



**Subject Intent:**

**Pupils leave Sandfield Primary School with respect for, and an understanding of the beliefs, practices and traditions of the six major world religions.**

**Knowledge and Skills progression in Religious Education**

Skills	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>End of key stage expectations:</b> showing knowledge &amp; understanding</p>	<p>Children will know about the world of religion in terms of special people, books, times, places and objects</p> <p>places of worship through visits (including Christianity as the religion that has most influenced British culture)</p> <p>Bible stories and stories from other traditions</p>	<p>Children will know about similarities in features of religions and beliefs</p> <p>religious, spiritual and moral stories</p> <p>possible meanings for stories, symbols and other forms of religious expression</p> <p>how religion and belief is expressed in different ways</p>	<p>Children will know about connecting features of religions and beliefs</p> <p>links between beliefs, stories and practices</p> <p>similarities and differences between religions and beliefs</p> <p>meanings for symbols and other forms of expression</p> <p>the impact of beliefs and practices on people's lives</p>	<p>Children will know about ideas about religion and belief</p> <p>similarities and differences within and between religions and beliefs</p> <p>connections between questions, beliefs, values and practices, drawing on key texts when appropriate</p> <p>meanings for a range of forms of expression, using appropriate vocabulary</p> <p>the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally</p>
<p><b>End of key stage expectations:</b> expressing ideas, beliefs &amp; insights</p>	<p>religious words and exploring religions and beliefs, practices and forms of expression reflect on their own feelings and experiences</p> <p>using their imagination and curiosity to develop their appreciation of and wonder about the world in which they live</p>	<p>Children will know about the response to questions about their own and others' ideas, experiences and feelings</p> <p>questions about their own and others' ideas, feelings and experiences</p> <p>a reason why something may be valued by themselves and others</p> <p>that some questions about life are difficult to answer</p>	<p>Children will know about what influences and inspires them, and why</p> <p>their own ideas and feelings about what pupils think is important</p> <p>links between what they and other people think about God and about what is important in life, giving reasons for beliefs, attitudes and actions</p> <p>significant questions about religions and beliefs, comparing ideas as appropriate</p>	<p>Children will know about how sources of inspiration and influence make a difference to themselves and others</p> <p>ideas and reflections to issues raised by religion and belief in the context of their own and others' lives</p> <p>what might happen as a result of their own and others' attitudes and actions</p> <p>answers to some questions raised by the study of religions and beliefs</p>

Whole School Overview of R.E  
2023 – 2028

Early Years and Foundation Stage

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
...and throughout the year					
<b>Who and I and where do I belong?</b>	<b>Why do we have celebrations?</b>	<b>What makes something 'special'?</b>	<b>What can we learn from stories?</b>	<b>What makes our world wonderful?</b>	<b>What makes a place special?</b>

Revised syllabus for Religious Education  
KS1

Cycle 1					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Victorian Britain		Great Fire of London		Farming	
<b>Why do Christians call God 'creator'?</b>	<b>What is the Nativity and why is it important to Christians?</b>	<b>What is the Torah and why is it so important to Jewish families?</b>	<b>Why do Christians call Jesus 'Saviour'?</b>	<b>Why do Jewish families celebrate the gift of Shabbat?</b>	<b>Why should we look after our world?</b>
'Create' / 'creation' / 'creator' Biblical creation story God as 'creator' of the world & in other parts of the Bible • Celebration of Harvest	<ul style="list-style-type: none"> <li>'Nativity' as the birth of Jesus</li> <li>Other important people in the Nativity • Why did angels announce Jesus' birth?</li> <li>Diversity of Nativity sets across the world</li> <li>Christmas as focus of worship of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>What makes a book special?</li> <li>Torah is special as it contains God's words &amp; rules for living (mitzvot)</li> <li>How Jewish people show the Torah is special in how it's treated &amp; where it 'lives'</li> </ul>	<ul style="list-style-type: none"> <li>'Saving' others; Jesus as 'Saviour'</li> <li>Jesus changing lives e.g. Zacchaeus</li> <li>Salvation in Easter story, symbols in an Easter garden</li> </ul>	<ul style="list-style-type: none"> <li>Shabbat as a special gift of rest</li> <li>Links with creation story</li> <li>Friday night meal &amp; symbols; Saturday night ceremony as start of new week</li> </ul>	<ul style="list-style-type: none"> <li>Link to ideas from prior learning about creation</li> <li>Caring about the world from non-religious perspective – we all share our world</li> <li>Tu B'Shvat (Jewish tree-planting festival)</li> </ul>
Cycle 2					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Guildford		Titanic		Seasides	

