# RE Curriculum Coverage

# RE at Westgarth

**What does RE look like at Westgarth?**

Our intent is to deliver a broad and balanced, progressive, knowledge- based curriculum to prepare the children for their next stages and to develop their level of independence, resilience and respect. Respect for themselves, others and the world.

At Westgarth it is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to eventually enable them to combat prejudice; preparing them for adult life-long learning. We encourage our pupils to ask questions about the World and to reflect on their own beliefs, values and experiences.

**Why is RE important?**

Through Religious Education, pupils develop their knowledge of the World Faiths, and their understanding and awareness of beliefs, values and traditions of other individuals, communities and cultures.

The teaching of Religious Education makes links between these beliefs and will help to develop responsibility and respect for all aspects of diversity, and prepare pupils well for life in modern Britain.

**What events take place as part of our RE curriculum?**

At Westgarth we welcome our local Christian Group of Marske to present 'Open the Book' bible stories through role play and songs. St. Mark's Church plays a vital role in supporting our learning and understanding of the Christian Faith as well as developing our role in the wider community. We celebrate 'Harvest' with a Harvest festival assembly and have a whole school food donation which is then donated to our local food bank. Additionally, we make donations to either local charities or the shoe box appeal at Christmas time.

**What do we learn in RE?**

In line with the 2020 -2025 non-statutory guidance for RE by Redcar and Cleveland SACRE (Standing advisory council for RE) pupils learn about and from religions and worldviews, in local, national and global contexts, to discover, explore and consider different answers to these questions.

**Religious Education in EYFS:**

At Westgarth, our pupils explore religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

**What do our children think?**

"I have enjoyed learning about Harvest and where our food comes from"
**Year 1**

"I think it teaches you to respect other peoples beliefs"
**Year 4**

"I made a colourful Rangoli pattern for Diwali"
**Reception**

"I really enjoyed visiting St Mark's Church"
**Year 2**

| EYFS | Autumn | Spring | Summer |
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| Nursery | **Special times**<br>-Own experiences e.g. Birthdays<br>-Autumn, harvest festivals in school & church<br>-Other festivals such as Thanks Giving (At least one other)<br><br>**Special Stories**<br>-Why do we celebrate Christmas? | **Special Stories**<br>-What are our special stories?<br>-Why and how are they special?<br><br>**Special people**<br>-Who is special to us? Jesus is special to Christians.<br><br>**Special times**<br>-Easter – signs of new life | **Special people in the community**<br>-Who is special to us? Religious leaders E.g. Vicar, priest, monk, nun (appropriate to the local community)<br><br>**Belonging/ Family**<br>-Infant baptism |
| Reception | **Special times**<br>-Harvest and Christian beliefs about caring for our World.<br>-Divali – the festival of light<br><br>**Special stories**<br>-Why was Jesus' birth seen as special? | **Special Books**<br>-The Bible as a special book for Christians<br>Special stories<br>-Stories Jesus told<br><br>**Special times**<br>-Easter – New life and celebration | **Special Places**<br>-Church visit through the senses (Virtual tour if actual visit not possible)<br><br>**Belonging/Family**<br>-Weddings - Christian and Hindu marriage ceremonies |

| | **Understanding of the World** | **Personal, Social and Emotional Development** | **Communication and Language** | **Expressive Arts and Design** |
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| Nursery | • Remembers and talks about significant events in their own experience.<br>• Recognises and describes special times or events for family and friends.<br>• Shows interest in different ways of life.<br>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.<br>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.<br>• Developing an understanding of growth, decay and changes over time.<br>• Show care and concern for living things and the environment. | • Confident to talk to other children when playing, and will communicate freely about own home and community.<br>• Is more outgoing towards unfamiliar people and more confident in new social situations.<br>• Can play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children. | • Listen to stories with increasing attention and recall.<br>• Joins in with repeated refrains and anticipates key events and phrases in harvest stories.<br>• Use vocabulary focused on objects and people that are of particular importance to them.<br>• Listen to stories with increasing attention and recall.<br>• Joins in with repeated refrains and anticipates key events and phrases in harvest stories.<br>• Suggests how the story might end<br>• Sometimes gives meaning to marks as they draw and paint. | • Beginning to be interested and describe the texture of things.<br>• Sings a few familiar songs.<br>• Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.<br>• Explores colour and how colours can be changed.<br>• Engages in imaginative role play based on own first-hand experiences.<br>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. |

