Kenyngton Manor Primary School

Subject Profile: Religious Education

At Kenyngton Manor we know that curriculum is the key vehicle for 'Bringing out the Best' in all of our children, ensuring that all of our children are well prepared for the next stage of their learning and for life.

At Kenyngton Manor Primary School we are ***'bringing out the best'*** in all our pupils by giving them access to a broad and rich curriculum, enabling our children to **'stretch and reach':**

UP – to achieve academically
IN – to have a strong sense of who they are and be able to express it
OUT – to relate well with, and share responsibility for, others
FORWARDS – to be equipped with a 'spirit of adventure'

Intent

At Kenyngton Manor, our Religious Education curriculum aims to prepare children with the appropriate **knowledge**, **skills,** and **subject-specific vocabulary** to be successful and ready for the next stage of their education.

Children will develop positive learning attitudes towards the subject, demonstrating the specific disciplines and behaviours that make for a successful student of Religious Education.

Our approach to Religious Education will therefore ensure that children experience a high-quality education, whereby children are enabled to:

- appreciate the nature of worldviews and the important contribution of religion and belief, spiritual insights and values to the individual's search for meaning in life.
- recognise that someone's worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world.
- develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, through their history, contemporary diverse expressions and encountering peoples' lived experience.
- develop interest in and enthusiasm for the study of worldviews and enhance their own spiritual, moral, social and cultural development.
- develop the ability to make reasoned, informed and creative responses to religious and moral issues.
- recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.

Implementation

- The school follows the Surrey Locally Agreed Syllabus

- The curriculum is built around units of learning that are carefully sequenced to construct knowledge by building schemata over time.
- In the EYFS key questions are based upon children's own lives and experiences, and introduce pupils to Christianity, and other worldviews primarily represented within our school.
- At Key Stage 1: the curriculum introduces the study of key concepts within Christianity, Judaism and Islam, incorporating appropriate elements of non-religious worldviews. There are also thematic units which are designed to draw together learning across a year group & help to build pupils' schemata.

- At Key Stage 2: the curriculum develops the study of key concepts within Christianity, Judaism and Islam, and introduces aspects of Hindu (Sanatana) Dharma, Sikhi, Buddhism & Humanism, as a structured non-religious worldview. There are also thematic units, designed to draw together learning across a year group & help to build pupils' schemata.
- The RE curriculum provides frequent opportunities to promote fundamental British Values. Our curriculum encourages an ethos of respect for others, challenges stereotypes and builds. understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

- The RE curriculum develops

i. **substantive knowledge** (content)
ii. **disciplinary knowledge** (how we come to know in RE) - the golden threads (3 lenses) – **God (theology), Identity (philosophy) and Community (sociology)**
iii. **personal knowledge**, helping pupils to think about where their and others' ideas come from, and what influences them.

Impact

Stretch and Reach Up:

- children **know more, remember more, and do more**: connecting what they have learned across lessons, between units within a subject and then across the curriculum between subjects. This will be evident in contributions made by children in lessons, conversations with children and work produced by children.

Stretch and Reach In and Out:

- children demonstrate self-awareness; respect for all; open-mindedness and appreciation and wonder
- children are able to express their personal knowledge, questions and views with sensitivity, knowing how to disagree well

Stretch and Reach Forwards:

- children have a positive attitude towards learning about religions and worldviews
- children have the knowledge and skills they need, to continue to be successful in their next RE lesson, unit, year group, Key Stage and school

	End Points (unit outcomes)	Substantive Strands (facts/ideas/themes/schema) God Celebrations Places of Worship Holy Book Community Story Belief Religion Salvation Incarnation Covenant Worship Leader Creation	Disciplinary Knowledge (walk in the experts' shoes) Golden Threads / 3 Lenses: God (Theology) Identity (Philosophy) Community (Sociology)
EYFS			
	▪ Who am I, and where do I belong? ▪ Why do we have celebrations? ▪ What makes a place special? ▪ What makes something special? ▪ What can we learn from stories? ▪ What makes our world wonderful?	God Celebrations Places of Worship Community Story Belief	
YEAR 1			
CHRISTIANITY: What do Christians learn from stories of Jesus?	▪ To know key events of Jesus' life from baby -> man -> ascension. (Birth , death, resurrection, and ascension) ▪ To know how most Christians try to live their lives following the example that Jesus set. ▪ To know that Jesus is significant to Christians (understanding that Jesus is God).	Religion Christian Salvation Incarnation	God (Theology) Identity (Philosophy) Community (Sociology)
CHRISTIANITY: What is the 'Nativity' and why is it important to	▪ To know that most Christians believe in Jesus as God's Son, born as a baby ('incarnation')	God Incarnation Worship	God (Theology) Identity (Philosophy) Community (Sociology

