**RE Curriculum**

**Great Linford Primary School**



The RE programme of study at Great Linford Primary School is structured around The National Curriculum (Published in 2013) and uses Discovery RE as a tool to implement the curriculum. The intent of the RE curriculum is to use an enquiry approach set out in our Discovery RE Programme which makes RE an exciting and engaging approach for children.

In addition to this, we structure learning to be interwoven with our three whole school curriculum drivers that underpin the whole school intent of our curriculum.

**Curriculum Progression: RE Skills**

**Personal Renoncance or Reflection**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| Can talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world.  I can talk about my friends and why I like them.  I can discuss how I might treat a special person and say why, | I can verbalise and or express my own thoughts.  I can say how I could solve a problem by showing love.  I can talk about why I do as some people ask but not others. | I can tell you/talk about the concept/belief e.g. belonging to the people I am studying e.g. Jews.  I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.  I can suggest how a person may rescue/help others who are in difficult situations | I can express my own opinions and start to express them with rationale.  I can design a symbolic object to show the significant of Christmas or the Christmas holiday to me.  I can talk about what sort of help I may need to show forgiveness. | I can explain how the concept/belief e.g. forgiveness resonates in my own life and also see this might be different for other people because of their religion/beliefs.  I can start to explain how ‘true’ could mean different things to different people and how stories can be ‘true’ in different ways.  I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. | I can express my own thoughts etc having reflected on them in relation to other people’s.  I can show an understanding of why people show commitment in different ways.  I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. |

**Knowledge and Understanding of Beliefs and Teachings**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| I can recall facts about the religions I have studied.  I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.  I can use the right names for the things that are special to Jewish people during Shabbat and explain why. | I can begin to use religious vocabulary and start to explain the significance and meaning of the facts and practices.  I can retell a story Jesus told about being kind or give an example when Jesus showed kindness.  I can talk about the Seder meal or another Jewish practice with some detail and some of the correct vocabulary and start to explain why they choose to do this. | I can recall facts about religions I have studied.  I can start to explain the Christian belief that Jesus was in the human form and why God gave him to the world.  I can explain one Christian view point. | I can select the facts that are most significant to the enquiry and start to explain their relevance/importance.  I can describe one thing a Christian might learn from a Christian symbol.  I can describe what a Christian might learn about forgiveness from a biblical text. | I am able to recall facts about religions and explain differences in practice.  I can start to explain the Christian belief that Jesus was the incarnation of God.  I can start to explain whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequences of events during Holy Week. | I am able to interpret within and between religions/belief systems.  I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.  I can make links between Christian beliefs and their views on whether anything is eternal. |

**Evaluation and Critical Thinking in relation to the ‘Big Questions’ (Red descriptors)**

| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- |
| I can start to think through the enquiry question using some facts.  I can say how Jesus tried to be a good friend.  I can express an opinion about the Christian belief about creation. | I am beginning to see that within the enquiry question there could be more than one answer.  I can say if Christians should be kind and give a reason.  I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason. | I can apply my knowledge to the enquiry question and give an answer. Supported by one or more facts.  I can start to say whether I believe Jesus actually healed people or not.  I can reflect on whether I agree with Christian’s beliefs about why Jesus died and give own thoughts/opinions. | I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.  I can ask questions about why Christmas means to Christians and compare this with what it means to me.  I can start to understand the impact a Christians special place has on him or her. | I can weigh up evidence and different arguments.  I can start to express my opinion about Jesus’ crucifixion being his destiny/purpose.  I can start to explain the Christian belief that Jesus was in the incarnation of God. | I can weigh up evidence and different arguments/aspects relevant to the enquiry question and express my answer.  I can support my answer with evidence and rationale.  I can make links between Christian beliefs and their views on whether anything is ever eternal.  I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. |