



Kingfisher RE Curriculum

Our intent in the Kingfisher partnership, we want our children to have knowledge of the world around them, to understand the beliefs of different faiths and to understand what they themselves believe in. We want our children to show respect to all faiths and to understand the similarities and differences between the faiths. We want the children to be reflective and to be able to hold balanced and informed conversations with others with regards to religion and belief.

We use **Understanding Christianity** <https://www.understandingchristianity.org.uk> as a basis for our planning, which is a progressive curriculum. We use 'Big Questions' to support our enquiry based learning and the children explore these questions in a range of ways and by the end of the unit the children can express their answer to the Big Question.

In Key Stage 1 the children focus on Christianity and Judaism. In Key Stage 2 the children learn about Christianity, Muslims and Hindus primarily.

The Diocese of Norwich have helped us to design a curriculum that progresses and has clear expectations of what children should be able to do at the end of each year.

We have a two year rolling programme of Big Questions to support our mixed age classes and there is a three year rolling programme for Key Stage 1.

We also cover a unit on Philosophy to enable children to think about a variety of issues and develop their skills of discussion and debate.

In EYFS, children are given opportunities to share their views and opinions and know that these will be treated with respect.



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What do the children need to know?

Kingfisher Ribbons	EYFS	Key Stage 1	Lower Key stage 2	Upper Key Stage 2
Making sense of the text (Theology) (developing skills of reading and interpretation, making sense of meanings of texts)	<p>Listen attentively and respond to what they hear with relevant questions, comments</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>Identify different types of texts within a religious book – eg in the bible, a parable and instructions on how to behave</p> <p>Retell stories from the religious book</p> <p>Give an account of what a text means to the religious believer</p>	<p>Name features of different text types in the religious book, eg parable is a story that has a meaning</p> <p>Make links between texts and concepts studied</p> <p>Offer suggestions about what texts might mean and give examples of what the texts studied mean to the believer.</p>	<p>Identify different types of texts using technical terms accurately.</p> <p>Explain connections between texts and concepts studied using theological terms.</p> <p>Taking account of the context, suggest meanings for the text studied and compare their ideas with ways in which the believer may interpret the text.</p>
Understanding the impact (Human and social science) Examining ways a religion responds to texts and how they put their belief into action	<p>Talk about the lives of the people around them</p> <p>Express their ideas and feelings about their experiences</p>	<p>Give examples of how the believer uses the texts to guide their beliefs in their lives and religious community</p> <p>Give examples of how the believer put their beliefs into practice in worship</p>	<p>Make simple links between texts and concepts studied and how a believer lives in their lives and community.</p> <p>Describe how the believer shows their beliefs in worship and the way in which they live</p>	<p>Make clear connections between texts and concepts with what the person believes, how they worship, behave in their lives, community and the wider world.</p> <p>Show they the believer puts their beliefs into action in different ways.</p>
Making connections (Philosophy) Evaluating, reflecting and connecting texts studied, make connections between these and their own lives and ways of understanding the world	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences</p> <p>Express their ideas and feelings about their experiences</p>	<p>Think, talk and ask questions about whether the text has something that speaks to them and explore different views.</p>	<p>Raise questions and suggest answers about how what they have studied might make a difference to how we think and live.</p> <p>Make links between some of the stories and teaching from the religion and life in the world today, expressing their own ideas.</p>	<p>Identify ideas arising from their studies of texts and concepts and comment on how these are helpful or inspiring and justify their response</p> <p>Weigh up how the ideas, teachings and beliefs relate to the issues, problems and opportunities in their own lives and the world today, developing insights of their own.</p>



