



Religious Education at Kingsley CP:

Intent:

At Kingsley Community Primary School, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education (R.E.) in our school is to help our children acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. R.E. plays an important role, along with all other curriculum areas, particularly PSHCE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.

Implementation:

We use the Agreed Syllabus for Religious Education developed by Cheshire West and Chester (CWAC) which has been designed to give schools the flexibility to plan and organise religious education taking into account their own circumstances and their own local community. Having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study:

- Christianity
- Islam
- Judaism
- Hinduism
- Buddhism
- Sikhism
- A free choice unit to study a non-religious world view

Through the study of these religions, we encourage pupils to develop their sense of identity and belonging enabling them to flourish individually within their communities and as citizens within a global society.

Impact:

In their learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life helping us learn about diversity in the UK and around the world. RE lessons often include Philosophy for Children approaches, circle time, critical thinking, and opportunities to unpack concepts through drama, art, literacy, music and ICT. Our RE helps us to learn about diversity in the UK and around the world.



Source Documents: CWAC RE Skills Development / CWAC Long Term Plan / Essential Knowledge for RE in CWAC Primary Schools

Every pupil has a statutory entitlement to Religious Education for the opportunity to explore the beliefs, practices and values that shape the world today. The following commitments are made:

- EYFS: Children should experience enquiry based RE related activities from Christianity and a range of world religions to contribute to the Foundation Stage curriculum requirements
- KS1 36 hours a year (e.g. 50 Minutes a week)
- KS2 45 hours a year (e.g. one hour per week)

Our work is concept driven, focusing on the skills to discuss, debate and reflect on the world around us encouraging children to develop a respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. The key knowledge, skills and attitudes that children are taught are monitored and tracked as they move through school utilising class books to gather output from class discussions, debates and visits. In line with the CWAC Agreed Syllabus, teaching focuses on the gradual development of the following skills and attitudes across EYFS, KS1 and KS2:

