

## Ashbourne Primary School's RE Scheme Of Work with skills and knowledge progression

### Intent:

Religious Education at Ashbourne Primary School equips pupils with an awareness and understanding of a range of religions and worldviews, preparing them to live thoughtfully and respectfully in a contemporary and diverse society.

Our curriculum is built upon our Golden Threads of Language and Literacy, Resilience and Regulation, and Belonging and Becoming, which underpin all teaching, learning and relationships across our school and ensure pupils develop secure knowledge alongside confidence, aspiration and readiness for life beyond school.

Our PRAISE aims bring these expectations to life in daily practice by teaching pupils to take pride in their work, show respect for all, act with kindness, become independent achievers, stay resilient and demonstrate excellent behaviour. These shared expectations shape how pupils approach learning, relationships and challenges, helping them develop confidence, responsibility and positive attitudes that support success across the curriculum and beyond.

RE teaching at Ashbourne Primary School challenges misconceptions, provokes thoughtful questions and develops tolerance and understanding. Pupils visit places of worship and encounter different beliefs, communities and traditions, helping them develop an inclusive outlook and a respectful understanding of multicultural society.

The curriculum is carefully planned and sequenced to ensure knowledge builds progressively over time. In Key Stage 1, a two-year cycle is used. In Key Stage 2, Years 3 and 4 follow a two-year rolling programme, while Years 5 and 6 follow annual programmes. Pupils study three major religions in Key Stage 1 — Christianity, Islam and Judaism — and five in Key Stage 2 — Christianity, Islam, Judaism, Hinduism and Humanism. Each year includes opportunities to visit places of worship or take part in faith-based workshops.

Revisiting different aspects of the same religions reflects our understanding that learning is secured when knowledge is stored in long-term memory, which requires time, practice and revisiting.

Planning the curriculum in this way allows pupils to establish secure foundations before advancing and applying concepts across a range of tasks and topics.

High expectations for all pupils are central to our curriculum. Teaching is adapted to remove barriers and ensure that every learner can access, participate in and succeed.

By the time pupils leave our school, they are equipped with the knowledge, skills and confidence to continue learning successfully at the next stage of their education and beyond.

### National Curriculum Aims

#### The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

#### 1. Know about and understand a range of religions and worldviews , so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

#### 2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- 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
- Appreciate and appraise varied dimensions of religion.

#### 3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

## KS1 Content

### Cycle A:

- 1.5 What makes some places sacred?
- 1.1 Who is a Christian and what do they believe?
- 1.8 How should we care for others and the world and why does it matter?
- 1.6 How and why do we celebrate special and sacred times?

### Cycle B

- 1.4 What can we learn from sacred books?
- 1.7 What does it mean to belong to a faith community?
- 1.2 Who is a Muslim and what do they believe?
- 1.2 Who is a Jew and what do they believe?

### Religions covered:

Christianity, Islam, Judaism

## KS2 Content

### Year 3 and 4

#### Cycle A

- L2.7 What does it mean to be a Christian in Britain today?
- L2.1 What do different people believe about God?
- L2.8 What does it mean to be a Hindu in Britain today?
- L2.5 Why are festivals important to religious communities?
- L2.3 Why is Jesus inspiring to some people?

#### Cycle B

- L2.2 Why is the Bible so important to Christian today?
- L2.4 Why do people pray?
- L2.6 Why do some people think life is like a journey?
- L2.9 What can we learn about religions about deciding what is right and wrong?

### Year 5

- U2.1 Why do some people think God exists?
- U2.6 What does it mean to be a Muslim in Britain today?
- U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
- U2.2 What would Jesus do?
- U2.3 What do religions say to us when life gets hard?

### Year 6

- U2.7 What matters most to Christians and humanists?
- U2.4 If God is everywhere why go to a place of worship?
- U2.8 What difference does it make to believe in Ahisma, grace and Ummah?

