




## Redwood Primary School

### RE Curriculum Coverage: Early Years/Key Stage One

#### Expected Vocabulary. NC Objectives. Intended activities. **Additional knowledge for prior learning for KS2**

Nursery	Curriculum Objective	Vocabulary
<p>Autumn</p> 	<p><i>What makes us special?</i></p> <p>Learning about my family and me. Why are they special to me? Why am I special to them? Celebrate Diwali and Christmas with families. Christmas singalong. Why do Christians celebrate Christmas? Why do Hindu's and Sikhs celebrate Diwali?</p> <p><i>Special places</i></p> <p>What places are special to me? What places are special to others? <i>Special World and Being special</i></p> <p>Where are we from? Where are our families from? What makes us special?</p> <p><i>(Enrichment opportunities)</i></p> <p>Diwali Banquet and Christmas Crafts Workshop with families</p>	<p>Special Unique Family Friends Christian Christian Jesus Christmas Diwali Hindu Sikh Festival Light Home school Church Temple Mosque Gurdvara Christian Celebrate World Country Language Special Unique Individual</p>
Foundation Stage 2	Curriculum Objective	Vocabulary



## Redwood Primary School



### *Which times are special and why?*

Give examples of special occasions and suggest features of a good celebration  
Recall simple stories connected with Christmas and a festival from another faith  
Say why Christmas and a festival from another faith is a special time for Christians/ members of the other faith.

### *What is special about our world?*

Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world  
Re-tell stories, talking about what they say about the world, God, human beings  
Think about the wonders of the natural world, expressing ideas and feelings  
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.  
Talk about people who are special to them.  
Say what makes their family and friends special to them  
Identify some of the qualities of a good friend  
Reflect on the question 'Am I a good friend?'  
Recall and talk about stories of Jesus as a friend to others  
Recall stories about special people in other religions and talk about what we can learn from them

### *Which places are special and why?*

Talk about somewhere that is special to themselves, saying why  
Be aware that some religious people have places which have special meaning for them  
Recognise a place of worship  
Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.

### *(Enrichment opportunities)*

Family Diwali Disco. Christmas Crafts, Christmas Performance, celebrate Christmas. Visit St Stephen's Church for a Christmas Experience. Celebrate Easter with Easter Bonnet Workshop and Parade with families

God  
Jesus  
Christianity  
Christian people  
Islam  
Muslim people  
Sikhism  
Sikh people  
Judaism  
Jewish people  
Hinduism  
Hindu people  
Church  
Temple  
Mosque  
Synagogue

# Redwood Primary School



Year One	Curriculum Objective	Vocabulary
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## Redwood Primary School



### *How did the world begin?*

Discussing whether they believe or do not believe certain statements to be true, children learn what believing in something means. The 'wonder box' is introduced as a way of sharing challenging questions. Exploring a range of creation stories in imaginative ways, children present their own ideas about creators and creation using art and language. They consider how creation stories help some people to understand what God is like.

### *What do some people believe God looks like?*

*(Enrichment opportunity)*

Looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people understand God on Earth. They consider these representations when creating their own artwork and talk about why putting ideas about God into words and pictures is challenging. Visit St Stephen's Church to take part in the Christmas Experience

### *What is God's job? Why should we care for the world?*

Investigating the roles of God through stories and sacred texts, children examine the actions of God and what this means to different people.

Building on their understanding of creation stories, children study quotes and religious stories about the relationship between humans and nature. They investigate why different people believe it is important to care for Earth.

### *How do we know that new babies are special?*

Exploring different ceremonies to welcome home a new baby by examining quotes, videos, and pictures. Children investigate the symbolism in these ceremonies and seek connections between the ways people from diverse worldviews celebrate a new baby.

### *Why should we care for others?*

Exploring stories and guidance that inspire people to care for others, examining the reasons behind these actions and their impact on people's lives. Children investigate different ways people show care and understand why giving to others is important.

