Our End Goal

What will our pupils be able to do when they leave Etwall Primary School?

Our pupils will have developed a sense of identity and belonging, allowing them to flourish individually within their communities and as citizens in a multicultural society and global community. As well as gaining subject knowledge of at least four religions, they will have developed self-confidence of their own religious views whilst having a good understanding and appreciation of others views, allowing them to show sensitivity and mutual respect – a skill needed in modern day Britain. This will be further enhanced by links to PSHCE and British Values. Pupils will be taught how to pose questions to find a greater understanding of religions and will have a more philosophical approach in finding answers to these questions. The skills and knowledge will be built on year upon year so our pupils leave Etwall Primary School being able to reflect on what they have learnt and transfer this to the wider community.

- · ·		/ Agreed Syllabus 2020-2	025)						
What are the basic requirements from the National Curriculum?									
Religious Education for	young people should :-								
*Provoke challenging q	uestions								
*Encourages pupils to e	explore their own beliefs								
	I their sense of identity a	nd belonging							
*Teaches pupils to deve		0 0							
	sider their responsibilitie	S							
EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B			
F5. Where do we belong?	1.2 Who is a Muslim and	1.8 How should we care	L2.8 What does it mean to	L2.7 What does it mean to	U2.7 What matters most	U2.1 Why do some people			
Christians, Hindus,	what do they believe?	for others and the world,	be a Hindu in Britain	be a Christian in Britain	to Christians and	think God exists?			
Muslims	(Part 1)	Part 1) and why does it matter? today? (Part 1) today? (Part 1) Humanists? Christians, non-religious							
	Muslims	Christians and Jewish	Hindus	Christians	Christians and non-	(Humanists)			
F4. Which times are		people			religious (Humanists)				
special and why?	1.6 How and why do we		L2.8 What does it mean to	L2.7 What does it mean to		U2.8 What difference does			
Christians, Hindus and	celebrate special and	1.7 What does it mean to	be a Hindu in Britain	be a Christian in Britain	U2.2 What would Jesus	it make to believe in			
Jewish people	sacred times? (Part 1)	belong to a faith	today? (Part 2)	today? (Part 2)	do? (Can we live by the	Ashima, Grace and			
	Christians, Muslims and	community?	Hindus	Christians	values of Jesus in the 21 st	Ummah?			
F6. What is special about	Jewish people	Christians, Muslims and			century?)	Christians, Muslims and			
our world?		Jewish people	L2.2 Why is the Bible so	L2.5 Why are festivals so	Christians	Hindus			
Christians, Muslims and	1.2 Who is a Muslim and		important for Christians	important to religious					
Jewish people	what do they believe?	1.1Who is a Christian and	today?	communities? Eid	U2.6 What does it mean to	U2.5 Is it better to express			
	(Part 2)	what do they believe (Part	Christians	Christians and Hindus,	be a Muslim in Britain	your beliefs in arts and			
F2. Which people are	Muslims	1)		Jewish people and	today ?(Part 1)	architecture or in charity			
special and why?	Christians L2.5 Why are festivals Muslims Muslims and generosity?								
Christians, Muslims and	1.6 How and why do we		important to religious			Christians, Muslims and			
Jewish people	celebrate special and	1.1Who is a Christian and	communities? Easter	L2.3 Why is Jesus inspiring	U2.6 What does it mean to	non-religious (Humanists)			
F3. Which places are	sacred times (Part 2)	what do they believe (Part		to some people?	be a Muslim in Britain				
special and why?		2)		Christians	today? (Part 2)				

Christians and Muslims	Christians, Muslims and	Christians	Christians and Hindus,		Muslims	U2.3 What do religions say
	Jewish people		Jewish people and	L2.9 What can we learn		to us when life gets hard?
F1. What stories are		1.4 How can we learn from	Muslims	from religions about what	U2.4 If God is everywhere,	Christians, Hindus and
special and why?	1.5 What makes some	sacred books?		is right and wrong?	why go to a place of	non-religious responses
Christians, Hindus and	places sacred?	Christians, Muslims and	L2.1 What do different	Christians, Jewish people,	worship?	
Muslims	Christians, Muslims and	Jewish people.	people believe about God?	non-religious people	Christians, Hindus and	
	Jewish people		Hindus, Christians and	(Humanist)	Jewish people.	
		1.3 Who is Jewish and wat	Muslims			
		do they believe?		L2.6 Why do some people		
		Jewish people	L2.4 Why do people pray?	think life is like a journey		
			Christians, Hindus and	and what significant		
			Muslims	experiences mark this?		
				Christians, Hindus and		
				Jewish people.		

