

RE at Amblecote Primary School

Intent

At Amblecote Primary School we have carefully designed the RE curriculum with the intent that our children will become independent, resilient, creative, emotionally intelligent and curious learners. We aim for all our children to become knowledgeable in the RE subject, academically, but also to develop their own belief system in a broader and respectful sense. Encouraging them to question and wonder about their own beliefs and those of others.

Our aim is that our children will learn to become active citizens in the diverse society they live in. They will be taught a range of religions and beliefs that may be different to their own. They will obtain a deep knowledge and understanding of the teaching, practices and stories expressed in Christianity and other principal religions. Children will reflect on their own beliefs, values and traditions which will enable them to develop respect for themselves and others.

Implementation

At Amblecote Primary School, Religious Education is an important part of our curriculum offer. We adopt the Dudley Agreed Syllabus, supplementing this with content from Understanding Christianity and NATRE resources.

Our bespoke curriculum provides opportunity for both the academic study of religion and for reflection and development as individuals. The scheme of work spirals through the Key Stages and offers repeated opportunities to further develop and deepen understanding of key concepts.

Through our curriculum, children will know about and understand Christianity as a living world faith, by exploring core theological concepts. We will teach children to develop the knowledge and skills in making sense of biblical texts and understanding their impact on the lives of Christians. Our curriculum will develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and beliefs (particularly Christianity), of themselves, the world and human experiences.

The curriculum gradually expands throughout each year group, allowing children to make links and compare key religious beliefs.

RE is taught on a weekly basis to ensure coverage of each unit is delivered. Each year group has six units of work, per year, and in some cases, key concepts will be taught at the same time or will be delivered to coincide with key religious festivals. Visits from people in the religious communities, trips and visits to places of religious interest are being developed to provide children with opportunities to more actively engage and broaden their cultural capital.

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In line with the Dudley SACRE expectation, Islam is the second religion taught in depth, allowing children to make connections. Other faiths are dipped into across the year groups to develop a familiarity with other religious belief systems. Assessment is linked to key parts of the RE curriculum covered in each unit. Children demonstrate embedded learning through key questions linked to what they have learned in the unit. Through the spiral curriculum, children then revisit key learning each year, building on and developing their knowledge, skills and understanding.

Some religions may be taught in blocks or celebrated on key religious days or during World Religions Day and Inter-Faith week.

Impact

The children at Amblecote Primary School enjoy RE. They understand why people choose, or choose not, to follow a faith. By the time children in Year 6 leave Amblecote Primary, they leave having a clear understanding of key concepts in Christianity, Islam and other key religions of Great Britain. Children respond to complex questions, using appropriate language and skills acquired throughout their learning journey. As children advance through each year group, they develop their own knowledge and understanding which is broad, deep and respectful. Work outcomes are sometimes recorded in RE books to show progression, however, time spent on discussion and teacher assessment is favoured to promote questioning and critical thinking of religion and belief systems.

