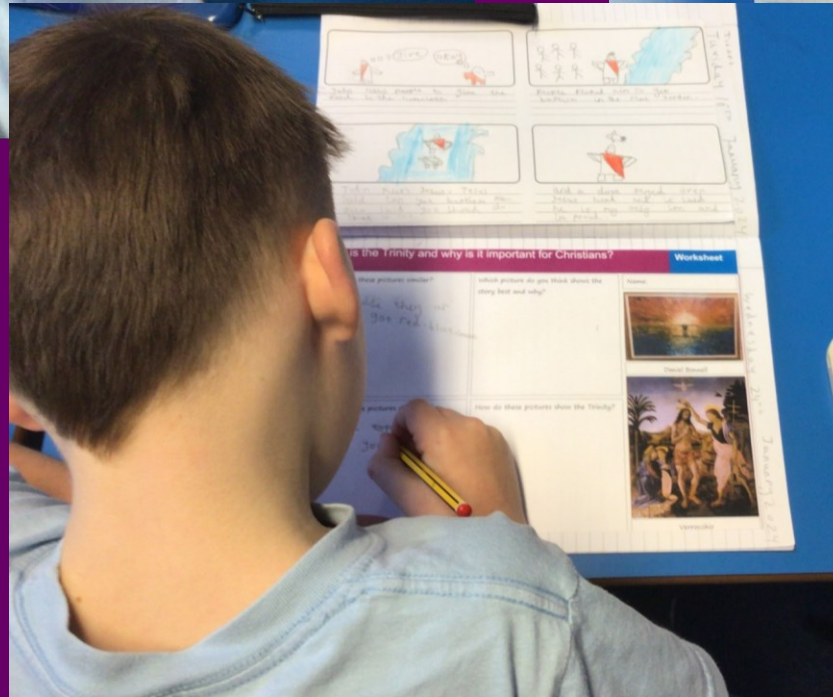
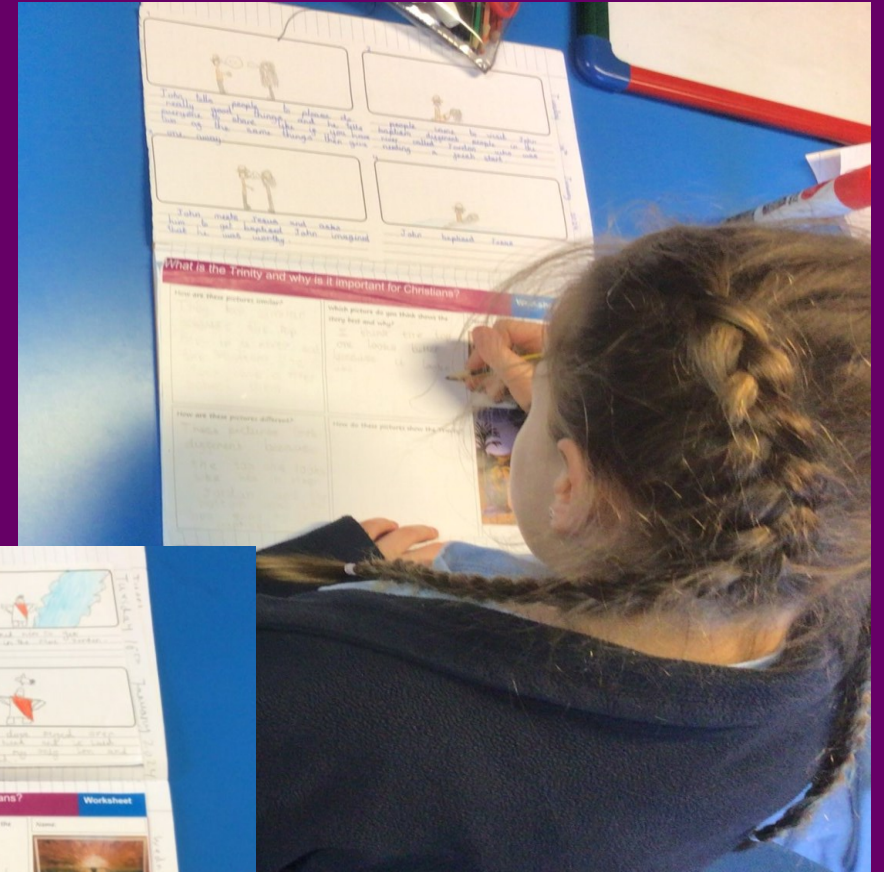
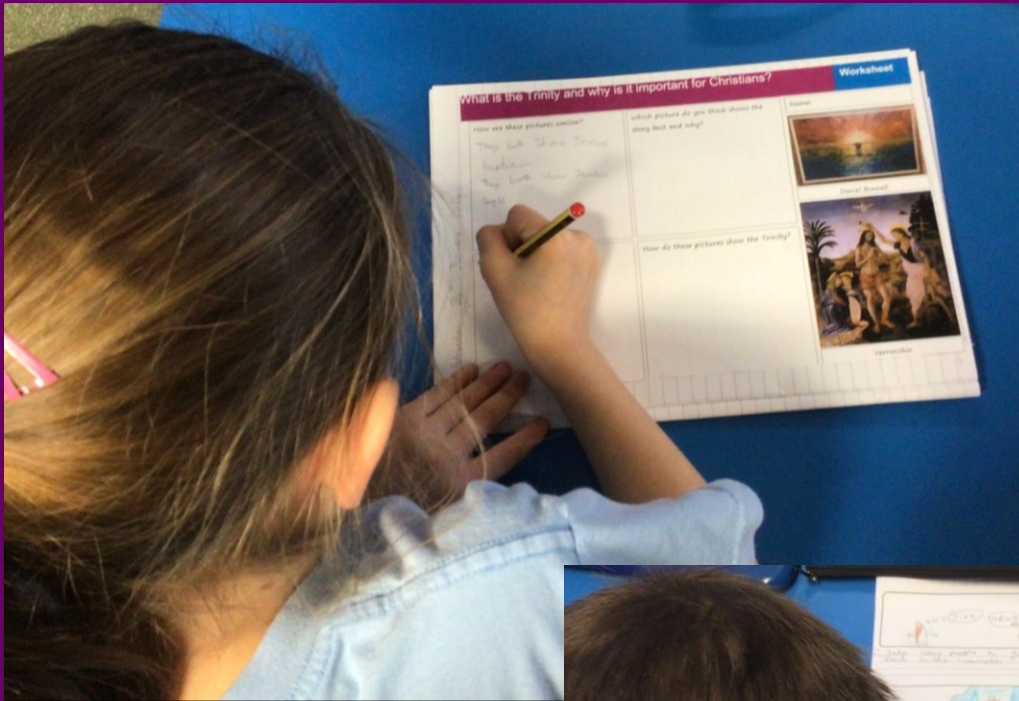