Christians? (Christmas)	▪ That Christians believe that Jesus is both human and God. ▪ To know that there are different important 'characters' in the Nativity that are part of the Christmas story and why they are important.		
ISLAM: Who is Allah and how do Muslims worship him?	▪ To know that Muslims think that Allah should be represented in words rather than pictures. ▪ To know that Muslims worship Allah through prayer. ▪ To know that Muslims believe it is important to be ritually clean before they pray.	Holy Book Place of worship God	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
CHRISTIANITY: Why do Christians call God 'creator'?	▪ To know that most Christians believe that God loves to give. ▪ To know the Creation account featuring 7 days. ▪ To know that Harvest is a time to be thankful for creation (including food)	God Religion Creation Holy Book	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
THEMATIC: Why should we look after the world?	▪ To know what makes our world precious and why we should be thankful. ▪ To know how different communities of people show care for our world.	Community	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
ISLAM: What is important for Muslim families?	▪ To know that Islam and Muslim are based on the same word (peace) ▪ To know that Muslims believe that Muhammad (PBUH) is a prophet and the last messenger of Allah. ▪ To know that for Muslims Muhammad (PBUH) is the best example of a Muslim and every Muslim should try to be like him The Qur'an is the special /sacred book for Muslims, and is written in Arabic.	Creation God Holy book	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
YEAR 2			
JUDAISM: What is the Torah and why is it so important to Jewish families.	▪ To know key events in the life of Moses (hidden in the bulrushes, growing up with Egyptian royalty, meeting God at the burning bush, leading the Israelites out of Egypt and into the desert for 40 years). ▪ To know that the Torah is a scroll and is written in Hebrew.	Holy Book	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**

	▪ To know that the Torah contains Gods words and rules for living, including the ten commandments. ▪ To know that the synagogue is the place where the Torah is kept and where Jewish people go to pray.		
CHRISTIANITY: Why is giving important to Christians? (Christmas)	▪ To know that most Christians believe that God's nature is to give and that he gave Jesus as a gift to the world To know that worship is a way of giving to God and that Christians worship in different ways including prayer and volunteering (in church and individually) To know that the Church is both a building and the community that meet there.	Incarnation Worship Kingdom God Religion	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
CHRISTIANITY: What is God like for Christians?	▪ To know that there are many different ways of describing God contained in the Bible. To know how ways of describing God influence Christian beliefs around God. ▪ To know most Christians believe God loves them and all people.	Holy Book God Creation Salvation	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
CHRISTIANITY: Why do Christians call Jesus 'Saviour'?	▪ To know that Christians often call Jesus 'Saviour' and to understand why he is referred to as this. To know that the Bible contains stories about people Jesus met and 'rescued/saved' To know that Jesus' offer of forgiveness is part of the rescue at the heart of Easter.	Holy Book Community Salvation Resurrection	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
JUDAISM: Why do Jewish families celebrate the gift of Shabbat?	▪ To know Shabbat is a time of rest and recalls how God rested on the seventh day after creation. To know that Shabbat and the Friday night meal can be an important part of Jewish family life and can help Jewish families to feel closer to God. ▪ To know that Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end.	Creation	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
THEMATIC: Is prayer important to everyone?	▪ To know what prayer is and recognise some of the ways/reasons that people might pray. ▪ That for most religious people, prayer is a way of connecting with God and is a part of their worship. ▪ To know that some people don't pray.		**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
YEAR 3			
CHRISTIANITY:	▪ To know that meeting Jesus changed the lives of ordinary people that met him.	Gospel Kingdom	**God (Theology)** **Identity (Philosophy)**

How did Jesus change lives – and how is it 'good news?'	▪ To know that Jesus showed that he was God's son by performing miracles. ▪ To know why forgiveness is important to Christians and that Jesus showed what forgiveness looked like. ▪ To know that relationships can be damaged but can also be mended through forgiveness.	Place of Worship God Salvation	**Community (Sociology**
CHRISTIANITY: **What's the Bible's 'big story' – and why is it like treasure for Christians?**	▪ To know how the Bible is made up of different books (66 books). ▪ To know the bible tells "one big story" and there are links between creation, the fall and Jesus' birth, life, death, resurrection and the future kingdom. ▪ To know that the Bible is a source of guidance, comfort & encouragement for Christians.	Creation Covenant Incarnation Salvation	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
SIKHI: **What do Sikhs value?**	▪ To know the importance of Guru Nanak Ji (the founder) and the Guru Granth Sahib (holy book) to most Sikhs. ▪ To know where Sikhs worship at home and at the Gurdwara. ▪ To know that Sikh's have special symbols which reflect Sikh identity including the 5Ks. ▪ To know that Sikh's believe God is one and can be found in all living things.	Leader Belief Religion Place of worship God	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
CHRISTIANITY: **How can artists help us to understand what Christians believe and do?**	▪ To know that Christians have used art for 2000 years to talk about God and to worship him. ▪ To know that most Christians believe that: ▪ Jesus is God who came to live on earth, ▪ Jesus' wise teaching and miraculous healing show that he is God. ▪ Jesus' death and resurrection mean that all people can be rescued (salvation).	Place of Worship Celebration God Incarnation	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
ISLAM: **How does 'ibadah' (worship) show what's important to Muslims?**	▪ To know that Muslims believe that there is no God but God (Allah) and that he is without equal. ▪ To know that reading the Quaran/following the guidance is an act of worship.	Tawhid – Allah is One Ummah Salah submission	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**

