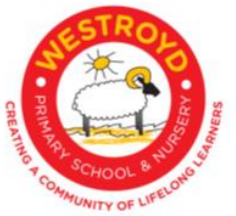


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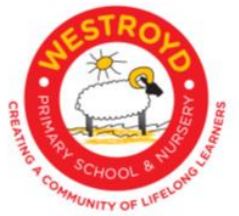


Pathway 1: The nature of Religion and Belief



| Reception Which places are special to members of our community? E.1 | Year 1 What does it mean to belong to a community of belief? C1.1 | Year 2 | Year 3 | Year 4 What faiths and beliefs can be found in our county and community? CL2.1 | Year 5 How do Buddhists live a meaningful life? FU2.14 | Year 6 What do different Hindu people believe about God? CU2.1 |
|---|--|--------|--------|--|--|--|
| <p>Understanding the World: Reception Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>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.</p> <p>Describe their immediate environment, using knowledge from their observation, discussion, stories, non-fiction texts and maps.</p> | <p>Name some 'precious', 'sacred' or 'holy' objects and places.</p> <p>Recognise some religions / worldviews represented in the school, locality and elsewhere in the UK.</p> <p>Express ideas about 'holy' or important objects and places.</p> | | | <p>Describe some characteristics of religions and their places of worship.</p> <p>Recognise that each religion / worldview is made up of several groups of people and compare some of the different beliefs and practices.</p> | <p>Summarise the story of Prince Siddhartha's birth and upbringing and give reasons why he looked for enlightenment.</p> <p>Identify and explain their own precepts for life and find similarities with the Buddhist Precepts relating these to their beliefs.</p> <p>Find and explain the meanings in Buddhist stories.</p> | <p>Describe some examples of what different Hindus do to show their faith.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Explain similarities and differences between Hindu worship and worship of another religious tradition they are familiar with.</p> |

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Pathway 2: Expressing Belief



| Reception Why are some objects special? E.2 | Year 1 | Year 2 How are symbols used to welcome new life? C1.2 | Year 3 How do different people express their spirituality? CL2.2 | Year 4 | Year 5 | Year 6 How do Sikhs symbolise their commitment? CU2.2 |
|---|--------|--|---|--------|--------|--|
| <p>Understanding the World: Reception Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>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.</p> | | <p>Recognise and name some symbols used to welcome a new baby.</p> <p>Express ideas about the symbols they would use to welcome a baby.</p> <p>Recognise some similarities and differences between the welcoming ceremonies.</p> | <p>Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms.</p> <p>Express their beliefs and values through creating a piece of expressive art.</p> | | | <p>Describe and give examples of how Sikhs express their beliefs through story, symbols and actions.</p> <p>Explain why these stories and symbols have been important in Sikh religion and culture over many years and are still told today.</p> <p>Weigh up a range of opinions about wearing the 5Ks and taking amrit.</p> |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 Why are rites of passage important? FU2.13 |

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| | | | | | | <p>Explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others.</p> <p>Explain how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement.</p> |
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Pathway 3: A Good Life



| Reception Who cares for me and how do I help others? E.3 | Year 1 How and why do we care for others? F1.12 | Year 2 How can we make good choices? C1.3 | Year 3 How does the Bible help Christians to live a good life? FL2.12 | Year 4 Why do people follow inspirational leaders? FL2.13 | Year 5 Should we forgive others? FU2.12 | Year 6 What values do people live by? CU2.3 |
|--|---|---|--|--|---|--|
| <p>Understanding the World: Reception Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Personal, Social and Emotional development: Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others</p> <p>People, Culture and Communities (ELG): Talk about the lives of the people around them and their roles in society.</p> <p>Managing self (ELG): Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building relationships (ELG): Show sensitivity to their own and others' needs.</p> | <p>Recall and talk about some religious stories.</p> <p>Respond to questions about stories.</p> <p>Respond with ideas about how to care for others.</p> | <p>Notice characteristics in the lives of people who are held as examples by religions / worldviews.</p> <p>Talk about and suggest meanings for teachings about right and wrong from different religions / worldviws.</p> | <p>Recall and re-tell some well-known parables and teachings in the Bible.</p> <p>Give examples of how the Bible influences Christians in the way they live.</p> <p>Respond thoughtfully and express their own ideas of right and wrong.</p> | <p>Explain how leaders put their teachings and values into practice.</p> <p>Describe and make links between different leaders (religious and non-religious), exploring similarities and differences.</p> <p>Give examples of the ways in which communities follow their leaders.</p> | <p>Give a considered response to why it is hard to 'make up' or apologise in a conflict.</p> <p>Identify and explain their own ideas about Jesus' teaching regarding forgiveness and reconciliation.</p> <p>Discuss and give examples of how some modern individuals have faces the challenge of forgiveness.</p> | <p>Identify and explain some of the moral teachings practised by religious communities and make connnections between them.</p> <p>Compare religious ideas about right and wrong with non-religious worldviews such as Humanism.</p> <p>Apply ideas about values and how religious and non-religious people choose to live their lives.</p> |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |