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Key Stage	End Point Statement	Knowledge	Skills	Understanding
<p>EYFS By the end of EYFS, children should be able to talk about themselves and others, recognise that people have different beliefs and practices, and begin to show respect and curiosity about religion and worldviews. The focus is on awareness, respect, and experience, and not detailed knowledge.</p>	<p>Personal Awareness: Recognise their own uniqueness and talk about themselves, their families, and special times. Begin to express feelings, likes, and dislikes, and understand that others may feel differently.</p> <p>Understanding of Beliefs and Practices: Hear and retell simple religious stories (e.g., creation stories, festivals). Recognise symbols, artefacts, and places of worship (e.g., crosses, mosques, temples). Experience celebrations such as Christmas, Diwali, Eid, or Hanukkah through stories, songs, and play.</p> <p>Respect for Others: Show awareness that people have different</p>	<p>Key facts: Recognise celebrations: Know that people celebrate different festivals (e.g., Christmas, Diwali, Eid, Hanukkah). Identify special places: Understand that churches, mosques, and temples are places where people worship. Understand belonging: Recognise that families and communities have traditions and special times. Notice differences: Begin to understand that people have different beliefs, practices, and ways of life. Connect symbols to meaning: For example, a cross is linked to Christianity, a crescent moon to Islam, and light to Diwali. Retell simple stories: Share short religious stories</p>	<p>Recognising and Naming: Identify and name simple religious symbols (e.g., cross, star, crescent moon). Recognise special places (church, mosque, temple) and festivals (Christmas, Diwali, Eid). Listening and Retelling: Listen to and retell simple religious stories (e.g., Nativity, Noah’s Ark, Rama and Sita). Recall key characters and events in these stories. Questioning and Curiosity Ask simple questions about the world, life, and special times (e.g., “Why do people light candles?”). Show curiosity about similarities and differences between their own experiences and others’.</p>	<p>Self and Belonging: Understand that they are part of a family and community, and that others belong to different groups. Special Times: Recognise that people celebrate special events (e.g., birthdays, Christmas, Diwali, Eid) and that these celebrations may look different. Stories and Symbols: Begin to understand that religious stories carry meaning (e.g., Nativity, Noah’s Ark, Rama and Sita) and that symbols (cross, crescent, light) represent beliefs. Places of Worship: Know that people go to special places (church, mosque, temple) to worship and that these places are important to them. Values and Feelings: Understand simple moral ideas like kindness, sharing, and fairness, and connect them to religious teachings.</p>

