

# ROYSTON ST JOHN BAPTIST CE PRIMARY SCHOOL



## RELIGIOUS EDUCATION CURRICULUM



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# OUR VISION

## 'Go and Do Likewise'

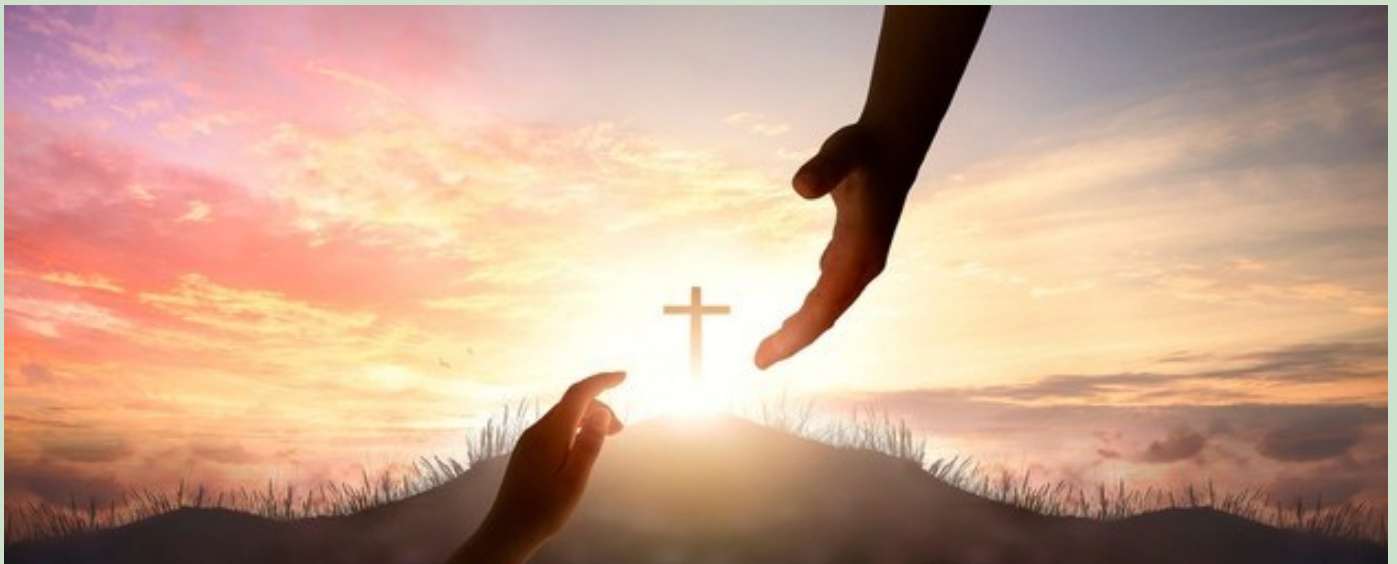
*At Royston St John Baptist CE Primary School, we strive to create a secure and happy environment for all. We are a Christian community who delights in learning, inspires high aspirations and broadens experiences. We learn to love our neighbours as ourselves and stand up for what we believe is right. Through our values and actions, we bring hope into our community and to the future of our world.*

## Our Christian Vision

*Our theological vision is rooted in the Parable of the Good Samaritan in which we should 'go and do likewise' Luke 10:37.*

*This theological vision underpins all that we do and inspires our curriculum drivers of coherence, curiosity, and challenge. Our work is driven by the values of compassion, forgiveness, and love.*

*Our dedicated team of staff provide a friendly, nurturing learning environment where pupils feel safe, valued, and secure. We work alongside parents, governance, and the wider community to provide a creative, balanced, and inspiring curriculum. Our door is always open. Parents are always welcome. We are keen for parents and carers to be involved in their child's learning and successes.*





# RATIONALE & INTENT

*Religious Education (RE) plays a vital role in shaping the distinctive Christian character of the school. Its purpose is to help every child and young person develop a deep understanding of Christianity, as well as other religions and worldviews. Through RE, pupils learn to respect different beliefs and practices, build bridges across diverse communities, and grow in their own spiritual, moral, social, and cultural development.*