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| Reception | • Shows interest in different ways of life.<br>• They know about similarities and differences among families, communities and traditions.<br>• They know that other children don't always enjoy the same things, and are sensitive to this.<br>• Looks closely at similarities, differences, patterns and change.<br>• They know about similarities and differences in relation to places, objects, materials and living things. | • Know that other people have different traditions/beliefs and are sensitive to this<br>• Recognises and describes special events or times for family and friends<br>• Recognise the similarities and differences of traditions and celebrations of other cultures<br>• Sees themselves as a valuable individual<br>• Recognise that they belong to different communities and social groups<br>• Is more aware and sensitive to prejudice and discrimination | • Maintains attention, concentration and sits quietly during appropriate task.<br>• They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.<br>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.<br>• They express themselves effectively, showing awareness of listeners' needs.<br>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.<br>• Enjoys an increasing range of books.<br>• Writes own name and other things such as labels and captions.<br>• Attempts to write short sentences in meaningful contexts. | • Begins to build a repertoire of songs and dances.<br>• Explores what happens when they mix colours.<br>• Constructs with a purpose in mind, using a variety of resources.<br>• They sing songs, make music and dance.<br>• They safely use and explore a variety of materials, tools and techniques.<br>• Creates simple representations of events, people and objects.<br>• Introduces a storyline or narrative into their play.<br>• They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |

| KS1 | Autumn | Spring | Summer |
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| Year 1 | **Who am I and why am I special?**<br>(Belief, Impact of Faith)<br>• Know that humans are equal<br>• Know and discuss what they are good at<br>• Compare preferences and highlight the differences between people, all the time making the point everyone is good at something.<br>• Know why Jesus is special as a storyteller/healer<br><br>**How and why do Christians celebrate harvest?**<br>(Belief, Worship)<br>• To know why and when they might be thankful<br>• Know what happens in Church during Harvest time<br>• Know that Harvest is giving thanks to God for safe gathering of good Harvest<br>• Know why we collect produce in school and who we give it to | **Why is Jesus special to Christians?**<br>(Belief, Teachings/Authority)<br>• Who the special people in their lives are<br>• Christians believed Jesus healed people<br>• Understand that for Christians Jesus is more than a special person, he is God.<br>• Know that most Christians believe God has power over nature<br><br>**Why is Easter special for Christians?**<br>(Belief, Teachings /Authority, Worship)<br>• Tell the story of Palm Sunday<br>• Know what the Palm cross represents<br>• Know what Lent is<br>• Know what Shrove Tuesday | **How do Jews worship at home?**<br>(Belief, Worship)<br>• Talk about who belongs to a Jewish family<br>• What family members do together: prayer at home – wearing a kippah, tallit and how they eat at home – special food – kosher.<br>• What can be seen at home – mezuzah (touching on entering the home) and special utensils for kosher food.<br>• Preparing for Shabbat - symbolism of bread and candles.<br><br>**How do both Jews and Christians think the world was created?**<br>(Beliefs, Teachings/ Authority)<br>• Know why the Torah is treated in a special way |

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| | **What does it mean to belong in Christianity?**<br>(Worship, Impact of Faith)<br>• Know that they belong in different groups (school, class, clubs, families)<br>• Identify they belong to a family<br>• People who believe in God belong to a religious family<br>• How children are welcomed to the Christian church<br><br>**Why are gifts given at Christmas?**<br>(Belief, Worship, Impact of Faith)<br>• Identify Christmas is the celebration of the birth of Jesus<br>• Christians believe Jesus is God's son<br>• Qualities that Jesus brought to the world | is | • Make comparisons such as resting on the 7th day (Christianity) and Shabbat (Judaism).<br>• Discuss the Ten Commandments and compare with God's rules for Jewish people in the Torah. |

