

The Nethersole CofE Academy Religious Education Curriculum

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16
(The Message)



The Nethersole
C of E Academy and Nursery



The Nethersole CofE Academy Vision and Values

'Let Your Light Shine'

Our Christian Vision for everyone to be unique shining lights in God's world is illuminated by our biblically based **Christian Values** that we learn to radiate in our daily lives - in our attitudes, relationships, behaviour, choices and decisions.

Hope



Community



Dignity and Respect



Forgiveness



Wisdom



Thankfulness



Intent

Our curriculum intent at The Nethersole CofE Academy is to provide a broad, exciting, and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning, to achieve their full potential.

Implementation

Our curriculum will be implemented through knowledge-led experiences, enabling the children to increase their knowledge, learn and master new skills and therefore, deepen their understanding in a wide range of subjects.

Impact

The impact of this broad, exciting, and challenging curriculum is to inspire and motivate the young people in our care to become lifelong learners. We also provide a Christian community to enable all to value faith. All pupils are encouraged to be proud of their own culture, religion and language and show respect to those of others.

To be light (living in our community and reaching out beyond it) bringing out the God-colours in the world.'

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16

Our Vision

The Nethersole Church of England Academy Primary School and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge - 'to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.' Matthew 5:16

At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, child and adult, to find and develop their gifts, overcoming barriers and growing in confidence to **flourish** - to let their light shine as the very best God version of themselves. Effective teaching and learning underpin this. We wish to inspire everyone to take responsibility for creation, civilisation, and the well-being of each other, embracing and treasuring our differences.

Our Christ led vision is for a world of justice, respect, and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is a space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community and the wider world.

Religious Education Long Term Plan

	Autumn	Spring	Summer
EYFS N	<p>What makes people special to me and others?</p> <p>What is Christmas to me and others?</p> <p>What is Christmas?</p>	<p>How do I and other people celebrate?</p> <p>What is Easter to me and others?</p>	<p>What can I and other people learn from stories?</p> <p>What makes places special to me and others?</p>
EYFS REC	<p>What makes people special?</p> <p>What is Christmas?</p>	<p>How people celebrate?</p> <p>What is Easter?</p>	<p>What can people learn from stories?</p> <p>What makes places special?</p>
1/2 A	<p>What is most important for different people?</p> <p><i>Why does Christmas matter to Christians?</i></p>	<p>Where do people turn for guidance in life?</p> <p><i>Who made the world?</i></p>	<p>Layover unit</p> <p>Islam</p> <p><i>What is the good news that Jesus brings.</i></p>
1/2 B	<p>How might your religion or worldview be seen in the choices you make?</p> <p><i>Why does Christmas matter to Christians?</i></p>	<p><i>What do Christians believe God is like?</i></p> <p><i>Why does Easter matter to Christians?</i></p>	<p>Layover unit</p> <p>Sikhi</p>

			How do people with similar religion and worldviews share and celebrate their beliefs.
3/4 A	<p>What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?</p> <p><i>What kind of world did Jesus want?</i></p>	<p><i>What do Christians believe about the Creation story?</i></p> <p>Layover Unit</p> <p>Sikhi</p>	<p><i>When Jesus left, what was the impact of Pentecost?</i></p> <p>How might your worldview lead you to do hard things for good reasons?</p>
3/4 B	<p>Why are nature and the seasons significant for religion and worldviews?</p> <p><i>What is the Trinity?</i></p>	<p><i>What is it like to follow God?</i></p> <p><i>Why do people call the day Jesus dies "Good Friday"?</i></p>	<p>Layover Unit</p> <p>Islam</p> <p>How are religion and worldviews shaped and expressed though art and architecture?</p>
5/6 A	<p>Do religions change or do they stay the same?</p> <p><i>Was Jesus the Messiah?</i></p>	<p><i>What would Jesus do?</i></p> <p><i>What did Jesus do to save human beings?</i></p>	<p>Layover Unit</p> <p>Hinduism (Sanatan Dharma)</p> <p>What might it mean to live well?</p>
5/6 B	<p>How might your worldview lead you to do hard things for good reasons?</p>	<p><i>What does it mean if God is holy and loving?</i></p>	<p>Layover Unit</p> <p>Islam</p>