*In a Church school, Religious Education should enable every child to flourish and “live life in all its fullness” (John 10:10). It supports the development of dignity and respect, encouraging all members of the school community to live well together, in line with The Church of England Statement of Entitlement (2019).*

*RE also nurtures moral values and equips pupils to play an active role in promoting inclusion and community cohesion within our increasingly diverse society.*

*Teaching in Religious Education (RE) will:*

- *Provoke deep and challenging questions about the meaning and purpose of life, moral decision-making, and the spiritual dimensions of life and death. Through this, pupils will develop a broad knowledge and understanding of Christianity, other principal religions, and a range of worldviews.*
- *Encourage personal reflection, enabling each child to explore their own beliefs—religious or non-religious—while learning about those of others. This fosters the ability to express personal views thoughtfully and understand the impact these views may have on others.*
- *Foster a strong sense of identity and belonging, helping pupils understand their place as individuals, within their communities, and as members of the wider human family.*
- *Challenge prejudice and discrimination, including those based on religion, race, culture, or gender, and promote respect for all people.*
- *Develop moral virtues such as truthfulness, honesty, empathy, generosity, and compassion, and explore how these values contribute to positive engagement in both local and global communities.*
- *Encourage learning from diverse religions and worldviews, exploring the global nature of belief in God, the moral teachings found in sacred texts, and the rich variety of cultural and religious traditions. This prepares pupils for the responsibilities and challenges of adult life in a diverse and interconnected world.*



# RELIGIOUS CONCEPTS AND LENSES

*To further support the children to know more and remember more, we return to key substantive and disciplinary concepts as we learn about different areas of RE. This supports children to make links and comparisons in their learning.*

## **Religious Lenses**

*We want our pupils to be able to know more, remember more, and make connections between religions. When studying different religions, we focus on six lenses in order for pupils to be able to make connections. They are:*

- *Special people*
- *Special Beliefs*
- *Special Objects*
- *Special Stories*
- *Special Times*
- *Special Places*



# EARLY YEARS FOUNDATION STAGE

*Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. Approaches to learning in Religious Education in the Early Years Foundation Stage linked to personal, social and emotional development could include:*

- *Children use stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways;*
- *Children learn about a story and its meanings through activity and play. They reflect on the words and actions of characters and decide what they would have done in similar situations;*
- *Using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important;*
- *Children think about issues of right and wrong and how people help one another;*
- *Children begin to know about their own cultures and beliefs and those of other people.*

*Approaches to learning in Religious Education in the Early Years Foundation Stage linked to knowledge and understanding of the world could include children:*

- *Asking and answering questions about religions and culture as they occur within their everyday experiences.*
- *Visiting places of worship, show respect and learn new words.*
- *Listening and responding to a range of stimuli about and from different religious and ethnic groups and from the natural world.*
- *Handling artefacts with curiosity and respect.*

*Children will learn about: themselves and their families and friends, giving and receiving , belonging and why belonging is important. They will learn about people who are special to particular religions and special festivals and places of worship. They will be involved in practical activities, listen to stories and take part in visits and listen and talk to special visitors.*