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	<p>beliefs, traditions, and ways of life.</p> <p>Begin to demonstrate respect and kindness towards others, even when they are different.</p> <p>Communication and Expression:</p> <p>Use role play, art, music, and storytelling to explore religious ideas.</p> <p>Ask simple questions about the world, life, and what is special to themselves and others.</p> <p>Spiritual and Moral Development:</p> <p>Reflect on experiences such as joy, sadness, or wonder (e.g., looking at nature, celebrating birthdays).</p> <p>Begin to understand concepts of fairness, friendship, and caring for others.</p>	<p>(e.g., the Nativity, Rama and Sita, Noah's Ark).</p> <p>Key Vocab:</p> <p>Children are introduced to words connected to festivals, people, places, and symbols. Examples include:</p> <p>Family & Community: family, celebrate, special, friends, love, caring</p> <p>Christianity: Jesus, Christmas, Easter, church, cross, angel, gift</p> <p>Islam: mosque, crescent moon, Eid, Eid Mubarak, prayer</p> <p>Judaism: Hanukkah, Star of David, menorah, festival, light</p> <p>Hinduism: Diwali, candle, fireworks, light, festival</p> <p>Other Festivals: Lunar New Year, lantern, dragon, red, gold</p>	<p>Expressing Ideas:</p> <p>Use role play, art, music, and storytelling to express religious ideas.</p> <p>Talk about their own experiences of celebrations and compare them with others.</p> <p>Respect and Empathy:</p> <p>Show awareness that people have different beliefs and traditions.</p> <p>Demonstrate kindness, respect, and fairness in interactions.</p> <p>Reflecting:</p> <p>Reflect on feelings such as joy, sadness, wonder, and belonging.</p> <p>Begin to understand values like caring, sharing, and friendship</p>	<p>Connections:</p> <p>Between Home and Religion: Link their own family traditions (e.g., birthday parties) with religious celebrations (e.g., Christmas, Eid).</p> <p>Between Stories and Life: Connect religious stories to their own experiences (e.g., Noah's Ark → caring for animals, Rama and Sita → friendship and loyalty).</p> <p>Between People and Beliefs: Notice that people believe different things but can still be friends and live together respectfully.</p> <p>Between Symbols and Meaning: Begin to connect visual symbols (candles, crosses, stars) with ideas of light, hope, love, or faith.</p> <p>Between Feelings and Spirituality: Relate feelings of joy, sadness, or wonder to religious experiences (e.g., awe at nature, happiness at celebrations).</p>
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		General Religious Words: festival, worship, prayer, story, symbol, belief, respect		
<p>KS1 At the end of KS1, children should know key religious stories, festivals, places of worship, and symbols, and be able to describe and compare them. They should also begin to reflect on values and show respect for diversity in beliefs and practices</p>	<p>Beliefs and Teachings:</p> <p>Know key stories from Christianity (e.g., Nativity, Easter) and at least one other religion (e.g., Rama and Sita in Hinduism, Prophet Muhammad in Islam).</p> <p>Understand that these stories are important to believers and often teach lessons about values such as kindness, forgiveness, or courage.</p> <p>Practices and Lifestyles:</p> <p>Recognise how people celebrate festivals (Christmas, Easter, Diwali, Eid, Hanukkah).</p> <p>Know that people worship in different places (church, mosque, synagogue, temple) and may use special objects (cross, prayer mat, menorah).</p> <p>Begin to describe how religious practices affect</p>	<p>Key Facts</p> <p>Christians believe in Jesus and celebrate Christmas and Easter.</p> <p>Muslims believe in Allah and follow the Qur'an; they celebrate Eid.</p> <p>Places of worship are special buildings where people pray (church, mosque, synagogue, mandir).</p> <p>Symbols help people express their beliefs (cross, crescent, star, light).</p> <p>Festivals often celebrate important events or stories and bring families and communities together.</p> <p>Key Vocab:</p> <p>Christianity: Jesus – central figure of Christianity</p> <p>Bible – Christian holy book</p>	<p>Recognising and Naming</p> <p>Identify and name religious symbols, artefacts, and places of worship (e.g., cross, mosque, synagogue).</p> <p>Recognise festivals and celebrations across different religions (Christmas, Diwali, Eid, Hanukkah).</p> <p>Retelling and Describing</p> <p>Retell key religious stories (Nativity, Easter, Rama and Sita, Prophet Muhammad's life events).</p> <p>Describe simply how and why people celebrate religious festivals.</p> <p>Comparing and Connecting</p> <p>Notice similarities and differences between religions (e.g., light in Diwali and Hanukkah, prayer in Christianity and Islam).</p>	<p>Understanding:</p> <p>Beliefs and Stories: Understand that religions have important stories (e.g., Nativity, Easter, Rama and Sita, Prophet Muhammad).</p> <p>Recognise that these stories often teach lessons about values such as kindness, courage, or forgiveness.</p> <p>Festivals and Celebrations</p> <p>Know that different religions celebrate special times (Christmas, Diwali, Eid, Hanukkah).</p> <p>Understand that celebrations often involve family, food, light, music, and community.</p> <p>Places of Worship and Practices</p> <p>Recognise that people worship in special places (church, mosque, synagogue, mandir).</p>