EYFS	Year 1/2	Year 3/4	Year 5/6
 Discovering Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth Expressing – Religious and spiritual forms of expression; questions about identity and diversity Living – Religious practises and ways of living; questions about values and commitments 	 Exploring Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth Expressing – Religious and spiritual forms of expression; questions about identity and diversity Living – Religious practises and ways of living; questions about values and commitments 	 Connecting Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth Expressing – Religious and spiritual forms of expression; questions about identity and diversity Living – Religious practises and ways of living; questions about values and commitments 	 Connecting Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth Expressing – Religious and spiritual forms of expression; questions about identity and diversity Living – Religious practises and ways of living; questions about values and commitments

Know about and understand about a range of religious world views.							
EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B	
Talk about some religious stories.	A1. Recall and name	A1. Recall and name	A1. Describe and make				
	different beliefs and	different beliefs and	connections between	connections between	connections between	connections between	
Recognise some religious words.	practices, including	practices, including	different features of the				
	festivals, worship, rituals	festivals, worship, rituals	religions and	religions and	religions and	religions and	
Identify some of their own feelings in	and ways of life, in order	and ways of life, in order	worldviews they study,	worldviews they study,	worldviews they study,	worldviews they study,	
the stories they hear.	to find out about the	to find out about the	discovering more about	discovering more about	discovering more about	discovering more about	
	meanings behind them.	meanings behind them.	celebrations, worship,	celebrations, worship,	celebrations, worship,	celebrations, worship,	
Identify a sacred text e.g. Bible, Qur'an.			pilgrimages and the	pilgrimages and the	pilgrimages and the	pilgrimages and the	