	▪ To know some of the ways which Muslims might pray (facing Mekkah, men/women separate, shoulder to shoulder on floor level, 5 times a day) ▪ To know that the mosque is a place of worship and learning is led by an imam.		
THEMATIC: **How do people use creative ways to express their beliefs?**	▪ To know that the creative arts (dance, drama, art and music) can be used to express beliefs/deep feelings and emotions. ▪ People from different religions or/and people with non-religious beliefs express themselves through the art in different ways. ▪ To know that that symbols are used to convey deep meanings without words.	Belief	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
YEAR 4			
CHRISTIANITY: **What did God promise to his people?**	▪ To know that covenants are agreements that establish relationships. ▪ To know that God made covenants through Noah, Abraham, Moses and David. ▪ To know that the new covenant is the promise of rescue for all people and an eternal kingdom.	Covenant Salvation	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
JUDAISM: **What are important times for Jewish people?**	▪ To know how special moments in the life of a Jewish person help them to remember their covenant with God (E.g. Bar/ Bat Mitzvah and weddings). ▪ To know how Jewish festivals help Jewish followers remember their Jewish History (E.g. Pesach and Sukkot). ▪ To know how celebrating Shabbat and following Shabbat rules help Jewish followers remember the commandments given by God.	Belief Religion	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
CHRISTIANITY: **What did Jesus say about God's kingdom & why is it 'good news'?**	▪ To know that many Christians believe that: God's Kingdom is God's rule on earth and heaven, Jesus is the ruler of God's Kingdom and people who follow Jesus make up the Church and are members of God's kingdom.	Creation Leader God	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**

	▪ To know that Jesus taught his followers how to live in his Kingdom (how they treat others/how they spend their time and money)		
CHRISTIANITY: For Christians, is communion a celebration, or an act of remembrance?	▪ To know that the last supper is linked to the Passover meal. ▪ To know communion is a way of remembering Jesus and his sacrifice. ▪ To know that many Christians celebrate communion as a way of being thankful for what Jesus has done and as a way of showing unity.	God Celebrations Belief	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
HUMANISM: How do non-religious people celebrate new life?	▪ To know what is meant by "non-religious people" and "worldview" and have a basic understanding of Humanism. ▪ To know that for most Humanists, it's important that a child is given the freedom to choose what they believe for themselves. ▪ To know how humanists celebrate new life and know that new life might not just refer to the birth of a child but may refer to a new beginning in a person's journey through life.	Celebrations Belief Community	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
THEMATIC: Why do people make promises?	▪ To know that for most religious people, promises are made 'before God' and demonstrate their commitment to God and to others. ▪ To know that non-religious people make promises to others, and these strengthen relationships. ▪ To know that people make promises to show their love (either to God or others) and these promises impact the actions they carry out.	Belief God	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
YEAR 5			
Hindu (Santana) Dharma: What helps Hindus (Santanis) to worship	▪ To know that most Hindus (Sanatanis) believe: ▪ In only one Supreme Being – Brahman – and that all other deities are an incarnation/representation of Brahman to help them to focus on worship.	Worship Belief Leader Story	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**