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	<p>daily life (e.g., prayer, food traditions, clothing).</p> <p>Symbols and Meaning:</p> <p>Identify and talk about religious symbols (cross, crescent, Star of David, light).</p> <p>Understand that symbols carry meaning and help people express their beliefs.</p> <p>Respect and Diversity:</p> <p>Recognise that people have different beliefs and ways of life.</p> <p>Show respect by listening, asking questions, and noticing similarities and differences.</p> <p>Begin to understand that religion and belief can shape identity and community.</p> <p>Reflection and Values:</p> <p>Reflect on their own experiences of special times and compare them with religious celebrations.</p>	<p>Church – place of worship</p> <p>Cross – symbol of Christianity</p> <p>Christmas – festival celebrating Jesus’ birth</p> <p>Easter – festival remembering Jesus’ death and resurrection</p> <p>Islam: Allah – name for God in Islam</p> <p>Prophet Muhammad – important messenger in Islam</p> <p>Qur’an – holy book of Islam</p> <p>Mosque – place of worship</p> <p>Prayer mat – used for daily prayers</p> <p>Eid – festival marking the end of Ramadan</p> <p>Judaism: Torah – Jewish holy book</p> <p>Synagogue – place of worship</p>	<p>Connect religious practices to everyday life (e.g., sharing food, caring for others, family traditions).</p> <p>Questioning and Curiosity</p> <p>Ask and respond to “big questions” such as <i>Why do people pray? Why do we celebrate?</i></p> <p>Show curiosity about how beliefs influence people’s lives.</p> <p>Expressing and Communicating</p> <p>Use words, art, drama, and role play to express ideas about religion and values.</p> <p>Begin to explain the meaning behind symbols, stories, and practices.</p> <p>Respect and Empathy</p> <p>Show respect for people with different beliefs and traditions.</p>	<p>Understand that worship can involve prayer, singing, reading holy books, or using special objects.</p> <p>Symbols and Meaning</p> <p>Identify religious symbols (cross, crescent, Star of David, light) and understand that they represent beliefs.</p> <p>Begin to connect symbols with the values or stories they express.</p> <p>Values and Morality</p> <p>Understand that religions teach values such as caring, sharing, forgiveness, and belonging.</p> <p>Recognise that these values connect with their own everyday experiences.</p> <p>Connections:</p> <p>Between Religions: Notice similarities (e.g., light in Diwali and Hanukkah, prayer in Christianity and Islam) and differences (e.g., places of worship).</p>
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	<p>Talk about values such as friendship, fairness, caring, forgiveness, and belonging.</p> <p>Begin to ask and answer “big questions” (e.g., Why do people pray? Why do we celebrate?)</p>	<p>Star of David – symbol of Judaism</p> <p>Hanukkah – festival of lights</p> <p>Menorah – special candle holder</p> <p>Hinduism</p> <p>Mandir – Hindu temple</p> <p>Diwali – festival of lights</p> <p>Rama and Sita – story remembered at Diwali</p> <p>Aum/Om – sacred symbol</p> <p>General RE Vocabulary: Religion – a set of beliefs and practices</p> <p>Worship – showing love and respect to God</p> <p>Prayer – talking to God</p> <p>Festival – a special celebration</p> <p>Belief – something people think is true</p> <p>Respect – showing care and kindness to others</p>	<p>Demonstrate empathy by recognising that others may think and live differently.</p> <p>Reflecting on Values</p> <p>Reflect on values such as friendship, kindness, forgiveness, and belonging.</p> <p>Relate these values to their own experiences and to religious teachings</p>	<p>Between Stories and Life: Connect religious stories to their own experiences (e.g., Rama and Sita → friendship and loyalty; Easter → hope and new beginnings).</p> <p>Between Festivals and Family: Link religious celebrations to their own special times (e.g., birthdays, Christmas, Eid).</p> <p>Between Values and Behaviour: Relate religious teachings about kindness, forgiveness, and fairness to how they treat others in school and at home.</p> <p>Between Symbols and Meaning: Understand that symbols are not just pictures but carry deeper meaning (e.g., cross = Jesus’ sacrifice, menorah = light and hope).</p>
