

NEWHAM BRIDGE PRIMARY SCHOOL  
FOUNDATION SUBJECTS  
CURRICULUM AND ASSESSMENT  
DOCUMENT



R.E.



## Y1 R.E. Curriculum

### Learning about Religions

- Retell stories about Jesus and Moses that led people to follow them.
- Describe in simple terms why the Bible is special for Christians.
- Know what the Bible and the Torah are and describe some of the ways they are used in worship.
- Retell stories from the Bible and the Torah.
- Know that Holy Books are special to many people and should be treated with respect.
- Retell stories Jesus told about being a friend to others.
- Talk about some of the 'rules' that Christian and Jewish people try to follow in their lives.
- Know the main events of the Christmas and Easter stories.
- Identify some artefacts and symbols relating to Christianity and Judaism.

### Learning from Religions

- Talk about people who are special to them and say why they are special.
- Identify why people may copy others and say why this can be good and bad (PSHE/P4C link).
- Talk about how Moses felt when he was called by God to become a leader and relate this to own feelings.
- Talk about books and stories which are special to them.
- Identify what kind of person would make a good friend and reflect upon the question, "Am I a good friend?".
- Talk about what it means to 'forgive' and relate to own experiences.
- Identify a special time they celebrate.



## Y1 R.E A.R.E

### A Y1 child can....

- use some religious words and phrases to recognise and name features of religious life
- recall some religious stories
- recall some religious symbols
- talk about their own experiences in relation to religion and belief
- talk about what they find interesting or puzzling in relation to religion and belief
- say what is important to them and to others
- talk about why the birth of Jesus is special to Christians
- recall the events of the first Easter
- talk about why the Bible and Torah are special books



## Y2 R.E. Curriculum

### Learning about Religions

- Know that the Church is important to Christians and the Synagogue to Jews, and say why.
- Identify special objects and symbols found in Christian and Jewish places of worship and homes (e.g crosses, mezuzah) and know some of the ways they are used.
- Know that religious believers have special days.
- Describe what happens at a Christian baptism.
- Retell the story of the Creation and talk about how this is important for Christians and Jews.
- Recognise that light is an important symbol at Christmas.
- Know why Easter is important and describe some of the customs associated with it.

### Learning from Religions

- Talk about somewhere that is special to them and say why.
- Talk about special objects found in their own home and say why they are special.
- Talk about thoughts and feelings and ask questions when visiting a place of worship.
- Design a symbol to remind themselves of something special in their own lives.
- Talk about what it means to 'belong' and think about other community groups.
- Ask and respond to questions arising from the Creation story.
- Say why Christians think God is like a parent.



## Y2 R.E A.R.E

### A Y2 child can....

- use words and phrases to identify some features of Christianity
- use words and phrases to identify some features of Judaism
- recount religious stories
- suggest meaning for religious actions and symbols
- identify how religion is expressed in different ways
- describe own experience and feelings in relation to religion and belief
- ask and respond to questions about religion and belief
- recognise my own values regarding what is right and wrong



## Y3 R.E. Curriculum

### Learning about Religions

- Describe and show understanding of some key events in the life of Jesus/Mohammad/Guru Nanak, using some religious vocabulary.
- Identify the impact religious leaders had on people they met and the lives of believers today.
- Find out about the different types of writing in the Bible, such as parables, letters, songs of praise (Psalms), creation stories, life stories.
- Describe how Christians today are influenced by the stories contained in the Bible - e.g. parables as guides for life.
- Understand how religious people show respect towards the Holy books (e.g. Qur'an, Guru Granth Sahib).
- Know about the importance of Advent.
- Discover some of the customs associated with Advent.
- Understand about the significance of Lent to Christians.
- Understand that Lent is a time when Christians remember Jesus' sacrifice.

### Learning from Religions

- Reflect on the stories and teachings of Jesus/Mohammad/Guru Nanak and make connections with experiences in their own lives.
- Describe and reflect upon what inspires and influences themselves and others.
- Identify the qualities of a good leader.
- Identify how, and to what or who, they show respect and say why these are important.
- Make a link between the respect they show to those they trust and love with how believers show respect to their Holy books.
- Ask some questions and suggest some answers about how Holy books influence believers and what influences themselves.
- Relate some teachings from Holy books to their own lives.
- Reflect upon the significance of Advent and Lent in relation to their own lives.



## Y3 R.E A.R.E

### A Y3 child can....

- use a developing religious vocabulary to identify key features of religion
- name some sacred texts (Bible, Torah, Qu'ran) and know which religion they belong to
- make links between beliefs and sacred texts
- begin to identify the impact religion has on believers' lives
- begin to show awareness of similarities between religions
- describe what influences them
- ask questions about religion and belief
- recognise that some questions cause people to wonder and can sometimes be difficult to answer



## Y4 R.E. Curriculum

### Learning about Religions

- Identify the difference between religious festivals and other types of celebrations (e.g. Thanksgiving, remembrance)
- Use religious vocabulary to show understanding of the significance of religious festivals to believers.
- Explain the meaning of worship for a believer.
- Identify some of the ways in which religious believers carry out their worship (e.g. Eucharist/Holy Communion, Five Pillars of Islam, Sikh worship and Langar, Puja in the Hindu home and Mandir).
- Identify some differences in the way Christians worship and practise their religion in two different denominations.
- Identify ideas and feelings expressed in a prayer.
- Use religious vocabulary to identify and explain some symbolic objects, actions and sounds found in a Church/Mosque/Mandir/Gurdwara and say how these help people to worship.
- Identify, in at least one religion, what pilgrims hope for from their religious journey and suggest ways in which this has impact on them.
- Recognise the importance of light at Christmas, and to understand why Jesus is seen by Christians as 'The light of the World'.
- Identify some emotions felt by believers at different points during the Easter story, and reflect on these through art.