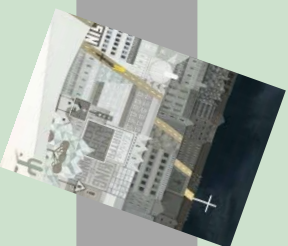
# RECEPTION LEARNING JOURNEY



## AUTUMN 1

*Being Special: Where do we belong?*

*Religion: Christianity & Islam*



## AUTUMN 2

*Special Times*

*Religion: Christianity*



## SPRING 2

*Special People*

*Religion: Christianity & Islam*



## SPRING 1

*What is special about our world?*

*Religion: Christianity & Islam*



## SUMMER 1

*Summer Stories*

*Religion: Various*



## SUMMER 2

*Special Places*

*Religion: Various*



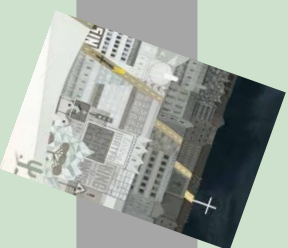
# YEAR ONE LEARNING JOURNEY



## AUTUMN 1

*God: What do Christians believe God is like?*

*Religion: Christianity*



## AUTUMN 2

*Incarnation: Why does Christmas matter to Christians?*

*Religion: Christianity*



## SPRING 2

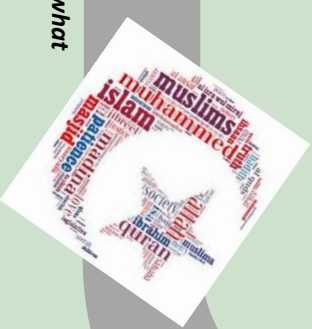
*Salvation: Why does Easter matter to Christians?*

*Religion: Christianity*

*World Faith: Who is Muslim and what do they believe?*

*Religion: Islam*

## SPRING 1



## SUMMER 1

*World Faith: Who is Muslim and what do they believe?*

*Religion: Islam*



## SUMMER 2

*Thematic: Who am I and what does it matter to belong?*

*Religion: Various*



# YEAR TWO LEARNING JOURNEY

## AUTUMN 1



*Creation: Who made the world?*

*Religion: Christianity & Islam*



## AUTUMN 2

*Thematic: Caring for the World:*

*How should we care for the world and  
for others and why does it matter?*

*Religion: Various*

## SPRING 2

*Thematic: What makes some places  
sacred to believers?*

*Religion: Various*



## SPRING 1

*World Faith: Who is Jewish and  
how do they live? (Part 1)*

*Religion: Judaism*



## SUMMER 1

*Gospel: What is the good news that  
Jesus brings?*

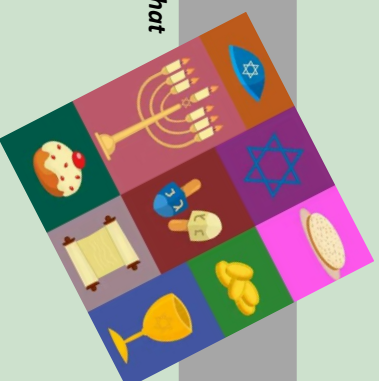
*Religion: Christianity*



## SUMMER 2

*World Faith: Who is Jewish and how do  
they live? (Part 2)*

*Religion: Judaism*





# YEAR THREE LEARNING JOURNEY

## AUTUMN 1



*God/Incarnation: What is the trinity?*

*Religion: Christianity*

## AUTUMN 2



*Thematic: What is the deeper meaning of festivals?*

*Religion; Various*

## SPRING 2

*Salvation: Why do Christians call the day that Jesus died Good Friday?*

*Religion: Christianity*



## SPRING 1

*World Faith: What does it mean to be a Sikh in Britain today?*

*Religion: Sikhism*



## SUMMER 1



*Gospel: What kind of world did Jesus want?*

*Religion: Christianity*

## SUMMER 2

*World Faith: What does it mean to be a Sikh in Britain today? (Part 2)*

*Religion: Sikhism*





# YEAR FOUR LEARNING JOURNEY



## AUTUMN 1

*Creation: What do Christians learn from the creation story?*

*Religion: Christianity*



## AUTUMN 2

*People of God: What is it like to follow God?*

*Religion; Christianity*



## SPRING 1

*World Faith: What does it mean to be Hindu in Britain today?*

*Religion: Hinduism*



## SUMMER 1

*Thematic: How and why do believers show their commitment during the journey of life?*