Wonder  
God  
Jesus  
Creation  
Christianity  
Christian people  
Islam  
Muslim people  
Sikhism  
Sikh people  
Judaism  
Jewish people  
Hinduism  
Hindu people

Belonging  
Symbols  
Christianity  
Judaism  
Islam  
Hinduism  
Zoroastrianist  
Jain  
Humanist  
Place of worship

Celebrations  
Festivals  
Christianity  
Hinduism  
Islam  
Humanist  
Mosque  
Church  
Temple  
Synagogue



## Redwood Primary School

Year Two	Curriculum Objective	Vocabulary
	<p><i>Why do we need to give thanks?</i></p> <p>Exploring big questions relating to Religion and worldviews, children experience agreeing and disagreeing and come up with a class set of guidelines for showing respect in R&amp;W lessons. Using a range of sources including survey data, children learn the beliefs around using offerings to show gratitude. They get hands on with artefacts used during puja and write their own lyrics for a song of thanks.</p> <p><i>What do candles mean to people?</i> <i>(Enrichment opportunity)</i></p> <p>Investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles. They use natural resources to create advent wreaths and explore different hanukiah to develop their understanding of the symbolism of candles during Hanukkah. Visit St Stephen's Church to take part in the Christmas Experience</p> <p><i>How do we know some people have a special connection to God?</i></p> <p>Building on their understanding of how people perceive God on Earth, children listen to stories from diverse perspectives about the early lives of significant religious figures. They explore how we recognise that some individuals have a special connection to God by searching for clues in religious stories and comprehending the symbolism within them.</p> <p><i>What is a prophet?</i></p> <p>Asking questions about the religious stories they read, children find out more about significant people like Abraham, Jonah, Moses, Jesus, Muhammad and Guru Nanak. They look for clues in religious stories and art to understand their characteristics and the promises some of these people shared with humanity. By investigating different perspectives and drawing connections, children create their own definition of what is a prophet.</p> <p><i>How do some people talk to God?</i></p> <p>Investigating the importance of communication in relationships, children examine the different ways people pray and why they consider this important. They explore the objects that some people use during prayer and consider how the whole body is sometimes used in prayer. Share the words of the Shahadah, listen to the Call to Prayer.</p>	<p>Puja Hindu Hinduism Sikh Sikhism Diwali</p> <p>Hanukiah Hanukkah Judaism Jesus Christianity Church</p> <p>Dedication Symbolism Connection</p> <p>Prophet Definition</p> <p>Shahadah Arabic Headscarf Prophet Muhammed Hajj Pilgrimage</p>



## Redwood Primary School

	<p><i>Where do some people talk to God?</i></p> <p>Expanding on their learning about prayer and worship, children examine buildings within their local area and beyond. Through investigating, they discover what the features of the buildings might reveal about people's beliefs about god. Children design their own place of worship based on their learning.</p>	<p>Ramadan Eid-ul-Fitr Church Temple Mosque Synagogue Gurdvara</p>
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## Redwood Primary School

### RE Coverage: Key Stage Two

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for upper year groups

Year Three	Curriculum Objective	Vocabulary
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## Redwood Primary School



### *What makes us human?*

Interpreting and using art to express beliefs about spirituality, inner self and the soul, the children design the cover and blurb for a book titled 'What makes us human?'.

### *Where do our morals come from?*

Thinking about how people decide what it means to live a good life, children reflect on their own opinions about what is right and wrong and explore the reasons behind these beliefs.

### *Is scripture central to religion?*

Reflecting on what revelation means to some people, children explore the significance of some scriptures from the way some people treat and use them.

### *What happens if we do wrong?*

Investigating who has the authority to decide the consequences of wrongdoing; exploring beliefs of how wrongdoing affects the soul and ways in which some people seek forgiveness for wrongdoing.

### *Why is water symbolic?*

Looking at the many ways water is used in rituals and ceremonies, children experience its symbolic use and learn about the historical connections water has in some religions.

### *Why is fire used ceremonially?*

Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They design an eternal flame inspired by the symbolic use of fire.

God  
Jesus  
Christianity  
Christian people  
Ten commandments  
Bible  
Disciples  
Cultural  
God  
Jesus  
Christianity  
Christian people  
Ten commandments  
Bible  
Disciples  
Christianity  
Christian people  
Islam  
Muslim people  
Sikhism  
Sikh people  
Judaism  
Jewish people  
Hinduism  
Hindu people  
Church  
Temple  
Mosque  
Eid  
Ramadan  
Diwali  
Hanukah  
God  
Bible  
Parable  
Qur'an  
Shiva  
Hinduism  
Islam  
Christianity  
Judaism

# Redwood Primary School



Year Four	Curriculum Objective	Vocabulary
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## Redwood Primary School



### *Are all religions equal?*

Exploring the origins of various religions, children discover geographical and historical connections among them by investigating Sikh and Bahá'í beliefs and practices.

