



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 RE education, which engages, inspires and challenges pupils, equipping them 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 2024-2029, in Reception, Key Stage 1 and Key Stage 2. 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.

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.

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 the nearest mosques (situated in Darlington) and Hindu temples (in Middlesbrough) in addition to visits to city synagogues, mosques and cathedrals in Upper key stage 2 on a residential trip to Liverpool.

We celebrate diversity at Osmotherley School through literature, discussion and debate.

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.

Parents are reminded that, in the UK, they have the right to withdraw their children from collective acts of worship and RE lessons on the grounds that they wish to provide their own religious education. This right was granted when 'religious education' was, in effect, 'religious instruction' in the Christian faith. RE is very different now. It is inclusive and wide-ranging, exploring a range of religious and non-religious worldviews. However, if any parents, who would still prefer to withdraw their children from RE, should inform the headteacher in a formal written letter.

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				
know and understand a range of religions and world views	Explore different beliefs, practices, festivals and worship Talk about religious stories that you have listened to	Recall and name different beliefs and practices including festivals and worship. Recall and suggest meanings to some religious stories, exploring and discussing some sacred writings. Recognise different symbols and actions which express a community's way of life.	Know and understand how these religions (Christianity, Islam, Hinduism and Judaism) can help religious people through their lives. Know and understand how Humanism is a completely non-religious world view with Humanists globally feeling a sense of belonging to the Humanist community. Summarise the core beliefs/teachings of the religious and non-religious worldviews above.	Describe and make connections between different religions and world views, discovering more about celebrations, worship, pilgrimages and rituals which mark important points in life in order to reflect thoughtfully on their ideas. Describe and understand links between stories and other aspects of the studied communities, responding thoughtfully. Explore and describe a

				range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
express ideas and communicate the impact of religions and worldviews	<p>Explore what a community is</p> <p>Talk about your life</p> <p>Explore the different religions we have in our country</p>	<p>Ask and respond to questions about what communities do and why so that they can identify the difference belonging to a community might make.</p> <p>Notice and respond sensitively to some similarities between different religions.</p>	<p>Explore how religious communities experience a feeling of fellowship as they celebrate key religious festivals.</p> <p>Explore the differences between religious and non-religious communities (Humanists) as they participate in festivals (for example: Christmas) and experience the same festival in either a religious spiritual sense or not.</p> <p>Identify how some religious people see life as a journey (often leading to an afterlife).</p>	<p>Observe and understand varied examples of religions and world views so that they can explain with reasons their meaning and significance to individuals and communities.</p> <p>Understand the challenge of commitment to a community of faith, suggesting why belonging to a community might be valuable in diverse communities and within their own lives.</p> <p>Explore and consider different dimensions of religion with understanding.</p>

<p>gain and deploy skills to engage with different religions and worldviews</p>	<p>Begin to ask questions to find out about different religions and people.</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response.</p> <p>Find out and respond with ideas to examples of co-operation between people who are different.</p> <p>Find out about questions of right or wrong and begin to express their ideas and opinions in response.</p>	<p>Identify similarities and differences of Christians, Hindus and Humanists in Britain today and the rich diversity and culture of the United Kingdom.</p> <p>Summarise family traditions and festivals which matter to Jewish people and explore their importance in the Jewish faith.</p>	<p>Discuss and present thoughtfully their own and others views about belonging, meaning, purpose and truth.</p> <p>Consider and apply ideas about how diverse communities can live together for the wellbeing of all (responding thoughtfully to community values and respect).</p> <p>Discuss and apply their own and the ideas of others about ethical questions: morals/justice</p>
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	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
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Reception	<p>Autumn 1</p> <p>Where do we belong?</p> <ol style="list-style-type: none"> 1. Think of own lives: times that have made them feel special 2. How do we welcome people into school? 3. Welcoming new babies <p>Exploring new vocabulary linked to Christian baptism and Muslim Aquiqah</p> <p>Key Vocabulary: religion, belonging, Christian, Muslim, special, baptism, Aquiqah.</p>	<p>Spring 1</p> <p>What is special about our world?</p> <ol style="list-style-type: none"> 1. Looking at nature and our world through exploring school grounds/Spring 2. Look at stories of Creation and Nature talk about what different people think 3. How do we look after animals and plants 4. How have we “messed up” our world and how we can look after it. <p>Key Vocabulary nature, world, special, creation, Christian, environment.</p>	<p>Which places are special and why?</p> <ol style="list-style-type: none"> 1. What places are special to you and why? 2. Know what the word religious means and find out about different religious communities 3. Know they have a special place that they can visit and have special meaning to them 4. Muslims -mosque: A virtual tour of a mosque 5. Christians - church, look round Osmotherley Church 6. Know that not everyone goes to a religious building to show their beliefs 7. Other places that may be special and why. <p>Key Vocabulary: place, special, religious, building, Muslim, mosque, minaret, prayer hall, Imam,</p>
	<p>Autumn 2</p> <p>Which times are special and why</p> <ol style="list-style-type: none"> 1. What special times have you had with friends and family? 2. Special celebrations 3. Diwali -Hindu Festival of Light 4. Christmas- how do they celebrate Christmas, why do Christians celebrate Christmas. <p>Key Vocabulary: celebrate, festival, religion, Hindu, Diwali, Christian, Christmas</p>	<p>Spring 2</p> <p>Which people are special and why?</p> <ol style="list-style-type: none"> 1. People who are special to you 2. People who look after us and help us 3. What makes a good friend? 4. Prophet Muhammad and his stories what makes him special 5. Jesus and his stories what makes him special -Easter. <p>Key Vocabulary religion, special, friend, Muslim, Prophet Muhammad, Christian, Jesus, Easter.</p>	<p>Christian, church, font, alter, pews, pulpit, vicar</p>
<p>What stories are special and why? - stories from Christians, Muslims, Hindus. Reading stories from the different religions linked to the themes being studied that term: Introduce “special books - Bible, Qu’ran,</p>			