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| | What did Jesus teach and how did he live? F1.15 | How do Hindu stories help believers live their lives? F1.11 | How do the 'Five Pillars' help Muslims to live a good life? CL2.3 | | | |
|--|---|--|--|--|--|--|
| | <p>Express ideas and responds to questions about stories from the life and teachings of Jesus.</p> <p>Express ideas about how beliefs affect how Christians live their lives, such as: fasting, supporting the homeless and poor, campaigning, using examples of local or well-known Christians.</p> <p>Name and retell key events in the final days of Jesus' ministry, including: Palm Sunday; the last supper; crucifixion; the empty tomb. Recall how these are remembered in Holy Week and Easter.</p> | <p>Stories can teach us important lessons about ourselves and the world.</p> <p>Stories can help us with life's big questions or mysteries either with answers or deeper questions.</p> <p>Religions and worldviews use stories to help pass on their own teachings around these big questions.</p> <p>Various forms of literary & creative expression in religious and other worldviews preserve these stories.</p> | <p>Give examples of key teachings of Islam and recognise the different ways these are interpreted by believers.</p> <p>Express ideas about how Muslim beliefs have an impact on the life of believers.</p> <p>Explain how a Muslim might follow the example of the Prophet Mohammed.</p> | | | |

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Pathway 4: Personal Journey



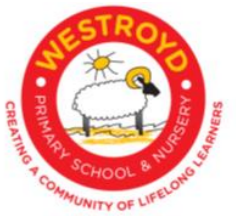
| Reception Who belongs in my family and community? E.4 | Year 1 | Year 2 How and why do some people pray? C1.4 | Year 3 | Year 4 How do the lives of the Gurus inspire Sikh believers? CL2.4 | Year 5 How do Buddhists live a meaningful life? FU2. 14 | Year 6 Why are rites of passage important? FU2.13 |
|---|--------|--|--------|---|--|---|
| <p>Understanding the World: Reception Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>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.</p> | | <p>Talk about how prayer makes people wonder at the world and ask big questions about life.</p> <p>Retell a story about someone whose experience or encounter changed their life.</p> <p>Notice what someone might do or say when they pray.</p> | | <p>Give examples of Sikh beliefs and stories about their Gurus.</p> <p>Describe Sikh practices relating to the Guru Granth Sahib.</p> <p>Explain and give reasons for Sikh values e.g. equality, honesty.</p> | <p>Summarise the story of Prince Siddhartha's birth and upbringing and give reasons why he looked for enlightenment.</p> <p>Identify and explain their own precepts for life and find similarities with the Buddhist Precepts relating these to their beliefs.</p> <p>Find and explain the meanings in Buddhist stories.</p> | <p>Explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others.</p> <p>Explain how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement.</p> |
| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 Why do some people go on pilgrimage? CU2.4 | Year 6 |

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| | | | | | <p>Describe and explain some amazing puzzling or mysterious experiences associated with places of pilgrimage.</p> <p>Suggest reasons why special places and journeys make people ask big questions about life.</p> <p>Express ideas about new insights pilgrims might gain from their journey.</p> | |
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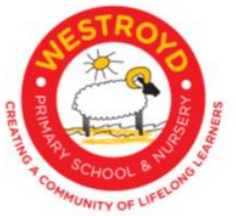


