

Religious Education Curriculum Learning Statements Overview 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Belonging- All About Me (What's your favourite fairy-tale?) Share special pictures of friends and family and discuss with teachers and peers. Self-portraits. Exploring Christian artefacts such as a Children's Bible. I can express my opinions and beliefs and share them with other people. I can talk about similarities and differences between religions and understand that people aren't all the same.	What changes in our environment can you see? Nativity Play taking part in the KS1 Nativity play. Making Christingles. Celebrating Diwali exploring traditions and customs such as making rangoli patterns, Diva Lamps, mendhi henna. Celebrating Jesus Birthday through role play and Christmas traditions through CP I can explain, understand and respect beliefs and practices in a range of cultures and religions. I can express my opinions and beliefs and share them with other people.	What can you see through a telescope? Explore stories from the bible and discuss the moral behind each one. Use art materials to make certificates for bravery/ honesty cards. I can explore what I believe and ask meaningful questions. I can express my opinions and beliefs and share them with other people.	If you were a fish, what fish would you be? Making Easter arts and crafts in CP. Grow seeds in class and observe the start of New life. Caring for the class duck eggs and discussing New Life. I can explain, understand and respect beliefs and practices in a range of cultures and religions. I am able to reflect on my own feelings and experiences.	How does your garden grow? Discuss places that are special to them through pictures brought in from home. Look at and discuss pictures of the gurdwara and artefacts from a Gurdwara. I am able to discuss religious or moral questions using what I have found out. I can explore what I believe and ask meaningful questions.	Are you mad about animals? I am able to reflect on my own feelings and experiences. I can explain, understand and respect beliefs and practices in a range of cultures and religions.
Year 1	Celebrating - Harvest (How have toys changed overtime?) We will be: Explaining our experiences of celebrating, we will create pictures and share our own celebrations. We will discuss why we celebrate things and how they make us feel and what the features of a celebration are. We will learn what harvest is and why Christians celebrate harvest. I can explain, understand and respect beliefs and practices in a range of cultures and religions.	Waiting - Advent How does the weather change over seasons? We will be: Explaining sharing what waiting is, exploring different times we might wait and how we feel when we are waiting. The children will learn about different types of waiting and how waiting can be special. We will learn what waiting means for Christians and what advent is. I can express my opinions and beliefs and share them with other people.	Change - People Jesus' met. Who is the oldest reigning monarch? We will be: Exploring what change means and relate how things have changed in our lives. We will listen to different stories Jesus told (Zacchaues, Luke 19:1-10) and roleplay our feelings. We will discuss why these stories are important for Christians and how change can affect us. I am able to reflect on my own feelings and experiences. I can explain, understand and respect beliefs and practices in a range of cultures and religions.	Welcome – Palm Sunday How is London different to where we live? We will be: Discussing what welcoming means and how you might feel welcomed. Children will share their own experiences. We will read the story of Palm Sunday and learn what Palm Sunday is and how it is celebrated. We will use visualisation techniques to explore feelings and explain how we felt during the roleplay. We will share how we would welcome someone new to the school.	Community – Community in Sikhi faith and further traditions What makes the seaside the seaside? We will be: Discuss and share how we have experienced help in our communities and how we have helped others. The children will roleplay a scenario. We will share idea of when we give to our community and why people give to others in their communities. We will learn about Sewa and why this is important to the sikhi faith. We will then share how we can support and enact their own generosity by making gifts for another class.	Special – Special books. Sikhi Faith at KS1. Who was Mary Anning and how did she change history? We will be: Learning about special books. We will discuss books that are special to us, we will then discuss how we feel about our special books and what makes a book special. We will explore what the special book for Sikhs is as well as think about the specialness of the Guru Granth. I can explain, understand and respect beliefs and practices in a range of cultures and religions.

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	I can talk about similarities and differences between religions and understand that people aren't all the same.	I can explain, understand and respect beliefs and practices in a range of cultures and religions.		I can explain, understand and respect beliefs and practices in a range of cultures and religions. I can explore what I believe and ask meaningful questions.	I am able to reflect on my own feelings and experiences. I can explain, understand and respect beliefs and practices in a range of cultures and religions.	I am able to reflect on my own feelings and experiences.
