

RE Curriculum

Langford, Wilberforce & Fulham
Primary Schools



Langford Primary
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The curriculum for RE aims to ensure that all pupils:

- Know about and understand a range of religions and worldviews
- Describe, explain and understand beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Subject Content – KS1

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary.

They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas

Subject Content – KS2

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.

They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.

Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/09/RE_Review_Summary.pdf

	Term 1	Term 2	Term 3	Philosophical Enquiry
Nursery	<p>Continue developing positive attitudes about the differences between people.</p> <ul style="list-style-type: none"> ➤ Diwali - Who celebrates Diwali? - How do people celebrate Diwali? - Making Diwa lamps ➤ Christmas - The Christmas story - How do people celebrate Christmas? - Who celebrates Christmas? 	<p>Continue developing positive attitudes about the differences between people.</p> <ul style="list-style-type: none"> ➤ Eid - How do people celebrate Eid? - Who celebrates Eid? ➤ Easter - How do people celebrate Easter? - Who celebrates Easter? 	<p>Continue developing positive attitudes about the differences between people.</p>	<p>Morality</p> <ul style="list-style-type: none"> ➤ Knowing right from wrong
Reception	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> ➤ Diwali - Who celebrates Diwali? - How do people celebrate Diwali? - Making Diwa lamps ➤ Christmas - The Christmas story - How do people celebrate Christmas? - Who celebrates Christmas? 	<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <ul style="list-style-type: none"> ➤ Eid - How do people celebrate Eid? - Who celebrates Eid? - Special place of worship (Mosque) ➤ Easter - How do people celebrate Easter? - Who celebrates Easter? - Special place of worship (Church) 	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Morality</p> <ul style="list-style-type: none"> ➤ Knowing right from wrong
Team 1	<p>Major world religions</p> <ul style="list-style-type: none"> ➤ Our religions/gods ➤ Belonging to a community 	<p>Major world religions</p> <ul style="list-style-type: none"> ➤ Places of worship ➤ Signs and symbols 	<p>Major world religions</p> <ul style="list-style-type: none"> ➤ Sacred texts ➤ Special stories 	<p>Morality</p> <ul style="list-style-type: none"> ➤ Knowing right from wrong
Team 2	<p>Christianity</p> <ul style="list-style-type: none"> ➤ The Story of Christmas ➤ Variations of the story (Babushka) 	<p>Christianity</p> <ul style="list-style-type: none"> ➤ The Easter Story ➤ New life 	<p>Christianity</p> <ul style="list-style-type: none"> ➤ The Ten Commandments ➤ Rules we live by 	<p>Mystery</p> <ul style="list-style-type: none"> ➤ Believing in something we can't see
Team 3	<p>Communities of Faith</p> <ul style="list-style-type: none"> ➤ Followers of religion ➤ Rituals of worship 	<p>Founders of Faith</p> <ul style="list-style-type: none"> ➤ Siddhartha Gautama (Buddhism) ➤ The Prophet Mohammad (Islam) 	<p>Being a Muslim</p> <ul style="list-style-type: none"> ➤ The Five Pillars ➤ Ramadan, Eid & Hajj 	<p>Servitude</p> <ul style="list-style-type: none"> ➤ charity
Team 4	<p>Being a Hindu</p> <ul style="list-style-type: none"> ➤ The Seven Teachings ➤ Holi & Diwali 	<p>Being a Jew</p> <ul style="list-style-type: none"> ➤ The Stages of Life ➤ Rosh Hashanah, Yom Kippur, Hanukkah & Pesach 	<p>Revisiting prior learning</p>	<p>Sin & Forgiveness</p> <ul style="list-style-type: none"> ➤ penance
Team 5	<p>Being a Buddhist</p> <ul style="list-style-type: none"> ➤ The Teachings of Buddha ➤ Dalai Lama 	<p>Being a Sikh</p> <ul style="list-style-type: none"> ➤ Guru Nanak ➤ In the gurdwara 	<p>Religion in Modern Britain</p> <ul style="list-style-type: none"> ➤ Similarities and differences ➤ Inspirational people of faith 	<p>Laws and freedom</p> <ul style="list-style-type: none"> ➤ Do we have a choice?
Team 6	<p>Revisiting prior learning</p>	<p>Living Without Religion</p> <ul style="list-style-type: none"> ➤ Humanism 	<p>Prayer, Meditation & Mindfulness</p> <ul style="list-style-type: none"> ➤ Coping with stress ➤ Talking to others 	<p>Making Moral Choices</p> <ul style="list-style-type: none"> ➤ Human rights ➤ Dealing with conflict

Beyond KS2:

Religious education for children and young people continues to:

- provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- encourage pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

[Religious Education in English Schools: Non-statutory guidance](#)