- Ongoing Skills: Critical Thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self Understanding, Communication, Problem Solving
- Developing Attitudes: Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Curriculum Objectives/Knowledge (taken directly from CWAC essential knowledge)</p>	<p>Christianity Develop curiosity as to why Christians do nativity plays at Christmas. Explain why Christians give and receive presents at Christmas. Explain why Christians say Jesus is special. Wonder why a minister pours water on babies in a baptism. Talk about some things Christians might do in church. Recall key important aspects of the Easter story and begin to explain why</p>	<p>Christianity Identify key aspects of the Christmas story and explain why Jesus was good news for Christians. Explain why Christians might choose to follow Jesus. Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan and other parables studied. Explain how Christians view the creation of the world and try to take care for it. Islam Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99</p>	<p>Christianity Evaluate what it means to Christians to belong to a church. Talk about how Christians might use symbols in a church building and begin to suggest reasons why. Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus. Evaluate key teachings studied from the Bible and explain why they may be important to Christians. Islam Show an understanding of at least two Muslim artefacts and explain how they are used.</p>	<p>Christianity Explain how Christians see God as 'Three in One' through symbols. Analyse what Christians can learn about Jesus from nativity stories. Islam Identify and understand that Muslims believe the Prophets who came before Muhammad (PBUH) all taught the same message and that Muhammad (pbuh) is the last and final prophet. Recall at least three key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. For example, Muhammad (pbuh) received messages</p>	<p>Christianity Describe and suggest reasons why Christians call Jesus, Saviour. Explain the concept of salvation. Describe how Christians live their lives as disciples Islam Recognise the Qu'ran and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God) Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque. Analyse how the main features of a</p>	<p>Christianity Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation. Outline how Christians around the world read the Bible to maintain their relationship with God. Explain how Christians seek to live to advance the Kingdom of God on Earth. Islam Identify, describe and explain key Muslim beliefs related to Allah (God). Understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will. Judaism</p>	<p>Christianity Make connections between Christianity, Judaism and Islam. Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual or text) reinforce the Christian idea of forgiveness. Islam Name the Five Pillars and explain why they are important to Muslims. Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. Explain how Muslims' organisations help people in need. Judaism</p>
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	<p>Christians think the resurrection is important.</p>	<p>names of Allah / Prophet of God. Explain that the Qu'ran is the holy book of Islam and say how it should be treated. Judaism Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period</p>	<p>Describe at least three things that might happen at a Muslim baby's naming ceremony. Describe at least three things that might happen at a Muslim marriage. Judaism Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue</p>	<p>from God; he told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qu'ran and afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of God' Hinduism Explain how a Hindu may worship at home or in the mandir Describe and explain how a Hindu celebrates Diwali and Holi Explain how a Hindu may view God</p>	<p>mosque explain Muslim key beliefs. Hinduism Retell some Hindu stories and explain their significance for a Hindu Analyse a Hindu's journey of life and significant events along the way</p>	<p>Reflect on why and how Jews worship Explain the importance of the Covenant for Jews Sikhism Explain how Sikhs believe in all pathways leading to God Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life Humanism Describe the main beliefs of Humanism and begin to compare it to following a religious belief Say what Humanists think about God</p>	<p>Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief Evaluate why Pesach is important to Jews as an act of commemoration Sikhism Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect Explain the symbolism of the 5Ks Analyse how Sikhs show community and equality in their lives Humanism Explain how Humanists believe they can be happy Explore the happy human symbol</p>
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							<p>Describe how Humanists celebrate in their lives</p> <p>Explain how Humanists lifestyle plays a role in modern society.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Subject Skills (taken directly from CWAC examples of skills progression in RE)</p>	<p>Understanding of the World</p> <p>I can share my feelings and talk about why I respond to experiences in particular ways.</p> <p>I can see the ways in which my cultures and beliefs are similar, sharing celebrations and experiences.</p> <p>I can celebrate a range of practices and special events.</p> <p>I can talk about myself and my families and see similarities and differences with my friends and their families.</p> <p>Special people: special places; special world</p>	<p>I can talk about a practice from a religion.</p> <p>I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.</p> <p>I can recognise some religious symbols and words.</p> <p>I can talk about my own experiences and can link these to the communities to which I belong.</p> <p>I can ask 'who', 'what' and 'when' questions when exploring a religion.</p> <p>I have started to share my opinions and say what is important to</p>	<p>I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.</p> <p>I can retell and suggest meanings to some religious and moral stories.</p> <p>I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come</p> <p>I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities</p>	<p>I can describe religions and world views, connecting my ideas and prior learning.</p> <p>I can make connections between different stories / sayings and what they teach followers of different religions / worldviews.</p> <p>I can explore belief in action and make connections with my own life and communities.</p> <p>I can give thoughtful responses using different forms of expression.</p> <p>I understand the commitment and dedication needed for different faith followers.</p>	<p>I can describe and make connections between different features of the religions and worldviews we have studied.</p> <p>I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.</p> <p>I can describe and understand links between stories and other aspects of the communities I have been investigating. I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in</p>	<p>I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning</p> <p>I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities</p> <p>I understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in my own life.</p>	<p>I can explain how history and culture can influence an individual and how some question these influences.</p> <p>I can explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world.</p> <p>I can discuss my own and other's spiritual experiences and find connections between communities.</p> <p>I can explain the religions and worldviews which I encounter clearly, reasonably and coherently.</p>