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<p>Lower KS2 By the end of Lower KS2, children should be able to retell and explain religious stories and practices, make connections across religions and values, ask thoughtful questions, and reflect on meaning and morality. This prepares them for Upper KS2, where they will begin to tackle more complex philosophical and ethical issues.</p>	<p>Beliefs and Stories</p> <p>Key religious figures and stories:</p> <p>Christianity: Jesus' parables, Easter story, Moses and the Exodus.</p> <p>Islam: Prophet Muhammad, stories from the Qur'an.</p> <p>Judaism: Moses, Passover story, covenant with God.</p> <p>Hinduism: Rama and Sita, Krishna stories, Diwali.</p> <p>Buddhism: The Buddha's life, enlightenment, Four Noble Truths.</p> <p>Understand that these stories teach lessons about values (e.g., kindness, courage, forgiveness).</p> <p>Practices and Worship</p> <p>How people worship: prayer, meditation, singing, reading holy texts.</p>	<p>Key Facts:</p> <p>Religions have holy books (Bible, Qur'an, Torah, Vedas) that guide believers.</p> <p>Stories (parables, Exodus, life of the Buddha) teach lessons about values and beliefs.</p> <p>Festivals mark important events and often involve food, light, music, and family.</p> <p>Places of worship (church, mosque, synagogue, mandir, temple) are special and have unique features.</p> <p>Symbols (cross, crescent, Star of David, Aum, wheel of Dharma) represent beliefs and ideas.</p> <p>Religions often share common values such as kindness, forgiveness, charity, and respect.</p> <p>People may live out their faith through practices like prayer, fasting, pilgrimage, and charity.</p>	<p>Knowledge and Understanding</p> <p>Retell and explain: key religious stories with more detail (e.g., Moses and the Exodus, the Good Samaritan, the life of the Buddha).</p> <p>Describe practices: such as prayer, fasting, pilgrimage, and festivals in different religions.</p> <p>Recognise diversity: within religions (e.g., different Christian denominations, variations in Hindu worship).</p> <p>Making Connections:</p> <p>Compare how different religions celebrate special events (e.g., Easter vs. Passover, Ramadan vs. Lent).</p> <p>Connect religious values (kindness, forgiveness, courage) to their own experiences in school and community life.</p> <p>Notice similarities and differences between</p>	<p>Understanding:</p> <p>Children should begin to understand that:</p> <p>Religious stories (e.g., Moses and the Exodus, Jesus' parables, the Buddha's enlightenment, Rama and Sita) are not just tales but carry deeper meanings about values such as freedom, kindness, courage, and hope.</p> <p>Festivals and practices (Easter, Passover, Ramadan, Diwali, Wesak) are ways believers express their faith and identity, often involving family, community, and traditions.</p> <p>Symbols (cross, crescent, Star of David, Aum, Dharma Wheel) represent beliefs and ideas, not just objects.</p> <p>Places of worship (church, mosque, synagogue, mandir, temple) are special because they bring communities together and connect people to God or the divine.</p> <p>Religions share common values (justice, compassion, forgiveness, belonging) but</p>
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	<p>Importance of places of worship (church, mosque, synagogue, mandir, temple).</p> <p>Practices such as fasting, pilgrimage, charity, and festivals.</p> <p>Recognise diversity within religions (e.g., different Christian denominations, variations in Hindu worship).</p> <p>Festivals and Celebrations</p> <p>Why festivals are celebrated and what they mean (e.g., Easter = resurrection, Ramadan = fasting and devotion, Diwali = victory of good over evil).</p> <p>How festivals bring families and communities together.</p> <p>Similarities and differences across religions (e.g., light in Diwali and Hanukkah, fasting in Ramadan and Lent).</p> <p>Symbols and Meaning</p> <p>Identify and explain religious symbols:</p>	<p>Key Vocab:</p> <p>Christianity:</p> <p>Jesus, disciples, parables, resurrection, forgiveness, salvation</p> <p>Bible (Old and New Testament)</p> <p>Church, vicar, priest, worship, prayer</p> <p>Sacraments (e.g., baptism, communion)</p> <p>Festivals: Christmas, Easter, Pentecost</p> <p>Islam:</p> <p>Allah, Prophet Muhammad, Qur'an, Hadith</p> <p>Mosque, imam, prayer mat, minaret</p> <p>Five Pillars: Shahadah (faith), Salah (prayer), Zakat (charity), Sawm (fasting), Hajj (pilgrimage)</p> <p>Festivals: Ramadan, Eid al-Fitr, Eid al-Adha</p>	<p>religious and non-religious worldviews.</p> <p>Questioning and Enquiry:</p> <p>Ask and explore “big questions” such as What is God like? Why do people pray? What happens after death?</p> <p>Begin to understand that religions offer different answers to these questions.</p> <p>Use evidence from stories, artefacts, and practices to support their ideas.