Year 2	Special (What does a Pirate need to reach the treasure?) I can talk about similarities and differences between religions and understand that people aren't all the same. I can explore what I believe and ask meaningful questions.	How did the fire change London? I can talk about similarities and differences between religions and understand that people aren't all the same. I can express my opinions and beliefs and share them with other people.	How does the weather change the closer you get to the equator? I am able to reflect on my own feelings and experiences. I am able to discuss religious or moral questions using what I have found out.	Could The Titanic have been saved? I am able to reflect on my own feelings and experiences. I am able to discuss religious or moral questions using what I have found out.	How has Andover changed? I am able to discuss religious or moral questions using what I have found out. I can talk about similarities and differences between religions and understand that people aren't all the same.	How is Kingston different to Andover? I am able to discuss religious or moral questions using what I have found out. I can talk about similarities and differences between religions and understand that people aren't all the same.
Year 3	Trees as a symbol (Did it rock to live in Stone Age Britain?) We will be: Exploring the tree and how it is used as a symbol across the world before linking it to the Garden of Eden story and Christianity. I can express my opinions and beliefs and share them with other people. I know that for some questions there are no right or wrong answers.	Angels When was life in Andover better? The Iron Age or Stone Age? We will be: Describing our own views of Angels before reading through examples from the story birth of Jesus. I am able to discuss religious or moral questions using what I have found out. I am able to reflect on my own feelings and experiences.	Identity - Synagogue How extreme can Earth be? We will be: Describing the concept of identity in our own words before investigating the value of identity for Jews. I am able to reflect on my own feelings and experiences. I can explain, understand and respect beliefs and practices in a range of cultures and religions.	Changing Emotions - Easter Why should we save Earth's Rainforests? We will be: Describing the concept of changing emotions and describing how this is contextualised in the Holy week for Christians. We will then look at examples of changing emotions within our own lives and others. I can express my opinions and beliefs and share them with other people. I can explain, understand and respect beliefs and practices in a range of cultures and religions.	Sacred Places Who were the Romans? What did they do for us? We will be: Describing what sacred means to people and value of sacred places to believers and themselves. They will then reflect on whether they have a sacred place in their life. I am able to reflect on my own feelings and experiences. I can explore what I believe and ask meaningful questions.	Belonging – What does it mean to be a Muslim today? Andover- How do we use our land? We will be: Expressing our personal response to belonging and how this might affect us. We will then think about what belonging means to us and Muslims. I am able to reflect on my own feelings and experiences. I can explain, understand and respect beliefs and practices in a range of cultures and religions.

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Year 4	Community (“Why do so many people settle in Megacities?”) I can express my opinions and beliefs and share them with other people. I can explore what I believe and ask meaningful questions.	“Were the Anglo Saxons the ruin of Britain?” I am able to reflect on my own feelings and experiences. I can explain, understand and respect beliefs and practices in a range of cultures and religions.	“Were the Vikings Raiders or Traders?” I can talk about similarities and differences between religions and understand that people aren’t all the same. I can explore what I believe and ask meaningful questions.	“Where does the River Anton begin and end?” I am able to reflect on my own feelings and experiences. I am able to discuss religious or moral questions using what I have found out.	“Was King Alfred really great?” I can talk about similarities and differences between religions and understand that people aren’t all the same. I am able to reflect on my own feelings and experiences.	Is the Costa Brava a world away from our local area? I can explore what I believe and ask meaningful questions. I can express my opinions and beliefs and share them with other people.