### Religions covered:

Christianity, Islam, Judaism, Hinduism, Humanists

## EYFS: Understanding The World

<b>3 and 4 year olds</b>	Personal, social and emotional development	* Develop their sense of responsibility and membership in the community.
	Understanding the world	* Continue to develop positive attitudes about differences between people.
<b>reception</b>	Personal, social and emotional development	*See themselves as a valuable individual *Think about the perspectives of others

	Understanding the world	<ul style="list-style-type: none"> <li>* Talk about members of their immediate family and community.</li> <li>*Name and describe people who are familiar to them.</li> <li>*Understand that some places are special to members of the community</li> <li>*Recognise that people have different beliefs and celebrate special times in different ways</li> </ul>
<b>ELG</b>	Personal, social and emotional development	Building relationships <ul style="list-style-type: none"> <li>*Show sensitivity to their own and others' needs</li> </ul>
	Understanding the world	Past and Present <ul style="list-style-type: none"> <li>* Talk about the lives of people around them and their roles in society.</li> <li>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
		People and communities <ul style="list-style-type: none"> <li>* know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>

### RE skills and knowledge progression from Y1-Y6

Year Group	Believing	Expressing	Living	KEY VOCABULARY	
<b>KS1</b>  <b>Year 1</b>  <b>(on a A and C B 2-yearly cycle)</b>	<u><b>1.1</b></u> * I can talk about the fact that Christians believe in God and follow the example of Jesus . * I can recognise some Christian symbols and images used to express ideas about God . <u><b>1.2</b></u> *I can recall and name some Bible stories that inspire Christians *I can identify at least two ways Christians use the Bible in everyday life. <u><b>1.3</b></u> *I can give simple definitions of key Christian terms (e.g. gospel, incarnation, salvation) *I can ask questions raised by the stories and life of Jesus and followers today *I can give examples of how Christians are inspired by Jesus. *I can suggest an example of how to treat other people relating to the Feeding of five thousand or the Unforgiving servant. <u><b>1.4</b></u> * I can talk about some of the stories that are used in religion and why people still read them. * I can recognise some ways in which Christians, Muslims	<u><b>1.5</b></u> * I can recognise that there are special places where people go to worship, and talk about what people do there. * I can identify at least three objects used in worship in two religions. <u><b>1.6</b></u> * I can identify a special time they celebrate and explain simply what celebration means. * I can talk about ways in which Jesus was a special person who Christians believe is the Son of God	<u><b>1.7</b></u> * I can talk about what is special and of value about belonging to a group that is important to them * I can show an awareness that some people belong to different religions. <u><b>1.8</b></u> * I can talk about how religions teach that people are valuable, giving simple examples. * I can recognise that some people believe God created the world and so we should look after it.	<u><b>1.1</b></u> Christian Jesus God cross good bad stories <u><b>1.2</b></u> Muslim Allah Muhammed Ramadam Quran <u><b>1.3</b></u> Jewish God remember story Hanukkah Shabbat <u><b>1.4</b></u> Holy Jewish Muslim Muhammad Exodus Jonah	<u><b>1.5</b></u> special pray Mosque Church Synagogue <u><b>1.6</b></u> Celebrate Christian Jesus Muslim festival fast <u><b>1.7</b></u> special belonging Jesus Church Bible Mosque Muhammad <u><b>1.8</b></u> Unique kind unkind caring creator God torah Bible

