



# RE Overview

Golcar Junior, Infant and Nursery School

# Intent Statement

## Why is it important to learn RE?

At Golcar JIN we believe that it is vital for all our pupils to learn from and about religion so that they can understand the world around them. Our syllabus, *Believing and Belonging*, reflects the twin aims that RE must stimulate interest and nurture understanding of religion/worldviews, while also contributing to pupils' awareness of and sensitivity to diversity in our communities and world.

## What does RE look like at Golcar JIN?

Respect, tolerance and understanding for the beliefs of others are at the heart of our teaching of Religious Education.

At Golcar, the syllabus is based around six threads or 'pathways' through which the most important features of RE may be understood. The syllabus aims to develop progressive understanding of the 'pathways' and build rich and profound knowledge of religions/worldviews.

Our curriculum develops the awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them. Through responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience. Through their learning, pupils will reflect on their own beliefs, values and experiences in relation to their learning. Nurturing curiosity and insights to become positive, participating citizens.

## How do we enhance RE learning at Golcar JIN?

Half termly assemblies are led by the leader of our local Church of England. A range of visitors coming in and visits to places of worship take place for each year group across the school. Each year group has a celebration linked to cultural and religious aspects of their class country (trying food, learning about cultural and religious festivals etc). There is also a student leadership group – Culture Club- who provide a voice for pupils in whole school R.E and cultural learning.

# How our RE curriculum meets our communities needs

- Inclusive of all religions; planning can be adapted to suit the needs of the class/community
- Different religious views as well as non-religious views
- Learn **about** religion as well as **from** religion
- Respect for others' beliefs and values as well as our own
- Acknowledge that beliefs and ideas are constantly changing
- Promote a positive, confident attitude for RE that people have a safe space to express their own ideas and opinions
- Use children's own experiences of religious festivals such as Easter, Diawali, Chinese New Year etc to develop their religious thinking

# RE Curriculum Map

	Autumn	Spring	Summer
<b>EYFS</b>	E.1 Which places are special to members of our community? (Pathway 1) E.2 Why are some objects special? (Pathway 2) E.3 Who cares for me and how do I help others? (Pathway 3) E.4 Who belongs in my family and community? (Pathway 4) E.5 How do people celebrate special times? (Pathway 5) E.6 How do we understand and care for the world? (Pathway 6)		Covered over the whole year.  <b>VISITOR – Father Simon</b>
<b>Year 1</b>	C1.5 Why are festivals important in a community? (Pathway 5)  F1.12 How and why do we care for others? (Pathway 3)	C1.6 Which books and stories are important? (Pathway 6) <b>VISITOR – Father Simon</b>	C1.1 What does it mean to belong a community of belief? (Pathway 1) <b>VISIT - Church</b>
<b>Year 2</b>	C1.3 How can we make good choices? (Pathway 3) <b>VISITOR – Humanist?</b>  F1.15 What did Jesus teach and how did he live? (Pathways 3 and 6)	C1.4 How and why do some people pray? (Pathway 4)  <b>VISITOR – Father Simon</b>	C1.2 How are symbols used to welcome new life? (Pathway 2)

<p><b>Year 3</b></p>	<p>CL2.6 How do Jews use stories to remember God’s covenant? (Pathway 6)</p> <p>FL2.11 How do creation stories help people understand the world? (Pathway 6)</p> <p><b>VISITOR – Father Simon</b></p>	<p>CL2.3 How do the 5 pillars help Muslims to lead a good life? (Pathway 3)</p> <p><b>VISITOR- Equilibria</b></p>	<p>CL2.2 How do different people express their spirituality? (Pathway 2)</p>
<p><b>Year 4</b></p>	<p>CL2.5 How do ancient stories influence modern celebrations? (Pathway 5)</p> <p>FL2.12 How does the Bible help Christians to live a good life? (Pathway 3)</p> <p><b>VISITOR – Father Simon</b></p>	<p>CL2.4 Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)</p>	<p>CL2.1 What faiths and beliefs can be found in our country and community? (Pathway 1)</p> <p><b>Visitor – Hindu</b></p>
<p><b>Year 5</b></p>	<p>CU2.5 How and why are Jewish festivals celebrated today? (Pathway 5)</p> <p><b>VISITOR – Jewish visitor</b></p> <p>FU2.12 Should we forgive others? (Pathway 3)</p>	<p>CU2.6 What do Christians believe about the old and new covenants? (Pathway 6)</p> <p><b>VISITOR – Father Simon</b></p>	<p>CU2.4 Why do some people go on pilgrimage? (Pathway 4)</p>
<p><b>Year 6</b></p>	<p>CU2.2 How do Sikhs symbolise their commitment? (Pathway 2)</p> <p><b>VISIT – Gurdwara</b></p> <p>FU2.11 What is the significance of Easter, Ascension and Pentecost? (Pathway 6)</p> <p><b>VISITOR – Father Simon</b></p>	<p>CU2.1 What do Hindu people believe about God? (Pathway 1)</p>	<p>CU2.3 What values do people live by? (Pathway 3)</p>