	<i>What kind of king is Jesus?</i>	<i>What difference does the resurrection make for Christians?</i>	Why might ancient stories still be so important for some religion and worldviews today?
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C of E Academy and Nursery

Religious Education Long Term Plan with Values

	Autumn	Spring	Summer
EYFS N	<p>What makes people special to me and others?</p> <p>What is Christmas to me and others?</p> <p>What is Christmas?</p>	<p>How do I and other people celebrate?</p> <p>What is Easter to me and others?</p>	<p>What can I and other people learn from stories?</p> <p>What makes places special to me and others?</p>

			
EYFS Rec	<p>What makes people special?</p> <p>What is Christmas?</p> 	<p>How people celebrate?</p> <p>What is Easter?</p> 	<p>What can people learn from stories?</p> <p>What makes places special?</p> 
1/2 A	<p>What is most important for different people?</p> <p><i>Why does Christmas matter to Christians?</i></p> 	<p>Where do people turn for guidance in life?</p> <p><i>Who made the world?</i></p> 	<p>Layover unit</p> <p>Islam</p> <p><i>What is the good news that Jesus brings.</i></p> 
1/2 B	<p>How might your religion or worldview be seen in the choices you make?</p> <p><i>Why does Christmas matter to Christians?</i></p> 	<p><i>What do Christians believe God is like?</i></p> <p><i>Why does Easter matter to Christians?</i></p> 	<p>Layover unit</p> <p>Sikhi</p> <p>How do people with similar religion and worldviews share and celebrate their beliefs.</p> 
3/4 A	<p>What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?</p>	<p><i>What do Christians believe about the Creation story?</i></p>	<p><i>When Jesus left, what was the impact of Pentecost?</i></p>

	<p><i>What kind of world did Jesus want?</i></p> 	<p>Layover Unit</p> <p>Sikhi</p> 	<p>How might your worldview lead you to do hard things for good reasons?</p> 
<p>3/4 B</p>	<p>Why are nature and the seasons significant for religion and worldviews?</p> <p><i>What is the Trinity?</i></p> 	<p><i>What is it like to follow God?</i></p> <p><i>Why do people call the day Jesus dies "Good Friday"?</i></p> 	<p>Layover Unit</p> <p>Islam</p> <p>How are religion and worldviews shaped and expressed though art and architecture?</p> 
<p>5/6 A</p>	<p>Do religions change or do they stay the same?</p> <p><i>Was Jesus the Messiah?</i></p> 	<p><i>What would Jesus do?</i></p> <p><i>What did Jesus do to save human beings?</i></p> 	<p>Layover Unit</p> <p>Hinduism (Sanatan Dharma)</p> <p>What might it mean to live well?</p> 
<p>5/6 B</p>	<p>How might your worldview lead you to do hard things for good reasons?</p>	<p><i>What does it mean if God is holy and loving?</i></p>	<p>Layover Unit</p> <p>Islam</p>

	<p><i>What kind of king is Jesus?</i></p> 	<p><i>What difference does the resurrection make for Christians?</i></p> 	<p><i>Why might ancient stories still be so important for some religion and worldviews today?</i></p> 
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Definition

What is Religious Education?

EYFS Definition -

Religious Education is integrated into 'Understanding the World". We explore different beliefs and cultures through stories, celebrations, and talking about our own experiences. We learn to notice what is the same and different in how people live, helping us to understand and respect others.

KS1 Definition -

Religious Education is the study of beliefs, values, and traditions. It helps us understand how people celebrate, worship and live differently, and why these things matter to them. We learn to ask questions, show respect, and think about what is important to ourselves and others. People who study religion are called theologians.

KS2 Definition -

Religious Education is the study of beliefs, values, and traditions. It focuses on how people from different religions understand life, celebrate important events and express what matters to them. Children explore key ideas, ask thoughtful questions, and learn how beliefs influence choices, relationships and communities. RE helps us understand others and reflect on our own views. People who study religion are called theologians.

