

Garden Village Primary Academy – Religious Education - Overview (EYFS, Key stage 1 and 2)

Early Years Foundation Stage

In the Early Years Foundation Stage pupils will have the opportunity to develop a growing sense of awareness of self and their own community. They will encounter the diversity of faiths and world views represented in their own community and in Great Britain. Giving young children familiarity with the presence of major faiths, world views and a wide religious vocabulary raises awareness of the diverse nature of the world around them and provides a structure in which to develop their learning.

Key Stage 1

At key stage one, Garden Village Primary Academy will focus their study on Christianity and one other faith. Islam is the recommended other faith. They will encounter the diversity of faiths and world views represented in their own community.

Key Stage 2

At key stage two, Garden Village Primary Academy will focus their study on Christianity and two other faiths taking note also of non-religious world views. At Garden Village, the children will study Islam and Hinduism.

All key stages will utilise the three specific themes to support teaching and learning.

The three specific themes are:



The three curriculum themes are supported by six key broad dimensions:

1. Beliefs, teachings and sources
2. Practices and ways of life
3. Expressing meaning
4. Identity, diversity and belonging
5. Meaning, purpose and truth
6. Values and commitments

	Reception	Year 1 Christianity & Islam	Year 2 Christianity & Islam	Year 3 Christianity, Islam & Hinduism	Year 4 Christianity, Islam & Hinduism	Year 5 Christianity, Islam, Hinduism & Humanism	Year 6 Christianity, Islam & Hinduism
Unit 1	<p><u>Special Places and Festivals/Belonging</u> Identify and ask questions about customs associated with focus religious communities. 1.4b <i>Harvest Festival</i></p>	<p><u>Caring</u> Listen to examples of care and concern shown by communities including religious communities and explore the reasons for these actions. 1.6b <i>What is care and how do faith communities show it?</i></p>	<p><u>Caring for the natural world</u> Explore stories from religious and cultural traditions and find out about attitudes to the natural world 1.6c <i>Caring for the land (Genesis: Adam and Eve) Faith communities beliefs about the world.</i></p>	<p><u>Exploring living by rules</u> Explore rules for living for all, but especially those found in sacred writings and teachings and ask questions about their impact on the lives of believers 2.6a <i>Why do we need rules? (Ten Commandments, The Five Pillars, Golden Rules)</i></p>	<p><u>Environment: Harvest</u> Explore religious/cultural stories and teachings about the environment and identify and reflect their impact on behaviour 2.6d <i>Being thankful for fruits of the Earth and God as the creator.</i></p>	<p><u>Sacred writings: Hindu Dharma</u> Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings 2.1b <i>Hindu sacred writings, Rama and Sita and Diwali.</i></p>	<p><u>Commitment</u> Investigate ceremonies associated with joining or belonging to a faith or community and talk about the meaning of commitment 2.6b <i>Explore the meaning of commitment, responsibilities when an adult and coming of age ceremonies e.g. confirmation.</i></p>
Unit 2	<p><u>The birth of Jesus</u> Explore stories about the lives and teachings of key religious figures and inspirational figures. 1.1b <i>Diwali Christingle Christmas Story</i></p>	<p><u>Belonging</u> Find out about ceremonies in which special moments in the life cycle are marked. 1.4c <i>Why are special moments in life celebrated? (Baptisms - Christians and Islam)</i> Spital Chapel Visit</p>	<p><u>Valuing new life: The Birth of Jesus</u> Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression 1.3c <i>Birth of Jesus (stories and symbolism).</i></p>	<p><u>Religion in the home</u> Compare and contrast the practice of religion in the home in different religious communities 2.2a <i>How are homes in different faiths different? Practicing faiths in the home. (Islam praying 5 times a day)</i></p>	<p><u>Landmarks in life</u> Investigate the importance of ceremonies in which special moments in the life cycle are marked 2.4d <i>Celebrating special points in life (Confirmation, sacred thread).</i></p>	<p><u>Peace</u> Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers and non-believers 2.3a <i>What do different religions say about peace? Sadoko Sasaki's cranes of peace. Visit National Memorial Arboretum</i></p>	<p><u>Words of wisdom</u> Explore the meaning of stories drawn from religious sources and reflect upon the significance of key words, phrases or expressions 2.3b <i>Stories with messages e.g. The Lost Sheep, Prophet Muhammed and the thirsty camel, Abraham and Isaac.</i></p>
Unit 3	<p><u>Relationships, promises and church wedding celebrations</u> Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b Visit Spital Chapel and Elim Church.</p>	<p><u>Celebrations</u> Explore the preparations for and find out about the celebration of festivals. 1.2b <i>How do people and faith communities celebrate (Harvest, Christmas, Easter, birthdays and weddings).</i></p>	<p><u>Worship and ceremonies</u> Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies 1.3b <i>How do Christians and Muslims prepare for acts of worship?</i></p>	<p><u>Symbols of worship</u> Compare and contrast the use of symbols, actions and gestures used in worship by different communities 2.3c <i>Exploring symbolism for different occasions e.g. balloons at birthdays.</i></p>	<p><u>Commitment: Lent</u> Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives 2.6c <i>Explore how people prepare for different events in life. Explore how Christians</i></p>	<p><u>Religious diversity: happiness</u> Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences 2.4a <i>Is happiness the purpose in life? Happiness in Humanism.</i></p>	<p><u>Taking part</u> Find out about the activities of a local religious community and make links with key religious teachings 2.4b <i>Religion in local area. Visit place of worship and explore work of a charity (Elim Church and Community</i></p>