	and Jewish people treat their sacred books.				
				<b>KEY VOCABULARY</b>	
<b>KS1</b> <b>Year 2</b>	<p><b>1.1</b> * I can talk about some simple ideas about Christian beliefs about God and Jesus. * I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. * I can talk about issues of good and bad, right and wrong arising from the stories. * I can ask some questions about believing in God and offer some ideas of their own.</p> <p><b>1.2</b> *I can make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. *I can give examples of how and suggest reasons why Christians use the Bible today. * I can describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. *I can discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p> <p><b>1.3</b> *I can connect the story of the unforgiving servant with an example of Christian life or action. * I can connect the story of the feeding of the five thousand with an example of Christian life or action. *I can define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter *I can describe how and why Christians celebrate/mark Palm Sunday, Maundy Thursday, Good Friday and Easter day. *I can identify the most important parts of Easter for Christians and say why they are important.</p> <p><b>1.4</b></p>	<p><b>1.5</b> * I can identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. * I can talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. * I can ask good questions during a school visit about what happens in a church, synagogue or mosque.</p> <p><b>1.6</b> *I can identify some ways Christians celebrate Christmas/ Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion. * I can re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. * I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion * I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p>	<p><b>1.7</b> * I can recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. * I can give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. * I can identify two ways people show they belong to each other when they get married. * I can respond to examples of co-operation between different people.</p> <p><b>1.8</b> *I can re-tell Bible stories and stories from another faith about caring for others and the world. * I can identify ways that some people make a response to God by caring for others and the world. * I can talk about issues of good and bad, right and wrong arising from the stories. * I can talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. *I can use creative ways to express their own ideas about the creation story and what it says about what God is like.</p>	<p><b>1.1</b> Christian Jesus God believe right wrong parable miracle</p> <p><b>1.2</b> Muslim Allah Muhammad prophet Eid ul Fitr prayer mat calligraphy</p> <p><b>1.3</b> Hanukah Shabbat mezuzah torah Challah bread candles 'Shabbat shalom'</p> <p><b>1.4</b> Quran Torah Bible Holy text ten commandments lost sheep Exodus Muhammad and the black stone</p>	<p><b>1.5</b> worship crucifix pulpit pew font torah Bible ark scroll tallit kippah wudu prayer mat minbar mihrab</p> <p><b>1.6</b> Easter Eid-ul-fitr Ramadan sedar plate pesach celebrate</p> <p><b>1.7</b> belonging baptism wedding prodigal son Allah Muhammad community</p> <p><b>1.8</b> valuable important Jesus Tzedakah torah Good Samaritan Golden rule creation</p>

	<p>I can recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>I can re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</p> <p>I can ask and suggest answers to questions arising from stories Jesus told and from another religion.</p> <p>I can talk about issues of good and bad, right and wrong arising from the stories (C3).</p>				
				<b>KEY VOCABULARY</b>	
<p><b>LWKS2</b></p> <p><b>Year 3</b></p> <p><b>(On an A &amp; B 2 year cycle)</b></p>	<p><b><u>L2.1</u></b> * I can identify beliefs about God that are held by Christians, Hindus and/or Muslims.</p> <p>* I can retell and suggest the meanings of stories from sacred texts about people who encountered God.</p> <p><b><u>L2.2</u></b> * I can recall and name some Bible stories that inspire Christians.</p> <p>* I can identify at least two ways Christians use the Bible in everyday life.</p> <p><b><u>L2.3</u></b> * I can ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus.</p> <p>* I can suggest some ideas about good ways to treat others, arising from their learning.</p>	<p><b><u>L2.4</u></b> * I can describe what some believers say and do when they pray.</p> <p>* I can respond thoughtfully to examples of how praying helps religious believers.</p> <p><b><u>L2.5</u></b> * I can recognise and identify some differences between religious festivals and other types of celebrations.</p> <p>* I can retell some stories behind festivals. (e.g. Christmas, Divali, Pesach)</p> <p><b><u>L2.6</u></b> * I can recall and name some of the ways religions mark milestones of commitment (including marriage)</p> <p>* I can identify at least two promises made by believers at these ceremonies and say why they are important</p>	<p><b><u>L2.7</u></b> * I can identify and name examples of what Christians have and do in their families and at church to show their faith</p> <p>* I can ask good questions about what Christians do to show their faith.</p> <p><b><u>L2.8</u></b> * I can identify and name examples of what Hindus have and do in their families and at mandir to show their faith</p> <p>* I can ask good questions about what Hindus do to show their faith.</p> <p><b><u>L2.9</u></b> * I can recall and talk about some rules for living in religious traditions.</p> <p>* I can find out at least two teachings from religions about how to live a good life.</p>	<p><b><u>L2.1</u></b> God believe Christian Hindu Muslim Allah Holy spirit Muhammad Murti</p> <p><b><u>L2.2</u></b> holy Genesis forgiveness temptation Bible Wisdom</p> <p><b><u>L2.3</u></b> Jesus gospel parable Easter sin</p> <p><b><u>L2.4</u></b> pray believers comfort challenge similar different</p>	<p><b><u>L2.5</u></b> Easter Id ul Fitr Pesach Diwali festival</p> <p><b><u>L2.6</u></b> Bar / Bat Mitzvah wedding sacred thread ceremony Christening</p> <p><b><u>L2.7</u></b> Faith identity worship music Holy Communion belief</p> <p><b><u>L2.8</u></b> Hindu Mandir Puja Faith</p> <p><b><u>L2.9</u></b> temptation Golden Rule ten commandments Jewish Christian</p>
				<b>KEY VOCABULARY</b>	
<b>LWKS2</b>	<b><u>L2.1</u></b> * I can describe some of the ways in which	<b><u>L2.4</u></b> * I can describe the practice of prayer in the	<b><u>L2.7</u></b> * I can describe some examples of what	<b><u>L2.1</u></b> trinity	<b><u>L2.5</u></b> church