Pathway 5: Influence and Authority



| Reception How do people celebrate special times? E.5 | Year 1 Why are festivals important in a community? C1.6 | Year 2 | Year 3 | Year 4 How do ancient stories influence modern celebrations? CL2.5 | Year 5 How and why are Jewish festivals celebrated today? CU2.5 | Year 6 |
|---|---|--------|--------|---|---|--------|
| <p>Understanding the World: Reception Talk about members of their immediate family and community.</p> <p>Compare and contrast characters from stories including from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>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.</p> | <p>Name some celebrations and talk about how these are celebrated.</p> <p>Talk about the experiences and feelings connected to celebrations or customs.</p> <p>Recognise some similarities and differences between festivals and celebrations</p> | | | <p>Give examples to show how festivals and seasons are celebrated in different countries, making links between them.</p> <p>Explain and give reasons for the celebration of each festival including ancient stories behind them.</p> <p>Express ideas and opinions about what light represents.</p> | <p>Summarise ideas about Jewish festivals and how and why they are commemorated.</p> <p>Give a considered response to how and why Jewish people follow the commandments set out in the Torah.</p> <p>Choose appropriate questions for an interview.</p> | |

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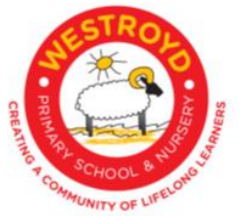


Pathway 6: The Big Picture



| Reception How do we understand and care for the world? E.6 | Year 1 Which books and stories are important? C1.6 | Year 2 How do Hindu stories help believers live their lives? F1. 11 | Year 3 How do Jews use stories to remember God's covenant? CL2.6 | Year 4 How are the stories of Holy Week important to Christians? FL2.14 | Year 5 What do Christians believe about the old and new covenants? CU2.6 | Year 6 What is the significance of Easter, Ascension and Pentecost? FU2.11 |
|---|---|--|---|---|---|--|
| <p>Understanding the World: Reception Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>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.</p> <p>The Natural World (ELG): Explore the natural world around them making observations and drawing pictures of animals and plants.</p> | <p>Express ideas about how some favourite stories, including stories from religions/worldviews give people a message on how to live.</p> <p>Recognise the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years.</p> <p>Suggest meanings for some special stories.</p> | <p>Stories can teach us important lessons about ourselves and the world.</p> <p>Stories can help us with life's big questions or mysteries either with answers or deeper questions.</p> <p>Religions and worldviews use stories to help pass on their own teachings around these big questions.</p> <p>Various forms of literary & creative expression in religious and other worldviews preserve these stories.</p> | <p>Re-tell some Jewish stories and consider their importance.</p> <p>Explain how Jews express their faith through rituals and actions.</p> <p>Express ideas about the rituals and practices which demonstrate belonging to a community.</p> | <p>Describe the events of Holy week, using a range of narratives from the Gospels.</p> <p>Ask questions about the importance of the stories of Holy Week for Christians.</p> <p>Describe similarities and differences in the ways different Christians celebrate and remember the stories of Holy Week.</p> | <p>Define the word 'covenant' and give an example.</p> <p>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.</p> <p>Compare and contrast aspects of Christianity, Judaism and Islam, especially in relation to Abraham and Jesus.</p> | <p>Weigh up different ideas about Jesus' resurrection, considering Gospel narratives.</p> <p>Summarise Christian beliefs about Jesus' kingship and the Kingdom of God. Show understanding of these terms and weigh up what they mean for Christians.</p> <p>Explain how and why Pentecost is celebrated today.</p> |
| Reception | Year 1 What did Jesus teach and how did he live? F1.15 | Year 2 How do Bible stories show that God keeps promises? F1.14 | Year 3 How do creation stories help people understand the world? FL2. 11 | Year 4 | Year 5 | Year 6 |

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| | <p>Express ideas and responds to questions about stories from the life and teachings of Jesus.</p> <p>Express ideas about how beliefs affect how Christians live their lives, such as: fasting, supporting the homeless and poor, campaigning, using examples of local or well-known Christians.</p> <p>Name and retell key events in the final days of Jesus' ministry, including: Palm Sunday; the last supper; crucifixion; the empty tomb. Recall how these are remembered in Holy Week and Easter.</p> | <p>Recall and name some of the early prophets in the Old Testament, retelling stories about figures such as Noah, Abraham, Isaac, Jacob and Joseph.</p> <p>Give examples of trusting or forgiving others and making choices.</p> <p>Retell, respond to questions and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the 'Son of God'</p> | <p>Re-tell a range of creation stories, making links between them.</p> <p>Express ideas about creation and suggest meanings for the stories.</p> <p>Express different views and ideas about helping to look after the world around them.</p> | | | |
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