"In Church of England schools, where pupils and staff come from all faiths and none, religious education (RE) is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. At the heart of RE in church schools is the teaching of Christianity and pupils also learn about other faiths and world views." (The Church of England)

Religious Education overview adapted from the NC Purpose & Aims

Whilst studying **Religious Education** in EYFS, children will:

- begin to explore and talk about different beliefs, values and traditions, using stories, celebrations and special objects from a range of religions and worldviews
- develop curiosity and wonder about the world, asking questions about life, nature, people and what is important to them
- learn to recognise similarities and differences between themselves and others, developing respect for different ways of life
- be encouraged to express their own ideas, feelings and experiences, linking these to what they learn about beliefs and values
- build a sense of right and wrong, kindness and fairness through shared discussions, stories and play
- develop positive attitudes of empathy, tolerance and understanding, supporting them to live alongside others in a diverse society
- experience opportunities to reflect quietly, listen to others and respond thoughtfully through talk, art, role play and imaginative play

Whilst studying Religious Education in KS1 and KS2, children will:

- develop knowledge and understanding of a range of religions and worldviews, exploring beliefs, practices, stories, symbols and values
- learn how religion and belief influence the lives, behaviour and choices of individuals and communities
- be encouraged to ask meaningful questions about life, belief, meaning and belonging
- develop their ability to reflect on their own ideas, values and experiences in response to what they learn
- recognise and respect diversity within and between religions, appreciating both similarities and differences
- build skills of enquiry, interpretation and communication, using discussion, debate, creative response and written work
- develop empathy, tolerance and respect for others, supporting positive attitudes towards people of all faiths and none
- understand how shared values such as kindness, fairness, responsibility and respect help people to live well together
- be prepared for life in modern Britain, gaining an understanding of religion's role in society past and present

Key Concepts



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Disciplinary Concepts -

Belief and worldviews	<p>Nursery -Notices that people have ideas that are special to them Begins to understand that people may think differently Reception - Explores that people may believe different things about God, the world and what matters Talks about what is important to them KS1- Describes simple beliefs taught by religions Recognises that beliefs influence how people live KS2 - Explains a range of religious and non-religious beliefs Compares beliefs and explores why people hold them</p>
Belonging & Identity	<p>Nursery -Recognises family, friends and groups they belong to. Enjoys shared celebrations Reception- Talks about belonging to communities and groups Begins to recognise religious communities</p>

	<p>KS1 - Identifies ways people belong to religions, including celebrations and rituals Understands that belonging can shape identity KS2 - Explains how identity and belonging are expressed within religions Recognises diversity within religious communities</p>
Meaning & Purpose	<p>Nursery - Shows curiosity about the world and asks simple “why” questions Responds emotionally to stories and experiences Reception - Asks simple questions about life, feelings and nature Begins to reflect on experiences KS1 - Explores questions about right and wrong, life and emotions Shares personal responses to religious ideas KS2 - Asks deeper questions about meaning, purpose and truth Reflects on how beliefs address life’s big questions</p>
Story and narrative	<p>Nursery - Listens to and enjoys familiar stories Responds through play, talk and actions Reception- Retells religious stories and talks about characters Recognises stories that are special to people KS1 - Describes stories from different religions Recognises messages and values within them Pupils explore key theological ideas within Christianity, such as God, creation, incarnation, salvation and kingdom, through carefully chosen biblical texts. KS2- Interprets religious stories in more detail Explains how stories express beliefs and teachings Pupils explore key theological ideas within Christianity, such as God, creation, incarnation, salvation and kingdom, through carefully chosen biblical texts.</p>
Symbols, Objects & Rituals	<p>Nursery - Handles special objects and notices familiar symbols Recognises that some things are special Reception - Talks about special objects, places and events Begins to recognise religious symbols KS1 - Identifies symbols, artefacts and rituals Explains what they mean for believers</p>