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		<p>myself and to others.</p> <p>I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about Creation and God.</p> <p>I can see how I can work together with others even if we have differences.</p> <p>I can say ideas which are important to me and can say what I think to be right and wrong.</p>	<p>between communities</p> <p>I can ask and respond to questions about what communities do, and why. I can identify what difference belonging to a community might mean</p> <p>I can tell you different ways of expressing identity and belonging.</p> <p>I notice and respond sensitively to some similarities between different religions and worldviews</p> <p>I ask questions about belonging, meaning and truth and can express my own ideas and</p>	<p>I can consider an aspect of a religion and show differences and similarities to other religions or worldviews.</p> <p>I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.</p> <p>I can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means.</p> <p>I can reflect on my own values and explore what I can learn from the values of believers.</p>	<p>different communities</p> <p>I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews</p> <p>I can explore the 'Golden Rule' and consider thoughtfully and respectfully how this affects my own and others' lifestyles.</p> <p>I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect</p>	<p>I can develop insight and start to analyse the impact of diversity within a community.</p> <p>I can discuss the nature of religion and compare the main disciplines which we have studied.</p> <p>I can explore and make personal informed responses to ultimate questions.</p> <p>I can discuss issues about community cohesion and demonstrate understanding of different views.</p> <p>I can explore moral and ethical questions using examples.</p>
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			<p>opinions in response.</p> <p>I can find out about and respond with ideas to examples of co-operation between people who are different</p> <p>I can find out about questions of right and wrong and begin to express my own ideas and opinions.</p>			<p>I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response.</p>	
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Vocabulary	<p>Christmas, Incarnation, Easter, God, resurrection, church, baptism, Bible, Nativity, Christians, Christianity, minister</p>	<p>Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, stewardship, good news, Bible Trinity, Holy Spirit, saviour</p> <p>Islam, Allah, Muhammad (pbuh), Qu'ran, Shahada, Tawhid, Prophethood, Halal</p> <p>Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema</p>	<p>Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, stewardship, evolution, good news, bible Lost Parables, prodigal son,</p> <p>Islam, Angels, Mosque, Ummah, Iman, Dhikr</p> <p>Hinduism, Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha.</p>	<p>Jesus, Christianity, Christians, Church, Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan God, symbols, creation, good news, Bible Saviour, Messiah, Sacrifice, Reconciliation, Resurrection, Parable, Trinity. Holy Spirit, Salvation</p> <p>Islam, Badah, Achlaq, Shahada, Sawm, Salah, Zakah, Hajj, Kabbah, Pilgrimage, Mumin, Five Pillars</p> <p>Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema, Covenant, Israel, Pesach, Rabbi, Bar/Bat Mitzvah, Yahweh</p> <p>Sikhism, Sikh, Guru Granth Sahib, Gurdwara, Punjabi, Gurdwara, Guru Nanak, 5Ks</p>
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<p>Enhancements/activities (taken directly from CWAC long term plan)</p>	<p>Caring & belonging Harvest time Baptism Christmas Story Special objects & places New Life Easter Special Places Important people & God</p>	<p>What does it mean to belong? Why is Christmas celebrated by Christians? What do we think about how the world was made and how should we look after it? What is respect? Linking RE to No Outsiders project. Handling artefacts with respect. How and why are Allah and Muhammad (PBUH) important to Muslims? How do Muslims express new beginnings?</p>	<p>What do Jews believe about God? How do Jews show faith through practices and celebration Why is the Bible a special book for Christians? Who was Jesus and why is he important to Christians today? Why did Jesus teach people through stories? Free Choice Life Stages. Including linking RE to No Outsiders project?</p>	<p>How do Hindus view God and how is Diwali celebrated? RE work with partnership school and looking at Lotus Temple in Delhi. Christmas symbolism. How do Christians use the Bible to help them with their lives? What do I think about Jesus and how is he portrayed in art from around the world? What is my point of view about God and why do people have faith? How do Muslims worship?</p>	<p>How do Jews demonstrate their faith through their communities? Why do Christians think about Incarnation at Christmas? How did Jesus teach about God and values through parables? How can I understand different Easter concepts? What is Humanism? How do Hindus worship?</p>	<p>Why are the Five Pillars important to Muslims? How is the Muslim faith expressed through family life? Why is community and equality important to Sikhs? Which concepts do we find hard to understand in Christianity? Bible Explorer (for schools who follow this or a free choice unit will need to be Christianity based if the following unit is comparative) How do people show their beliefs in action? (Could be a Christianity focus or examples from a range of religious and non-religious world views.)</p>	<p>What can we learn from Christian religious buildings and music? How and why do Christians worship? What are the benefits for believers? Compare to worship covered in other religions. How do Sikhs worship? What does it mean to belong in a religiously diverse world? Project work with partnership schools. What are some of the differences and similarities within Christianity locally and globally? What is the Kingdom of God and what do Christians believe about the afterlife?</p>
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