KS 1 Year A	Autumn 1: Who is a Christian and what do they believe? (Part 1) What is belief? Look at Christian beliefs about God and Jesus Looking at stories that show beliefs in God. Using Bible stories to think about right and wrong. Asking questions about beliefs beginning to develop own ideas	Spring 1: Who is a Muslim and what do they believe? (Part 1) What does belief mean? Explore the main beliefs of Muslims, their place of worship, ceremonies, holy book	Summer 1: 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.
	Autumn 2: How and why do we celebrate special times? (Part 1)- Focus Christmas What does celebration mean? Special times with friends and family How our community celebrates Remembrance, What are festivals, explore different festivals How is Christmas celebrated? Why is Christmas important to Christians - Christmas story/Advent.	Spring 2: 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. Revisit Baptism and Aqiquah Weddings	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
KS1 Year B	Autumn 1: Who is Hindu and what do they believe? Recap what is belief? Talk simply about what Hindus believe about God:	Spring 1 Who is a Muslim and what do they believe? (Part 2) - Focus Ramadan and Eid What does belief mean? Explore the main beliefs of Muslims, their	Summer 1 What makes some places sacred? What does sacred mean? Know what a place of worship is Look at different places of worship from main

	<p>(One God in many forms) Explore the different forms: Brahma, Vishnu, Shiva. Look at the stories and explore them in creative ways</p>	<p>place of worship, ceremonies, holy book The importance of Ramadan and Eid el Fitr.</p> <p>Vocabulary: Islam, Allah, Muslim, Prophet Muhammad, Qur'an,</p>	<p>religions in the UK. Explore the church, its importance and key features Explore the mosque its importance and key features Explore the hindu temple</p>
	<p>Autumn 2: How and why do we celebrate special and sacred times (Part 2) - Focus Diwali</p> <p>What is celebration? What do we celebrate? Look at what and how others celebrate. Identify some ways Hindus celebrate Diwali and talk about how this might make them feel Tell the story of Rama and Sita Look at Hindus celebrate Diwali Why do they celebrate Diwali</p> <p>Weddings: Christian/Hindu</p>	<p>Spring 2: Who is Christian and what do they believe (Part 2) Focus: Easter</p> <p>What is belief? What are Christian beliefs 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>	

KS2	Autumn	Spring	Summer
Year A	<p>What does it mean to be a Humanist in Britain today (y3/4) L2 11 ESSENTIAL KNOWLEDGE know that Humanists believe in humanity and they don't believe in God recall 3 key facts about Humanists and their world view: there is no afterlife so important to make thoughtful choices throughout life the golden rule: to treat others as you would want to be treated with love and respect Science provides the most reliable route to knowledge: truth honesty compassion and co-operation and make links to own values</p> <p>What matters most to Christians and Humanists? (y5/6) u2.7 ESSENTIAL KNOWLEDGE</p> <p>Know that Christians believe the bridge between people and God is mended(after The Fall) through the crucifixion of Jesus who died for the sins of mankind Understand the concept of a moral code Know the main Christian values of love, compassion and respect, remembering Jesus's new rule of forgiveness</p>	<p>What does it mean to be a Christian in Britain today? (Y3/4) L2 7 ESSENTIAL KNOWLEDGE know that Christians believe in old and new testament in bible know that Christians believe Jesus was the son of God and died for the sins of humans and was resurrected know that a Christian home may have bible/cross/religious scriptures/pictures/ornaments describe some ways in which Christians can express their faith through Christian hymns and modern worship songs explore advantages and disadvantages to being a Christian in Britain today: access to many different types of church/royal family in public eye close links to Christianity/Christian charities including Salvation Army disadvantages/challenges being a Christian: prejudice/lack of understanding towards Christian faith/difficulty following rules of Jesus in materialistic modern world</p> <p>What does it means to be a Muslim in Britain today? (Y5/6) u2 6 ESSENTIAL KNOWLEDGE know that Muslims believe in one God (Allah) worship in a mosque and worship leader called Imam understand Muslim practice of the Five Pillars- more detailed focus on Ummah (Muslim community and) Shahadah (their</p>	<p>What does it mean to be a Hindu in Britain today? (Y3/4) (Y5/6) L 28 ESSENTIAL KNOWLEDGE know that Hindus believe in Brahman revealing different aspects of self through many gods and goddesses know that Hindu priest worship leader is in Hindu temple (mandir) Describe outline of prayer rituals for Hindus in mandir and at home in puja Discuss advantages of being a Hindu in Britain today: multi-cultural country/previous pm a Hindu/ access to mandir disadvantages: rural areas not easy access to mandir/only 2% of population identifies as Hindu</p> <p>Why do some people believe God exists? (Y5/6) u2 1 part one including Christian and Judaism focus ESSENTIAL KNOWLEDGE know Jewish place of worship-synagogue, Jewish leader-rabbi, Jewish holy book-Torah Jewish symbol- star of David Know Christian place of worship-church/cathedral Christian leader- vicar/priest Christian holy book -new testament and old symbol-cross Jewish people believe they have a special covenant with God.</p>