RELIGIOUS
EDUCATION

IMPLEMENTATION

Year 4 children exploring the different ways in which artists have chosen to depict Jesus' baptism in the river Jordan.





IMPLEMENTATION



Religious Education – Implementation

RE is taught on a two-year rolling cycle in Key Stage 1 and Lower/Upper Key Stage 2, this allows a balance between the units in both year groups. We cover four key worldviews in each Key Stage.

- Christianity
- Islam
- Hinduism
- Judaism
- Key themes including:
 - Faith communities,
 - Special places
 - How to make the world a better place.
 - How are the significant events of life marked?
 - How does faith help people when life gets hard?

Non-religious worldviews – UKS2:

- Humanism

The aim is for RE to be taught for one hour per week in all classes. It is currently taught for 30 minutes once per week in UKS2 by the subject leader.



IMPLEMENTATION

Skill focus	EYFS	KS1	LKS2	UKS2
Beliefs, teachings, sources of wisdom and authority	<ul style="list-style-type: none"> Understand the Christian belief that God created the heavens and the earth. Recall key events from the creation story. Recall key events from the Christian Christmas story. Recall who visited Jesus in the stable and why. Recall key events from Palm Sunday until Easter Day in the Christian Salvation story. Understand the Christian belief that Jesus saved his people from sin by dying on the cross and rising again three days later. Engage with and recall stories from different religious worldviews and find out why they might be special to a believer. 	<ul style="list-style-type: none"> Understand what parables are and why they were told by Jesus. Recall the story of Jonah and the Big Fish. Talk about the key events from the Christmas story in more detail. Recall key events within a story and be able to retell it using key vocabulary. 		
Ways of living	<ul style="list-style-type: none"> Understand why many Christians believe that children are special to God Recall different welcoming ceremonies that Muslims and Christians have for a new baby. 	<ul style="list-style-type: none"> Consider what it means for Christians to ask for forgiveness from God. Understand Jewish worldviews and ways of life. Explore Shabbat and Chanukah, discussing why Jesus people mark these times. Understand what it means to belong to a faith community. 		
Ways of expressing meaning	<ul style="list-style-type: none"> Understand that Christians believe Jesus told parables about how much God loves them. Identify different signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers. Consider stories that are special to them, giving reasons why. 	<ul style="list-style-type: none"> Explain how Christmas is celebrated today, begin to consider secular and religious traditions. Explore religious artwork, how and why does it help Christians celebrate Christmas? Understand the texts from the Torah and their importance for Jewish people today. Encounter artefacts, places of worship and symbols. 		

