



Religious Education

RE at Caldecote intends to promote religious understanding and respect, and to challenge prejudice, discrimination and stereotyping. It is concerned with the promotion of each child's self-worth, enabling them to reflect and celebrate their uniqueness as human beings, to share their feelings and emotions with others and to appreciate the importance of forming and maintaining positive relationships. It leads our pupils to aspire to not have more, but to be more.

Our aim is for our pupils to be able to hold a balanced and well-informed conversation about religion and belief, with the skill to “disagree agreeably”.

We do this through exploration and questioning.



Reception

Reception						
Big Question	Where do we belong?	What happens at a festival?	How do we celebrate new life?	What is Easter?	What can we learn from stories from different religions?	What happens at a wedding?
Key Learning	Ourselves, our families and our communities. Celebrations and special times.	Celebrations and special times.	Celebrations and special times.	Celebrations and special times	Noah's Ark	Celebrations and special times
Key Vocabulary	Harvest Thankful Sharing	Diwali Hannukah	Chinese New Year Birth Birthdays	Easter Cross Jesus Spring New life	Noah Ark Dove	Love Wedding Bride Groom Ceremony



In RE our youngest pupils should be able to

- Listen to religious, spiritual and moral stories.
- Show interest in the world around them. Ask questions about the world around them.
- Listen to religious stories for major festivals (Christmas, Easter, Diwali, Chinese New Year).
- Know about religious festivals relevant to the children in the class.
- Recognise some religious symbols and words.
- Identify some aspects of own experiences and feelings in religious material studied.
- Identify things that they find interesting or puzzling.
- Identify what is of value and concern to themselves.



Year 1

Year 1						
Big Question	Who was Jesus?	Why is Christmas important to Christians?	What makes a church a special place for Christians ?	Why is Easter important to Christians?	How do the stories from the Gurus and concept of seva affect Sikh pupils?	How does the Khalsa influence the lives of Sikh families?
Key Learnin	People in Christianity. A great leader and teacher?	Important religious festivals	Places of worship	Important religious festivals	Religious stories and symbols.	Ourselves, our families and our communities.
Key Vocabulary	Christ Jesus Vicar Priest	Advent Christmas Bible Mary Joseph	Church Holy Prayer Worship	Christian / Christianity Hymn Neighbour Good choices / bad choices	Gurdwara Kaur Nishan Sahib One Creator (Ek Oankar), Sikh, Sikhism (Sikhi)	Family life Respect Sharing Khalsa



In RE our year 1 pupils should be able to

- Begin to name the different beliefs and practices of Christianity and at least one other religion.
- Identify what they find interesting or puzzling in life. Recognise symbols and other forms of religious expression.
- Recount in outline religious stories from the Bible and one other religious text.
- Recognise features of religious life and practice (prayer, attending place of worship, celebrating festivals, special stories, belief in God).
- Recognise religious symbols and words.
- Identify some aspects of own experiences and feelings in religious material studied.
- Identify things that they find interesting or puzzling, in the religious material studied.
- Identify what is of value and concern to themselves, in religious material studied.



Year 2

Year 2						
Big Question	How did the world begin?	What difference does belonging to a faith make to a family?	Why do Christians say the holy spirit is important?	How is the Guru Granth Sahib Ji a 'living' Guru?	What is Christian worship?	How do my personal values compare to Sikh values?
Key Learning	Religious stories and symbols Christianity – The big story.	Ourselves, our families and our communities. Christianity. Link to Humanism (Atheism) – belief in human experience and rational thinking.	Key beliefs of faiths	Religious stories and symbols	Worship	Ourselves, our families and our communities.
Key Vocabulary	Creation God Adam Eve Temptation Sin	Faith Celebrant Happy Human Humanism Humanist Science The Golden Rule Tradition	Holy Spirit Beliefs Holy Trinity	Ten Gurus Guru Grath Sahib Holy Book	Altar Holy Communion Holy sacraments	Routine Vand Chakna (sharing) Seva (service) Kirat Karna (honest) Hakam (acceptance of God's will)