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| Year 2 | **What can we learn from visiting a church?**<br>(Beliefs, Worship)<br>• Identify the main features of a church<br>• Understand the need to show respect for other people and places of worship<br>• Experience and describe the atmosphere of a church<br>• Identify some of the artifacts in the church<br>• Identify the parts of a church they think are important<br>• give simple explanations about why and how the building is special to Christians<br><br>**How and why do Jews celebrate Sukkot?**<br>(Belief, Worship)<br>• Know Sukkot is celebrated in Autumn to say thank you to God<br>• Know special foods we have for particular occasions<br>• Know the story of Moses leading | **Why is Moses important to Jews?**<br>(Belief, Teachings/Authority)<br>• Know the birth story of Moses<br>• How Moses was chosen to be a leader of the Jews<br>• Become familiar with aspects and events of Moses' life.<br>• Know Moses received the ten commandments and what they are<br>• Understand that the Torah teaches Jews how God wants them to live<br><br>**Why is the Bible special for Christians?**<br>(Teachings/ Authority)<br>• To talk about own ideas of what 'special' means.<br>• Be aware of the Bible as a special book for Christians.<br>• understand the Bible is a | **How and why do Christians care for others?**<br>(Authority, Impact of Faith)<br>• How people in the Bible care for others<br>• Key Christians who followed Jesus' example<br>• How people in our local area follow Jesus' example<br><br>**What can we learn from the story of a saint?**<br>(Teachings/ Authority, Impact of Faith)<br>• Understand the impact of religious faith on a person.<br>• Explore how the way he/she lived showed faith in God.<br>• Understand how the faith of the person affected / still affects the lives of other people.<br>• Respond to stories of faith. |

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| | the Jewish people out of Isreal nd parting the sea<br><br>**How and why is Christmas a festival of light?**<br>(Belief, Teachings/Authority, Worship)<br>• Why light is an important part of Christmas<br>• Identify symbols of light in the Christmas stories<br>• Know when the Christingle service takes place<br>• Know what each part of the Christingle represents | sacred/holy book which forms the basis of the Christian Faith.<br>• To identify that the Bible is used by Christians in their life and worship<br>• understand that religious ideas, beliefs and feelings can be expressed through the Bible.<br><br>**How do Christians celebrate Easter?**<br>(Belief, Teachings/Authority, Worship)<br>• Know the Easter story and begin to realise its significance for Christians<br>• begin to identify and understand the symbolism of particular items<br>• identify ways in which Christians celebrate Easter<br>• Know that Good Friday is the anniversary of the Crucifixion<br>• describe how a paschal candle | |

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| | | is used in the Easter vigil.<br>• Compare and contrast the church on Good Friday and Easter Sunday and recognise the significance of Easter Sunday | |

| Lower KS2 | **Autumn** | **Spring** | **Summer** |
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| Year 3 | **What do Hindus believe about God?** (Belief)<br>• Understand the basic facts of the Hindu religion- Where did it start? When did it start? Where in the world are the believers now?<br>• Understand what Brahma / Divali are<br>• Understand what Hindus believe about God.<br><br>**How and why do Hindus worship at home and in the Mandir?** (Worship, Impact of Faith)<br>• How Hindus worship at home and in the Mandir.<br>• Understand why worship at home and in the Mandir is important<br>• Understand that a Puja is a worship tray and where it is kept in the house and how it is respected | **What do miracles tell us about who Jesus was?** (Belief, Teachings/ Authority)<br>• Understand why Christians believe that Jesus is God's Son.<br>• Understand that Christians believe Jesus had power over nature, sickness and sin.<br><br>**Easter - What do Christians remember on Palm Sunday?** (Belief, Teachings/ Authority, Worship)<br>• Understand the story of what happened on Palm Sunday.<br>• Understand how different people in the story felt and reacted.<br>• Understand the difference between a royal king and | **Why are holy books important?** (Belief, Teachings/ Authority, Worship)<br>• Demonstrate awareness that the Bible is a special book for Christians.<br>• Understand that the Bible teaches Christians how to live.<br>• Understand that all religions have holy books.<br><br>**How do Jesus' parables help Christians live their lives?** (Teachings/ Authority, Impact of Faith)<br>• Be able to re-tell some stories Jesus told and explain what they mean to Christians- The Good Samaritan, The Sower, Lost Sheep and Rich Fool<br>• Understand parables are special stories that Jesus |

