



Osmotherley CP Primary School RE Curriculum

RE explores big questions about life in order to find out what people believe or what difference this makes to how they live.

(NY agreed syllabus)

Intent

At Osmotherley Primary School, we strive to provide a high-quality knowledge-rich RE education, equipping our children with the knowledge and skills to develop a sense of place and to encourage a curiosity, understanding and tolerance of different world faiths. We encourage our pupils to develop an understanding of religions and world views. We aim to build an understanding of how RE provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human.

RE at Osmotherley School will be taught using the North Yorkshire Locally Agreed Syllabus 2019-2024), in Reception, Key Stage 1 and Key Stage 2. There is no digital version of the Locally Agreed Syllabus but a printed copy is available at school. Reception children will also explore RE through the [Early Years Framework](#).

The children will learn about the main world religions and world views. In Reception, Children will explore different cultures and beliefs through stories and exploration. They will start to think about their own beliefs and what happens in their own community. In Key Stage One, the children will look at Christianity and Islam, beginning to ask questions and understand what it means to be a Christian and a Muslim. They will explore other beliefs and religions through celebrations and stories. In Key Stage 2, children develop knowledge of world religions and non-religious groups. They become familiar with the beliefs of Christians, Muslims, Hindus, Jews and Humanists. Throughout their time at Osmotherley RE will be approached through using Key Questions and key concepts are revisited over time encouraging deeper understanding of the aspects being taught. In Key Stage One the three strands the curriculum will focus on are living, believing and expressing, in Key Stage Two these will be developed further by having knowledge and understanding of world religions, developing skills to respond to worldviews using personal ideas and opinions and able to express ideas and insights about significance of world religions and views.

We recognise that, as a rural school in North Yorkshire, opportunities to learn about different religions first hand or visit places of worship

from different faiths are limited so we will provide opportunities to visit a Hindu temple in Middlesbrough in addition to visits to city synagogues, mosques and cathedrals in Upper Key Stage 2 on the residential trip to Liverpool. We celebrate diversity at Osmotherley School through literature, discussion and debate.

There is a clear progression in the skills and knowledge taught throughout the school and deliberate practice allows children to improve fluency, leading to mastery and an alteration to their long-term memory, preparing them well for the next steps in their learning.

Implementation

Within EYFS, RE will be taught every week, through exploring and asking questions about their families and community and listening to stories from other cultures and within continuous provision.

In Key Stage One and Key Stage Two, RE will be taught for an hour every week. Within both Key Stages, prior learning tasks will be set at the beginning of each unit of learning, to establish what has been remembered from previous learning. The unit will then be taught in small steps to ensure a sequenced, consistent approach to the new knowledge is being taught.

Impact

At the end of the unit, spaced recalls at 2, 6 and 12 weeks are used to assess the essential knowledge that the children are expected to remember. This essential knowledge is shared with parents and carers at the start of each learning unit. Individual children who have gaps in key essential knowledge after the week 12 recall, have 5 minute keep up sessions with a member of staff to address the gaps.

Monitoring of RE is conducted by the subject leader, the headteacher and the governors through lesson visits, book scrutiny, pupil voice interviews and analysis of essential knowledge gaps.

RE Curriculum Progression and End Points

	Early Years Expected by end of Reception year	Key Stage 1 Years 1 and 2 Expected by end of Y2	Lower Key Stage 2 Years 3 and 4 Expected by end of Year 4	Upper Key Stage 2 Years 5 and 6 Expected by end of Y6	
RE vocabulary					
Living	Religious practices / ways of living	Know where we belong	Know what it means to belong to a faith community	Know what it means to be a Christian in Britain today	Know what it means to be a Muslim in Britain today
	Values and commitments	Know what is special about our world	Know how to care for others and the world	Know what we can learn from religions about deciding what is right and wrong	Know what matters most to Christians and Humanists What difference does it make to believe in ahimsa (harmlessness) grace and/or Ummah (community)
Believing	Religious beliefs		Know who is a Christian and what they believe Know who is a Muslim and what they believe	Know what different people believe about God	Know why some people believe God exists
	Teaching , sources	Know which stories are special and why	Know what can we learn from sacred books	Know why the Bible is so important for Christians today	

	Meaning, Purpose, Truth			Know why Jesus is inspiring to some people	Know how we can live by the values of Jesus in the 21 st Century Know what religions say to us when life gets hard
Expressing	Religious and spiritual forms of expression/ identity and diversity	Know what places are special and why Know what times are special and why	Know what makes some places sacred Know how and why we celebrate special and sacred times	Know why people pray Know why festivals are important to religious communities Know why some people think that life is a journey and the significant experiences that mark this	Know why people go to a place of worship (if God is everywhere) Have a view on whether it is better to express beliefs through arts and architecture or through charity and generosity

IN KEY STAGE ONE, ALL ASPECTS OF THE CURRICULUM WILL BE COVERED OVER 2 YEARS

IN KEY STAGE TWO, EACH ASPECT WILL BE REVISITED IN A TWO-YEAR CYCLE SO COVERED BY ALL PUPILS IN LOWER AND UPPER KEY STAGE 2.

IN THE NORTH YORKSHIRE LOCALLY AGREED SYLLABUS, TOPICS IN R.E. CENTRE AROUND QUESTIONS OF ENQUIRY.