# Golcar Goals - EYFS

## **Pathway 1 – The Nature of Religion and Belief** **Understanding the World: Reception**

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community

### **People, Culture and Communities (ELG):**

- Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.
- Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Notice and talk about special places in their community.
- Recall which special places belong to different people.
- Name parts of a church, mosque or other place of worship
- Describe why places are special to people.

## **Pathway 2 – Expressing Belief**

### **Understanding the World: Reception**

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.

### **People, Culture and Communities (ELG):**

- Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.
- Talk about who and what is important to them
- Notice similarities and differences between different religions and their special objects.

## **Pathway 3 – A Good Life**

### **Understanding the World: Reception**

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.

### **Personal, Social and Emotional development:**

- Express their feelings and consider the feelings of others.
- Think about the perspectives of others

### **People, Culture and Communities (ELG):**

- Talk about the lives of the people around them and their roles in society.

### **Managing self (ELG):**

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

### **Building relationships (ELG):**

Show sensitivity to their own and others' needs.

- Talk about special people in the community who help
- Recall some stories about Jesus and Prophet Mohammed.
- Name some special rules that people follow

# Golcar Goals - EYFS

## Pathway 4 – Personal Journey

### Understanding the World: Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.

### People, Culture and Communities (ELG):

- Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.
- Talk about who and what is important to them
- Name people who help them in the community

## Pathway 5 – Influence and Authority

### Understanding the World: Reception

- Talk about members of their immediate family and community.
- Compare and contrast characters from stories including from the past.
- Recognise that people have different beliefs and celebrate special times in different ways.

### People, Culture and Communities (ELG):

Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.

- Notice the meaning behind different religious festivals and why they are important to believers.
- Recall how and why different religions celebrate different festivals.
- Begin to make connections between how religious beliefs are expressed through worship in festivals.

## Pathway 6 – The Big Picture

### Understanding the World: Reception

- Recognise that people have different beliefs and celebrate special times in different ways.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

### People, Culture and Communities (ELG):

- Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.

### The Natural World (ELG):

Explore the natural world around them making observations and drawing pictures of animals and plants.

- Notice similarities and differences between different religious accounts of creation.
- Notice details about religious stories of creation.
- Begin to make connections between beliefs about creation and how people care for the world.

# Golcar Goals – Year 1

## Pathway 5 – Influence and Authority

- Name some celebrations and talk about how these are celebrated.
- Talk about their experiences and feelings connected to celebrations or customs.
- Recognise some similarities and differences between festivals and celebrations.
- Compare some common features of celebrations e.g. preparations, sharing food, being with family and friends.
- Give examples and respond to questions about the meanings of religious celebrations

## Pathway 6 – The Big Picture

- Express ideas about how some favourite stories, including stories from religions / worldviews give people a message on how to live.
- Recognise the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years.
- Suggest meanings for some special stories.
- Give examples to show that traditional stories in one culture may be different to traditional stories in other cultures.
- Identify and respond to some of the big questions that people might ask about life when listening to important stories.

## Pathway 1 – the Nature of Religion and Belief

- Name some 'precious', 'sacred' or 'holy' objects and places.
- Recognise some religions / worldviews represented in the school, locality and elsewhere in the UK.
- Express ideas about 'holy' or important objects and places.
- Explain why places of worship are special for some people and say how this is demonstrated.
- Describe and compare details of rituals, symbols and practices and ask thoughtful questions.

