imam Disciples Prophet Qur'an Muhammed Jesus Christ Worship (Recap previous year's vocabulary)</p>	<p>Who are the main figures for Sikhism, Christianity and Islam? What are the names of the holy books in each religion? What are the places of worship for Sikhism, Christianity and Islam? What lessons did Jesus/Muhammed/Guru Nanak teach their followers?</p>

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<p>Logical Progression Links to Enhance Long Term Memory (learning)</p>	<p>Visit to Rock church at Harvest Kaleidoscope visit- Christianity Visitors into school for interviews including refugee</p>
<p>A child in Year 6 will...</p>	<p>...know:</p> <ul style="list-style-type: none"> • The similarities and differences between the rules and expectations of Christians, Sikhs and Muslims • The significance of important journeys in faith eg pilgrimage to Mecca <p>...be able to:</p> <ul style="list-style-type: none"> • Think about religion and belief • Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. • See the world through the eyes of others and see issues from their point of view. • Show empathy and critical awareness towards people of different faiths or with different beliefs. • Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. • Communicate ideas with depth and precision. • Demonstrate perseverance in learning especially when faced with challenging concepts and ideas. • Enquire, investigate and interpret • Make appropriate use of internet sources to investigate, analyse and evaluate aspects of religious beliefs and practices. • Use technological equipment in the classroom to enhance learning. • Distinguish between opinion, belief and fact. • Debate issues of religious significance. • Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.



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Key Vocabulary		Key assessment of learning questions
Previous vocabulary from years 1-5 plus: Religion Culture Belief Sikhism Judasim Islam Festival Celebration Values Significance	Contextual Experience Place of worship Appreciation Identity Rules Expectations Journey Pilgrimage Faith	Rules, expectations and journeys What are the key similarities and differences between the rules and expectations of Christians, Sikhs and Muslims? Explore the significance of important journeys in faiths eg Hajj - Pilgrimage to Mecca. Why does x celebrate x festival? Where do x worship? What are the core beliefs of x religion? Can you name the signs and symbols of x religion? Why are they important?
Logical Progression Links to Enhance Long Term Memory (learning)		WW2 link to Jewish faith School assemblies to support festivals throughout the year

End of Key Stage Curriculum Intent Statement		
Early Years	Key Stage One	Key Stage Two



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A child by the end of Early Years will...	A child by the end of Key Stage One will...	A child by the end of Key Stage Two will...
<p>...know:</p> <ul style="list-style-type: none">• That Jesus was born at Christmas• The main characters in the Christmas story, listen to Rama and Sita story and Easter story.• Some families may go to church or a temple• Why people receive presents <p>...be able to:</p> <ul style="list-style-type: none">• Join with family customs and routines. Begin to talk about similarities and differences between festivals, share photos such as attending church as a family for Easter• Talk about what their family does at...Christmas, Easter etc, traditions• Join in with a Christmas performance	<p>...know:</p> <ul style="list-style-type: none">• The names of places of worship for the religions of Christianity, Sikhism and Islam.• What takes place in the places of worship for the religions of Christianity, Sikhism and Islam.• The main festivals for Christianity, Sikhism and Islam.• When the festivals are.• How the festivals are celebrated.• If any gifts are given during the festivals. <p>...be able to:</p> <ul style="list-style-type: none">• Identify typical features of the places of worship for the religions of Christianity, Sikhism and Islam.• Explain why these places of worship are important to Christians, Sikhs and Muslims.• Compare similarities and differences between the places of worship for Christians, Sikhs and Muslims.• Retell religious, spiritual and moral stories.• Identify similarities and differences between religions and their festivals.	<p>...know:</p> <ul style="list-style-type: none">• That different faiths have different signs, symbols and books and to be able to name them.• The different clothes and foods associated with Christianity, Sikhism and Islam and the significance of this in different faiths.• The main God(s) in Christianity, Islam and Sikhism.• The different roles that key people occupy in each religion e.g. Clergy, Imam, Guru Nanak.• About the key figures and significant events within their life e.g. Muhammad, Jesus and Guru Nanak.• Ways in which individuals worship within their faith e.g. prayer, fellowship, singing.• The similarities and differences between the rules and expectations of Christians, Sikhs and Muslims• The significance of important journeys in faith eg pilgrimage to Mecca <p>...be able to:</p>



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	<ul style="list-style-type: none">• Understand that some life questions are difficult to answer.	<ul style="list-style-type: none">• Identify the key symbols for the three different faiths.• Explain what the symbols represent and why they are important.• Retell a story from each of the three religious books.• Comment on connections between religions.• Be empathetic towards people with different beliefs.• Locate books within the Bible.• Reflect upon their own experiences.• Use a variety of sources to gather and interpret information.• Use technology to support learning about religion.• Explain the importance of key figures within each religion.• Identify the similarities and differences between the different Gods in Christianity, Islam and Sikhism.• Distinguish between opinion, belief and fact.• Debate issues of religious significance.
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End of Primary School Curriculum Intent Statement/School Ready for Key Stage Three



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A child at Newdale will...

...know:

- Key information about the three main religions: Christianity, Sikhism and Islam.
- Festivals, places of worship, signs, symbols, books, clothing, food, key individuals, rites and passages and the journeys associated with these three religions.

...be able to:

- Identify typical features of the places of worship for the religions of Christianity, Sikhism and Islam.
- Explain why these places of worship are important to Christians, Sikhs and Muslims and compare similarities and differences.
- Retell religious, spiritual and moral stories.
- Identify similarities and differences between religions and their festivals.
- Understand that some life questions are difficult to answer.
- Identify the key symbols for the three different faiths and explain what the symbols represent and why they are important.
- Comment on connections between religions.
- Be empathetic towards people with different beliefs.
- Locate books within the Bible.
- Reflect upon their own experiences.
- Use a variety of sources to gather and interpret information including the use of technology to support learning about religion.
- Explain the importance of key figures within each religion.
- Identify the similarities and differences between the different Gods in Christianity, Islam and Sikhism.
- Distinguish between opinion, belief and fact.
- Debate issues of religious significance.

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