</p> <p>Expression and Communication:</p> <p>Use subject-specific vocabulary confidently (e.g., worship, pilgrimage, sacred, scripture, symbol).</p> <p>Express their own ideas about religion through discussion, art, drama, and writing.</p> <p>Begin to explain the meaning behind religious symbols, rituals, and practices.</p>	<p>express them in different ways.</p> <p>People may hold non-religious worldviews that also shape values and choices.</p> <p>Connections:</p> <p>Between religions: Notice similarities (e.g., fasting in Ramadan and Lent, light in Diwali and Hanukkah) and differences (e.g., ways of worship).</p> <p>Between stories and life: Connect religious stories to everyday experiences (e.g., Good Samaritan → helping others; Exodus → freedom and justice).</p> <p>Between festivals and family/community: Link religious celebrations to their own special times (e.g., birthdays, Christmas, Eid).</p> <p>Between values and behaviour: Relate teachings about kindness, forgiveness, and fairness to how they treat others in school and at home.</p> <p>Between symbols and meaning: Understand that</p>
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	<p>Cross (Christianity), Crescent (Islam), Star of David (Judaism), Aum (Hinduism), Dharma Wheel (Buddhism).</p> <p>Understand that symbols represent beliefs and values, not just objects.</p> <p>5. Values and Morality</p> <p>Religions teach values such as justice, compassion, forgiveness, belonging, and respect.</p> <p>Connect these values to their own lives and choices.</p> <p>Recognise that religious and non-religious worldviews may share similar values.</p> <p>Big Questions</p> <p>Begin to explore questions like:</p> <p>What is God like? Why do people pray? What happens after death?</p>	<p>Judaism:</p> <p>Torah, synagogue, rabbi, Shabbat (Sabbath)</p> <p>Star of David, menorah, kippah</p> <p>Festivals: Passover, Hanukkah, Rosh Hashanah, Yom Kippur</p> <p>Moses, Exodus, covenant</p> <p>Hinduism:</p> <p>Mandir (temple), puja (worship), murti (idol)</p> <p>Deities: Vishnu, Shiva, Lakshmi, Ganesh</p> <p>Sacred texts: Vedas, Bhagavad Gita</p> <p>Festivals: Diwali, Holi</p> <p>Concepts: dharma (duty), karma (actions), reincarnation</p> <p>Buddhism:</p>	<p>Reflection and Values:</p> <p>Reflect on moral and spiritual themes (e.g., justice, compassion, belonging).</p> <p>Consider how religious teachings relate to their own choices and behaviour.</p> <p>Show empathy and respect for people with different beliefs.</p>	<p>symbols carry deeper significance (e.g., cross = sacrifice and hope, menorah = light and resilience).</p> <p>Between religion and “big questions”: Recognise that religions offer different answers to questions like What is God like? Why do people pray? What happens after death?</p>
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	<p>Understand that different religions give different answers to these questions</p>	<p>Buddha (Siddhartha Gautama), enlightenment, meditation</p> <p>Temple, shrine, monk, sangha (community)</p> <p>Four Noble Truths, Eightfold Path</p> <p>Festival: Wesak (Buddha Day)</p> <p>General RE Vocabulary:</p> <p>Sacred, worship, prayer, pilgrimage, scripture, ritual, symbol, community, tradition, belief, values, morality, respect, diversity</p>		
<p>Upper KS2</p> <p>Children should know key figures, texts, practices, festivals, places of worship, and symbols across major world religions, understand how these shape identity and community, and be able to evaluate different answers to big questions, reflect on values, and show</p>	<p>Beliefs and Teachings:</p> <p>Christianity: Jesus' life and teachings (e.g., Sermon on the Mount, parables), the meaning of Easter and Christmas, concepts like incarnation, resurrection, salvation.</p> <p>Islam: The Five Pillars in detail, the importance of the Qur'an, Prophet</p>	<p>Key Facts:</p> <p>Religions have holy books (Bible, Qur'an, Torah, Vedas, Tripitaka) that guide believers.</p> <p>Stories and teachings: (parables, Exodus, life of the Buddha) carry moral and spiritual lessons.</p> <p>Festivals: mark important events and express values</p>	<p>Knowledge and Understanding</p> <p>Explain in detail the significance of religious figures, texts, and teachings (e.g., Jesus' Sermon on the Mount, the Qur'an, the Torah, Hindu deities, the Buddha's teachings).</p> <p>Recognise diversity within religions (e.g., different Christian denominations,</p>	<p>Understanding:</p> <p>Religious beliefs and teachings shape how people live, make choices, and form communities.</p> <p>Sacred texts and stories (e.g., parables, Qur'an passages, Torah stories, Hindu epics, Buddhist teachings) are interpreted in</p>