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| | • Understand a Mandir is a temple and it is where Hindus worship.<br><br>**Christmas - Why is Advent important to Christians?**<br>(Worship, Teachings/ Authority, Belief)<br>• Recognise Advent as a time to prepare for the arrival of Jesus as a special baby.<br>• Explore symbols of advent- Advent wreaths- evergreen leaves symbolise the eternal nature of God. Discover how there are 5 candles on an Advent wreath to symbolise the four Sundays before Christmas and Christmas day itself<br>• Explore advent calendars both more commercial and ones with Christian pictures and phrases | Jesus as a king.<br>• Understand how and why Christians celebrate Palm Sunday. | told |

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| Year 4 | **Why do religions have rules?**<br>(Teachings/ Authority, Impact of Faith)<br>• To understand why societies have to have rules<br>• To know that religious groups have specific rules or guidelines to live by<br>• To understand why rules are important to religions<br><br>**How and why do Hindus (or Sikhs) celebrate Divali?**<br>(Teachings/ Authority, Worship)<br>• Understand Divali is a festival of light<br>• Explore the story of Rama and Sita<br>**How do Christians celebrate Christmas today?**<br>(Worship, Belief)<br>• Understand the difference between Christmas as a religious festival and secular celebration<br>• Understand the Christmas | **How and why do religious people pray?**<br>(Worship, Belief)<br>• To understand what prayer is.<br>• To understand why people pray.<br>• To understand how people pray.<br><br>**Easter**<br>**Why is Lent such an important time for Christians?**<br>(Belief, Worship, Teachings/ Authority)<br>• Understand what Shrove Tuesday is and what it was traditionally for<br>• Know what Ash Wednesday is and it is an important day<br>• Explore the 40 days of Lent and how Christians prepare for Easter<br>• Discuss how Christians | **What do religions say about the environment?**<br>(Belief, Teachings/Authority, Impact of faith)<br>• Know and understand the views taken by different religions about the environment.<br>• Understand the impact of buying fair trade food in order to help the environment by encouraging sustainable development.<br>• Understand why people choose to buy fair trade food.<br><br>**What can we learn about symbols and beliefs from visiting religious buildings?**<br>(Belief, Worship)<br>• Understand that the value placed on objects and experience varies, that what people regard as precious reveals their |

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| | story and why it is important.<br>• Understand how Christians celebrate Christmas e.g. Midnight Mass, Advent. | prepare for Easter e.g. giving up something, Lent course, doing something positive, giving to charity, fasting. In churches- no flowers, colours – purple. | underlying values and links to how they live their lives.<br>• classify different types of religious buildings and objects<br>• Understand that beliefs, ideas and feelings can be expressed in a variety of ways.<br>• Describe what sorts of things are found in religious buildings.<br>• To understand the significance of religious buildings and objects for believers |

| Upper KS2 | **Autumn** | **Spring** | **Summer** |
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| Year 5 | **Why is Muhammad important to Muslims?**<br>(Belief, Teachings/ Authority, Impact of Faith)<br>• Know who Muhammad was (PBUH)<br>• Understand what happened on the 'Night of Power'.<br>• Understand the meaning of 'revelation'<br>• Understand that a Mosque is a special place for Muslims<br>• Know Muslims do not focus on statues or pictures when they pray<br><br>**What is the Qur'an and why is it important to Muslims?**<br>(Belief, Teachings/ Authority, Impact of Faith)<br>• How to treat the Qur'an - and why<br>• What the Qur'an represents | **Why do people travel to sacred places?**<br>(Worship, Impact of Faith)<br>• Understand that people travel to certain places on a pilgrimage for different reasons<br>• Understand that Mecca is an especially sacred place for Muslims.<br>• Understand that the Qur'an tells Muslims that they should visit Mecca at least once in their life, if they can raise the money to go.<br>• Understand that there are many different places of pilgrimage<br><br>**Easter**<br>**-What happened at the Last Supper?**<br>(Belief, Worship, Teachings/ Authority) | **What do Christians believe about God?**<br>(Belief)<br>• Understand that Christians believe there is only one God and that he made us in his image<br>• Christians believe God created the world in 6 days and on the 7th day he rested<br>• There are different viewpoints to how the world was created and it is important to respect each other's views.<br>• Christians believe that God left the world in people's care – Stewardship.<br><br>**Why and how do Christians celebrate Pentecost?**<br>(Belief, Worship)<br>• When do Christians celebrate Pentecost and |