# Golcar Goals – Year 2

## Pathway 3 – A Good Life

- Notice characteristics in the lives of people who are held as examples by religions / worldviews.
- Talk about and suggest meanings for teachings about right and wrong from different religions / worldviews.
- Explore a range of stories relating to religious and non-religious rules, suggesting some meanings.
- Make links between their own values and religious values and rules

## Pathway 4 – Personal Journey

- Talk about how prayer makes people wonder at the world and ask big questions about life.
- Retell a story about someone whose experience or encounter changed their life.
- Notice what someone might do or say when they pray.
- Explain similarities and differences between how people pray.
- Consider and evaluate the significance of prayer in the lives of people today

## Pathway 2 – Expressing Belief

- Recognise and name some symbols used to welcome a new baby.
- Express ideas about the symbols they would use to welcome a baby.
- Recognise some similarities and differences between the welcoming ceremonies.
- Suggest reasons for some of the symbols used to welcome a baby.
- Make links between the symbols and rituals used by different faith communities.
- Explore some of the words used to welcome new babies.

# Golcar Goals – Year 3

## Pathway 6 – The Big Picture

- Re-tell some Jewish stories and consider their importance.
- Explain how Jews express their faith through rituals and actions.
- Express ideas about the rituals and practices which demonstrate belonging to a community.
- Demonstrate understanding of some Jewish stories and consider their importance.
- Give examples of how Jews express their faith through rituals and actions.
- Describe similarities and differences about the rituals and practices which demonstrate belonging to a community.

## Pathway 3 – A Good Life

- Give examples of key teachings of Islam and recognise the different ways these are interpreted by believers;
- Express ideas about how Muslim beliefs have an impact on the life of believers;
- Explain how a Muslim might follow the example of the Prophet Mohammed.
- Research and interpret Muslim beliefs and practices, explaining these coherently and clearly;
- Investigate and evaluate Islam in the modern world and the impact this has on the lives of believers and that of nonbelievers.

## Pathway 2 – Expressing Belief

- Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms
- Express their beliefs and values through creating a piece of expressive art
- Explore a wider range of beliefs expressed through various art forms
- Consider how and why people express their spiritual side through the arts
- Present their own beliefs and values by explaining a piece of expressive art they have created

# Golcar Goals – Year 4

## Pathway 5 - Influence and Authority

- Give examples to show how festivals and seasons are celebrated in different countries, making links between them.
- Explain and give reasons for the celebration of each festival including ancient stories behind them.
- Express ideas and opinions about what light represents.
- Explain how stories from the past have influenced the way in which the festivals are celebrated today.
- Respond with a range of own ideas of how light is a representation of more than just goodness (hope, remembrance, reflection, freedom).

## Pathway 4 - Personal Journey

- Give examples of Sikh beliefs and stories about their Gurus.
- Describe Sikh practices relating to the Guru Granth Sahib.
- Explain and give reasons for Sikh values e.g. equality, honesty.
- Suggest deeper meanings for Sikh beliefs and stories about their Gurus.
- Make links between Sikh values and those of other faiths and worldviews.

## Pathway 1 - the Nature of Religion and Belief

- Describe some characteristics of religions and their places of worship.
- Recognise that each religion / worldview is made up of several groups of people and compare some of the different beliefs and practices.
- Present their ideas about different faith communities and practices
- Discuss their understanding of the beliefs expressed, and compare with their own ideas about belonging.

# Golcar Goals – Year 5

## Pathway 5 - Influence and Authority

- Summarise ideas about Jewish festivals and how and why they are commemorated.
- Give a considered response to how and why Jewish people follow the commandments set out in the Torah
- Choose appropriate questions for an interview.
- Evaluate and analyse how and why festivals in Judaism are celebrated
- Explore some of the different ways modern Jews celebrate festivals.

## Pathway 6 - The Big Picture

- Define the word 'covenant' and give an example.
- Summarise narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people.
- Compare and contrast aspects of Christianity, Judaism and Islam, especially in relation to Abraham and Jesus.
- Weigh up different points of view about key figures from Christianity, Judaism and Islam.
- Identify and compare the different titles used by and of Jesus.

## Pathway 4 - Personal Journey

- Describe and explain some amazing, puzzling or mysterious experiences associated with places of pilgrimage.
- Suggest reasons why special places and journeys make people ask big questions about life.
- Express ideas about new insights pilgrims might gain from their journey
- Explore a wider range of special places and journeys, identifying connections between them.
- Explain why places of pilgrimage inspire and influence believers.