### *What makes some texts sacred?*

Building on enquiry about the place of scripture in Year 3, children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively.

### *Just how important are our beliefs?*

Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways.

### *Who was Jesus really?*

Considering Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection.

### *Why is the Bible the best-selling book of all time?*

Using historical skills and knowledge, the children explore how the Christian Bible that exists today developed by finding out about how some Christians use their Bibles.

### *Does the language of scripture matter?*

Exploring the transition from oral tradition to written scripture and how some religious people learn and use their scripture's ancient language today.

Deity  
Shrine  
God  
Jesus  
Christianity  
Christian people  
Ten commandments  
Bible  
Disciples  
Cultural  
Festivals  
Church  
Prayer  
Christianity  
Christian people  
Sikhism  
Sikh people  
Church  
Temple  
God  
Jesus  
Christianity  
Christian people  
Ten commandments  
Bible  
Disciples

# Redwood Primary School



Year Five	Curriculum Objective	Vocabulary
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## Redwood Primary School



### *Why do people have to stand up for what they believe in?*

Thinking about religious freedom, children use historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs to discuss controversial issues.

### *Why doesn't Christianity always look the same?*

Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide through looking at artwork, history, case studies and first-hand accounts.

### *What happens when we die? (Part 1)*

Interpreting different sources of wisdom and beliefs from Abrahamic and non-religious perspectives, children explore what happens when we die and the importance of funerals.

### *What happens when we die? (Part 2)*

Continuing to investigate concepts relating to death, children learn the meaning of reincarnation and karma and compare these ideas with those studied in part 1.

### *Who should get to be in charge?*

Exploring how laws are created, the concept of succession, where religious laws come from and how leaders can be chosen for leadership characteristics.





### *Why are some places in the world significant to believers?*

Using maps, pictures and texts, children investigate why some places are significant to some religions, exploring what places can tell us about beliefs and culture.

God  
Jesus  
Christianity  
Christian people  
Ten commandments  
Bible  
Disciples  
Cultural  
God  
Jesus  
Christianity  
Christian people  
Ten commandments  
Bible  
Disciples  
Christianity  
Christian people  
Islam  
Muslim people  
Sikhism  
Sikh people  
Judaism  
Jewish people  
Hinduism  
Hindu people  
Church  
Temple  
Mosque  
Eid  
Ramadan  
Diwali  
Hanukah  
God  
Bible  
Parable  
Qur'an  
Shiva  
Hinduism  
Islam  
Christianity  
Judaism



## Redwood Primary School

Year 6	Curriculum Objective	Vocabulary
    	<p><i>Why does religion look different around the world? (Part 1)</i></p> <p>Building on comparisons about the origins of the Abrahamic religions, children consider how culture, tradition, migration and interpretation can affect how some religious practices are observed.</p> <p><i>Why does religion look different around the world? (Part 2)</i></p> <p>Building on their learning from part 1, children consider the influence of culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions.</p> <p><i>Why is it better to be there in person?</i></p> <p>Thinking back to learning about prayer and worship, children find out about significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people.</p> <p><i>Why is there suffering? (Part 1)</i></p> <p>Interpreting and exploring different sources of wisdom and beliefs about why there is suffering in the world. Children consider their own and others' ideas using critical thinking skills.</p> <p><i>Why is there suffering? (Part 2)</i></p> <p>Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through scripture, quotes and images.</p> <p><i>What place does religion have in our world today?</i></p> <p>Thinking about their own worldview and the religious make-up of their class, children use census data and digital mapping to explore what it can suggest about religion and what its limits are.</p>	<p>God          Jesus          Christianity          Christian people          Bible          Disciples          Cultural          God          Jesus          Christianity          Ten commandments          Bible          Disciples          Christianity          Christian people          Islam          Muslim people          Sikhism          Sikh people          Judaism          Jewish people          Hinduism          Hindu people          Church          Temple          Mosque          Eid          Ramadan          Diwali          Hanukah          God          Bible          Parable          Qur'an          Shiva          Hinduism          Islam          Christianity          Judaism</p>

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