<b>What do Christians learn from the stories of Jesus?</b>	<b>Why is giving important to Christians?</b>	<b>What is important for Muslim families?</b>	<b>What is God like for Christians?</b>	<b>Who is Allah and how do Muslims worship him?</b>	<b>What makes a good leader?</b>
<ul style="list-style-type: none"> <li>• Stories about Jesus, baby → man</li> <li>• Jesus human 'like us' and divine, 'like God'</li> <li>• Jesus' stories ('parables') &amp; miracles</li> <li>• Christians as 'followers' of Jesus</li> </ul> <p>End with Easter story and symbols</p>	<ul style="list-style-type: none"> <li>• Why / when do we give to others?</li> <li>• Christians (as 'Church') give in different ways e.g. 'service', food bank</li> <li>• Commandments to 'love God &amp; love others'</li> </ul> <p>Giving at Christmas because God gave</p>	<ul style="list-style-type: none"> <li>• Muhammad (pbuh) is the most important Prophet (messenger) for Muslims</li> <li>• Muslims learn from his life &amp; example</li> </ul> <p>Qur'an contains the holy words of Allah</p>	<ul style="list-style-type: none"> <li>• Build on idea of God as creator</li> </ul> <p>Images of God from the Bible: shepherd, parent, King • Ideas in art / story / song</p>	<ul style="list-style-type: none"> <li>• Muslims believe in One God, Allah</li> <li>• 99 beautiful names express what Allah is like, including 'Al-Khaliq' (creator)</li> </ul> <p>Prayer is part of worship of Allah (ibadah)</p>	<ul style="list-style-type: none"> <li>• Who are 'good' leaders?</li> <li>• Why did people follow Moses / Jesus / Muhammad (pbuh)?</li> <li>• Leaders who followed a faith / belief</li> </ul> <p>What can we learn from leaders?</p>

Surrey Agreed Syllabus for Religious Education  
Lower KS2 (year 3 and 4 ) September 2023

Cycle 1					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Stone Age		Rainforests		Ancient Civilizations and Egyptians	
<b>What did God promise to his people?</b>	<b>How can artists help us understand what Christians believe?</b>	<b>How does 'ibadah' (worship) show what's important to Muslims?</b>	<b>How did Jesus change lives – and how is it 'good news'?</b>	<b>What are important times for Jewish people?</b>	<b>How do people try to make the world a fairer place?</b>
<ul style="list-style-type: none"> <li>• Covenants and stories from the Bible, including creation</li> </ul> <p>What impact do God's promises have on Christians, the things they promise and their subsequent actions?</p>	<ul style="list-style-type: none"> <li>• How Christians show ideas about God through art</li> <li>• Crosses from around the world</li> </ul> <p>Art (incl. Christmas) from different cultures: Jesus 'like us' (incarnation)</p>	<ul style="list-style-type: none"> <li>• Prayer (salah) shows submission to Allah</li> <li>• Ummah as an equal community of believers</li> </ul> <p>Qur'an as final revelation &amp; guide for living</p>	<ul style="list-style-type: none"> <li>• Miracles &amp; stories about Jesus through the eyes of Peter</li> <li>• 'Gospel' as 'good news'</li> </ul> <p>Forgiveness &amp; restoration</p>	<ul style="list-style-type: none"> <li>• Importance of 'remembering' in Judaism</li> <li>• Key 'foot' festivals: Passover &amp; Sukkot, links to stories &amp; practices</li> <li>• Bar/Bat Mitzvah as commitment (covenant) to keep mitzvot &amp; ketubah as marriage promises</li> </ul>	<ul style="list-style-type: none"> <li>• There are situations of social and economic unfairness in the world</li> <li>• Many religions and belief systems teach it is important to share and give to those who are in need or make a difference in the world</li> <li>• Focus on Mitzvah Day in Judaism as a way of bringing about tzedek</li> </ul>

				Celebrating Shabbat for different Jewish people	(justice) or Tikkun Olam (restoration) How can <b>we</b> make a difference?
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Cycle 2					
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Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
India		Volcanoes and Iceland		Ancient Civilizations and Romans	
What did Jesus say about God's kingdom and why is it 'good news'?	What's the Bible's 'big story' – and how why is it like treasure for Christians?	What do Sikh people value?	For Christians, is communion a celebration or an act of remembrance?	How do non-religious people celebrate new life?	Why do people make promises?
<ul style="list-style-type: none"> <li>'Kingdom' as God's rule on earth &amp; in heaven</li> <li>Jesus' teaching about God's Kingdom in the Sermon on the Mount &amp; the Great Commandment</li> </ul> <p>Christians living as citizens of God's Kingdom</p>	<ul style="list-style-type: none"> <li>The Bible tells the big story of God and his people – place stories &amp; concepts</li> <li>At the centre of it is Jesus</li> <li>Why might the Bible be like 'treasure'?</li> </ul> <p>Using creativity to express ideas / beliefs</p>	<ul style="list-style-type: none"> <li>Duties of Sikhs to pray, work and give</li> <li>Equality is important to Sikhs &amp; is expressed in langar &amp; Sikh community</li> </ul> <p>Gurus as teachers &amp; leaders</p>	<ul style="list-style-type: none"> <li>Communion as a sacrament to 'remember'</li> <li>Passover &amp; new covenant (&amp; Easter)</li> </ul> <p>Communion symbolism across the world</p>	<ul style="list-style-type: none"> <li>Celebrating new life is important to religious &amp; non-religious people</li> <li>We have one life to live &amp; it's worth celebrating</li> <li>Key principles of Humanism through baby welcoming ceremonies</li> </ul> <p>The importance of the freedom to choose how to live and what to believe</p>	<ul style="list-style-type: none"> <li>How people demonstrate commitment through making promises e.g. in marriage, at birth, rites of passage etc.</li> </ul> <p>Draw on material across religions &amp; beliefs studied</p>