# Golcar Goals – Year 6

## Pathway 2 – Expressing Belief

- Describe and give examples of how Sikhs express their beliefs through story, symbols and actions.
- Explain why these stories and symbols have been important in Sikh religion and culture over many years and are still told today.
- Weigh up a range of opinions about wearing the 5Ks and taking amrit.
- Compare and contrast Sikh beliefs and ways of life with those of other faiths
- Investigate and present ideas about the impact of Sikh beliefs and practices on individuals and communities

## Pathway 1 – The Nature of Religion and Belief

- Describe some examples of what different Hindus do to show their faith.
- Describe some ways in which Hindus express their faith through puja, aarti and bhajans.
- Explain similarities and differences between Hindu worship and worship in another religious tradition they are familiar with.
- Explore further how different murtis are used as a focus for prayer.

## Pathway 3 - A Good Life

- Identify and explain some of the moral teachings practised by religious communities and make connections between them.
- Compare religious ideas about right and wrong with non-religious worldviews such as Humanism.
- Apply ideas about values and how religious and non-religious people choose to live their lives.
- Present ideas about the challenge of following and living out a set of values in daily life for religious and non-religious people (e.g. Humanists.)
- Evaluate the importance of having a worked through set of ethical values to help live life well

# Key Vocabulary - Key Stage 1

**Buddhism:** Buddha, shrine, meditate, Wesak, mandala, ahimsa, Buddhist.

**Christianity:** Christian, Christianity, God, Jesus, worship, font, altar, lectern, church, chapel, prayer, the Lord's Prayer, hymn, the Last Supper, vicar, priest, minister, Christmas, Lent, Holy Week, Good Friday, Palm Sunday, Easter, resurrection, Bible, Holy Communion, harvest, baptism, christening, parable, festival, symbol, Old Testament, New Testament, disciple.

**Hindu Dharma:** Hindu, Brahman/Parmaatma, Aum, Mandir, Ganges, Rama/Ram, Sita, Holi, Diwali, Atman/Aatma

**Islam:** Allah, Qur'an, Prayer, Masjid/Mosque, Dome, Minaret, Prayer hall, Prayer mat, The five pillars, Adhaan, Jummah, Eid ul Fitr & Ramadan, fasting.

# Key Vocabulary – Key Stage 2

**Buddhism:** Buddha, Enlightenment, Theravada, Mahayana, shrine, meditate, sangha, monks, nuns, wheel of life, lotus flower, Siddhartha Gautama, karuna, ahimsa.

**Christianity:** All KS1 vocabulary and...

Trinity, eternal, covenant, denomination, Roman Catholic, Orthodox, Protestant, charity, dedication, creation, salvation, incarnation, gospel, Messiah, Son of Man, Son of God, Kingdom of Heaven, ascension, communion, eucharist, crucifixion, reconciliation, forgiveness, sacrifice, ritual

**Hindu Dharma:** Trimurti, Vedas, Avatar, Puja, Karma, Ahimsa, Aum, Lotus Flower, deity, murti, moksha, swastika, bindi/tilak, bhagwa dhwaj

**Islam:** All KS1 vocabulary and...

Prophet Muhammad, Shahadah, Sawm/fasting, Jihad, Zakat, Hajj, Makkah, Night of Destiny (Laylut Al Qadr), Eid ul Adha, Qiblah, Sadaqah, Halal, Haram, Iftar, Ummah, Kabah

# Impact Measure

We know learning has been successful in this subject area because:

- Pupils demonstrate a high level of understanding of various religions and worldviews, and they articulate respect for diversity. They show an awareness of the importance of tolerance and harmony within society.
- Pupils are able to express their ideas clearly, engage in respectful dialogue, and demonstrate critical thinking in discussions about morality and ethics. Their skills in analysis and reflection are evident in their written work and oral contributions.
- Pupils engage in reflective practices, showing curiosity and a desire to explore their own beliefs and values alongside those of others. Many pupils express a sense of belonging and understanding about their role in both the school and wider community.
- Our school community fosters partnerships with local faith groups and parents, resulting in a shared commitment to promoting respect and understanding. This engagement has led to positive relationships within our community, as reflected in pupil feedback.

In summary, our RE curriculum at Golcar JIN is not only aligned with Ofsted's guidelines but is also pivotal in nurturing well-rounded, informed, and respectful young individuals who are equipped for life in a diverse society.

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