### Learning from Religions

- Reflect on what is celebrated and remembered in my own life and community.
- Ask and respond to questions raised by the stories behind the religious festivals.
- Reflect on a significant place in their own lives and express ideas about what makes it special.
- Express own reflections in a prayer or poem they have written.
- Ask some thoughtful questions about why worshippers choose to attend a Church, Mosque, Mandir or Gurdwara and suggest possible answers.
- Identify any practices, customs or traditions in their own family life.
- Explain the meaning of respect and identify how to show respect.



## Y4 R.E A.R.E

### A Y4 child can....

- use developing religious vocabulary to describe some key features of religions
- recognise and describe similarities and differences between religions
- identify the impact religion has on believers' lives
- describe different forms of religious worship
- describe what influences them and link it to own experiences
- ask important questions about religion and belief
- make links between values and commitments
- identify different ways to show respect for themselves and others



## Y5 R.E. Curriculum

### Learning about Religions

- Describe some of the ways in which Christians think of God.
- Identify religious symbols and be able to explain their meaning for believers (e.g. Aum symbol - Hindu, IK Onkar symbol - Sikh).
- Describe, explain and reflect upon Christian/Hindu/Sikh/Muslim beliefs about God.
- Identify similarities and differences with ideas about God expressed in other religions they have studied.
- Describe how belief in God inspires and influences people today.
- Describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion.
- Reflect on how having a code for living might help believers with difficult decisions.
- Know some of the Christian and secular customs associated with Christmas.
- Understand the importance of the Easter celebration to Christians.
- Be aware of some of the symbols associated with Easter, and the links between the religious and secular symbols.
- 

### Learning from Religions

- Reflect on and express their own ideas about God through words and pictures.
- Ask questions and suggest answers to puzzling questions arising from exploration of religious beliefs about God.
- Identify some examples of inequality in the world today (P4C/Global Learning links) and make explicit reference to the Sikh belief in equality.
- Identify personal, social, family and school codes for living which influence their own behaviour.
- Ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life.
- Share and discuss own views regarding the celebration of Christmas.
- 



## Y5 R.E A.R.E

### A Y5 child can....

- use a developing religious vocabulary to describe and show some understanding and key features and practices of religions
- recognise there are similarities and differences between religions
- recognise there are similarities and differences within religions
- describe the impact of religion on people's lives
- raise and suggest answers to questions and issues raised by religion and belief
- describe influences on themselves and other people
- describe the main beliefs of Christianity, Hinduism, Sikhism and Islam



## Y6 R.E. Curriculum

### Learning about Religions

- Using religious vocabulary, explain what happens in religious ceremonies and what the ceremony means to those taking part (e.g. Christianity- Confirmation, Marriage: Hinduism - Sacred Thread Ceremony, Wedding ceremony: Sikhism - Amrit ceremony).
- Find out about Christian beliefs and those of other religions towards life after death.
- Know and understand that the religion of Hinduism describes life as a journey, identifying 16 stages or samskaras.
- Make links between religious teachings and religious practice (e.g. Biblical creation story and Christian activities related to caring for the planet: teachings of Paul and Jesus and the work of Christian agencies today such as CAFOD and Christian Aid: teachings of Islam and the work of Islamic Aid today: Hindu beliefs in ahimsa and the practice of following a vegetarian diet: Sikh beliefs of equality in service and the practice of the Langar at the Gurdwara).
- Be aware that the Christmas story and the story of the first Easter was told by a number of authors, now called the Gospels, and to know that there are differences between these accounts.
- Identify important symbols in the Christmas story.

### Learning from Religions

- Suggest some reasons why life is often described as a journey.
- Identify the significant milestones in their life so far and explain why these are meaningful.
- Suggest answers to questions about the value of having rituals to mark important events and turning points in life.
- Discuss own beliefs about life after death (NB ONLY if deemed appropriate and must be handled sensitively).
- Express their own feelings and thoughts about growing up and taking on responsibility.
- Ask and respond to questions about fairness and justice in the world.
- Reflect upon and express their own ideas and beliefs about care for the natural world and treating others with justice and love (P4C/G.Learning).



## Y6 R.E A.R.E

### A Y6 child can....

- use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences
- recognise and identify similarities and differences between religions
- recognise and identify similarities and differences within religions
- describe why people belong to religions
- suggest meanings for a range of forms of religious expression
- raise and suggest answers to questions and issues raised by religion and belief
- explain what inspires and influences myself and other people