

New City Primary School



RE overview and assessment



Curriculum Map for Religious Education 2017/18

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Belonging to Christianity	Why do people celebrate festivals? - Kwanza	How and why do Hindus celebrate Holi?	Why is the Bible special?	What do religions and world views believe about God?	What do people believe about life after death?
Autumn 2	Christmas Unit	How does special food and fasting help people in their faith?	What is the significance of light in religion?	What makes me the person I am?	Christmas around the world	How do different religions and world views create celebrations?
Spring 1	Belonging to Sikhism	What stories did Jesus tell?	How do Jews celebrate?	Religions in our neighbourhood	How do Christians try and follow Jesus's example?	What qualities are important for religious leaders?
Spring 2	Belonging to Islam	How do we know that Easter is coming?	How did Jesus and Buddha make people stop and think?	Why is Easter important to Christians?	Why is Muhammad important to Muslims?	What are the sources of the story about what happened on the first Easter Sunday?
Summer 1	Belonging to Hinduism	Why are different books special for different people?	What do Sikh symbols and sayings tell us about Sikh beliefs?	How and why do Hindus worship at home and in the Mandir?	Thankfulness	How is art important in Christianity?
Summer 2	Living well with family and friends	Where did the world come from?	Special signs and symbols (link to Muslim and Christian art)	What happens when someone gets married?	What inner forces affect how we think and behave?	Similarities and differences between religions

Aims of RE

A. Learn 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.

B. 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 or a worldview.

**** C. 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.

Hard

Progress steps in RE for 5-14s

Eight steps in relation to the three elements of the aim of RE

8 Synthesise their research in RE using different disciplines.

7 Explain ideas creatively and coherently, using the main methods of RS.

6 Express insights into questions, giving coherent accounts of beliefs and ideas.

5 Explain diverse ideas and view points clearly in various forms.

4 Express ideas thoughtfully in RE.

3 Give thoughtful responses using different forms of expression.

2 Ask questions and give opinions about religions, beliefs and ideas.

1 Observe, notice and recognise materials in RE.

Learning about and understanding religions and worldviews

Easy

Hard

8 Analyse arguments cogently, justifying perspectives.

7 Evaluate diverse beliefs, perspectives, sources of wisdom, ways of life.

6 Appreciate and appraise different understandings of religion and worldviews.

5 Explain the impact of and connections between ideas, practices, view points.

4 Outline religious ideas and practices, linking different view points.

3 Describe religions and world views, connecting ideas.

2 Retell stories, suggesting meanings for sources of wisdom, festivals, worship.

1 Recall, name and talk about materials in RE.

Expressing and communicating ideas related to religions and worldviews

Easy

Hard

8 Use varied disciplines of religious study to research ultimate questions.

7 Evaluate questions and arguments personally and critically.

6 Enquire into and interpret ideas, sources and arguments.

5 Investigate and explain why religions and worldviews matter.

4 Apply ideas about religions and worldviews thoughtfully.

3 Consider, link and discuss questions, ideas and points of view.

2 Collect, use and respond to ideas in RE.

1 Notice and find out about religions and worldviews.

Gaining and deploying the skills needed for studying religion and worldviews.

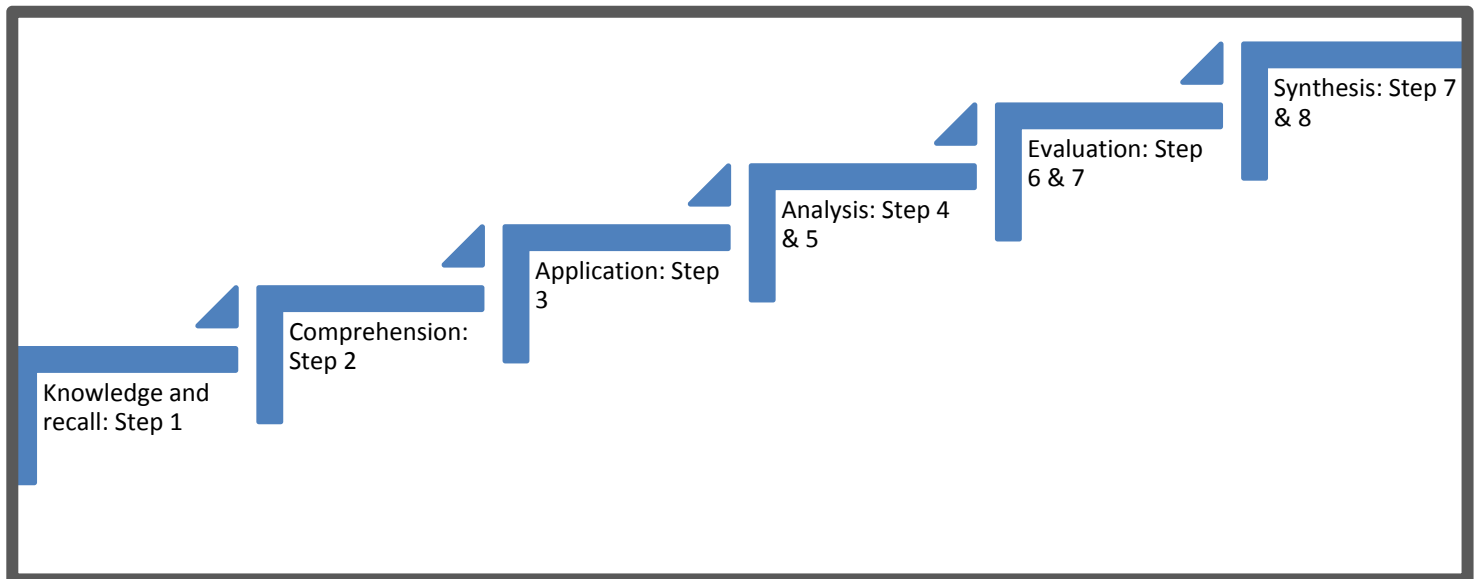
Easy

Good RE



Making Progress in RE

The steps to progress in RE are based on Bloom's taxonomy.