					<i>prepare for Lent.</i>		<i>café). Plan a charitable event.</i>
Unit 4	<p><u>Easter celebrations</u> Find out about ways in which sacred texts are regarded, read and handled by believers. 1.1c</p>	<p><u>Families</u> Listen to and ask questions about stories of individuals, special people and those who have a relationship with God. 1.5b <i>What do different families look like and how can they support? Reflect on church as a family.</i></p>	<p><u>Belonging to a group</u> Identify the importance for some people of belonging to a religion or a community group and recognise the difference this makes to their lives 1.2c <i>What does it mean to belong? Exploring faith communities and how they welcome babies.</i></p>	<p><u>Sharing special food</u> Investigate some features of key religious festivals and celebrations and identify similarities and differences 2.2c <i>Foods eaten at different occasions. The Easter Story (Last Supper).</i></p>	<p><u>Study of a chosen religion</u> Research some key events in the development of a religious tradition and explain the impact on believers today 2.4c <i>Visit faith building, explore religion and features that are important for the believer.</i></p>	<p><u>Easter: suffering and hardship</u> Investigate and reflect upon a range of religious responses to suffering, hardship and death 2.5b <i>Fairness, suffering, hardship and death. Holy Week.</i></p>	<p><u>Belief in action</u> Make links between beliefs and action and reflect how this might have local, national and international impact 2.5d <i>How do people's beliefs effect their day to day lives? How can your values have impact?</i></p>
Unit 5	<p><u>Caring for creation</u> Ask and respond imaginatively to questions about things that are interesting or puzzling in the world. 1.5a</p>	<p><u>Answers</u> Engage with stories and extracts from religious literature and talk about their meanings. 1.1a <i>What can be learnt from stories?</i></p>	<p><u>Storytelling through sacred writings</u> Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers 1.5c <i>The Bible and the Qu'ran and the stories they tell.</i></p>	<p><u>The beginning of the World</u> Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers 2.1d <i>What is meant by creation? Discuss creation stories (Brahma and the Sea of Milk).</i></p>	<p><u>Thinking about God</u> Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice 2.3d <i>How do people of faith describe God (Hindu and Christian)?</i></p>	<p><u>Wise words</u> Explore the origins of sacred writings and consider their importance for believers today 2.1a <i>Explore wise words from the Bible and Qu'ran.</i></p>	<p><u>The importance of hope</u> issues which cause people to wonder and investigate some answers to be found in religious writings and teachings 2.5a <i>Explore evil and hope in the faith of evil. How should believers respond to evil?</i></p>
Unit 6	<p><u>Helping others</u> Hear and respond to stories about belonging to a family or group including religious communities. 1.4a</p>	<p><u>Worship</u> Find out about how and when people worship and ask questions about why this is important to believers. 1.2a <i>How and when do faith communities meet for worship?</i></p>	<p><u>Showing kindness and goodness</u> Listen and respond to stories highlighting the morals and values of all 1.6a <i>Who do believers think are good? How do faith stories encourage followers to be good?</i></p>	<p><u>Religious Leaders</u> Explore the life of key religious figures and make links with teachings and practices of special significance to followers 2.1c <i>What turns someone into a religious leader?</i></p>	<p><u>Features and patterns of worship</u> Identify the main features and patterns of an act of worship and talk about the importance of worship for believers 2.2b <i>What happens when people come together to worship (Christianity and Islam)?</i></p>	<p><u>Values and beliefs</u> Investigate the life of a person who has been inspired by their faith and make links between belief and action 2.2d <i>What do people do when they are inspired by their faith? What can actions say about beliefs?</i></p>	<p><u>Justice: rich and poor</u> Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life 2.5c <i>Explore knowledge of charities. Find out about Islamic Relief and Christian Aid.</i></p>

