



An educational family that comes together and stays together

Newton Curriculum Cycle 2

RE Driver Spring term

Our school RE curriculum is carefully designed to ensure coverage and progression through exciting, broad and balanced learning experiences. We believe it is vital to teach RE discretely whilst still allowing our teachers to creatively form links between subjects. The curriculum provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills.

Although there is not a National Curriculum for RE, all maintained schools must follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE. All maintained schools therefore have a statutory duty to teach RE. The RE curriculum is determined by the local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE.

Our RE curriculum is based on the Derbyshire Agreed syllabus for Religious Education (2020-2025). It provides the legal framework for a syllabus for Religious Education for Derby City and Derbyshire Schools.

In Reception (FS2) religious education should allow exploration of the world and respond to children's natural curiosity about things around them. This syllabus does not presume to specify the approach to be taken when implementing RE as part of the learning in Early Years. The breadth of learning and pedagogy will be determined by individual settings; the concepts should be explored at the level appropriate for the class. Wherever possible, the RE curriculum should match coverage of the Prime Areas in the EYFS. It is better to slim down and cover less content in greater depth.

Protected characteristics

Religion and belief are protected characteristics under the Equality Act. They cover people with a range of faiths and beliefs including a respect for their own and other cultures. We also discuss in RE and PSHE how the children can contribute positively to school and home life and to the lives of those living and working in the locality and further afield. We support the local food bank throughout the year, as well as other charities.

During RE lessons we remind everyone that their religion is to be respected and appreciated.

An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. This is modelled and taught within RE lessons.

During their time at Newton, children cover all the major world religions. These are taught with the understanding that we celebrate and respect all religions and their principles.

Class	Enquiry Question	Prior Learning/links	Knowledge	Skills	Vocabulary
Diamond	What places are special and Why?		Children recognise people who are special to them. They know that there are stories about special people in religions: Jesus,	Believing To retell stories about special people in religions such as Jesus and Guru Nanak	Friends Special Jesus Christian

			Guru Nanak. To know there are some stories from the bible that tell us that Jesus had friends who were special. To know sometimes stories have a meaning for example: be kind, do things for others, be honest	Expressing To ask questions about why the people we love are special and be able to explain why we think some people are special. Living To be able to discuss people that are special to us.	Sikh stories Beliefs religion
Diamond	Throughout the year Diamond Class (FS2) have studied Celebrations such as Diwali and Christmas. Religious stories are often chosen at story time Before Christmas the Diamond children have spent time understanding and acting out the nativity.				
Emerald	What does it mean to belong to a Faith Community? (living strand)	EY – exploring who we are and what we like/dislike.	To know some symbols of belonging for Christians. To recognise symbols of belonging for Judaism. To know what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean. To identify two ways people show they belong to each other when they get married.	Believing: - To retell stories and discuss what the meanings of these are. - Recognise some different symbols and actions which express a community's way of life. Expressing: - To ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. - To ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. - Notice and respond sensitively to some similarities and differences between different religions and worldviews	Rosary Baptism God, faith, Christian Belonging, Community Cross candle

				Living: • Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	
	What can we learn from sacred books?	EY – Children have read stories from different religious texts. Children consider how stories make them feel.	To know the significance of holy books and explain what they are. To know what Jesus taught about God in a story To know what the bible says about how to treat others. To retell the story of Jonah and the whale. To know how holy books are treated. To know the story that is special for Jewish people in the Torah To know which story Muslims, tell about the Prophet Muhammad To know the name of the Sikh book and how it came to be, to know how this book is looked after in the gurdwara	Believing • To retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Expressing • Notice and respond sensitively to some similarities and differences between different religions and worldviews Living • Investigate what we can learn from religions about right and wrong	Yad Ark Holy / Sacred Hebrew Arabic
Topaz	Why is Jesus inspiring for some people?	EY – children have explored rules as part of RE and PHSE. KS1 – What do religions say about how we need to look after the world and people around us. Children have looked at different sacred books and how they tell people to live their lives	Children can talk about what makes a good role model. • Children know that in the Christian faith, Jesus was an important inspiring person due to the actions he took. • That Christians believe Jesus was a living person who sacrificed his life to save everyone. • Children understand that the images of Jesus sometimes reflect the way Christians view him from the stories told in the bible. • That there are stories in the bible which show Jesus could perform	Believing • To discuss and present their own and others views on challenging questions such as why books and writings are so important. • To know about and ask questions about what different religions believe about god, and why particular people are inspiring to different religions. Expressing • Investigate diverse communities and how they live together.	Inspiring Role model Faith Belief Difference Similarity Religion