	Autumn	Spring	Summer
Reception	<p>Where do we belong? Talk about their family and why they are special. Where do we live? Go to school? Welcoming a baby introducing baptism/Aqiqah</p> <p>Which times are special and why? Special times with friends and family Remembrance in Osmotherley Diwali (Hindu Festival) Celebrating Christmas</p>	<p>Which people are special and why? Who is special to them and why? Which people help us How can you show you are a good friend? What stories did Jesus tell to show how to help others. What stories do special people tell in other religions (Prophet Muhammad pbuh). Which stories are special and why? What do you like about your favourite story Why some stories are important Introducing the bible and its stories</p>	<p>Which places are special and why? Where do you feel safe and why? Where do you feel happy? Where is special to Christians- explore the church Where is special to Muslims? - looking at the Mosque What is special about our world? What do we like about nature? What stories do Christians tell about the Creation? How do we look after animals and plants? Buddhism- Prince Siddatha and the Swan</p>

		Listening to stories from other religions and cultures The Easter Story.	Islam- The boy who threw stones
KS 1 Year A	<p>What does it mean to belong in a Faith community? What is a community? What communities do I belong to? Know that Osmotherley is a community. Know the symbols that show a Christian community. Know how babies are welcomed into a Christian community (baptism) Find out how Muslims show they belong to their community. How babies are welcomed into Islam (Aqiqah)</p> <p>How and why do we celebrate special times? What does celebration mean? Special times with friends and family How our community celebrates Remembrance, How are festivals celebrated in other religions: the importance of light: Diwali, Hanukkah, Advent. Importance of Jesus to Christians and which festivals celebrate this, How Christmas is celebrated.</p>	<p>Who is a Christian and what do they believe? What makes people special to you? What does belief mean? What beliefs do Christians have about God Christians believe in forgiveness and kindness How does the Bible help Christians with their beliefs? What stories does Jesus tell? To recall symbols that Christians use to show belief and importance of the cross. Significance of Shrove Tuesday/Ash Wednesday Lent/Easter why important Importance of Parables, Palm Sunday and Holy week</p>	<p>How should we care for each other and the world and why does it matter? What makes each person unique How do we show each other we care? Hindu Festival: Raksha Bandan (brother and sisters) How Bible stories show how to care for others (The Good Samaritan) Importance of putting someone before yourself (Islam Be my Guest) Retelling the Christian Creation Story and why it is important Importance of Harvest to Christians Meaning of Buddhist Story- Prince Siddatha and the Swan Meaning of Islamic Story: The boy who threw stones</p>
KS1 Year B	<p>What can we learn from sacred books? What is a story? What makes some stories special? What makes them sacred? What does sacred mean? Explore the Bible, its meanings and stories Explore the Quran its importance, stories of Prophet Mohammad and Allah.</p>	<p>Who is a Muslim and what do they believe? What does belief mean? Explore the main beliefs of Muslims, their place of worship, ceremonies, holy book The importance of Ramadan and Eid el Fitr.</p>	<p>What makes some places sacred? What does sacred mean? Explore the church, its importance and key features Explore the mosque its importance and key features</p>

	<p>How and why do we celebrate special times? What does celebrate mean Weddings (Christian/Islam) Advent/Christmas</p>		
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KS2 Red=y3/4 Black=y5/6	Autumn	Spring	Summer
Year A	<p>What do different people believe about God? (Y3/4) Why do some people believe God exists? (Y5/6) including Judaism focus</p>	<p>Why festivals are important to religious communities? (Y3/4) What matters most to Christians and Humanists? Part one Christian focus- the Easter story (Y5/6)</p>	<p>What does it mean to be a Christian in Britain today? (Y3/4) Why the Bible is so important for Christians today? (Y3/4) What matters most to Christians and Humanists? part two Christian and Humanist codes for living(Y5/6) What would Jesus do? (Y5/6) focus on forgiveness and purpose of sacrifice and resurrection for Christians</p>
Year B	<p>What does it mean to be a Hindu in Britain today? (Y3/4) (Y5/6) What difference does Ahimsa (non-violence/being harmless) make to the lives of Hindus? including Ghandi focus</p>	<p>Why do some people think life is a like a journey? (y3/4) What matters most to Christians and humanists? (Y5/6) focus on Humanist and Christian comparisons: weddings and baby-naming ceremonies</p>	<p>Why do people pray? (Y3/4) Why do people go to a place of worship? (Y5/6) including focus on Judaism</p>
Year C	<p>What do different people believe about God? (Y3/4) What does it means to be a Muslim in Britain today? (Y5/6)</p>	<p>What can we learn from religions about deciding what is right and wrong? (Y3/4) Muslim/Christian focus: What do Muslim aid and Christian aid say about a religious</p>	<p>Why are festivals important to religious communities? (Y3/4) What difference does it make to believe in ummah (Islamic community) and Jewish</p>

		<p>responsibility to be charitable and generous? Understand spiritual wealth versus material wealth.</p> <p>Is it better to express your religion in arts and architecture or in charity and generosity? (Y5/6) focus on church, mosque, synagogue</p>	<p>community (the chosen people)? (Y5/6)</p>
<p>Year D</p>	<p>What we can learn from religions about deciding what is right and wrong? (Y3/4) Judaism, Christianity and Humanist focus to explain some similarities and differences between codes for living/religious rules for life.</p> <p>What matters most to Christians and Humanists? (Y5/6) recall Christian/Humanist values and discuss how they apply to pupils' own lives.</p>	<p>Why is Jesus inspiring to some people? (Y3/4) What would Jesus do in modern times? (Y5/6) focus on his advice and rules for life through his parables</p>	<p>Why do some people think life is like a journey? (Y3/4) with specific focus on Judaism</p> <p>(Y5/6) What do religions say to us when life gets hard?</p>