	▪ Every living thing has a spark of Brahman (atman) in it and therefore that Brahman exists in every living creature. ▪ To know some stories from sacred writings, the key beliefs they communicate and the value they hold for Hindus.		
CHRISTIANITY: Why is the idea of 'rescue' so important to Christians?	▪ To know that Christians believe: ▪ God is the great rescuer, who also came to earth in the person of Jesus, the Saviour. ▪ Jesus' life, death and resurrection enable a new relationship with God for all and are at the centre of his rescue plan. ▪ Through his death, Jesus rescued people from sin (atonement)	Salvation Incarnation God Belief	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
CHRISTIANITY: What do Christians believe about creation?	▪ To know that most Christians believe that: God created the world and put humanity in charge of its care, humans are given free will, human choices are the cause of suffering and one day God will make all things new and end suffering. ▪ To know that Christian views can differ on creation; some Christians believe that God created the world in 7 days whereas others have different beliefs. ▪ To know the idea of creation is shared by Muslins, Jewish followers and Muslims	Belief God Creation	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
CHRISTIANITY: How did the Church begin, and where is it now?	▪ To know that most Christians believe that: ▪ the Church is part of God's Kingdom ▪ the Holy Spirit is alive and active in the world, as well as in the hearts of individuals and in the Church ▪ Pentecost is the birthday of the Church. ▪ baptism, sharing communion, worship and service are signs of membership of the Church. ▪ the Church has spread throughout the world and is enormously diverse, expressing the inclusivity of Jesus' message.	Church Belief	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
HINDUISM (Santana Dharma): Why should Hindus live a good life?	▪ To know that many Hindus (Sanatanis) try to live good lives by doing 'dharma' (righteous duties) – and that this is different for different people and stages of life	Belief Story Worship	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**

	▪ To know that worship (puja and arti) is a duty throughout life ▪ To know the story of Rama and Sita (the Ramayana) and what it teaches Hindus (Sanatanis) about dharma and how to live.		
THEMATIC: **How did all begin?**	▪ To know that some people will look to science to explain how & why life in the universe began. ▪ To know that different beliefs about how the world began may or may not include a belief in a divine origin for the world. ▪ To know how different beliefs about how the world began can help to shape people's worldviews and actions	Belief Creation	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
YEAR 6			
CHRISTIANITY: **What do Christians believe about the Messiah – and why is it good news?**	▪ To know that a prophecy is a message from God. ▪ To know that most Christians believe that: Ancient prophecies in the Old Testament foretell the birth, life and death of Jesus, Jesus fulfilled many Old Testament prophecies, and because of this, Jesus is the 'Messiah', Jesus himself prophesied his death and resurrection. ▪ To know what Jesus said about himself & how these relate to many Christians' beliefs about Jesus as the Messiah	Belief Religion Holy book	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
CHRISTIANITY: **How is God Three – and yet One?**	▪ To know that most Christians believe: ▪ God is a Trinity – Father, Son and Holy Spirit and each character within the trinity has a unique character/purpose but is still part of one God. ▪ To know that Jesus the Son and God the Father are with Christians in the Person of the Holy Spirit and that this makes a difference to how many Christians live.	God Belief Incarnation	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
CHRISTIANITY: **For Christians, what difference does it make to belong to God's Kingdom?**	▪ To know that most Christians believe that: ▪ They have a new, eternal life in Jesus, who calls them to live uniquely. ▪ They have a part to play in the work of God who calls them to act justly, love mercy and walk humbly in the world.	God Belief	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**

	▪ The Holy Spirit enables them in this way of living o God is at work in the world through his Kingdom (i.e. them)		
BUDDHISM: **What is the 'Buddhist way of life'?**	▪ To know that that there is no supreme deity in Buddhism. ▪ To know that most Buddhists follow the teachings of the Buddha to gain enlightenment (Nirvana) which is achieved by meditating and to know how Buddhists meditate. ▪ To know the story of how Prince Siddhartha Gautama became Buddha and that 'Buddha' means 'awakened' or 'enlightened one' ▪ To know that there are Four Noble Truths in Buddhism: these are the causes of suffering, and were set out in the Buddha's first sermon and that most Buddhists follow the Eightfold Path, which is the Middle Way (the 4 th of the Four Noble Truths)	Belief Religion Story	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
ISLAM: **What helps Muslims to live a good life?**	▪ To know that Allah is eternal, omniscient, and omnipotent. ▪ To know that Hadith (sayings of the Prophet, pbuh) guide the way many Muslims live. ▪ To know that times of celebrations also help Muslims to live a good life (Eid-ul-Fitr & Eid-ul-Adha) ▪ To know what the pillars (or duties) of Islam are and how they help many Muslims to have a good life. ▪ To know the purpose of the Two Angels, which are said to sit on either shoulder of a Muslim person	Belief Religion Worship God Celebration	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**
THEMATIC: **Is life a journey?**	▪ To know that everyone's life journey is unique, but there are similarities and milestones we share and that a person's beliefs can help them to make choices on life's journey. ▪ To know that different religions and beliefs (including Buddhism) have different beliefs about the journey of life and about life after death. ▪ To know that a pilgrimage is a special type of journey, often undertaken for spiritual benefit.	Belief	**God (Theology)** **Identity (Philosophy)** **Community (Sociology**