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<p>empathy and respect for diversity.</p>	<p>Muhammad's role, festivals such as Ramadan and Eid.</p> <p>Judaism: Covenant, Torah, Shabbat, festivals such as Passover, Rosh Hashanah, Yom Kippur.</p> <p>Hinduism: Beliefs about dharma, karma, reincarnation, key deities, sacred texts, festivals such as Diwali and Holi.</p> <p>Buddhism: The Buddha's life, Four Noble Truths, Eightfold Path, meditation, Wesak.</p> <p>Non-religious worldviews: Humanism and secular perspectives on values and meaning.</p> <p>Practices and Worship</p> <p>How worship varies across religions (prayer, meditation, pilgrimage, fasting, charity).</p> <p>The role of places of worship (church, mosque, synagogue, mandir, temple) and how they support community life.</p>	<p>(Easter = resurrection and hope, Ramadan = devotion, Diwali = victory of good over evil).</p> <p>Places of worship: (church, mosque, synagogue, mandir, temple) are central to community and identity.</p> <p>Symbols: (cross, crescent, Star of David, Aum, Dharma Wheel) represent beliefs and values.</p> <p>Religions share common values such as kindness, forgiveness, charity, and respect, but express them differently.</p> <p>People may hold non-religious worldviews (e.g., Humanism) that also shape values and choices.</p> <p>Religions offer different answers to "big questions" about God, life, death, and morality.</p> <p>Key vocab:</p> <p>Christianity</p> <p>Incarnation, resurrection, salvation, forgiveness,</p>	<p>Sunni and Shia Islam, varied Hindu practices).</p> <p>Understand how religion influences identity, culture, and community life.</p> <p>Making Connections:</p> <p>Compare and contrast how different religions and worldviews answer "big questions" (e.g., <i>What happens after death? Why do people suffer? How should we live?</i>).</p> <p>Connect religious values (justice, compassion, forgiveness, stewardship) to wider moral and social issues (poverty, environment, equality).</p> <p>Recognise similarities and differences between religious and non-religious perspectives.</p> <p>Questioning and Enquiry:</p> <p>Ask and explore challenging questions about meaning, purpose, and truth.</p>	<p>different ways and can guide moral behaviour.</p> <p>Festivals and rituals express beliefs and values, and often connect to themes like hope, freedom, devotion, and justice.</p> <p>Symbols and practices carry deep meaning and identity (e.g., cross = sacrifice and salvation, crescent = faith and devotion, Aum = ultimate reality).</p> <p>Religions are diverse within themselves (different denominations, traditions, and practices).</p> <p>Non-religious worldviews (e.g., Humanism) also provide answers to questions about life, morality, and meaning.</p> <p>Connections:</p> <p>Between religions: Compare how different faiths answer big questions (e.g., Why do people suffer? What happens after death?).</p> <p>Between values and society: Connect religious teachings (justice, compassion, stewardship, forgiveness) to</p>
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	<p>How religious practices influence daily life, identity, and culture.</p> <p>Festivals and Celebrations</p> <p>Why festivals are celebrated and their deeper meanings (e.g., Easter = resurrection and hope, Ramadan = devotion and self-control, Diwali = victory of good over evil).</p> <p>How festivals bring communities together and express shared values.</p> <p>Symbols and Meaning</p> <p>Recognise and explain the meaning of religious symbols (cross, crescent, Star of David, Aum, Dharma Wheel).</p> <p>Understand that symbols express beliefs, values, and identity.</p> <p>Values and Morality</p> <p>Religions teach values such as justice, compassion, forgiveness, stewardship, and belonging.</p>	<p>parable, disciple, gospel, Trinity</p> <p>Bible (Old and New Testament)</p> <p>Church, vicar, priest, Eucharist, baptism, worship, prayer</p> <p>Festivals: Christmas, Easter, Pentecost</p> <p>Islam</p> <p>Allah, Prophet Muhammad, Qur'an, Hadith, imam, mosque, minaret</p> <p>Five Pillars: Shahadah (faith), Salah (prayer), Zakat (charity), Sawm (fasting), Hajj (pilgrimage)</p> <p>Festivals: Ramadan, Eid al-Fitr, Eid al-Adha</p> <p>Judaism</p> <p>Torah, synagogue, rabbi, covenant, mitzvot, Shabbat (Sabbath)</p> <p>Symbols: Star of David, menorah, kippah</p>	<p>Use evidence from texts, practices, and traditions to support their ideas.</p> <p>Begin to evaluate different viewpoints respectfully, weighing up reasons and arguments.</p> <p>Expression and Communication:</p> <p>Use a wide range of subject-specific vocabulary confidently (e.g., incarnation, covenant, pilgrimage, enlightenment, omnipotent, secular).</p> <p>Present ideas clearly in discussion, writing, drama, or art.</p> <p>Interpret the meaning behind religious symbols, rituals, and practices.</p> <p>Reflection and Values:</p> <p>Reflect on how religious and non-religious beliefs influence choices and behaviour.</p> <p>Consider moral and ethical issues (e.g., fairness,</p>	<p>wider moral and social issues (poverty, environment, equality).</p> <p>Between texts and life: Relate religious stories and teachings to everyday choices (e.g., Good Samaritan → helping others; Qur'an teachings on charity → supporting those in need).</p> <p>Between diversity and identity: Recognise that people within the same religion may practice differently, and that religion can shape identity and belonging.</p> <p>Between religion and worldviews: Notice similarities and differences between religious and non-religious perspectives, and how both influence values.</p> <p>Between personal reflection and belief: Consider how their own experiences of fairness, kindness, or wonder connect to religious and philosophical ideas.</p>
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RE at Amblecote Primary School

