



Cameley Church Of England Primary School

Religious Education- Our Curriculum

Learning is a change to long-term memory. At Cameley, our curriculum intent for Religious Education is to ensure our children experience a wide breadth of study, which children not only enjoy, but also enables them to commit knowledge to their long-term memory, nurturing a deep and longer-lasting learning.

Our approach to RE reflects the purposes and aims taken from the 'Bath and Wells Diocese's Statement of Entitlement for all Church Schools and Academies', "Inspiring every child to flourish and live life in all its fullness", John 10:10.

Our curriculum is set out to offer stimulating and awe-inspiring learning experiences with Christian values at its heart. We develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its complex structures. Our school vision is 'Nurturing Faith: Inspiring Learning, underpinned by Colossians 3.16, "Let the words of Christ in all their richness live in our hearts and make us wise'. It helps educate children for dignity and respect, encouraging all to live well together.

We truly believe that RE makes a valuable contribution to pupils' personal development and to their understanding of the wider world. Therefore, our curriculum is set out to deliver a holistic and balanced programme in order to underpin the development of respect and tolerance reflecting our school values and thus preparing our children for life in modern Britain.

To support this, our RE planning throughout the school is based around the 2 complementary but distinct resources of Understanding Christianity and DiscoveryRE. Both these resources use an enquiry-based approach around key questions: DiscoveryRE is based on a 4-step enquiry model - Engagement, Investigation, Evaluation (impersonal) & Expression (personal) Understanding Christianity is based on a 3-step enquiry model - Text, Impact & Connections.

The knowledge content in Understanding Christianity is structured around the 8 concepts of the 'Big Christian Story': Creation, Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God which are all surrounded by the big idea of God.

YR: Creation/God, Incarnation, Salvation

Y1 & Y2 Creation, Incarnation, Gospel, Salvation

Y3 - Y6 Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God



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Skills and Attitudes Developed through an Enquiry Approach

Skills	Attitudes
Interpretation Empathy Investigation Reflection Expression Application Evaluation Synthesis Discernment Analysis	Curiosity Appreciation Wonder Self-awareness Open-mindedness Critical awareness

Due to our class structure here at Cameley Primary School, we follow a two year rolling programme.

2023/2024

Beech Class- Year 5 content

Cedar- Year 3 content

Maple- Year 1 content

2024/2025

Beech- Year 4 content

Cedar- Year 2 content

Maple- Year 2 content- New unit of Sikhism in reserve as needed.



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Coverage: adhering to the stated requirements of curriculum balance as seen in the RE Statement of Entitlement, Christianity is the majority study and coverage is 2/3 Christianity throughout the school.

YR: Christianity and other faiths

Y1: Christianity and Judaism

Y2: Christianity and Islam

Y3: Christianity and Hinduism

Y4: Christianity and Buddhism

Y5: Christianity and Judaism

Y6: Christianity and Islam

Long Term Plan for Academic Year 2023/ 24 and 2024/25

Term	F1/2 (Nursery and Reception) Willow Class	Year 1 Maple Class 2023/24	Year 2 Maple and Cedar Class 2024/25	Year 3 Cedar Class 2023/24	Year 4 Beech Class 2024/25	Year 5 Beech Class 2023/24	Year 6 Oak Class
Autumn 1	Theme: Special People Gospel	Theme: Creation Story UC Concept: God/ Creation	Theme: What did Jesus teach? Concept- God	Theme: Divali Key Question: Would celebrating	Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy?	Theme: Belief into action Key Question: How special is the relationship Jews have with God?	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show



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	<p>Key Question: What makes people special?</p> <p>Religion: Christianity, Judaism</p>	<p>Key Questions: Who made the world? Does God want Christians to look after the world?</p> <p>Religion: Christianity</p>	<p>Key Question: What do Christians believe God is like? Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p>	<p>Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p> <p>Extended Enquiry-Connections with Hannukah and Christmas</p>	<p>Religion: Buddhism</p>	<p>Religion: Judaism</p>	<p>commitment to God?</p> <p>Religion: Islam</p>
British Values	Rule of Law. Individual Liberty, Mutual Respect, Tolerance of those of different faiths	Rule of Law- not to damage others' property /graffiti etc Mutual Respect, Tolerance of those of different	Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs	Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs	Rule of Law (The Covenant/Torah) , Mutual Respect, Tolerance of those of different faiths and beliefs	Rule of Law (Vedas), Individual Liberty, (how much does a Sikh give up), Mutual Respect, Tolerance of those of different faiths and beliefs	Rule of Law (5 pillars), Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs



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		faiths and beliefs					
Christian Values	Friendship Respect	Friendship/ Respect	Friendship/ Respect	Friendship/ Respect	Friendship/ Respect	Friendship/ Respect	Friendship/ Respect
POP Task/Double page spread	Nursery I can talk about being special Reception Say that God made the World and talk about the Creation story	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment
Term	F1/2 (Nursery and Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2	Theme: Christmas UC Concept: Incarnation Key Questions:	Theme: Christmas UC Concept: Incarnation Key Questions:	Theme: Christmas-Jesus as a gift from God	Theme: Christmas UC Concept: Incarnation Key Questions:	Theme: Christmas UC Concept: People of God, Salvation Key Questions:	Theme: Christmas UC Concept: Incarnation Key Questions: Is the Christmas story true?	Theme: Christmas UC Concept: Incarnation Key Questions: How significant



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	<p>What is Christmas? Why do Christians perform Nativity plays at Christmas?</p> <p>Religion: Christianity</p>	<p>Why does Christmas matter to Christians? What gifts would Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion: Christianity</p>	<p>UC Concept: Gospel/ Incarnation</p> <p>Key Questions: Why do Christians believe God gave Jesus to the world? What is the good news that Jesus brings?</p> <p>Religion: Christianity</p>	<p>What is the meaning of the Trinity? Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>What is the most significant part of the nativity story for Christians today? What is it like (for Christians) to follow God?</p> <p>Religion: Christianity</p>	<p>Was Jesus the Messiah?</p> <p>Religion: Christianity</p>	<p>is it that Mary was Jesus' mother? Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Religion: Christianity</p> <p>UC Concept: Gospel</p> <p>Key Question: What would Jesus do?</p> <p>Religion: Christianity</p>
British Values	Mutual Respect, Tolerance of those of	Mutual Respect, Tolerance of those of	Mutual Respect, Tolerance of those of	Rule of Law- not to damage others'	Mutual Respect, Tolerance of those of	Mutual Respect, Tolerance of those of different faiths and beliefs	Individual Liberty (her choice), Individual



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	different faiths and beliefs	different faiths and beliefs	different faiths and beliefs	property /graffiti etc Mutual Respect, Tolerance of those of different faiths and beliefs	different faiths and beliefs		Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs
Christian Values	Generosity / thankfulness	Generosity/ Thankfulness	Generosity/ Thankfulness	Generosity/ Thankfulness	Generosity/ Thankfulness	Generosity/ Thankfulness	Generosity/ Thankfulness
POP Task/Double page spread	Nursery I can talk about what happens at Christmas time Reception I can talk about why we celebrate Christmas	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment
Term	F1/2 (Nursery and Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



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Spring 1	<p>Theme: Celebrations</p> <p>UC Concept- People of God</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Judaism Christianity Islam</p>	<p>Theme: Jesus as a friend</p> <p>UC Concept- Incarnation</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>Religion: Christianity</p>	<p>Theme: God the Creator</p> <p>Concept- Creation</p> <p>Key Question: Who made the world?</p> <p>Religion: Judaism</p>	<p>Theme: Jesus' Miracles</p> <p>Gospel</p> <p>UC Concept: Creation/ Fall, Incarnation, Kingdom of God</p> <p>Key Questions: Why are there four gospels? How are they relevant to Christians today? Could Jesus heal people? Were these miracles or is there some other explanation?</p>	<p>Theme: The 8-fold path</p> <p>Key Question: Can the Buddha's teachings make the world a better place? What is the best way for a Buddhist to lead a good life?</p> <p>Religion: Buddhism</p>	<p>Theme: Rights of Passage/ Good Works</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: Judaism</p>	<p>Theme: Beliefs and Meaning</p> <p>UC Concept: Creation, Salvation</p> <p>Key Questions: Creation and science: conflicting or complementary? Is anything ever eternal?</p> <p>Religion: Christianity</p>
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	Reception Retell the story of Chinese New Year. Why do people celebrate Chinese New Year?						
Term	F1/2 (Nursery and Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 2	<p>Theme: Easter</p> <p>UC Concept: Salvation</p> <p>Key Questions: What is Easter? Why do Christians put a cross in an Easter garden?</p>	<p>Theme: Easter- Palm Sunday</p> <p>UC Concept: Salvation</p> <p>Key Questions: Why does Easter matter to Christians? Why was Jesus welcomed like</p>	<p>Theme: Easter - Resurrection</p> <p>UC Concept: Kingdom of God, People of God</p> <p>Key Questions: What do Christians believe God is like? Is it true Jesus</p>	<p>Theme: Easter- Forgiveness</p> <p>UC Concept: Salvation</p> <p>Key Question: Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>Theme: Easter</p> <p>UC Concept: Salvation</p> <p>Key Question: Is forgiveness always possible for Christians?</p> <p>Religion: Christianity</p>	<p>Theme: Easter</p> <p>UC Concept: Salvation, Kingdom of God</p> <p>Key Questions: What do Christians believe (What did) Jesus do to save Human Beings? How significant is it for Christians to believe God intended Jesus to die? What</p>	<p>Theme: Easter Concept: Gospel</p> <p>UC Concept: Salvation</p> <p>Key Questions: What difference does the resurrection make for Christians? Is anything ever eternal? Is</p>



