

Thameside RE Curriculum

Intent:

At Thameside we want Religious Education to be a regular learning experience that children look forward to, which encourages deep questioning. We hope to provide a safe enquiry space that enhances critical thinking and evaluation skills. We see RE as an opportunity to share and celebrate diversity and understand other people’s beliefs. Through the teaching and learning of RE we want to support the children’s spiritual development so that they can go on to further education and adulthood as well-rounded citizens.

<p style="text-align: center;">Oxfordshire Country Council Agreed Syllabus for Religious Education EYFS</p>	<p style="text-align: center;">Oxfordshire Country Council Agreed Syllabus for Religious Education KS1</p>	<p style="text-align: center;">Oxfordshire Country Council Agreed Syllabus for Religious Education KS2</p>
<p>Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p> <p>communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.</p> <p>Physical Development involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the</p>	<p>Learning about religion Pupils should be enabled to:</p> <ul style="list-style-type: none"> • explore a range of religious stories and sacred writings and talk about their meanings; • name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate; • identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives; • explore how religious beliefs and ideas can be expressed through the arts and communicate their responses; • identify and suggest meanings for religious symbols and begin to use a range of religious words. <p>Learning from religion Pupils should be enabled to:</p>	<p>Learning about religion Pupils should be enabled to:</p> <ul style="list-style-type: none"> • describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others; • describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings; • identify and begin to describe the similarities and differences within and between religions; • investigate the significance of religion in the local, national and global communities; • consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them; • describe and begin to understand religious and other responses to ultimate and ethical questions;

<p>importance of physical activity, and to make healthy choices in relation to food. Exploring religious food, dance and traditions can be a means through which children develop in this area.</p> <p>Personal, Social and Emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities</p>	<ul style="list-style-type: none"> • reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness; • ask and respond imaginatively to puzzling questions, communicating their ideas; • identify what matters to them and others, including those with religious commitments, and communicate their responses; • reflect on how spiritual and moral values relate to their own behaviour; • recognise that religious teachings and ideas make a difference to individuals, families and the local community. 	<ul style="list-style-type: none"> • use specialist vocabulary in communicating their knowledge and understanding; • use and interpret information about religions from a range of sources. <p>Learning from religion Pupils should be enabled to:</p> <ul style="list-style-type: none"> • Reflect on what it means to belong to a faith community, communicating their own and others' responses; • Respond to the challenges of commitment in their own lives and within religious traditions, recognising how commitment is shown in a variety of ways; • Discuss their own and others' views of religious truth and belief, expressing their own ideas; • Reflect on ideas of right and wrong and their own and others' responses to them; • Reflect on sources of inspiration in their own and others' lives
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Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Theme: Special People Key Question: What makes people special? Religion: Christianity	Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity	Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism

Reception	<p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What is Christmas?</p> <p>Religion: Christianity</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Hinduism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: What is Easter?</p> <p>Religion: Christianity</p>	<p>Theme: Stories</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Theme: Special Places</p> <p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>
Year 1	<p>Theme: Creation Story</p> <p>Concept: God/Creation</p> <p>Key Question: Does God want Christmas to look after the world?</p> <p>Religion: Christianity</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus as a friend</p> <p>Concept: Incarnation</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>Religion: Christianity</p>	<p>Theme: Easter- Palm Sunday</p> <p>Concept: Salvation</p> <p>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Religion: Christianity</p>	<p>Theme: Shabbat</p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p>	<p>Theme: Rosh Hashanah and Yom Kippur</p> <p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Religion: Judaism</p>

<p>Year 2</p>	<p>Theme: What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all the time?</p> <p>Religion: Christianity</p>	<p>Theme: Christmas- Jesus as gift from God</p> <p>Concept: Incarnation</p> <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>Religion: Christianity</p>	<p>Theme: Prayer at home</p> <p>Key Question: Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>Religion: Islam</p>	<p>Theme: Easter- Resurrection</p> <p>Concept: Salvation</p> <p>Key Question: How important is it to Christmas that Jesus came back to life after His crucifixion?</p> <p>Religion: Christianity</p>	<p>Theme: Community and Belonging</p> <p>Key Question: Does going to a Mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p>	<p>Theme: Hajj</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>Religion: Islam</p>
<p>Year 3</p>	<p>Theme: The 99 names of Allah</p> <p>Key Question: How special is Allah to Muslims?</p> <p>Religion: Islam</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus' Miracles</p> <p>Concept: Incarnation</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>	<p>Theme: Easter- forgiveness</p> <p>Concept: Salvation</p> <p>Key Question: What is 'good' about Good Friday?</p> <p>Religion: Christianity</p>	<p>Theme: The Prophet Muhammad</p> <p>Key Question: How important is the Prophet Muhammad to Muslims?</p> <p>Religion: Islam</p>	<p>Theme: The Qur'an</p> <p>Key Question: How does the Qur'an influence Muslims today?</p> <p>Religion: Islam</p>
<p>4/5 Judaism and Christianity Year 4</p>	<p>Theme: Beliefs and Practices</p> <p>Key Question: How special is the</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p>	<p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Question: Is forgiveness always</p>	<p>Theme: Rites of Passage and good works</p> <p>Key Question: What is the best</p>	<p>Theme: Prayer and Worship</p> <p>Key Question: Do people need to go to</p>

	relationship Jews have with God? Religion: Judaism	Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	what God asks them to do? Religion: Judaism	possible for Christians? Religion: Christianity	way for a Jew to show commitment to God? Religion: Judaism	church to show they are Christians? Religion: Christianity
5/6 Year 5 Christianity and Hinduism Year 6- Islam unit 1	Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity

EYFS		KS1		LKS2		UKS2
Nursery	Reception	Year 1	Year 2	Year 3	Year 4/5	Year 5/6
Development Matters-						
Understanding the World: Begin to make sense of their	Understanding the world: Talk about members of their	Know the main parts of the Christian Creation story.	Know a story that Jesus told about being Kind and give an	To understand why Muslims show respect to Allah and how they do this.	Know that Jewish people believe they have a special relationship with God	Know that Hindus show their commitment to God in different ways and some of

<p>own life-story and family's history. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Physical Development: increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Literacy: Engage in extended conversations about stories, learning new vocabulary.</p>	<p>immediate family and community. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Personal social development: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>	<p>I can talk about the Christian Creation story.</p> <p>I can say how it felt to make something.</p> <p>I can express an opinion about the Christian belief about creation.</p> <p>Know part of the Christmas story</p> <p>I can talk about a gift that is special to me</p> <p>I can suggest a gift that I give to Jesus</p> <p>To know a story about Jesus showing friendship</p> <p>To talk about friends and the reason to like them</p>	<p>example of when Jesus showed kindness</p> <p>I can tell when I have been kind to other even when it was difficult</p> <p>I can explain my reasons why Christians should be kind</p> <p>know Christmas Story and start to explain that Jesus was a gift from God</p> <p>I can suggest ways to help solve a problem by showing love</p> <p>I can make links between my personal life and the reason we are given something special</p> <p>I can say why Christians think God gave Jesus to the world</p> <p>Remember some facts about Muslim prayer</p>	<p>I can tell how I demonstrate my respect for other people.</p> <p>I can explain my reasons why Muslims respect Allah.</p> <p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p>	<p>and start to explain their reasons.</p> <p>I can give examples of agreements and contracts and explain how I would feel if one was broken.</p> <p>I can talk about some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p>Know some of the symbols in the Christmas story and know what they mean to Christians.</p> <p>To design a symbol to tell you something about myself and explain it.</p> <p>To ask questions about what Christmas means to Christians and</p>	<p>these are more significant than the others.</p> <p>I can explain that people show commitment in different ways and explain the reasons.</p> <p>I can explain why I think Hindus might choose different ways to show commitment to God.</p> <p>Know that Christian belief that Jesus was the Incarnation of God.</p> <p>To express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p>
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		<p>would like to share in a special meal</p> <p>I can make the link between being Jewish and decisions how to behave</p> <p>To know what Rosh Hashanah OR Yom Kippur is about</p> <p>I can tell how it feels to say sorry and what I have said sorry for</p> <p>I can express my thinking about a picture and to say why this might be important to Jewish children in either Rosh Hashanah OR Yom Kippur</p>	<p>belonging to Muslim prayers in a mosque</p> <p>I can understand how meeting in a certain place could make me feel like I belong</p> <p>Remember some of events that happened during Hajj and explain why these are important to Muslims</p> <p>I can express my thinking about a special journey and why it was special to me</p> <p>I can tell why Hajj is significance to a Muslim.</p>	<p>Muhammad and his role and importance to Muslims.</p> <p>I can make links between being honest and trustworthy and being respected.</p> <p>I can reflect on somebody important to me and the influence they have in my life.</p> <p>I know what the Qur'an teaches and its impact on the lives and actions of Muslims today.</p> <p>Make links between the rules in school and the rules Qur'an has given to Muslims.</p> <p>I can explain something I have</p>	<p>I can make links between my personal life involving forgiveness and can talk about what sort of help I might need to show forgiveness.</p> <p>I can understand how Christians believe God can help them show forgiveness.</p> <p>To know some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p> <p>I can explain why I think some things need to wait until you are a certain age.</p>	<p>consequence of events during Holy Week)</p> <p>To describe someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>I can express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>I know some of the ways that Muslims choose to show commitment to God and know that some of these will be more significant to some Muslims than others.</p> <p>I can express my opinion why people show commitment in different ways.</p> <p>I can explain why there might be different ways of showing commitment to God which would be better than others for Muslims.</p>
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				<p>learnt from a book that has helped me.</p> <p>I can consider some actions a Muslim could take to follow the teachings in the Qur'an.</p>	<p>I can give you examples of things I am committed to and explain which ones are more or less important to me.</p> <p>To know that Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p> <p>I can tell you about a special place and how that special place makes me feel and give reasons.</p>	<p>I know different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p> <p>I can express my thinking why people show commitment in different ways.</p> <p>I can explain why I think some ways of showing commitment to God would be better than others for Christians</p>
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