*Religion: Various*



## SUMMER 2

*World Faith: What does it mean to be Hindu in Britain today? (Part 2)*

*Religion: Hinduism*



# YEAR FIVE LEARNING JOURNEY



## AUTUMN 1

*God: What does it mean if God is holy and loving?*

*Religion: Christianity*



*Incarnation: Was Jesus the Messiah?*

*Religion: Christianity*

## AUTUMN 2



## SPRING 2

*Salvation: What did Jesus do to save human beings?*

*Religion: Christianity*

*World Faith: What does it mean for a Jewish person to follow God ?*

## SPRING 1



## SUMMER 1

*Gospel: What would Jesus do?*

*Religion: Christianity*



## SUMMER 2

*Thematic: How does religion help people live through good and bad times?*

*Religion: Various*



# YEAR SIX LEARNING JOURNEY



## AUTUMN 1

*Creation: Creation vs Science:  
Conflicting or Complementary?*

*Religion: Christianity*



## AUTUMN 2

*People of God: How can following  
God bring Freedom and Justice?*

*Religion; Christianity & Judaism*



## SPRING 2

*Salvation: What difference does the  
resurrection make for Christians?*

*Religion: Christianity*



## SPRING 1

*World Faith: What does it mean for a  
Muslim people to follow God?*

*Religion: Islam*



## SUMMER 1

*Thematic: Why is pilgrimage im-  
portant to some religious believers?*

*Religion: Various*



## SUMMER 2

*Kingdom of God: What kind of King is  
Jesus?*

*Religion: Christianity*



# END OF PHASE OUTCOMES

## End of EYFS Outcomes

<i>Communication and Language</i>	<i>Personal, Social and Emotional Development</i>	<i>Understanding the World</i>	<i>Expressive Arts &amp; Design</i>
<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions, or actions, use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Answer ‘who’, ‘how’ and ‘why’ questions about their experiences or events from different sources.</li> <li>• Talk about how they and others show feelings.</li> <li>• Develop their own narratives in relation to stories they hear from different communities.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</li> <li>• Work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.</li> <li>• Talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable.</li> <li>• Think and talk about issues of right and wrong and why these questions matter.</li> <li>• Respond to significant experiences showing a range of feelings when appropriate.</li> <li>• Have a developing awareness of their own needs, views and feelings and can be sensitive to those of others.</li> <li>• Have a developing respect for their own cultures and beliefs, and those of other people.</li> <li>• Show sensitivity to others’ needs and feelings, and form positive relationships.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Talk about similarities and differences between themselves and others, among families, communities and traditions.</li> <li>• Begin to know about their own cultures and beliefs and those of other people.</li> <li>• Explore, observe and find out about places and objects that matter in different cultures and beliefs.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>• Use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.</li> <li>• Respond in a variety of ways to what they see, hear, smell, touch and taste.</li> </ul>



Element	End of Key Stage One	End of Lower Key Stage Two	End of Upper Keys Stage Two
<p><b>Making Sense of Beliefs/Text</b></p> <p><i>Identifying and making sense of religious and non-religious concepts and beliefs understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</i></p>	<ul style="list-style-type: none"> <li>Identifying the core beliefs and concepts studied and give a simple description of what they mean</li> <li>Give examples of how stories show what people believe (e.g., the meaning behind a festival)</li> <li>Give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the core beliefs and concepts studied</li> <li>Make clear links between texts/sources and the key concept studied</li> <li>Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain the core beliefs and concepts studied, using examples from text/sources of authority in religions</li> <li>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>Taking account of the context(s), suggest meaning for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.</li> </ul>
<p><b>Understanding the Impact</b></p> <p><i>Examining how and why people put their beliefs into action diverse ways, within their everyday lives, within their communities and in the wider world.</i></p>	<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities</li> <li>Give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>Describe how people show their beliefs in how they worship and in the way they live</li> <li>Identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between what people believe and how they live, individually and in communities.</li> <li>Using evidence and examples, show how and why people put their beliefs into practice in different ways e.g., in different communities or cultures.</li> </ul>
<p><b>Making Connections</b></p> <p><i>Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas, and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.</i></p>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</li> <li>Give a good reason for the views they have and the connections they make</li> <li>Talk about what they have learned</li> </ul>	<ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how far the beliefs and practices studied might make a different to how pupils think and live</li> <li>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>Give good reasons for the views they have and the connections they make</li> <li>Talk about what they have learned and if they have changed their thinking</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g., believers and atheists)</li> <li>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li> <li>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> <li>Talk about what they have learned, how their thinking may have changed and why</li> </ul>