UKS2 overview and detail

Cycle 1					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
WW2		Climate change		Crime and Punishment	
What do Christians believe about the Messiah? – and why is it good news?	Islam: What helps Muslims live a good life?	How is God Three – and yet One?	Judaism: What does it mean to part of a synagogue community?	Why is the idea of 'rescue' so important to Christians?	What does it mean to live a good life?
<ul style="list-style-type: none"> <li>Jesus as fulfilment of OT prophecies in his birth, life and death</li> <li>Link with story of Simeon in the temple</li> <li>What Jesus said about himself</li> </ul> Links to 'I AM' statements in John's Gospel	<ul style="list-style-type: none"> <li>Five pillars as duties for living a good life</li> <li>Fasting and celebrating contribute to a good life</li> </ul> Hadith & sunnah as guidance to follow	<ul style="list-style-type: none"> <li>Holy Spirit is God at work in the world</li> <li>Holy Spirit in relationship with Father &amp; Son</li> <li>Trinity in baptism of Jesus, creation &amp; Christians' experience</li> </ul> How does this idea compare with other religions' beliefs?	<ul style="list-style-type: none"> <li>Centrality of Torah to worship (e.g. <i>shema</i>)</li> <li>Impact of commitment to justice / living according to mitzvot in the Torah / remembering (Yom Kippur)</li> </ul> Synagogue: place of learning, worship & gathering	<ul style="list-style-type: none"> <li>God's 'Big Story' – the rescue plan</li> <li>Stories of salvation across OT &amp; NT</li> <li>'Salvation' in the Easter story</li> </ul> Creative expressions of salvation	<ul style="list-style-type: none"> <li>How do different people answer this question?</li> <li>Does collaborating make life better?</li> <li>What might the consequences of not living a good life be?</li> </ul> Impact of good life on world, global / local community & self-identity

Cycle 2					
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
Geog - trade		Geog – mountains and rivers		History – Anglo Saxons and Vikings	
For Christians, what difference does it make to belong to God's kingdom?	Buddhism: What is the 'Buddhist way of life'?	What do Christians believe about creation?	Hindu (Sanatan) Dharma: What helps Hindus to worship?	How did the church begin, and where is it now?	What can be done to reduce racism? Can RE help?

<ul style="list-style-type: none"> <li>• Command to 'act justly, love mercy, walk humbly'</li> <li>• What difference does the Holy Spirit make?</li> <li>• Lord's Prayer – on earth/ in heaven</li> </ul> <p>Christians' beliefs about life after death</p>	<ul style="list-style-type: none"> <li>• Story of Buddha's enlightenment</li> <li>• Buddhists follow dhamma (teachings) to avoid bad karma &amp; escape cycle of samsara</li> </ul> <p>Eightfold Path as the way to enlightenment esp. meditation</p>	<ul style="list-style-type: none"> <li>• Link with Science curriculum: creation / evolution theories</li> <li>• Humanity has choices – 'free will'</li> <li>• All of creation is affected by 'the fall'</li> </ul> <p>One day there will be a new creation</p>	<ul style="list-style-type: none"> <li>• 'Sanatana Dharma' as a way of life for Hindus (Sanatanis)</li> <li>• Brahman present in all things &amp; represented in many forms esp. Trimurti</li> </ul> <p>Key deities and avatars of Sanatana Dharma (Hinduism) and their place in Hindu worship</p>	<ul style="list-style-type: none"> <li>• Birth of the Church at Pentecost</li> <li>• God calls the Church to do God's work in the world and be 'good news'</li> </ul> <p>Baptism, worship &amp; service are signs of membership</p>	<ul style="list-style-type: none"> <li>• What do we mean by 'racism'?</li> <li>• What can we learn from two statues in Bristol?</li> <li>• How can the Silver &amp; Golden Rules challenge racism?</li> </ul> <p>Can good RE promote justice &amp; equality for all?</p>
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