Year 5	(What was the greatest achievement for each civilisation?) <u>Belonging (I)</u> We will be: Exploring the concept of Belonging: discussing groups we belong to and how belonging makes us feel. We will also explore the concept within the Muslim faith, discovering why this idea of belonging is an important part of their faith <i>I can explore what I believe and ask meaningful questions.</i> <i>I can explain, understand and respect beliefs and practices in a range of cultures and religions.</i>	Where in Russia would you launch a space rocket? <u>Interpretation (C)</u> We will be: Exploring the meaning of the word <i>interpretation</i> by looking at the story of the birth of Jesus in the Bible from the gospels of Luke and Matthew. We will also look at how interpretation affects our own lives and how our own and others’ experiences can be affected by how we interpret things. <i>I am able to reflect on my own feelings and experiences.</i> <i>I am able to discuss religious or moral questions using what I have found out.</i>	What was everyday life for men, women and children in ancient Egypt? <u>Love - The Golden Rule</u> We will be: Exploring the idea of unconditional love (agape). We will be looking at the things we love and discussing if we love them the same way, e.g. our love of a food compared to our love for our family. Then we will look at the different types of love and focus in on unconditional/divine love and how the Golden Rule is important for Christians. <i>I am able to discuss religious or moral questions using what I have found out.</i> <i>I can explain, understand and respect beliefs and practices in a range of cultures and religions.</i>	Why does parliament run the country rather than the king? <u>Salvation (C)</u> The Christian Story We will be: Exploring the concept of salvation by looking at how the Christian story expresses the concept of salvation We will then evaluate the concept of salvation by explaining its value to Christians before beginning to explain our own responses to the concept of salvation and how it can be applied to our own lives. <i>I can talk about similarities and differences between religions and understand that people aren’t all the same.</i> <i>I am able to discuss religious or moral questions using what I have found out.</i>	Why would a refugee want to move to Andover? <u>Special Sacred place (C/I)</u> Places of worship We will be: Exploring and describing what people mean by <i>sacred</i>. Then we will be describing a <i>sacred</i> place which is significant to believers and explain the value of sacred places to believers and to themselves. They will continue to explore concept of <i>sacred</i> by reflecting on whether there is a sacred place in their own lives. Finally, they will describe how sacred places can affect their own and others’ lives <i>I can talk about similarities and differences between religions and understand that people aren’t all the same.</i> <i>I am able to reflect on my own feelings and experiences.</i>	Are we protecting our British wildlife? <u>Umma- Community (I)</u> We will be: Exploring the meaning of Umma, explaining how aspects of Muslim practice and belief develop a sense of Umma. We will then evaluate the concept of Umma by explaining the value to Muslims and identifying and explaining situations or issues that may arise in relation to Umma. Children will then explain their own response to Umma and to the idea of community, applying this to the way they behave in the communities they and others belong to. <i>I can explain, understand and respect beliefs and practices in a range of cultures and religions.</i> <i>I am able to reflect on my own feelings and experiences.</i>
Year 6	(Are there mountains in the UK?) <u>Peace</u>	Andover or the Canadian Wilderness – which biome would you choose?	Why is the Mayan culture important?	Which countries grow cocoa and how do we get chocolate?	How have the Ancient Greeks influenced the modern western world?	How have the Ancient Greeks influenced the modern western world?

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	Revelation of the Qur'an Sawm and Ramadan. We will be: Explaining the meaning of <i>peace</i> and explaining the significance and value of <i>peace</i> through submission for Muslims. Expressing a personal response to <i>peace</i> in our own experience and explaining examples of how our responses and ideas about <i>peace</i> affect the way we behave. I can explain, understand and respect beliefs and practices in a range of cultures and religions. I can explore what I believe and ask meaningful questions.	Incarnation – An Extraordinary Baby We will be: Explaining the Christian concept of incarnation, its significance and how the birth narratives reflect it. Explaining a personal response to the concept of incarnation. Explaining how the idea of incarnation might affect our own and others' lives. I am able to reflect on my own feelings and experiences. I can explain, understand and respect beliefs and practices in a range of cultures and religions.	Ritual (I) – Wudu and Eid-ul-Fitr and Eid alAdha. We will be: Explaining and evaluating the meaning of ritual and the significance and value of it during wudu and Eid-ul-Fitr to Muslims. Explaining a personal response to ritual in their own experience. I can explain, understand and respect beliefs and practices in a range of cultures and religions. I am able to reflect on my own feelings and experiences.	Resurrection (C) - The empty cross We will be: Explaining the meaning of <i>resurrection</i> and explaining the story that illustrates Jesus' resurrection and explain how the empty cross is a symbol of resurrection for Christians Explaining our own responses to the concept of <i>resurrection</i> I can express my opinions and beliefs and share them with other people. I can explain, understand and respect beliefs and practices in a range of cultures and religions.	Love - Sewa We will be: I am able to reflect on my own feelings and experiences. I am able to discuss religious or moral questions using what I have found out.	River of Life - Humanism We will be: Explaining the concept of River of Life in Humanism and how they might use the concept to show what they believe. Responding creatively and beginning to explain our own River of Life in a way that is meaningful to us. I can explore what I believe and ask meaningful questions. I can explain, understand and respect beliefs and practices in a range of cultures and religions.
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