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Key Stage/Big Question	Unit Outcomes	Vocabulary
EYFS/KS1 Why does Christmas matter to Christians? (Incarnation)	Give a clear, simple account of the story of Jesus' birth and why Jesus is important to Christians Recognise that stories of Jesus' life come from the Gospels Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas Decide what they personally have to be thankful for at Christmas time	Christian, incarnation, advent, nativity story, Bethlehem, Nazareth, advent wreath, advent calendar.
EYFS/KS1 Is the Easter story happy or sad?	Identify a special time they celebrate and explain simply what celebration means Retell stories connected with Easter and explain why these are important to Christians Explain what happened at the last supper, and if this part of the story happy or sad To recognise the importance of the cross at Easter and to Christians.	Celebrations, Celebrate, Palm Sunday, Jesus, Disciple, Jerusalem, Donkey, Colt, Cloaks, Palm branches, Hosanna, last Supper, Betrayal, Arrest, Denial, Sadness, Cross, tomb, risen
EYFS/KS1 Why do Christians put a cross in an Easter garden?	To understand the importance of a palm cross To retell the Easter story in simple terms To name some Easter symbols they may see To think about how the Easter story makes them and Christians feel	Palm Sunday, Easter, Easter garden, cross, palm branches, Hosanna
EYFS/KS1 What does it mean to be Jewish?	Retell the story of Moses simply Name some of the ten commandments Name the place of worship for Jews and some things you will find there Explain in simple term what Shabbat is Name some of the artefacts used/worn	Jews, Torah, Shabbat, Synagogue, Menorah, Tallit, Kippah, star of David, ten commandments, Moses, plague
EYFS/KS1 What do we learn about God from bible stories?	To retell the story of the prodigal son To simply explain what the prodigal son story means To share my views about if God is in every story To be able to teach others about God through a story To explain what we and Christians learn about God from Bible stories	Story, Prodigal Son, meaning
EYFS/KS1 What does it mean to be a Christian today?	understand the things we are good at and things we need to improve on understand what Christians are like understand what it means to be a Christian	Christian, God, Jesus, community, ten commandments, sabbath
EYFS/KS1 Who made the world? (Creation)	Retell the story of creation from Genesis Recognise that creation is the beginning of the big story of the bible Say what the story tells Christians about God, Creation and the world] Give at least one example of what Christians do to say thank you to God for the creation Think, talk and ask questions about living in an amazing world	Genesis, Christian, Creation, God, Jewish, Bible

<p>EYFS/KS1 Why is light an important symbol?</p>	<p>Identify things that use light To be able to ask questions Understand what Diwali is Retell story of Rama and Sita Explain why diva lamps are used Understand what Hannukah is Understand what Christingle is</p>	<p>Light, Diwali, rangoli, diva lamp, Sama, Rita, Hindu, Hannukah, Jews, Christians, Christingle</p>
<p>EYFS/KS1 Where is belief around us?</p>	<p>To understand what a church is and name some of its features To understand what a synagogue is and name some of its features To make simple comparisons between a church and a synagogue To understand what a mosque is and name some of its features</p>	<p>Church, Christian, cathedral, pews, altar, font, pulpit, Methodist, Anglian, Jews, synagogue, Rabbi, Torah, bible, mosque, minbar, prayer hall</p>
<p>EYFS/KS1 What Christians believe God is like? (God)</p>	<p>To understand what a parable is Retell the story of The Lost Sheep To understand the meaning behind The Lost Sheep Give two examples of how Christians show their belief that God is loving and forgiving Give an example of how Christians put their beliefs into practice To think about if they can learn anything from the story for themselves</p>	<p>Parable, Bible, forgiveness, love, Christian,</p>
<p>LKS2 Why do Christians call the day Jesus died Good Friday?? (Salvation)</p>	<p>To order creation, fall, incarnation, gospel and salvation on a bible timeline To suggest what the texts about the entry into Jerusalem and the death and resurrection of Jesus might mean To give examples of what the texts studied mean to Christians To make simple links between the Gospel texts and how Christians mark Easter events in their church communities To describe how Christians show their beliefs about palm Sunday, Good Friday and Easter Sunday</p>	<p>Creation, fall, incarnation, gospel, salvation, resurrection, Gospel, Palm Sunday, Good Friday, Easter Sunday</p>
<p>LKS2 What does it mean to be a Muslim?</p>	<p>To understand where in the world we may find people who follow the Islam religion To name some of the key belief of a Muslim To name some key features of a mosque To understand what it is like to go on a Hajj To know the holy book is called Qur'an To know why Ramadan and Eid-al-fitr are important to Muslims</p>	<p>Islam, Muslim, Mosque, Hajj, Qur'an, Ramadan, Eid-al-fitr, arabic</p>
<p>LKS2 What kind of world did Jesus want? (Gospel)</p>	<p>To identify that the Gospels tell the story of the life of Jesus and be fishers of people To make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be fishers of people To think about what Jesus' actions towards the leper might mean for a Christian To make simple links between Bible texts and the concept of Gospel meaning Good news To give examples of how Christians try to show love to all, including how members of clergy follow Jesus' teaching To make links between Bible stories studied and the importance of love in the world today, and express your own thoughts</p>	<p>Gospel, fishers of people, disciple, Matthew, New Testament, leper, clergy</p>

