



# Copthorne CE Junior School

**“Creating confident, curious learners with God’s love”**



## Curriculum Intent

At Copthorne CE Junior School, we prepare our children for lifelong learning by delivering an **ambitious, engaging, vibrant and inclusive** curriculum. Through ensuring a **progression of knowledge and skills** for all learners, our children will become **subject experts** within a **challenging, broad and balanced** curriculum.

Our children are encouraged to gain new knowledge, explore new skills, **develop resilience, make connections** and so **become critical thinkers**, who are **creative, curious and confident**.

Our Christian values are woven into all aspects of school life and the learning that takes place. Children become **collaborative, respectful and compassionate** members of our **diverse** community.

We believe that when leaving the school, our children will have the tools to be **active, independent learners**, who **take risks**, are **inquisitive** and have a **thirst for learning**. This allows them to flourish as they continue on their educational journey.

## Religious Education Intent

Our Religious Education (RE) curriculum is based around the following:

Children will understand how religious beliefs have affected and influenced individual lives, communities and the world around them.

Learning through the **broad and diverse** concepts, teachings and beliefs of Christianity, Islam, Judaism, Sikhism, Hinduism, Buddhism, and non-religious beliefs such as Humanism, will help children to understand how communities’ traditions and beliefs guide others’ lives, enabling children to **build connections, respect and compassion** with their evolving school community, local community and wider community.

Exploring sources of evidence, resources and religious artefacts in an **ambitious, creative and engaging** way that promotes **curiosity**, inspiring children to reflect and ask big questions, enabling them to learn about and from religion.

The **learning progresses** in a way that develops **skills, knowledge** and a **broad understanding** of Christianity and other world religions in-depth exploration of key questions, enabling children to **creatively** demonstrate their understanding of others and **confidently** elicit a **critical** personal worldview and understanding of their own spirituality and beliefs.

# RE CURRICULUM OVERVIEW

|        | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Year 3 | <p><b><u>Christianity: Creation</u></b></p> <p><b>What do Christians learn from the Creation story?</b></p> <p><i>(from Understanding Christianity)</i></p> <ul style="list-style-type: none"> <li>➤ What sacred texts and other sources say about God, the world and human life</li> </ul> <p><b><u>Christianity</u></b></p> <p><b>How do Christians show that reconciliation with God and others is important?</b></p> <ul style="list-style-type: none"> <li>➤ What is expected of a believer following a religion and the impact of belief on people's lives</li> </ul> <p><b><u>Islam (RE Week)</u></b></p> <p><b>How does a Muslim show their submission and obedience to Allah?</b></p> <ul style="list-style-type: none"> <li>➤ What is expected of a believer following a religion and the impact of belief on people's lives</li> </ul> | <p><b><u>Christianity</u></b></p> <p><b>Is the cross a symbol of love, sacrifice or commitment for Christians?</b></p> <ul style="list-style-type: none"> <li>➤ How religious and spiritual ideas are expressed</li> </ul> <p><b><u>Hinduism (RE Week)</u></b></p> <p><b>Why do Hindus want to collect good karma?</b></p> <ul style="list-style-type: none"> <li>➤ What is expected of a believer following a religion and the impact of belief on people's lives</li> </ul> | <p><b><u>Christianity</u></b></p> <p><b>What do Christians mean when they talk about the Kingdom of God?</b></p> <ul style="list-style-type: none"> <li>➤ How religions respond to global issues</li> </ul> <p><b><u>Judaism (RE Week)</u></b></p> <p><b>What symbols and stories help Jewish people remember their covenant with God?</b></p> <ul style="list-style-type: none"> <li>➤ Symbolism and religious expression</li> </ul>                                           |
| Year 4 | <p><b><u>Christianity</u></b></p> <p><b>How does believing Jesus is their saviour inspire Christians to save and serve others?</b></p> <ul style="list-style-type: none"> <li>➤ Why some figures, e.g. founders, leaders and teachers, inspire religious believers</li> </ul> <p><b><u>Islam (RE Week)</u></b></p> <p><b>Why do Muslims call Muhammad the 'seal of the prophets'?</b></p> <ul style="list-style-type: none"> <li>➤ Why some figures, e.g. founders, leaders and teachers, inspire religious believers</li> </ul>                                                                                                                                                                                                                                                                                                                  | <p><b><u>Sikhism</u></b></p> <p><b>How does the teaching of the gurus move Sikhs from dark to light?</b></p> <ul style="list-style-type: none"> <li>➤ Inspirational people</li> </ul> <p><b><u>Hinduism (RE Week)</u></b></p> <p><b>How does the story of Rama and Sita inspire Hindus to follow their dharma?</b></p> <ul style="list-style-type: none"> <li>➤ Why some figures, e.g. founders, leaders and teachers, inspire religious believers</li> </ul>                 | <p><b><u>Christianity</u></b></p> <p><b>Why do Christians believe they are people on a mission?</b></p> <ul style="list-style-type: none"> <li>➤ How religious families &amp; communities practise their faith &amp; the contributions this makes to local life</li> </ul> <p><b><u>Sikhism (RE Week)</u></b></p> <p><b>How do Sikhs put their beliefs about equality into practice?</b></p> <ul style="list-style-type: none"> <li>➤ Religion, family and community</li> </ul> |

