



# Religious Education



Haslingfield Endowed Primary School  
Curriculum





# Our R.E. Curriculum

## Intent

### Key Overview

R.E at Haslingfield Endowed Primary School intends to promote religious understanding and respect.

### Knowledge Building

We aim to expose children to the cultural and religious diversity within the United Kingdom, especially to foster knowledge of communities that children do not have access to within their own.

### Skills Enquiry

As children progress through the school we aim to give them the skills and understanding of how to make connections with people of other faith due to hands-on experience of culture, customs and festivals.

### Oracy and Discussion

We will teach R.E with sensitivity so that we can model and demonstrate our core values such as Kindness, Respect and Equality.

We aim for our children to be able to take-part in balanced and well-informed conversation about religion and belief, with the secure understanding that others have a right-to disagree and think differently.

## Implementation

### Themes and Topics

We follow the Agreed Syllabus for Cambridgeshire as the basis for our curriculum and the 'Discovery RE' scheme of work. Throughout their education at Haslingfield school, all children will study the following religions in some capacity: Christianity, Islam, Judaism, Hinduism, Buddhism, Sikhism and Humanism.

### Programme of Study

As the school has mixed cohort classes, our R.E. syllabus is taught in a rolling programme; this to ensure that there is no repetition of knowledge and allows mixed year group classes to learn cohesively together. There is a 3 year rolling program for EYFS, Year 1 & Year 2 (Key Stage 1), and a 4-year rolling program for Years 3, 4, 5, and 6 (Key Stage 2) Religions and Beliefs studied are:

- ✓ Christianity
- ✓ Hinduism
- ✓ Islam
- ✓ Buddhism
- ✓ Judaism
- ✓ Sikhism
- ✓ Humanism

### Application

There are no presumptions made as to the religious beliefs and values of our children or staff; all backgrounds are valued and individuals are encouraged to share their own experiences with others. We value the links we have between home, school and our local church, who regularly visit our school to carry out assemblies or welcome us into their church for services. We promote teaching in RE that stresses open enquiry and first – hand experiences wherever possible; encouraging our pupils to ask questions

## Impact

### Key Overview

Through RE, our 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.

### Knowledge Acquisition

Children have a secure knowledge of different religions and faiths. They can use correct vocabulary to describe customs, faiths and traditions. They have a good understanding of the important stories, parables, and features of different religions.

### Skilled Learners

Children know the customs and practice of people of different faiths and beliefs. For example they can show how significant items are used and how people may celebrate, pray or reflect.

### Compassionate Communicators

Each child can apply their learnt skills and knowledge on religious practice and beliefs to be able to engage in meaningful, inquisitive and compassionate discussion. They have a rich understanding of diversity and equality, meaning they can articulate their questioning without balance and non-judgement.

The children have an understanding of their own self-worth, enabling them to reflect and celebrate their uniqueness as human beings and celebrate this with others.





# R.E. Programme of Study

## EARLY YEARS | YEAR 1 | YEAR 2

| INFANT CYCLES |   |  |  |
|---------------|---|--|--|
|               | Cycle A   | Cycle B  | Cycle C  |
| Autumn 1      | A:1 Special People<br>Religions: Christianity, Judaism, Islam | B:1 Special Places<br>Religion: Christianity, Judaism, Islam | C:1 Special Stories<br>Religions: Christianity, Judaism, Islam |
| Autumn 2      | A:2 Christmas<br>Religion: Christianity                       | B:2 Celebrations<br>Religion: Range                          | C:2 Christmas<br>Religion: Christianity                        |
| Spring 1      | A:3 Creation Story<br>Religion: Christianity                  | B:3 Passover<br>Religion: Judaism                            | C:3 Shabbat<br>Religion: Judaism                               |
| Spring 2      | A:4 Easter<br>Religion: Christianity                          | B:4 Easter<br>Religion: Christianity                         | C:4 Easter<br>Religion: Christianity                           |
| Summer 1      | A: 5 The Covenant<br>Religion: Judaism                        | B:5 Jesus<br>Religion: Christianity                          | C:5 Prayer at Home<br>Religion: Islam                          |
| Summer 2      | A:6 Rosh Hashanah and Yom Kippur<br>Religion: Judaism         | B:6 Hajj<br>Religion: Islam                                  | C:6 Community and Belonging<br>Religion: Islam                 |

## YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6

| JUNIOR CYCLES |   |   |  |   |
|---------------|---|---|--|---|
|               | 2026-27, 2027,28                                | 2023-24, 2028-29                                  | 2024-25, 2029-30                                 | 2022-23, 2025-26                                |
|               | Cycle A   | Cycle B   | Cycle C  | Cycle D   |
| Autumn 1      | B:1 Stories and Culture<br>Religion: Sikhism    | A:1 Stories and Culture<br>Religion: Hinduism     | C:1 Stories and Culture<br>Religion: Buddhism    | D:1 Stories and Culture<br>Religion: Islam      |
| Autumn 2      | B:2 Christmas<br>Religion: Christianity         | A:2 Christmas<br>Religion: Christianity           | C:2 Christmas<br>Religion: Christianity          | D:2 Christmas<br>Religion: Christianity         |
| Spring 1      | B:3 Beliefs and Practices<br>Religion: Humanism | A:3 Beliefs and Meaning<br>Religion: Humanism     | C:3 Beliefs and Practices<br>Religion: Sikhism   | D:3 Beliefs and Meaning<br>Religion: Sikhism    |
| Spring 2      | B:4 Easter<br>Religion: Christianity            | A:4 Beliefs and Meaning<br>Religion: Christianity | C:4 Prayer and Worship<br>Religion: Christianity | D:4 Easter<br>Religion: Christianity            |
| Summer 1      | B:5 Beliefs and practices<br>Religion: Islam    | A:5 Beliefs and practices<br>Religion: Judaism    | C:5 Beliefs and practices<br>Religion: Hinduism  | D:5 Beliefs and practices<br>Religion: Buddhism |
| Summer 2      | B:6 Beliefs and Meaning<br>Religion: Islam      | A:6 Beliefs and Meaning<br>Religion: Judaism      | C:6 Beliefs and Meaning<br>Religion: Hinduism    | D:6 Beliefs and Meaning<br>Religion: Buddhism   |





# R.E. Skills Progression

## EARLY YEARS | R.E. SKILLS PROGRESSION

Children working within the Early Years Foundation Stage Profile (EYFSP) explore religion, belief and cultures that are meaningful to their current learning experiences and what is happening in the world around them.

| Areas of the EYFSP that explicit connections can be made       | Listening Attention and Understanding  | Speaking   | Comprehension   | Past and Present   | People, Culture and Communities   | Creating With Materials  |
|--|--|--|---|--|---|--|
| <b>How Early Learning Goals can be demonstrated through RE</b> | <ul style="list-style-type: none"> <li>✓ Listen to religious stories.</li> <li>✓ Make comments about religious stories, beliefs and customs</li> </ul> | <ul style="list-style-type: none"> <li>✓ Use new vocabulary to show understanding</li> <li>✓ Express their ideas and feelings about what they have heard, seen, participated in</li> </ul> | <ul style="list-style-type: none"> <li>✓ Demonstrate an understanding of what has been read to them by re-telling stories</li> <li>✓ Use role-play to deepen understanding of religious stories, beliefs, customs and vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>✓ Talk about the lives of people around them, and who is important to them.</li> <li>✓ Know that some things have happened in the past.</li> <li>✓ Begin to have an understanding that lives may have been different in the past</li> </ul> | <ul style="list-style-type: none"> <li>✓ Describe the people and customs and routines in their own lives.</li> <li>✓ Make observations on similarities and differences between different religions and cultural communities.</li> <li>✓ Make observations on similarities and differences between life in this country and life in another country</li> </ul> | <ul style="list-style-type: none"> <li>✓ Explore a range of materials and techniques to create and represent religious symbols and objects.</li> <li>✓ Share their creations, explaining the process and meaning.</li> </ul> |