	A2. Retell and suggest	A2. Retell and suggest	rituals which mark	rituals which mark	rituals which mark	rituals which mark
Talk about what Jesus teaches about	meanings to some	meanings to some	important points in life,			
	U U	0	• • •			
keeping promises and say why keeping	religious and moral	religious and moral	in order to reflect on			
promises is a good thing to do.	stories, exploring and	stories, exploring and	their significance.	their significance.	their significance.	their significance.
	discussing scared writings	discussing scared writings				
Talk about what Jesus teaches about	and sources of wisdom	and sources of wisdom	A2. Describe and	A2. Describe and	A2. Describe and	A2. Describe and
saying 'thank you', and why it is good	and recognising the	and recognising the	understand the links	understand the links	understand the links	understand the links
to thank and be thanked.	traditions from which	traditions from which	between stories and	between stories and	between stories and	between stories and
	they come.	they come.	other aspects of the			
			communities they are	communities they are	communities they are	communities they are
Talk about people who are special to	A3. Recognise some	A3. Recognise some	investigating,	investigating,	investigating,	investigating,
them.	different symbols and	different symbols and	responding thoughtfully	responding thoughtfully	responding thoughtfully	responding thoughtfully
	actions which express a	actions which express a	to a range of sources of			
Say what makes their families and	community's way of life,	community's way of life,	wisdom and to beliefs			
friends special to them.	appreciating some	appreciating some	and teachings that arise			
	similarities and	similarities and	from them in different			
Identify some of the qualities of a good	differences.	differences.	communities.	communities.	communities.	communities.
friend.						
			A3. Explore and	A3. Explore and	A3. Explore and	A3. Explore and
Reflect on the question 'Am I a good			describe a range of			
friend?'			beliefs, symbols and	beliefs, symbols and	beliefs, symbols and	beliefs, symbols and
			actions so that they can			
Recall and talk about stories of Jesus as			understand different	understand different	understand different	understand different
a friend to others.			ways of life and ways of			
			expressing and	expressing and	expressing and	expressing and
Recall stories about special people in			meaning.	meaning.	meaning.	meaning.
other religions and talk about what we	Express ideas and insights a	bout the nature, significance	v	-	incump.	incuring.
can learn from them.	B1. Ask and respond to	B1. Ask and respond to	B1. Observe and	B1. Observe and	B1. Observe and	B1. Observe and
	questions about what	guestions about what	understand varied	understand varied	understand varied	understand varied
Talk about somewhere that is special	individuals and	individuals and				
			examples of religions	examples of religions	examples of religions	examples of religions
to themselves, saying why.	communities do, and	communities do, and	and worldviews so that			
Do oware that come religious people	why, so that pupils can	why, so that pupils can	they can explain, with			
Be aware that some religious people	identify what difference	identify what difference	reasons, their meanings	reasons, their meanings	reasons, their meanings	reasons, their meanings
have places which have special	belonging to a	belonging to a	and significance to	and significance to	and significance to	and significance to
meaning for them.	community might make.	community might make.	individuals and	individuals and	individuals and	individuals and
Tolly a base which a base of the state of the			communities.	communities.	communities.	communities.
Talk about the things that are special	B2. Observe and recount	B2. Observe and recount				
and valued in a place of worship.	different ways of	different ways of	B2. Understand the	B2. Understand the	B2. Understand the	B2. Understand the
	expressing identity and	expressing identity and	challenges of	challenges of	challenges of	challenges of
Identify some significant features of	belonging, responding	belonging, responding	commitment to a	commitment to a	commitment to a	commitment to a
sacred places.	sensitively for	sensitively for	community of faith or			
	themselves.	themselves.	belief, suggesting why	belief, suggesting why	belief, suggesting why	belief, suggesting why
Recognise a place of worship.			belonging to a	belonging to a	belonging to a	belonging to a
	B3. Notice and respond	B3. Notice and respond	community may be	community may be	community may be	community may be
	sensitively to some	sensitively to some	valuable, both in the			
	similarities between	similarities between	diverse communities	diverse communities	diverse communities	diverse communities

Cat to know and use appropriate	different religions and	different religions and	being studied and in			
Get to know and use appropriate	different religions and	different religions and	being studied and in			
words to talk about their thoughts and	worldviews.	worldviews.	their own lives.	their own lives.	their own lives.	their own lives.
feelings when visiting a church.						
			B3. Observe and	B3. Observe and	B3. Observe and	B3. Observe and
Give examples of special occasions and			consider different	consider different	consider different	consider different
suggest features of a good celebration.			dimensions of religion,	dimensions of religion,	dimensions of religion,	dimensions of religion,
			so that they can explore			
Recall simple stories connected with			and show	and show	and show	and show
Christmas/ Easter and a festival from			understanding of	understanding of	understanding of	understanding of
another faith.			similarities and	similarities and	similarities and	similarities and
			differences within and	differences within and	differences within and	differences within and
Say why Christmas / Easter and a			between different	between different	between different	between different
festival from another faith is a special			religions and	religions and	religions and	religions and
time for Christians / members of the			worldviews.	worldviews.	worldviews.	worldviews.
-					worldviews.	worldviews.
other faith.	Gain and deploy the skills h	eeded to engage seriously wi				
De tell velteterre stantes verbies			C1. Discuss and present			
Re-tell religious stories making			thoughtfully their own	thoughtfully their own	thoughtfully their own	thoughtfully their own
connections with personal experiences.			and others' views on			
			challenging questions	challenging questions	challenging questions	challenging questions
Share and record occasions when			about belonging,	about belonging,	about belonging,	about belonging,
things have happened in their lives that			meaning, purpose and	meaning, purpose and	meaning, purpose and	meaning, purpose and
made them feel special.		C1. Explore questions	truth, applying ideas of			
			their own in different			
Recall simply what happens at a		about belonging, meaning	forms including (e.g.)	forms including (e.g.)	forms including (e.g.)	forms including (e.g.)
traditional Christian infant baptism and		and truth so that they can	reasoning, music, art,	reasoning, music, art,	reasoning, music, art,	reasoning, music, art,
dedication.		express their own ideas	and poetry.	and poetry.	and poetry.	and poetry.
		and opinions in response				
Additional opportunity if you have	C1. Explore questions	using words, music, art or	C2. Consider and apply			
children from religions other than	about belonging,	poetry.	ideas about ways in			
Christianity in your setting.	meaning and truth so		which diverse	which diverse	which diverse	which diverse
eniistianity in your setting.	that they can express	C2. Find out about and	communities can live	communities can live	communities can live	communities can live
Recall simply what happens when a		respond with ideas to				
baby is welcomed into a religion other	their own ideas and	examples of co-operation	together for the	together for the	together for the	together for the
	opinions in response	between people who are	wellbeing of all,	wellbeing of all,	wellbeing of all,	wellbeing of all,
than Christianity.	using words, music, art or	different.	responding thoughtfully	responding thoughtfully	responding thoughtfully	responding thoughtfully
Tally also weak to as als the line of	poetry.		to ideas about	to ideas about	to ideas about	to ideas about
Talk about things they find interesting,		C3. Find out about	community, values and	community, values and	community, values and	community, values and
puzzling or wonderful and also about		questions of right and	respect.	respect.	respect.	respect.
their own experiences and feelings		wrong and begin to				
about the world.		express their ideas and	C3. Discuss and apply			
		opinions in response.	their own and others'			
Re-tell stories, talking about what they			ideas about ethical	ideas about ethical	ideas about ethical	ideas about ethical
say about the world, God, human			questions, including	questions, including	questions, including	questions, including
beings.			ideas about what is right			
			and wrong and what is			
Think about the wonders of the natural			just and fair, and			
world, expressing ideas and feelings.			express their own ideas			
			clearly in response.	clearly in response.	clearly in response.	clearly in response.
		1	cically in response.	cicarry in response.	cicuity in response.	sicuriy in response.