- Year 1 and Year 2 - Focus: Step 1 and 2
- Year 3 and Year 4 - Focus: Step 2, 3 and 4
- Year 5 and Year 6 - Focus: Step 4, 5 and 6
- **Knowledge and Recall:** Children are able to recall stories, events, and order and sequence them.
- **Comprehension:** Children to comprehend what stories mean, understand and explain in their own style. Can children link stories to their real life settings?
- **Application:** Children to apply what they have learnt in relation to the religion they are learning about or their real life settings.
- **Analysis:** Children to analyse different religions and come up with reasons to their opinion.
- **Evaluation:** Children comparing more than 2 religions- looking at similarities and differences between. Does culture come into religion? Evaluation links to reasonable analysis.

Presenting RE

How to present work?

Videos / Role Plays
(Step 1)

Discussions
through P4C- Write about
their opinion/ scared text,
different religious beliefs
and their views (Step 7)

Venn Diagrams (comparing
two or more religions)/
Similarities and Difference
Tables
(Step 4/5/6)

Sequencing
(Step 1)
and Explaining in children's
own words (Step 2)
How might they feel (Step
3)

ICT / presenting their
work/ unit-
Rewriting a story with a
modern twist (Step 3)
Interpretating an image
with 2 representations of
the same faith (Step 3)

Art- drawings and
paintings-
Impact of a festival or
story on someone's life or
of thier own (Step 3 and 4)

Assessing RE

Each unit has an assessment task, giving teachers the opportunity to assess pupil progress in R

Year 2 unit: Why did Jesus tell stories?

Big Question for year group: Can stories change people?

Wesham London 2016

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Year 2's Assessment I can's

Question/task: Answer the following question and tasks: How does Jesus teach people? Write a story with a hidden message. What is the lesson to be learnt? What do people gain from listening to religious stories?

Emerging I can talk about what is important to me and to other people about stories

Expected I can talk about what is important to me and to others with respect for their feelings about what makes a good story

Exceeding I can describe what a believer might learn from a religious story or a sacred text and how they would apply this to their life

A glossary of religious, cultural, educational and other terms used in this planning grid

Parable	a short, simple story that teaches or explains an idea, especially a moral or religious idea. Often they were set with everyday situations common to most people 2000 years ago – farming, growing or around family and the home.
Samaritan	a charitable or helpful person who gives help to people who need it. At the time of Jesus the Samaritans were a hated race as they were Jews who had intermarried with pagan families living around Israel. Jews could not accept that they were anything but awful people. It is interesting that Jesus uses them in his parable to make the point that God looks at the heart not the outside.
Prodigal	Is someone who has acted bad but returns to the scene of their wrongdoing
Sacred	connected with God or dedicated to a religious purpose.
Disciples	a personal follower of Jesus Christ during his life. He had 12 very close disciples and then a larger group of women and other men who went with him as he taught around Israel for 3 years.
Moral	concerned with the principles of right and wrong behaviour. The moral of a story is it's meaning
Value	principles or standards of behaviour one's judgement of what is important in life
Gospel	the teaching or revelation of God found in the New Testament section of the Bible. There are 4 gospels (literally means good news) written by 4 people about Jesus' live on earth.
Holy	dedicated to God or a religious purpose.
Apostle	The 12 closest disciples were given this name. They carried the Christian message into the world, 10 were martyred for their faith in Jesus, one died of old age, and Judas committed suicide after betraying Jesus.

- To use the 'I cans' to help teachers assess where the children are in each topic.
- To use the 'I cans' to support the structure of the lesson and understand when to assess the children.

Places of Worship

Reception- Church (Term 4)

Easter

Year 1 - Gurdwara

How do you belong to Sikhism?

Year 2 - Church/Church of England

Why are different books special for different people?

Year 3 - Buddhist Temple

How did Jesus and Buddha make people stop and think?

Year 4 - Hindu and Sikh- Shri Guru

How and why do Hindus worship at home and in the Mandir?

Year 5 - Mosque

Why is Muhammad important to Muslim people?

Year 6 - Church of

How is Art important in Christianity?

Places of worship list:

Highway Church simon@highwaychurch.org.uk Tel: 0208 534 4019.
88a Romford Road. Stratford E15 4EH

Radha Krishna Temple (5 Cedars Road, Stratford. E15 4NE.
Contact Mrs S Mittal on sarojmittal2@yahoo.co.uk)

Quwat-ul-Islam mosque (62-66 Upton Lane E7 9LN. Imam Khalil
Laher Tel: 07743648047
khalil.laher@quwwatulislam.org)

Buddhist Temple (Sri Sambodhi Meditation Centre, 84 Dacre Road,
Plaistow E13 OPR. Tel: 0208 548 1628 Contact: Mr
Don Ratnayaka dratnayaka@ymail.com)

Gurdwara

Mr Jandu: Ramagarhia Gurdwara 10-14 Neville Rd, E7 9QX 020 8552
9494 or 07931 762974 ssjandu@yahoo.com)

Synagogue

(Bet Tikvah Synagogue, 129 Perryman's Farm Road, Newbury Park,
Essex, IG2 7LX. Tel: 020 8554 9682
eastlondonandessexliberal@gmail.com Rabbi David Hulbert)