|        | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Year 5 | <p><u>Christianity</u></p> <p><b>Why is the gospel such good news for Christians?</b></p> <ul style="list-style-type: none"> <li>➤ What sacred texts and other sources say about God, the world and human life</li> </ul> <p><u>Islam (RE Week)</u></p> <p><b>What does the Qur'an reveal about Allah and his guidance?</b></p> <ul style="list-style-type: none"> <li>➤ What sacred texts and other sources say about God, the world and human life</li> </ul> | <p><u>Judaism</u></p> <p><b>What is holiness for Jewish people: a place, a time, an object, or something else?</b></p> <ul style="list-style-type: none"> <li>➤ Worship, pilgrimage and sacred places</li> </ul> <p><u>Hinduism (RE Week)</u></p> <p><b>What spiritual pathways to Moksha are written about in Hindu scriptures?</b></p> <ul style="list-style-type: none"> <li>➤ <b>Teachings and Authority:</b> What sacred texts and other sources say about God, the world and human life</li> </ul> | <p><u>Christianity</u></p> <p><b>What is the greatest significance of the Eucharist for Christians?</b></p> <ul style="list-style-type: none"> <li>➤ Worship, pilgrimage and sacred places</li> <li>➤ Where, how &amp; why people worship, including the importance of particular religious site</li> </ul> <p><u>Christianity</u></p> <p><b>What is the Trinity?</b><br/><i>(from Understanding Christianity)</i></p> <ul style="list-style-type: none"> <li>➤ What sacred texts and other sources say about God, the world and human life</li> </ul> <p><u>Buddhism (RE Week)</u></p> <p><b>How did Buddha teach his followers to find enlightenment?</b></p> <ul style="list-style-type: none"> <li>➤ Symbolism and religious expression</li> </ul> |
| Year 6 | <p><u>Christianity</u></p> <p><b>How do Christians show their belief that Jesus is God incarnate?</b></p> <ul style="list-style-type: none"> <li>➤ What key beliefs people hold about God, the world and humans</li> </ul> <p><u>Islam (RE Week)</u></p> <p><b>How does tawhid create a sense of belonging to the Muslim community?</b></p> <ul style="list-style-type: none"> <li>➤ What key beliefs people hold about God, the world and humans</li> </ul>    | <p><u>Buddhism</u></p> <p><b>How does the Triple Refuge help Buddhists in their journey through life?</b></p> <ul style="list-style-type: none"> <li>➤ Journey of life and death</li> </ul> <p><u>Hinduism (RE Week)</u></p> <p><b>How do questions about Brahman and atman influence the way a Hindu lives?</b></p> <ul style="list-style-type: none"> <li>➤ What key beliefs people hold about God, the world and humans</li> </ul>                                                                    | <p><u>Christianity</u></p> <p><b>Should believing in the resurrection change how Christians view life and death?</b></p> <ul style="list-style-type: none"> <li>➤ Journey of life and death: Why some occasions are sacred to believers and what people think about life after death</li> </ul> <p><u>Humanism (RE Week)</u></p> <p><b>Why do Humanists say happiness is the goal of life?</b></p> <ul style="list-style-type: none"> <li>➤ Journey of life and death</li> </ul>                                                                                                                                                                                                                                                                       |