			miracles. They can name the story of feeding the 5,000. • Children know a key belief of Christians is that Jesus died on the cross in order to save human life. They then believe he was resurrected. This is Easter.	• Looking at why people pray and what their beliefs about prayer are. Living • Investigate what it is like to be Christian in Britain today. • Discuss what it is like to be a Hindu in Britain today • Investigate what we can learn from religions about right and wrong	
Topaz	Why do people pray?		To know the meaning of prayer. To know what happens in Islamic prayer and what that tells you about Muslim beliefs and ways of life. To know how and why do Christians like to pray. To know how Hindus, pray and worship at home and in the Mandir To explain how three prayers from Muslim, Hindu and Christianity compare. To understand the difference between reflection and prayer.	Believing • To discuss and present their own and others views on challenging questions such as why books and writings are so important. • To know about and ask questions about what different religions believe about god, and why particular people are inspiring to different religions. Expressing • Investigate diverse communities and how they live together. • Looking at why people pray and what their beliefs about prayer are. Living • Investigate what it is like to be Christian in Britain today. • Discuss what it is like to be a Hindu in Britain today • Investigate what we can learn from religions about right and wrong	Prayer Hindu Christian Muslim Islam Belief Religious text
Amethyst	What can we learn from religions about deciding what is wrong and right?	EY – children have explored rules as part of RE and PHSE. KS1 – What do religions say about	To know why rules are important. To be able to explain golden rules (from religions and from humanists)	Believing • To discuss and present their own and others views on challenging questions	Golden Rule Neighbour 10 commandments Temptation

		how we need to look after the world and people around us. Children have looked at different sacred books and how they tell people to live their lives	To understand the 10 commandments and understand how effect Jewish lifestyles. Know about the Christian rules for living a good life Understand right and wrong and where that comes from Explore religious stories about temptation How have religious teachings affected somebody's actions – Desmond Tutu, Mother Teresa	such as why books and writings are so important. • To know about and ask questions about what different religions believe about god, and why particular people are inspiring to different religions. Expressing • Investigate diverse communities and how they live together. • Looking at why people pray and what their beliefs about prayer are. Living • Investigate what it is like to be Christian in Britain today. • Discuss what it is like to be a Hindu in Britain today • Investigate what we can learn from religions about right and wrong	Faith Belief Difference Similarity Religion
Amethyst	If God is everywhere, why go to a place of worship? How do places of worship compare?	EY – children learn about special places and why people like to visit them. KS1 – Children learn about places of worship as being important through different faiths. They think about special books, special prayers and what different faiths believe about God. KS2 – Children learn about different faiths and their beliefs about God and other important figures.	To describe what is meant by 'sacred' To describe and compare a sacred place significant to religious believers to explain the value of sacred places to religious believers To know about and be able to identify key features from a Hindu mandir, Sikh gurdwara, Christian church, Jewish synagogue, Muslim mosque.	Believing • To discuss and present their own and others views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their won in different forms such as music, poetry and art. Expressing • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.	Christianity Judaism Hinduism Church Synagogue Mandir Shrine Views Stories Religion Worship Views expression

				• Considering places of worship and what they mean to different religions. Thinking about why people would go to worship when god is everywhere. Living • Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong and what is just and fair, and express their own ideas clearly in response.	
Ruby	Key Question U2.1 Why do some people believe God exists?	Y3 – children learn about what people believe in God and what Christianity is about in Britain today. They learn about why prayer is important to some people. Y4 (only your current Y6s have done this) – Children learn about journeys and how beliefs can shape people's lives. They think about what religion says about right and wrong.	• Children know that there are lots of different religions that populate the world and that some people do not have a religion. • To know that theists believe in God, agnostic do not say whether they believe in God or not and atheist are people who do not believe in God. • Children can describe their beliefs and say why they feel/ think this way. They can give reasons why certain faiths believe in God and why atheists do not. • To be able to clearly state what Christians believe about God using examples from the Bible. • Discuss ways in which religion can be valuable in people's lives, and how it can be challenging due to interpretations.	Believing Gain and employ the skills and knowledge needed to engage seriously with religion and world views. • To discuss and present their own and others views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their won in different forms such as music, poetry and art. • To debate and reason as to why people believe god exists and what forms this takes in different religions. Expressing Express ideas and insights about the nature, significance and impact of religions and worldviews.	God Atheist Agnostic Theist Interpretation Examples Evidence Belief Discussion Debate questions

				• Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. • Considering places of worship and what they mean to different religions. Thinking about why people would go to worship when god is everywhere. Living Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong and what is just and fair, and express their own ideas clearly in response. • Investigate what are the things that matter most to Christians and humanists.	
	Is it better to express your beliefs in arts and architecture or in charity or generosity?	EY – Children look at sacred places including a church KS1 – Children learn about Christianity and Islam, exploring beliefs and buildings. KS2 – Children look at places of worship and look deeply into the practices of Islam and Christianity	• Children can identify special places and what makes them special. • To know that religious buildings are very special to people and name some reasons why. • Children can talk about the artwork that can be found in both Christian and Muslim places of worship. • Children know that Calligraphy is a type of writing used in the Islamic faith. • To know the types of art and architecture that are religious – children recognise the wonder and value of this.	Believing • To retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Expressing • Notice and respond sensitively to some similarities and differences between different religions and worldviews Living	Art Architecture Graphics Belief Views Stories Religion Believers Scriptures Generosity Spiritual charities

			• Children know about different charities and what religious texts say about caring for others in need. • To be able to discuss with respect and consideration what means the most to them... art and architecture or charity.	• Investigate what we can learn from religions about right and wrong	
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