In RE our year 2 pupils should be able to

- Name the different beliefs and practices of Christianity and at least one other religion, and begin to look at similarities between religions.
- Recognise that some questions about life are difficult to answer. Ask questions about their own and others' feelings and experiences. Identify possible meanings for symbols and other forms of religious expression.
- Retell some religious stories from the Bible and one other religious text. Identify some religious teaching.
- Identify some religious practices (prayer, worship) and know that some are characteristic of more than one religion.
- Suggest meanings in religious symbols and stories.
- Respond sensitively to the experiences and feelings of others, including those with a faith.
- Realise the some questions that cause people to wonder are difficult to answer.
- Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.



Year 3

Big Question	How do Christians put their beliefs into practice?	How do followers of different faiths give thanks	What is a pilgrimage and why do people do them?	Why is prayer important to Muslims and not for some people?	What do people believe about the creation of the world?	Who are the 'Saints of God' and why are they important?
Key Learning	Key beliefs and practices	Important religious festivals.	Demonstrations of faith	Demonstrations of faith Humanism link	Religious stories and symbols Hinduism – Creation stories Humanism link	Important people in religions
Key Vocabulary	Fairness Charity Equality Sermon on the mount (Beattitudes)	Gratitude Thanksgiving prayers Shabbat nisim b'chol yom	Pilgrimage Lent Sacrifice Mecca Lourdes Ganges	Prayer Allah Islam Mosque Muslim Prophet Quran	Brahma Genesis Trimurti Hadith	Disciple Patron Saints Saint George Saint Patrick Saint Andrew Saint David



In RE our year 3 pupils should be able to

- Make links between beliefs, stories and practices. Identify the impact of beliefs on people's lives. Identify similarities and differences between religions.
- Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols.
- Describe some religious beliefs and teachings of the religion studied, and their importance.
- Describe how some features of the religion studied are exemplified in festivals and practices.
- Make links between religious symbols and stories and the beliefs and ideas that underlie them.
- Compare aspects of their own experiences with those of others Identify what influences their lives.
- Compare their own and other people's ideas about questions that are difficult to answer.
- Make links between values and commitments, including religious ones, and their own attitudes and behaviour.



Year 4				
Big Question	What is important for Jews about being part of God's family?	Why pray?	Is Easter a festival of new life or sacrifice	How and why are churches different?
Key Learning	Ourselves, our families and our communities	Demonstrations of faith The importance of prayer for others, positions of prayer and reasons.	Religious stories and symbols	Places of worship
Key Vocabulary	Shabbat: Kosher Challah Wine Jewish Life: Chanukah Covenant Dreidel Maccabees One God (YHVH) Purim Rosh Hashanah Shofa	Lord's Prayer Conscience Rosary Bible Crucifix Quran Prostrate Kneeling	Gospel Lord's Supper Pentecost Salvation Ascension Holy Communion	Lectern Cassock Surplice Stole Synagogue Ark Kippah Tallit Torah Scrolls Yad



In RE our year 4 pupils should be able to

- Comment on connections between questions, beliefs, values and practices. Describe the impact of beliefs and practices on individuals and communities. Describe similarities and differences within and between religions and beliefs.
- Gather, select and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious expression.
- Describe the key beliefs and teaching of the religions studied, making some comparisons between religions.
- Show understanding of the ways of belonging to a religion and what these involve.
- Use technical vocabulary to show how religious beliefs, ideas and feelings can be expressed in a variety of forms.
- Ask questions about the significant experiences of key figures from the religions studied. Suggest answers from their own and others experiences, including believers.
- Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of the religions studied.
- Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious ideas.