<p><b>Year 4</b></p>	<p>Christians Hindus and/or Muslims describe God * I can ask questions and suggest some of their own responses to ideas about God.</p> <p>* I can suggest why having a faith or belief in something can be hard.</p> <p>* I can identify how and say why it makes a difference in people’s lives to believe in God.</p> <p><b><u>L2.2</u></b></p> <p>* I can make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p> <p>* I can give examples of how and suggest reasons why Christians use the Bible today.</p> <p>* I can describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</p> <p>* I can discuss their own and others’ ideas about why humans do bad things and how people try to put things right.</p> <p><b><u>L2.3</u></b></p> <p>* I can make connections between some of Jesus’ teachings and the way Christians live today.</p> <p>* I can describe how Christians celebrate Holy Week and Easter Sunday.</p> <p>* I can identify the most important parts of Easter for Christians and say why they are important.</p> <p>* I can give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</p>	<p>religions studied.</p> <p>*I can make connections between what people believe about prayer and what they do when they pray.</p> <p>*I can describe ways in which prayer can comfort and challenge believers .</p> <p>*I can describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p> <p><b><u>L2.5</u></b></p> <p>*I can make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>*I can ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)</p> <p>*I can identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>*I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives</p> <p><b><u>L2.6</u></b></p> <p>*I can suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>*I can describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.</p> <p>*I can suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</p> <p>* I can link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p>	<p>Christians do to show their faith, and make connections with some Christian beliefs and teachings.</p> <p>* I can describe some ways in which Christian express their faith through hymns and modern worship songs.</p> <p>*I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>*I can discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p><b><u>L2.8</u></b></p> <p>*I can describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life</p> <p>*I can describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>* I can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>* I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p> <p><b><u>L2.9</u></b></p> <p>*I can give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions .</p> <p>*I can make connections between stories of temptation and why people can find it difficult to be good.</p> <p>*I can give examples of ways in which some inspirational people have been guided by</p>	<p>pray captivity Bible Quran Prophet Trimurti Vishnu Brahma Shiva</p> <p><b><u>L2.2</u></b> sacred inspire testament chapter verse guidance parable wisdom belief</p> <p><b><u>L2.3</u></b> Jesus salvation palm Sunday Good Friday Maundy Thursday sin</p> <p><b><u>L2.4</u></b> Christian Lord’s Prayer Hindu gayatri mantra Muslim First Surah significance</p>	<p>cross sedar plate Lakshmi celebration</p> <p><b><u>L2.6</u></b> ceremony significance ritual baptism dharma karma moksha</p> <p><b><u>L2.7</u></b> belief hymn charity Holy Communion worship</p> <p><b><u>L2.8</u></b> faith puja arti murti kum kum powder offerings</p> <p><b><u>L2.9</u></b> beatitudes temptation behaviour ten commandments Judaism Christianity</p>
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			<p>their religion.</p> <p>* I can discuss their own and others' ideas about how people decide right and wrong.</p>		
				<b>KEY VOCABULARY</b>	