LKS2 What is it like to follow god? (People of God)	To make clear links between the story of Noah and the idea of covenant To make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony To make links between the story of Noah and how we live in school and the wider world.	Noah, promise, covenant, Old Testament, ceremony, Genesis, non-religious, religious
LKS2 What does it mean to be a Hindu?	To understand where in the world we may find people who follow the Hindu religion To name some of the key beliefs that a Hindu has To know the key features of a Mandir To name the Hindu holy book and how it is used To name some key celebrations they celebrate, eg Holi	Hindu, Mandir, Holi, Hindu God Krishna, mandapa,- prayer space, sanctuary, inner sanctum, Veda – holy book
LKS2 What does it mean to be a pilgrim?	To explore the idea of a pilgrimage To explore why pilgrimage is important to faith To understand Christian’s beliefs about life after death To understand why Christians go on a pilgrimage to Lourdes To retell the story of Ganges pilgrimage To contrast how pilgrimage for Christians and Hindus is different and the same To understand about pilgrimages in other faiths To understand about Hindu pilgrimage	Pilgrimage, journey, destination, Lourdes, Ganges, Christian, Hindu
UKS2 How can following God bring freedom and justice? (People of God)	To explain connections between the story of Moses and concepts of freedom and salvation To make clear connections between Bible texts studied and what Christians believe about being people of God and how they should behave To explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others To identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	Moses, freedom, justice, vulnerability, Exodus, slavery, ten commandments, atheist, punishment, covenant,
UKS2 Can one person change the world?	To begin to understand the life of Jesus To understand how Christianity started and how it has grown To identify why Mother Theresa was an important Christian figure To name some of the ways Mother Theresa lived her life as a Christian To understand how Muslims, think Muhammed changed the world To understand how Sikhs think Guru changed the world To know some things about the life of Rosa Parks, Harriet Tubman Greta Thunberg	Mother Theresa, Greta Thunberg, Rosa Parks, Harriet Tubman, Sikhs, Guru, Muslims, Muhammed,
UKS2 Creation and science: is it conflicting or complementary (creation/Fall)	To understand the importance of creation on the Bible timeline To identify what type of text some Christians say Genesis 1 is and its purpose To think about what Genesis 1 might mean to Christians and compare with their own ideas To make connections between Genesis 1 and Christians beliefs about God as creator To show an understanding of why many Christians find science and faith go together To identify key ideas arising from their learning of Genesis 1 and how far these are helpful or inspiring and justify your thoughts To weigh up how far genesis 1 is in conflict or complimentary with a scientific account	Creation, conflict, complimentary, Genesis, creator, justify, inspiring

<p>UKS2 Do all religions view God in the same way?</p>	<p>To understand my own view of God To understand what God is like for Muslims To understand what God is like for Hindus To be able to compare different views of God</p>	<p>God, Hindu, Muslim, faith, belief, theism, Allah Qur'an, deity, murti, atheist, free will,</p>
<p>UKS2 What would Jesus do?(Gospel) What did Jesus do to save human beings? (Salvation)</p>	<p>To identify features of Gospel texts To suggest meaning of the Gospel texts To compare your own views with those of Christians To make connections between Gospel texts, Jesus' 'good news' and how Christians live in their Christian community and their individual lives To relate biblical ideas and teachings to the issues, problems and opportunities of their own lives. To understand where incarnation and salvation come on the bible timeline To explain what Christians mean when they say Jesus' death was a sacrifice To compare your own views with Christian views on the thoughts of Jesus' death and resurrection</p>	<p>Commandment, gospel, Matthew, Luke, Mark, John, resurrection, sacrifice, symbolism of bread and wine</p>
<p>Does religion bring peace or conflict?</p>	<p>To understand the terms peace and conflict To understand Christians views on their religion and how that supports peace and how they manage conflict To look at another religion to understand their views and how that supports peace and how they manage conflict To compare and contrast different religious viewpoints of peace and conflict</p>	<p>Pace, conflict, religion, opinion, debate, compare, contrast</p>

For assessment in RE the children will respond to the big question in a way they wish to, to demonstrate what they have learnt. Staff will then look at this and compare to the age related expectations to make a judgement on where the children in their learning.