




Our Religious Education curriculum will nurture informed and reflective citizens who learn from and about a range of religions and worldviews; sensitively take account of and value the religious and cultural diversity within their own community; develop the confidence to explore big questions, engage with beliefs and values, and express their own questions and responses in the light of their learning about religion and belief in today's world; foster an appreciation and respectful attitude towards the way that religious beliefs shape life and behaviour; and are equipped for the opportunities, responsibilities and experiences of later life.

RE: Concepts Overview

The **concepts** are the golden threads that run throughout the curriculum for each subject; they transcend context specific knowledge and skills. The concepts link directly to the N.C. subject aims.

| Concept 1 | Concept 2 | Concept 3 |
|--|---|---|
| <p style="text-align: center;">Knowledge and Understanding</p>  | <p style="text-align: center;">Express and Communicate Ideas</p>  | <p style="text-align: center;">Gain and Apply Skills</p>  |
| <ul style="list-style-type: none"> • Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities. • Identify, investigate and respond to questions, posed by, and responses offered by, some of the sources of wisdom found in religions and worldview. • Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. | <ul style="list-style-type: none"> • Explain reasonably ideas about how beliefs, practices and forms of expression influence individuals and communities. • Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity and value. • Appreciate and appraise varied dimensions of religion. | <ul style="list-style-type: none"> • Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. • Enquire into what enables different communities to live together respectfully for the well-being of all. • Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives. |

RE: Concept Milestones

The **Concept Milestones** break down the overarching concepts and indicate what pupils should achieve in each concept by the end of each Key Stage. The Milestones link directly to the [N.C. subject content](#).

| | Concept 1: Knowledge and Understanding | Concept 2: Express and Communicate Ideas | Concept 3: Gain and Apply Skills |
|--|---|---|---|
| Milestone 1 (EYFS) | <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. | <ul style="list-style-type: none"> <i>Children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</i> Children draw on their experiences and what has been read in class Show sensitivity to their own and to others' needs | <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding |
| Milestone 2 (Yr 1/2) | <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. | <ul style="list-style-type: none"> Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make; Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves; Notice and respond sensitively to some similarities between different religions and world views; | <ul style="list-style-type: none"> Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry; Find out about and respond with ideas to examples of co-operation between people who are different; Find out about questions of right and wrong and begin to express their ideas and opinions in response. |
| Milestone 3 (Yr 3/4) | <ul style="list-style-type: none"> Begin to describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect on their ideas; Begin to describe and understand links between stories and other aspects of the communities they are investigating, responding to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities; Begin to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning; | <ul style="list-style-type: none"> Begin to observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities; Begin to understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives; Begin to observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views; | <ul style="list-style-type: none"> Begin to discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry; Begin to consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding to ideas about community, values and respect; Begin to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and begin to express their own ideas clearly in response. |

| | Concept 1: Knowledge and Understanding | Concept 2: Express and Communicate Ideas | Concept 3: Gain and Apply Skills |
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| Milestone 4 (Yr 5/6) | <ul style="list-style-type: none"> Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas; Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities; Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning; | <ul style="list-style-type: none"> Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities; Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives; Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views; | <ul style="list-style-type: none"> Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry; Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect; Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. |

We use the [Croydon Agree Syllabus for Religious Education \(2018\)](#) for the detailed learning for our RE teaching.

This syllabus is currently under review by Croydon and is due to be updated in September 2024.