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| | • How the Qur'an affects the lives of Muslims.<br>• Explore the meaning of 'sacred'.<br>• Reflect on what influences them and their behaviour/actions.<br><br>**Christmas**<br>**-Why is the birth of Jesus important to Christians?**<br>(Belief, Worship, Teachings/Authority)<br>• Jesus was born, and died, a Jew, that the birth of Jesus fulfils the prophecies written in the Old Testament (also the Torah)<br>• Exlore that Jesus is the incarnation of God-that God became man<br>• Know that God gave a great gift to the world in his son Jesus<br>• To understand that Jesus | • Understand what happened at the Last Supper.<br>• Understand how Jesus prepared his friends for his death and showed them how they could think about him frequently.<br>• Understand how Jesus showed his friends he was there to serve by washing their feet. | understand what happened at the first Pentecost.<br>• The significance of the symbols associated with the Holy Spirit.<br>• What Christians believe about God, the Trinity and the Holy Spirit.<br>• The significance of the events of Pentecost on the history of the church.<br><br>**How do Christian groups differ in their expression of faith?**<br>(Belief, Worship)<br>• Know that not all Christians worship in the same way.<br>• Singing can be a powerful form of worship<br>• For some people contemplation is an integral part of their church. |

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| | came to earth for all people-rich and poor alike, good and bad | | |
| Year 6 | **Why is the Buddha important for Buddhists?**<br>(Belief, Teachings/ Authority, Impact of Faith)<br>• Explore the basic facts of the Buddhist religion.<br>• Identify key events in the life of the Buddha.<br>• Understand why the life of the Buddha is important for Buddhists.<br><br>**How do Buddhist beliefs affect the way Buddhists live their lives?**<br>(Belief, Teachings/ Authority, Impact of Faith)<br>• To understand the significance of the Buddhist shrine and how Buddhists can worship at home. | **How do religions respond to prejudice and discrimination?**<br>(Belief, Impact of Faith)<br>• Begin to understand what a stereotypical view is and how we can all have them.<br>• Understand what prejudice and discrimination is.<br>• Understand how Christians deal with prejudice and discrimination.<br>• Understand how Buddhists deal with prejudice and discrimination.<br>**Easter**<br>**-Why are Good Friday and Easter Day the most important days for Christians?**<br>(Belief, Worship)<br>• Understand the Easter story and realise its significance for Christians. | **How and why do some religious people inspire others?**<br>(Teachings/ Authority, Impact of faith)<br>• Understand what an inspirational person is and what makes them one.<br>• Understand how people have inspired others by actions and words.<br>• Compare these inspirational people and the techniques they have used.<br>**What do religions believe about life after death?**<br>(Worship, Impact of Faith)<br>• What Christians believe happens when you die<br>• What practical aspects follow a death<br>• Saying goodbye is part of the grieving process |

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| | • Explore how Theravadin Buddhists express their faith.<br>• Explore the concept of community in the Buddhist tradition and beyond.<br>**Christmas**<br>**-What do the gospels tell us about the birth of Jesus?**<br>(Belief, Worship, Teachings/Authority)<br>• Have a clear understanding of the story of Christmas and understand why it is significant to Christians.<br>• Compare and contrast the Gospel stories of Christmas from Matthew and Luke.<br>• Begin to understand why there are differences and the implications of this for Christians. | • Identify ways in which Christians celebrate Easter.<br>• Know that Good Friday is the anniversary of the Crucifixion.<br>• Understand why Christians believe Jesus is the Light of the World.<br>• Compare and contrast the church on Good Friday and Easter Sunday and recognise the significance of Easter Sunday. | • What Hindus/ Sikhs believe happens when they die<br>• That Hindus/Sikhs believe the soul continues after death/ is reborn into a new life<br>• How karma influences a Hindu's/Sikh's life<br>• What Humanist's view on what happens after death is<br>• What a Humanist funeral ceremony involves |