	<p>Know the main Humanist rules of truth, freedom, love, fairness, respect</p> <p>Know the new testament quote:</p> <p>Jesus said: <i>Love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind; and your neighbour as yourself</i></p> <p>Know Humanist golden rule:</p> <p>Aim to treat each other as you would like to be treated yourself – with tolerance, consideration, respect, love and compassion.</p>	<p>belief about God and the Prophet Muhammad)</p> <p>Describe and reflect upon the significance of the Holy Qur'an to Muslims</p> <p>know about the importance of prayer and Ramadan</p>	<p>know some significant figures in History who attribute achievement/resilience to faith</p> <p>Know definitions of atheist/agnostic/theist/abrahamic religions</p> <p>Know that some people reject religion or change religion in their life and reasons why</p> <p>Know how believing in God can be valuable to some people</p>
Year B	<p>Why is the bible important for Christians today? (y3/4) L 2 2</p> <p>What would Jesus do ?(Y5/6) U2 2 focus on forgiveness and on his advice and rules for life through his parables</p>	<p>How do family life and festivals show what matters to Jewish people? (y3/4) L 2 10</p> <p>What difference does it make to believe in ummah (Islamic community) and Jewish community (the chosen people)? (Y5/6) U2 8 part one</p>	<p>What do different people believe about God? (y3/4) L 2 1</p> <p>Why do some people believe God exists part 2 (y5/6) U 2 1 focus on Hindus and Muslims</p> <p>Know Hindu place of worship-mandir Hindu religious leader-Hindu priest many sacred texts..most ancient and sacred - the Vedas symbol -aum</p>

Year C	<p>How do people in religious and non-religious communities celebrate key festivals? (y3/4) L 2 5a</p> <p>If God is everywhere, why go to a place of worship? (y5/6) U2 4 including importance of gathering for festivals and places of worship to spend time with God alone or with others</p>	<p>Why Is Jesus inspiring? (y3/4) L2 4 focus on his good deeds through his life and his message of love and forgiveness and salvation through his death</p> <p>Is it better to express your religion in arts and architecture or in charity and generosity? (Y5/6) focus on church, mosque/Christian Aid /Muslim Aid</p>	<p>Why do people pray? (y3/4) L 2 4</p> <p>What difference does it make to believe in ahimsa (Hindu community) and Christian community (grace)? (Y5/6) U2 8 part two</p> <p>What difference does Ahimsa (non-violence/being harmless) make to the lives of Hindus? including Ghandi focus</p>
Year D	<p>What do different people believe about God? L2 1 (Y3/4) Hinduism and Judaism focus</p> <p>ESSENTIAL KNOWLEDGE: Hindus believe that different aspects of the one God Brahman are shown through many Hindu god and goddesses. Know Hindu place of worship-mandir Hindu religious leader-Hindu priest many sacred texts..most ancient and sacred - the Vedas symbol -aum Jews believe that there is only one god who is all-knowing all-powerful and existing always and everywhere The story of Moses is key part of Judaism and the Passover festival celebrates the exodus.</p>	<p>Why do some people think life is a like a journey? (y3/4)L2 6</p> <p>What can be done to reduce racism? Can religion help? y5/6 U2 9</p>	<p>What can we learn from religions about deciding what is right and wrong? (Y3/4) L29 Interpreting religious stories with moral message. Understand spiritual wealth versus material wealth.</p> <p>ESSENTIAL KNOWLEDGE . Judaism, Christianity and Humanist focus to explain some similarities and differences between Jewish laws (including ten commandments), Christian rules to love thy neighbour and forgive and the Humanist code for living to respect and treat others well Name several of the ten commandments.</p> <p>(Y5/6) What do religions say to us when life</p>

<p>know Jewish place of worship- synagogue, Jewish leader-rabbi, Jewish holy book-Torah Jewish symbol- star of David</p> <p>What do religious/non-religious worldviews teach us about caring for the earth? (y5/6) U2 10</p>		<p>gets hard? U2 3</p>
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