Express ideas about how to look after animals and plants.			
Talk about what people do to mess up the world and what they do to look after it.			

EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B	
		Key R	eligious Education Voca	bulary:			
			Christianity				
Bible, Jesus, Christians, God, holy book, vicar, reverend, disciples, church, Christmas, Easter, wedding, Christening, Mother's Day, baptism, nativityOld Testament, New Testament, Pentecost, parable, miracle, resurrection, altar, cross, crucifix, font, lectern, stations of the cross, baptismal pool, pulpit, hymns, Son of God, Harvest, Jerusalem, crucifixion, Palm Sunday, Good Friday, priest, Bethlehem							
			Islam				
Qur'an, Prophet Muhammed, Mosque, Muslims, Mecca (Makkah), Eid-ul-Adha, Aqiquah ceremony, God (Allah)	akkah), star and crescent h		First Surah of the Qur'an, Halal		Five Pillars, ibadah, Shahadah, salat, sawm, zakat, hajj, Ummah, Sunnah, Hadith		
			Judaism				
Synagogue, Jewish, Sukkoth, God	Mezuzah, Shabbat, Chanuka Chanukiah, Tenakh, Torah, I tzitzit, tefillin, tallit, kippah, Star of David, sukkah		Rosh Hashanah, Yom Kippu Commandments	r, bar mitzvah, Ten	Orthodox, reform		
			Hinduism				
Diwali, Buddha, Hindu		thread ceremony, Mandir,	hiva, Gayatri Mantra, sacred ouja, aarti, bhajans, Sanatana is, puja tray, Bhagavad Gita, , kama, moksha, rebirth,	tana ita,			

Faith, similarities, differences, religion, believe, sacred, promises, teachings, special, significant, building, celebrate, festivals, occasions, belong, respect, love, creation, thankfulCandles, light, birth, death, precious, remembrance, artefacts, symbols, right, wrong, good, bad, forgiving, love, respect, signs, actions, traditional, communities, ceremony, Golden Rule, qualities, naming ceremony	Influence, wisdom, guidance, inspiring, fairness, service, sacrifice, comfort, spiritual, atheists, commitments, journey, rituals, milestones, shrine, kindness, generosity	Theist, agnostic, moral, justice, suffering, afterlife, charity, valuable, peace, unconditionally, grace
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