Year 5				
Big Question	What can stories and images of deities tell us about Hindu beliefs?	What can we learn from stories shared by Christians, Jews and Muslims?	Is religion what you say and what you do?	Why is Jesus an inspiration to some people?
Key Learning	Religious stories and symbols Hinduism	Religious stories and symbols	Demonstrations of faith	Important people in religion
Key Vocabulary	Aum or Om, Brahman Diwali Ganesh Offering Rama Shiva Shrine Sita Vishnu	Good Samaritan Interpretation Siddhartha and the Swan The Monkey King Rama and Sita The prophet and the ants Moses Milk and the jasmine flower	New Testament Old Testament Ten Commandments	Prophet Martyr Heroes Miracles



In RE our year 5 pupils should be able to

- Explain connections between questions, beliefs, values and practices in different belief systems. Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Explain how and why differences in belief are expressed.
- Suggest lines of enquiry to address questions raised by the study of religions. Suggest answers to questions raised, using relevant sources and evidence. Recognise and explain diversity within religious expression.
- Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals.
- Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.
- Explain how some forms of religious expression are used differently by individuals and communities.
- Make informed responses to questions of identity and experience in the light of their learning.
- Make informed responses to questions of meaning and purpose in the light of their learning.
- Make informed responses to people's values and commitments (including religious ones) in the light of their learning.



Year 6				
Big Question	What are the different views on how our world began?	What is like to be a Christian in Vellore?	What does it mean to be a Buddhist?	What can we learn from Jesus?
Key Learning	Creation stories – incorporate Humanist element and compare with other religions	Christians in other parts of the world.	Ourselves, our families and our communities. Can we all be enlightened?	Religious stories and symbols Jesus and his teachings
Key Vocabulary	Agnosticism Atheism Empathy Evidence Evolution Natural selection The Big Bang	Diocese Vellore Missionary Dalits Discrimination David Livingstone Mother Theresa	Enlightenment Nirvana Buddha Siddhartha Gautama Eightfold path	Parables Saints Disciples Parable of the sower Parable of the prodigal son



In RE our year 6 pupils should be able to

- Use religious and philosophical terminology to explain religious beliefs and value systems. Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. Articulate and apply the different responses to ethical questions from a range of different religions.
- Identify the influences on, and distinguish between, different viewpoints within religions. Interpret religions and beliefs from different perspectives. Interpret the significance and impact of different forms of religious expression, including through the arts.
- Make comparisons between the key beliefs and practices of Christianity and the other faiths studied, using a wide range of appropriate vocabulary
- Explain in detail the significance of religious practices of the faiths studied to the lives of individuals and communities.
- Compare the different ways in which people of faith communities express their faith.
- Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
- Express their views on some fundamental questions of identity, meaning purpose and morality related to Christianity and other faiths.
- Make informed responses to people's values and commitments (including religious ones) in the light of their learning. They will use different techniques to reflect deeply.



RE Whole School Overview

	Buddhism					Christianity					Hinduism				Humanist				Islam				Judaism				Sikhism								
	Ourselves, our families and our communities.	Celebrations, special times and important festivals.	Places of worship	Religious stories and symbols	Key beliefs / demonstrations of faith	Ourselves, our families and our communities.	Celebrations, special times and important festivals.	Places of worship	Religious stories and symbols	Key beliefs / demonstrations of faith	Ourselves, our families and our communities.	Celebrations, special times and important festivals.	Places of worship	Religious stories and symbols	Key beliefs / demonstrations of faith	Ourselves, our families and our communities.	Celebrations, special times and important festivals.	Places of worship	Religious stories and symbols	Key beliefs / demonstrations of faith	Ourselves, our families and our communities.	Celebrations, special times and important festivals.	Places of worship	Religious stories and symbols	Key beliefs / demonstrations of faith	Ourselves, our families and our communities.	Celebrations, special times and important festivals.	Places of worship	Religious stories and symbols	Key beliefs / demonstrations of faith					
Yr R						X	X		X			X																							
Yr 1						X	X	X																											
Yr 2	X					X			X	X	X				X			X								X									X
Yr 3									X	X				X	X					X															
Yr 4								X	X	X		X								X	X			X											
Yr 5			X						X	X				X													X	X				X			
Yr 6	X			X		X			X	X	X		X				X	X		X					X			X		X			X		