	<p>KS2 -Analyses how symbols and rituals express belief and identity Compares meanings across religions</p>
<p>Values & Ways of Living (Ethics)</p>	<p>Nursery -Learns about kindness, sharing and fairness Begins to recognise right and wrong Reception - Talks about being kind, caring and helpful Links behaviour to stories and experiences KS1 - Explores how religions teach values Gives examples of living well KS2 - Explains how beliefs influence moral choices and actions Evaluates different views on ethical questions</p>
<p>Expression & Response</p>	<p>Nursery - Expresses ideas through talk, art, movement and play Reception - Shares thoughts and feelings in response to learning Begins to listen and respond to others KS1 - Communicates ideas using spoken, written and creative forms Listens respectfully to others KS2 - Expresses reasoned opinions Engages in discussion, debate and reflective writing</p>

The following tables are adapted from the National Curriculum -

Key Areas of Knowledge

EYFS - Pupils explore religions and worldviews as lived ways of understanding the world, recognising that everyone has a worldview shaped by experience, belief and culture.	
Beliefs and Worldviews	<p>Children begin to learn that:</p> <ul style="list-style-type: none"> • people hold different beliefs and ideas about God, the world and what matters • beliefs are important to people and can shape how they think and feel <p>Children explore this through:</p> <ul style="list-style-type: none"> • listening to stories from different religious and non-religious traditions • talking about what they believe is special or important
Practices, Celebrations and Ways of Life	<p>Children develop awareness that:</p> <ul style="list-style-type: none"> • people express their beliefs through celebrations, routines and traditions • special times and events are important within families and communities <p>Children experience this through:</p> <ul style="list-style-type: none"> • learning about religious festivals such as Eid, Diwali, Christmas or Passover • role play, food, music, dress and shared celebrations
Stories, Symbols and Special Objects	<p>Children begin to understand that:</p> <ul style="list-style-type: none"> • religions use stories, symbols, objects and places to share meaning • some stories and objects are special because they help people remember what they believe <p>Children engage with this through:</p> <ul style="list-style-type: none"> • retelling stories and exploring artefacts

<p>Values, Morals and Living Well</p>	<ul style="list-style-type: none"> • discussing symbols and what they might represent <p>Children learn that:</p> <ul style="list-style-type: none"> • religions and worldviews often teach kindness, care, fairness and respect • choices and actions matter when living and playing together <p>Children explore this through:</p> <ul style="list-style-type: none"> • stories and conversations about right and wrong • everyday opportunities to practise sharing, helping and empathy
<p>Belonging, Identity and Community</p>	<p>Children begin to recognise that:</p> <ul style="list-style-type: none"> • people belong to different families, groups and communities • belonging helps people feel safe, included and valued <p>Children develop this through:</p> <ul style="list-style-type: none"> • talking about their own families and communities • learning about religious communities and places of worship
<p>Reflection, Meaning and Response</p>	<p>Children are encouraged to:</p> <ul style="list-style-type: none"> • ask simple questions about life, feelings and the world around them • think, wonder and respond thoughtfully to what they experience <p>Children respond through:</p> <ul style="list-style-type: none"> • talk, drawing, music, movement and imaginative play • quiet moments of reflection and listening

KEY STAGE 1 - Pupils explore religions and worldviews as lived ways of understanding the world, recognising that everyone has a worldview shaped by experience, belief and culture.

<p>Beliefs and Worldviews</p>	<p>Pupils learn that:</p> <ul style="list-style-type: none"> • people have different beliefs about God, the world and life • beliefs help people understand the world and make sense of experiences
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	<p>Pupils explore this through:</p> <ul style="list-style-type: none"> • learning about simple Christian, Muslim, Jewish and other religious beliefs • talking about their own ideas and responding to others respectfully
<p>Practices and Ways of Life</p>	<p>Pupils develop understanding that:</p> <ul style="list-style-type: none"> • believers express their beliefs through practices, routines and ways of living • religious practices can be part of everyday life and special occasions <p>Pupils explore this through:</p> <ul style="list-style-type: none"> • learning about prayer, worship, festivals and celebrations • comparing religious practices with their own routines and traditions
<p>Stories, Scripture and Teachings</p>	<p>Pupils learn that:</p> <ul style="list-style-type: none"> • religions include special stories and texts that teach beliefs and values • stories are used to guide people in how to live <p>Pupils engage with this through:</p> <ul style="list-style-type: none"> • hearing, retelling and responding to religious stories • identifying characters, messages and moral meanings
<p>Symbols, Artefacts and Places</p>	<p>Pupils learn that:</p> <ul style="list-style-type: none"> • religions use symbols, objects and places to express belief • these help people to remember what is important to them <p>Pupils explore this through:</p> <ul style="list-style-type: none"> • handling artefacts and recognising religious symbols • learning about places of worship and why they matter
<p>Identity, Belonging and Community</p>	<p>Pupils begin to understand that:</p> <ul style="list-style-type: none"> • people belong to families, communities and religions • belonging can influence how people see themselves and others <p>Pupils develop this through:</p> <ul style="list-style-type: none"> • learning about religious communities and leaders