## KEYSTAGE 1 & 2 | R.E. SKILLS PROGRESSION and ASSESSMENT

|   | Year 1<br>(KS1 skills)  | Year 2<br>(KS1 skills)  | Year 3<br>(Lower KS2 skills)   | Year 4<br>(Lower KS2 skills)   | Year 5<br>(Upper KS2 skills)   | Year 6<br>(Upper KS2 skills)   |
|---|---|---|--|--|--|--|
| <b>Generic skills :<br/>Pupils:</b>                           |   |   |  |  |  |  |
| <b>AF1: Thinking about religion and belief</b>                | 1) Recall features of religious, spiritual and moral stories and other forms of religious expression<br>2) Recognise and name features of religions and beliefs | 1) Retell religious, spiritual and moral stories<br>2) Identify how religion and belief is expressed in different ways<br>3) Identify similarities and differences of religions and beliefs.                                      | 1) Make links between beliefs, stories and practices<br>2) Identify the impacts of beliefs and practices on people's lives<br>3) Identify similarities and differences between religions and beliefs             | 1) Comment on connections between questions, beliefs, values and practices<br>2) Describe the impact of beliefs and practices on individuals, groups and communities<br>3) Describe similarities and differences within and between religions and beliefs. | 1) Explain connections between questions, beliefs, values and practices in different belief systems<br>2) Recognise and explain the impact of beliefs and ultimate questions on individuals and communities<br>3) Explain how and why differences in belief are expressed            | 1) Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems<br>2) Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world<br>3) Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures |
| <b>AF2: Pupils: Enquiring, investigating and interpreting</b> | 1) Identify what they find interesting<br>2) Recognise symbols and other forms of religious expression  | 1) recognise that some questions about life are difficult to answer<br>2) Ask questions about their own and others' feelings and experiences<br>3) Identify possible meanings for symbols and other forms of religious expression | 1) Investigate and connect features of religions and beliefs<br>2) Ask significant questions about religions and beliefs<br>3) Describe and suggest meanings for symbols and other forms of religious expression | 1) Gather, select and organise ideas about religion and belief<br>2) Suggest answers to some questions raised by the study of religions and beliefs<br>3) Suggest meanings for a range of forms of religious expression, using appropriate vocabulary      | 1) Suggest lines of enquiry to address questions raised by the study of religions and beliefs<br>2) Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence<br>3) Recognise and explain diversity within religious expression | 1) Identify the influences on, and distinguish between, different viewpoints within religions and beliefs<br>2) Interpret religions and beliefs from different perspectives<br>3) Interpret the significant and impact of different forms of religious and spiritual expression  |



# R.E. Skills Progression

## KEYSTAGE 1 & 2 | R.E. SKILLS PROGRESSION *(continued)*

|  | Year 1<br>(KS1 skills)   | Year 2<br>(KS1 skills)  | Year 3<br>(Lower KS2 skills)  | Year 4<br>(Lower KS2 skills)  | Year 5<br>(Upper KS2 skills)  | Year 6<br>(Upper KS2 skills)  |
|--|--|---|---|---|---|---|
| <b>Beliefs and teachings</b><br>(what people believe)              | recount outlines of some religious stories   | retell religious stories and identify some religious beliefs and teachings  | describe some religious beliefs and teachings of religions studied, and their importance                  | describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions  | explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities | make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. |
| <b>Practices and lifestyles</b><br>(what people do)                | recognise features of religious life and practice                                  | identify some religious practices, and know that some are characteristic of more than one religion                                | describe how some features of religions studied are used or exemplified in festivals and practices        | show understanding of the ways of belonging to religions and what these involve   | explain how selected features of religious life and practice make a difference to the lives of individuals and communities                          | explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.                                    |
| <b>Expression and language</b><br>(how people express themselves)  | recognise some religious symbols and words   | suggest meanings in religious symbols, language and stories   | make links between religious symbols, language and stories and the beliefs or ideas that underlie them    | show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language | explain how some forms of religious expression are used differently by individuals and communities  | compare the different ways in which people of faith communities express their faith.  |
| <b>Identity and experience</b><br>(making sense of who we are)     | identify aspects of own experience and feelings, in religious material studied     | respond sensitively to the experiences and feelings of others, including those with a faith                                       | compare aspects of their own experiences and those of others, identifying what influences their lives     | ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers             | make informed responses to questions of identity and experience in the light of their learning  | discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.                            |
| <b>Meaning and purpose</b><br>(making sense of life)               | identify things they find interesting or puzzling, in religious materials studied  | realise that some questions that cause people to wonder are difficult to answer   | compare their own and other people's ideas about questions that are difficult to answer                   | ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied                                     | make informed responses to questions of meaning and purpose in the light of their learning  | express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.  |
| <b>Values and commitments</b><br>(making sense of right and wrong) | identify what is of value and concern to themselves, in religious material studied | respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong | make links between values and commitments, including religious ones, and their own attitudes or behaviour | ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues  | make informed responses to people's values and commitments (including religious ones) in the light of their learning                                | 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     |



