



***We are all part of God's vine and are rooted in His rich soil.
We are nurtured and supported so that we may grow and spread out into the world to love and to serve.***

*I am the vine; you are the branches.
If you remain in me and I in you,
you will bear much fruit.*

John 15:5

Goring Church of England Aided Primary School

RE

Curriculum Map

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Essential Characteristics

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

Early Years

Early years – Early Learning Goals – understanding of the world

Area of EYFS curriculum	Early Learning Goals
People, Culture and Communities	<ul style="list-style-type: none">• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Early Years – Expectations of skills

Expectations
<ul style="list-style-type: none">• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.• Recognise some similarities and differences between life in this country and life in other countries.

Aims of the National Curriculum

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Study the main stories of Christianity.• Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.• Study other religions of interest to pupils.	<ul style="list-style-type: none">• Study the beliefs, festivals and celebrations of Christianity.• Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.• Study three of the major six religions not studied in depth in order to gain a brief outline.• Study other religions of interest to pupils

Threshold Concepts for RE

Understand beliefs and teachings

This concept involves understanding the key teachings of various religions.

Understand practices and lifestyles

This concept involves understanding the day to day lives and practices of various religions.

Understand how beliefs are conveyed

This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.

Reflect

This concept involves an appreciation of how religion plays an important role in the lives of some people.

Understand values

This concept involves an appreciation of how many people place values as an important aspect of their lives.

Milestones

	Milestone 1	Milestone 2	Milestone 3
<p>A) Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p>	<p>A.1.1. Describe some of the teachings of a religion.</p> <p>A.1.2. Describe some of the main festivals or celebrations of a religion.</p>	<p>A.2.1. Present the key teachings and beliefs of a religion.</p> <p>A.2.2. Refer to religious figures and holy books to explain answers.</p>	<p>A.3.1. Explain how some teachings and beliefs are shared between religions.</p> <p>A.3.2. Explain how religious beliefs shape the lives of individuals and communities.</p>
<p>B) Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.</p>	<p>B.1.1. Recognise, name and describe some religious artefacts, places and practices.</p>	<p>B.2.1. Identify religious artefacts and explain how and why they are used.</p> <p>B.2.2. Describe religious buildings and explain how they are used.</p> <p>B.2.3. Explain some of the religious practices of both clerics and individuals.</p>	<p>B.3.1. Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>B.3.2. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>B.3.3. Show an understanding of the role of a spiritual leader.</p>
<p>C) Understand how beliefs are conveyed This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<p>C.1.1. Name some religious symbols.</p> <p>C.1.2. Explain the meaning of some religious symbols.</p>	<p>C.2.1. Identify religious symbolism in literature and the arts.</p>	<p>C.3.1. Explain some of the different ways that individuals show their beliefs.</p>
<p>D) Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<p>D.1.1. Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>D.1.2. Relate emotions to some of the experiences of religious figures</p>	<p>D.2.1. Show an understanding that personal experiences and feelings influence attitudes and actions.</p> <p>D.2.2. Give some reasons why</p>	<p>D.3.1. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>D.3.2. Explain their own ideas about the</p>

	<p>studied.</p> <p>D.1.3. Ask questions about puzzling aspects of life.</p>	<p>religious figures may have acted as they did.</p> <p>D.2.3. Ask questions that have no universally agreed answers.</p>	<p>answers to ultimate questions.</p> <p>D.3.3. Explain why their own answers to ultimate questions may differ from those of others.</p>
<p>E) Understand values</p> <p>This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>	<p>E.1.1. Identify how they have to make their own choices in life.</p> <p>E.1.2. Explain how actions affect others.</p> <p>E.1.3. Show an understanding of the term 'morals'.</p>	<p>E.2.1. Explain how beliefs about right and wrong affect people's behaviour.</p> <p>E.2.2. Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>E.2.3. Discuss and give opinions on stories involving moral dilemmas.</p>	<p>E.3.1. Explain why different religious communities or individuals may have a different view of what is right and wrong.</p> <p>E.3.2. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p>E.3.3. Express their own values and remain respectful of those with different values.</p>