<p><b>UPKS2</b></p> <p><b>Year 5</b></p>	<p><b>U2.2</b></p> <p>* I can outline Jesus' teaching on how his followers should live</p> <p>*I can offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</p> <p>*I can explain the impact Jesus' example and teachings might have on Christians today.</p> <p>*I can express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p><b>U2.3</b></p> <p>*I can express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>I can Outline Christian, Hindu and/or nonreligious beliefs about life after death.</p> <p>*I can explain some similarities and differences between beliefs about life after death.</p> <p>* I can explain some reasons why Christians and Humanists have different ideas about an afterlife.</p>		<p><b>U2.6</b></p> <p>*I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>*I can describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>*I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>I can make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p><b>2.8</b></p> <p>*I can make connections between beliefs and behaviour in different religions.</p> <p>* I can make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</p> <p>*I can outline the challenges of being a Hindu, Christian or Muslim in Britain today.</p> <p>*I can consider similarities and differences between beliefs and behaviour in different faiths</p>	<p><b>U2.2</b></p> <p>values fairness justice forgiveness generosity greed Jesus Zaccheus charity self-sacrifice</p> <p><b>U2.3</b></p> <p>soul heaven karma reincarnation judgement funeral afterlife similarities differences</p>	<p><b>U2.6</b></p> <p>'five pillars of Islam' Quran Mosque Allah Muhammad describe reflect significant</p> <p><b>U2.8</b></p> <p>ahimsa grace ummah harmlessness community belief Ghandi wisdom connection concept</p>
				<b>KEY VOCABULARY</b>	
<p><b>UPKS2</b></p> <p><b>Year 6</b></p>	<p><b>U2.1</b></p> <p>*I can outline clearly a Christian understanding of what God is like, using examples and evidence</p> <p>*I can give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p> <p>*I can express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>*I can present different views on why people believe in God or not, including their own ideas.</p>	<p><b>2.4</b></p> <p>*I can make connections between how believers feel about places of worship in different traditions.</p> <p>*I can select and describe the most important functions of a place of worship for the community.</p> <p>*I can give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>*I can present ideas about the importance of people in a place of worship, rather than the</p>	<p><b>2.7</b></p> <p>*I can describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</p> <p>*I can describe some Christian and Humanist values simply.</p> <p>*I can express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</p> <p>*I can suggest reasons why it might be helpful to follow a moral code and why it</p>	<p><b>U2.1</b></p> <p>theism atheism agnosticism belief opinion evidence argument sacred text</p> <p><b>U2.4</b></p> <p>Church Synagogue Mandir Puja belief</p>	<p><b>U2.5</b></p> <p>arts architecture charity generosity sacred Mosque Church creativity</p> <p><b>U2.7</b></p> <p>Christian Humanist fallen image of God values</p>

		<p>place itself.  <u>U2.5</u>          * I can describe and make connections between examples of religious creativity (buildings and art)          *I can show understanding of the value of sacred buildings and art.          *I can suggest reasons why some believers see generosity and charity as more important than buildings and art.          *I can apply ideas about values and from scriptures to the title question.</p>	<p>might be difficult, offering different points of view.</p>	<p>worship          differences          similarities          describe          explain          significance          community</p>	<p>fairness          honesty          moral code          truth          peace          freedom</p>
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**Impact:**

We assess the impact of our curriculum by checking that our children know more and remember more. Teachers ensure pupils regularly revisit prior learning over time. This ensures learning is embedded into pupils' long-term memory. Teachers and leaders monitor the impact of the curriculum through:

- Key questioning
- Observations within lessons
- Outcomes from tasks/topics
- Flashback Friday
- Flashback 4
- Lesson quizzes
- Pupil voice
- Learning walks
- Curriculum monitoring
- Data analysis