<p>Values, Morals and Living Well</p>	<ul style="list-style-type: none"> • reflecting on their own sense of belonging <p>Pupils learn that:</p> <ul style="list-style-type: none"> • religions and beliefs promote values such as kindness, honesty and compassion • beliefs can influence how people treat others <p>Pupils explore this through:</p> <ul style="list-style-type: none"> • stories and examples of good choices and behaviour • discussions about right and wrong in everyday situations
<p>Reflection, Questions and Response</p>	<p>Pupils are encouraged to:</p> <ul style="list-style-type: none"> • ask and explore questions about meaning, belief and experience • share thoughts and respond thoughtfully to different ideas <p>Pupils respond through:</p> <ul style="list-style-type: none"> • talk, writing, drawing and creative activities • listening to others and developing confidence to express their own views

KEY STAGE 2 - Pupils explore religions and worldviews as lived ways of understanding the world, recognising that everyone has a worldview shaped by experience, belief and culture.

<p>Beliefs and Worldviews</p>	<p>Pupils learn that:</p> <ul style="list-style-type: none"> • religions and worldviews express complex beliefs about God, humanity and the world • different beliefs offer different answers to important questions about life <p>Pupils explore this through:</p> <ul style="list-style-type: none"> • learning about key beliefs within Christianity and other principal religions • comparing religious and non-religious worldviews
<p>Practices, Worship and Ways of Life</p>	<p>Pupils develop understanding that:</p> <ul style="list-style-type: none"> • beliefs are expressed through practices such as worship, prayer, rituals and actions

	<ul style="list-style-type: none"> religious practices can influence daily life and behavior <p>Pupils explore this through:</p> <ul style="list-style-type: none"> investigating how people practise their faith locally and globally considering the meaning and purpose of religious practices
<p>Sacred Texts, Stories and Teachings</p>	<p>Pupils learn that:</p> <ul style="list-style-type: none"> religions include sacred texts and teachings that guide belief and behaviour texts can be interpreted in different ways <p>Pupils engage with this through:</p> <ul style="list-style-type: none"> studying extracts from sacred texts exploring how teachings influence followers' lives
<p>Symbols, Artefacts and Places of Significance</p>	<p>Pupils learn that:</p> <ul style="list-style-type: none"> religions use symbols, objects and sacred spaces to express belief and identity these vary across religions and cultures <p>Pupils explore this through:</p> <ul style="list-style-type: none"> analysing religious symbols and artefacts learning about places of worship and pilgrimage
<p>Identity, Diversity and Community</p>	<p>Pupils develop understanding that:</p> <ul style="list-style-type: none"> religion plays a role in shaping personal and collective identity religious communities are diverse, both locally and globally <p>Pupils explore this through:</p> <ul style="list-style-type: none"> examining diversity within religions learning how communities live out shared beliefs
<p>Values, Ethics and Moral Choice</p>	<p>Pupils learn that:</p> <ul style="list-style-type: none"> religions promote moral teachings that guide choices and behaviour ethical issues can be viewed differently depending on beliefs <p>Pupils explore this through:</p> <ul style="list-style-type: none"> discussing moral dilemmas and ethical questions

Questions, Interpretation and Response	<ul style="list-style-type: none">• comparing religious and non-religious responses to issues <p>Pupils are encouraged to:</p> <ul style="list-style-type: none">• ask deep and challenging questions about belief, meaning and purpose• develop reasoned responses supported by knowledge <p>Pupils respond through:</p> <ul style="list-style-type: none">• discussion, debate and written explanations• reflection on their own beliefs and values
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