	<p>Recognise how these values connect to wider moral and social issues (poverty, environment, equality).</p> <p>Understand that religious and non-religious worldviews may share similar values but explain them differently.</p> <p>Big Questions</p> <p>Explore questions such as:</p> <p>What is God like? Why do people suffer? What happens after death? How should we live?</p> <p>Recognise that different religions and worldviews give different answers.</p> <p>Begin to evaluate these answers respectfully and thoughtfully</p>	<p>Festivals: Passover, Rosh Hashanah, Yom Kippur, Hanukkah</p> <p>Hinduism</p> <p>Mandir (temple), puja (worship), murti (idol)</p> <p>Concepts: dharma (duty), karma (actions), reincarnation, moksha (liberation)</p> <p>Deities: Vishnu, Shiva, Lakshmi, Ganesh</p> <p>Festivals: Diwali, Holi</p> <p>Buddhism</p> <p>Buddha (Siddhartha Gautama), enlightenment, meditation, sangha (community)</p> <p>Four Noble Truths, Eightfold Path, Nirvana</p> <p>Temple, shrine, monk</p> <p>Festival: Wesak (Buddha Day)</p> <p>General RE Vocabulary:</p>	<p>justice, responsibility, forgiveness).</p> <p>Show empathy and respect for people with different beliefs and traditions.</p>	
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RE at Amblecote Primary School

		Sacred, scripture, worship, pilgrimage, ritual, symbol, morality, compassion, justice, diversity, worldview, secular, humanism		
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Summary:

- **EYFS** → Awareness and recognition
- **KS1** → Retelling and comparing
- **Lower KS2** → Explaining and connecting
- **Upper KS2** → Evaluating, interpreting, and debating

This progression ensures children leave primary school with the ability to understand diversity, respect different worldviews, and reflect on their own values.