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	Religion: Christianity	a king or celebrity by the crowds on Palm Sunday? Religion: Christianity	came back to life again? How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity	Religion: Christianity		difference does the resurrection make for Christians? Religion: Christianity	Christianity still a strong religion 2000 years after Jesus was on Earth? Additional Enquiry How did Jesus create a New Covenant and what does that mean to Christians today? Religion: Christianity
British Values	Democracy, Rule of Law, Mutual Respect, Tolerance of those of different faith	Democracy, Rule of Law (Roman rule/ how to treat monarchy), Mutual Respect, Tolerance of those of	Rule of Law (Jesus allowed himself to be condemned under the law of his land), Mutual Respect, Tolerance of	Mutual Respect Tolerance of those of different faiths and beliefs	Rule of Law (Jesus allowed himself to be condemned under the law of his land), Individual Liberty (Jesus willingly gave his up), Mutual	Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs



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		different faith	those of different faiths and beliefs		Respect, Tolerance of those of different faiths and beliefs		
Christian Values	Respect	Courage Respect Thankfulness	Compassion Thankfulness	Forgiveness Thankfulness Courage Compassion	Forgiveness Courage Compassion	Forgiveness Thankfulness Respect	Respect Compassion Thankfulness
Pop Task	I can talk about what Easter means to Christians and draw a picture to explain my understanding .	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment
Term	F1/2 (Nursery and Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1	Theme: Creation/ Stories	Theme: Shabbat	Theme: Prayer at Home	Theme: Community	Theme: Pentecost	Theme: Prayer and Worship / Morals and Values	Theme: Beliefs and moral values



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	<p>UC Concept- God, People of God, Kingdom of God</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism</p>	<p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p>	<p>Key Question: Does praying at regular intervals everyday help Muslims in their everyday life?</p> <p>Religion: Islam</p>	<p>Key Question: What do Hindus understand about the idea of a supreme being?</p> <p>Religion: Sikhism</p>	<p>Concept- Kingdom of God</p> <p>Key Question: When Jesus left, what was the impact of Pentecost? Do people need to go to church to show they are Christians?</p> <p>Religion: Christianity</p>	<p>Concept- people of God</p> <p>Key Question: How can following God bring freedom and justice?</p> <p>Religion: Christianity</p>	<p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p>NB: This enquiry is taught in 2 sections over the long term</p>
British Values	Individual Liberty, Mutual Respect, Tolerance of those of different faith	Rule of Law (Shabbat rules), Individual Liberty (choice about party in assessment), Mutual Respect, Tolerance of those of	Rule of Law (The Covenant) (prayer in the Qur'an/pillar of Islam), Individual Liberty, Mutual Respect, Tolerance of those of	Rule of Law (Guru Granth Sahib - share with those in need), Mutual Respect, Tolerance of those of different faiths and beliefs	Rule of Law (The Covenant/Torah) , Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs	Rule of Law (Guru Granth Sahib) (Bhagavad Gita/ Upanishads), Mutual Respect, Tolerance of those of different faiths and beliefs	Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs



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		different faiths and beliefs	different faiths and beliefs				
Christian Values	Courage / perseverance	Respect Compassion Perseverance	Respect Compassion Perseverance	Respect Thankfulness	Service Respect	Service Respect	Respect Compassion Thankfulness Service Justice
Pop Task	Nursery Talk about a story Reception Retell a story. What do they mean?	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment	Discovery RE Assessment
Term	F1/2 (Nursery and Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 2	Theme: Special Places UC Concept- God	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh	Theme: Hajj/ Community and Belonging Key Question: Does completing	Theme: God Concept- People of God Key Question:	Theme: Prayer and Worship UC Concept: Kingdom of God/ Gospel	Theme: Beliefs and Practices UC Concept: People of God	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life



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	<p>Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>	<p>Hashanah and Yom Kippur important to Jewish children?</p> <p>Religion: Judaism</p>	<p>Hajj make someone a better Muslim? Does going to a mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p>	<p>What is it like to follow God?</p> <p>Religion: Christianity</p>	<p>Key Questions: What kind of world did Jesus want?</p> <p>Religion: Christianity</p>	<p>Key Question: What does it mean (for Christians) if God is holy and loving? What is the best way for Christians to show commitment to God?</p> <p>Additional Enquiry Does belief in the Trinity help Christians make better sense of God as a whole?</p> <p>Religion: Christianity</p>	<p>after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p>NB: Section 2</p>
British Values	Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs	Individual Liberty, Mutual Respect, Tolerance of those of different faith	Rule of Law (613 rules) (Hajj as a pillar of Islam), Individual Liberty, Mutual Respect, Tolerance of	Rule of Law (Guru Granth Sahib), Mutual Respect, Tolerance of those of different faith and beliefs	Rule of Law (The Covenant/Torah), Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs	Rule of Law (10 commandments), Individual Liberty (Martin Luther King), Mutual Respect, Tolerance of those of different faiths and beliefs	Democracy (respecting law and leading peaceful lives), Rule of Law (Qur'an), Individual Liberty, Mutual Respect, Tolerance of