RE Progression of skills document – 24/25 Curriculum:

		<ul style="list-style-type: none"> Understand that some Christians believe different things about creation. Understand how Christians may act in response to creation and why they may choose to praise God for it. 		
Questions of diversity, identity and belonging	<ul style="list-style-type: none"> Identifying key religious symbols for Christians, Muslims and Hindus. Explain how Hindu brothers and sisters may show their love and respect for each other – <u>Rakha Bandhan</u>. Reflect upon places that are special in their own lives as well as those which are holy and important for Christians and Muslims. Understand why Churches and Mosques are sacred and be able to identify their key features. 	<ul style="list-style-type: none"> Recall stories and texts that say something about people being unique and valuable. Revise their knowledge of Genesis 1, and what this tells Christians and Jews about caring for the world. Revise knowledge from prior units about Muslims, Christians and Jewish people and how members of these communities show that they belong. Consider where they belong and the communities which they are a part of. 		
Questions of meaning, purpose and truth	<ul style="list-style-type: none"> Understand how Christians use parables to find meaning today. Understand that some stories change over time. Explain that some Christians perform the nativity to educate others about Jesus' incarnation. 	<ul style="list-style-type: none"> Recall the parable of the lost son and consider what this story teaches Christians about God. Explain the Mezuzah and the Shema prayer and what they mean for believers. 		
Questions of values and commitments	<ul style="list-style-type: none"> Explain how Christians treat God's name with respect Understand incarnation and how it links to the Christian belief about what happened to Jesus. 	<ul style="list-style-type: none"> Understand how Christians put their beliefs into practice through worship. Consider the different ways that Christians and Jews care for people of the world, including giving to charities. Consider why people who are religious and non-religious should care for others and look after the natural world. 		

Religious Education – Intent Breakdown of each Stage's tracking

The progression of skills document will be added to over the course of the year as the new units are released. There are six key skills that the RE curriculum is split into:

- Beliefs, teachings, sources of wisdom and authority
- Ways of living
- Ways of expressing meaning
- Questions of diversity, identity and belonging
- Questions of meaning, purpose and truth
- Questions of values and commitments

Skills statements for each topic are available on FFT to allow for formative and summative assessment of RE across the phases.





IMPLEMENTATION

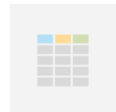
AUT 1 - How do festivals and family life show what matters to Jewish people?			Hover over Information ma
Build on prior knowledge of Jewish worldviews and ways of life	0%	→	<input type="text"/>
Recall information learnt about Shabbat and consider how different Jews mark it today	0%	→	<input type="text"/>
	0%	→	<input type="text"/>
Understand that Jews are diverse and begin to use the language of Orthodox and Progressive	0%	→	<input type="text"/>
Recall information about Shabbat, Rosh Hashanah, Yom Kippur and Pesach to develop and understanding of festivals and the key values of forgiveness, remembering and freedom	0%	→	<input type="text"/>

Religious Education – Intent Breakdown of each Stage’s tracking

Skills statements for each topic are available on FFT to allow for formative and summative assessment of RE across the phases.

Teachers can complete these assessments after the completion of the teaching unit. This allows both the teacher and the subject lead to see areas of strength and highlight any areas that may need to be revisited.

Using FFT to monitor progress will allow the subject lead to see the progress being made within the subject, across Year groups and phases.

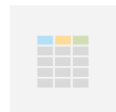


RE KS2 (Year B)

2024-25

[+ View & enter pupil assessments](#) [Edit curriculum](#) [Edit curriculum objectives](#)

Subject: Religious education Years: 3, 4, 5, 6



RE KS1 (Year B)

2024-25

[+ View & enter pupil assessments](#) [Edit curriculum](#) [Edit curriculum objectives](#)

Subject: Religious education Years: 1, 2



Our Curriculum Vision:

Our aim is for our children to leave Beckstone Primary school with..

- A high level of 'religious literacy' – being able to hold balanced and well-informed conversations about religious and non-religious world views.
- The ability to ask and begin to find the answers to significant questions about religion and beliefs.
- A strong and coherent understanding of how the beliefs, values, practices and ways of life within a religion link together.
- Independence; the ability to think for themselves, posing questions, carrying out investigations and research to find answers and evaluate their existing ideas.
- The ability to make sense of religion and worldviews around them and begin to understand the complex world which they live in.
- The curiosity to study the idea that religion isn't fixed and is constantly changing and evolving.
- The knowledge to be able to talk confidently about their own personal worldview.