EYFS- Age Related Expectations (ARE) By the end of Reception

Explore	Engage	Reflect
<p>Pupils talk about past and present events in their own lives and in the lives of family members. They talk about similarities and differences in relation to themselves, places, objects, materials and living things including faith buildings e.g. the church or the mosque.</p>	<p>Pupils can talk about the features of their own immediate environment and how environments might vary from one another and what makes them special and unique. They enjoy learning about the diverse nature of the world around them.</p>	<p>Pupils can talk about how children do not always enjoy the same things and are sensitive to this. They can talk about similarities and differences between themselves and others, and among families, communities, and traditions. They can show how important it is to be part of a community.</p>

Key stage 1 Age Related Expectations (ARE) By the end of year 1

Explore	Engage	Reflect
<p>Pupils use words and phrases to recognise and name features of religious life and practice valued by believers. They can recall religious stories and recognise symbols and other verbal and visual forms of religious expression which have meaning for believers.</p>	<p>Pupils can talk about the experiences of the world around them, stating what is of value and concern to themselves and others. They use stories to identify ways in which people are special and unique.</p>	<p>Pupils can demonstrate awareness that there are many religious traditions/faith communities and that some people do not follow a recognised faith or believe system or identify as being religious.</p>

Key stage 1 Age Related Expectations (ARE) By the end of year 2

Explore	Engage	Reflect
<p>Pupils use words and phrases to identify some features of religious life and practices valued by believers. Pupils retell religious stories and suggest meanings for religious actions and</p>	<p>Pupils can recognise that some questions cause people to wonder and are difficult to answer. They can share ideas about right and wrong</p>	<p>Pupils can name more than one religious tradition or faith community and can talk about some of the distinctive features of each religious tradition/faith community. They know that some</p>

symbols. They identify how religion is expressed in different ways.		people do not identify as being religious.
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Key stage 2 Age Related Expectations (ARE) By the end of year 3

Explore	Engage	Reflect
Pupils use words and phrases to identify some features of religious life and practices valued by believers. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	Pupils can recognise that some questions cause people to wonder and are difficult to answer. They can share ideas about right and wrong	Pupils can name more than one religious tradition or faith community and can talk about some of the distinctive features of each religious tradition/faith community. They know that some people do not identify as being religious.

Key stage 2 Age Related Expectations (ARE) By the end of year 4

Explore	Engage	Reflect
Pupils use a developing vocabulary to describe and show understanding of religious sources, practices, beliefs, ideas, and experiences. They make links between them and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They explore and explain meanings for a range of forms of religious expression and non-religious expression.	Pupils raise, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose, truth, values, and commitments, recognising the implications and consequences of making moral choices.	They apply their ideas about identity and commitment in a diverse world to their own and other people's lives. They describe what inspires and influences themselves and others, especially their commitments, values, and choices. They can recognise in themselves and others some reactions to living alongside others who have a different faith or stance. They can explain why some people do not identify as being religious.

Key stage 2 Age Related Expectations (ARE) By the end of year 5

Explore	Engage	Reflect
<p>Pupils use an increasingly wide vocabulary to explain the impact of religious beliefs and a non-religious life stance on individuals and communities. They show a developing insight into why people belong to religions They demonstrate that similarities and differences illustrate distinctive beliefs within and between religions. They suggest possible reasons for this and explain how religious sources are used to provide answers to ethical issues.</p>	<p>Pupils ask, and suggest answers to, fundamental questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives and making clear connections between personal viewpoints and action.</p>	<p>Pupils explain what inspires and influences them, expressing their own and others' views on the opportunities and challenges of commitment in a diverse world. They identify the consequences for themselves and for others of holding particular beliefs and values.</p>

Key stage 2 Age Related Expectations (ARE) By the end of year 6

Explore	Engage	Reflect
<p>Pupils use an increasingly rich vocabulary to give informed accounts of religions and beliefs. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers for ethical issues. They interpret the significance of different forms of religious, spiritual and moral expression. They interpret sources and arguments regarding world views/issues.</p>	<p>Pupils use reasoning and examples to explore the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on fundamental questions of identify and belonging, meaning purpose and perceived truth.</p>	<p>Focussing on values and commitments pupils consider their own response to the opportunities and challenges of living in a diverse world whilst considering the views and experiences of others. They can talk about examples of religious cooperation and why this is sometimes difficult.</p>