IMPLEMENTATION

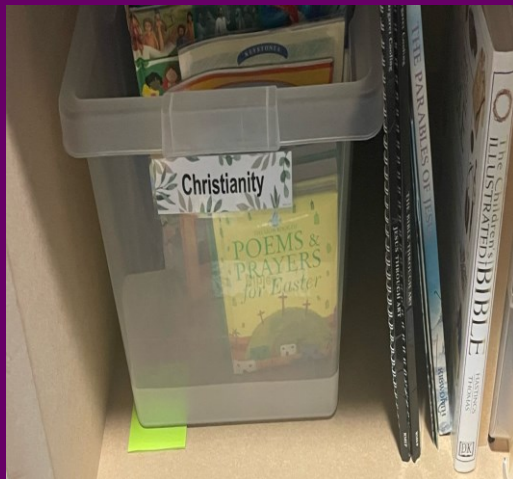
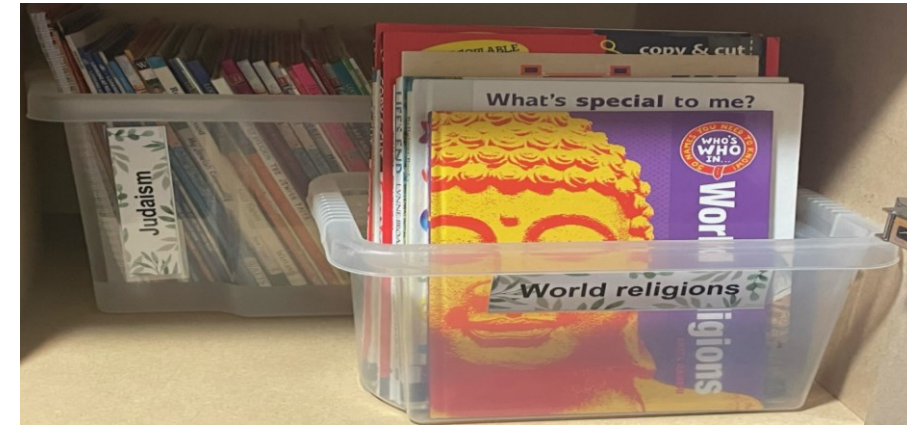


Resources:

We have a dedicated cupboard containing the resources needed to supplement the lessons taught. The resources are organised and labelled by religion to make it easier for teachers to select the resources that they need.

There are selections of books and resources for:

- Christianity – including a range of Children's bibles
- Judaism
- Islam – including a Qur'an and a holder
- Hinduism
- World religions



Resources:

RE today resources for each topic/half term are organised into folders. Planning, slides, knowledge organisers and assessment sheets are included in these folders.

Name	Date modified	Type
📁 EYFS	11/04/2024 16:38	File folder
📁 UNDERSTANDING CHRISTIANITY	11/04/2024 16:29	File folder
📁 Y1 and 2 Year A	11/04/2024 16:43	File folder
📁 Y1 and 2 Year B	11/04/2024 16:45	File folder
📁 Y3 & 4 Year A	11/04/2024 16:47	File folder
📁 Y3 & 4 Year B	28/12/2023 13:57	File folder
📁 Y5 & 6 Year A	11/04/2024 18:48	File folder
📁 Y5 & 6 Year B	07/05/2024 19:25	File folder



- 📁 AUT 1 UNIT 10 - WHAT DO CHRISTIANS BELIEVE GOD IS LIKE
- 📁 AUT 2 UNIT 8 - WHY DOES CHRISTMAS MATTER TO CHRISTIANS
- 📁 SPR 1 UNIT 15 - WHO IS A MUSLIM AND HOW DO THEY LIVE PT1
- 📁 SPR 2 UNIT 12 - HOW SHOULD WE CARE FOR THE WORLD AND FOR OTHE...
- 📁 SUM 1 UNIT 13 - WHAT IS THE GOOD NEWS CHRISTIANS BELIEVE JESUS BRI...
- 📁 SUM 2 UNIT 18 - WHAT MAKES SOME PLACES SPECIAL TO BELIEVERS
- 📁 Understanding Christianity

Resources from the Understanding Christianity scheme are also available in the digital files and as a hard copy in the RE cupboard.

Finding your RE planning:

Beckstone (X:) > RE > RE 2023 > RE PLANNING AND RESOURCES 2023

Name	Date modified	Type
EYFS	11/04/2024 16:38	File folder
UNDERSTANDING CHRISTIANITY	11/04/2024 16:29	File folder
Y1 and 2 Year A	11/04/2024 16:43	File folder
Y1 and 2 Year B	11/04/2024 16:45	File folder
Y3 & 4 Year A	11/04/2024 16:47	File folder
Y3 & 4 Year B	28/12/2023 13:57	File folder
Y5 & 6 Year A	11/04/2024 18:48	File folder
Y5 & 6 Year B	07/05/2024 19:25	File folder

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