# RE Curriculum Progression

**By the end of Key Stage 2, pupils should be able to effectively answer key questions about beliefs by:**

*Making links between the beliefs of different religious groups and explaining how they are connected to believers' lives*

*Expressing religious beliefs in a range of styles and words used by believers and explaining what they are trying to convey*

*Describing and comparing practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary*

*Compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, worldviews*

| Foci                                                                                                                                                      | Year 2 end points                                                   | Year 3 end points                                                                                                                                                                                                                                                                                                                                                                                        | Year 4 end points                                                                                                                                                                                                                                                                                                                                                            | Year 5 end points                                                                                                                                                                                                                                                                                                                                                                                                   | Year 6 end points                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Theology</b><br>I am a theologian because I understand where beliefs come from and how they relate to each other. I study religious texts and stories. | Tell a faith story and say why it might be important to a believer. | Describe what a believer might learn from a religious story.<br><br>Tell the Christian creation story and explain why it is important to Christians.<br><br>Tell the story of the prodigal son and explain what it means to a Christian.<br><br>Describe what a Muslim might learn from the story of Bilal and the first call to prayer.<br><br>Describe what Hindus might learn from one of the stories | Describe what believers might learn from a religious story about God or life.<br><br>Use a Bible to find chapter and verse where Jesus helps, saves or heals.<br><br>Explain what Muslims believe about Muhammad as the messenger of God and the last prophet and recall something about his life.<br><br>Describe what a Hindu might learn from the story of Rama and Sita. | Make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures).<br><br>Articulate teachings from the Gospels and explain how these are good news for Christians.<br><br>Retell the story of how the Qur'an was revealed to Muhammad.<br><br>Understand that some Hindus read from the Gita every day for guidance, comfort and advice. | Make links between the beliefs (teachings, sources, etc.) of different religious groups and explain how they are connected to believers' lives.<br><br>Explore the Biblical origin of Christian belief in Jesus as God.<br><br>Explain how the Kaaba or 'cube' reminds Muslims that there is only one God.<br><br>Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts. |

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|                                                                                                                                                                                                       |                                                                                                                                                                            | <p>of the Panchatantra about living the right way.</p> <p>Exploring the stories of Holy Week</p> <p>Explain that Jesus is the King of God's Kingdom and describe what this Kingdom might look like.</p> <p>Understand the Exodus story.</p>                                                                                                                                                                                                                                                                                                                                            | <p>Describe what Sikhs might learn from the story of Nanak's disappearance in the river</p> <p>Explain what the Great commission is and how the Holy Spirit strengthens Christians</p> <p>Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor.</p>                                                                                                                                                                                                                                                | <p>Explain what the burning bush story in Exodus teaches about holiness.</p> <p>Understand and compare the different Gospel writers accounts of the Last Supper.</p> <p>Retell the story of Buddha's enlightenment.</p> <p>Explore Christian belief in Trinity.</p>                                                                                                                                                                                                                                                                                                                      | <p>Show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala.</p> <p>Explore the witness to the resurrection accounts in the Gospel.</p> <p>Describe how Humanist advertising expresses their beliefs.</p>                                                                                                                                                                                                                                                                                                                 |
| <p><b>Human and social sciences (community)</b></p> <p>I am a social scientist because I explore the diverse ways in which people come together to practise their beliefs as part of a community.</p> | <p>Say what some religious symbols stand for and what some religious art or music are about.</p> <p>Use the right names for things that people might do in a religion.</p> | <p>Use religious words to describe some of the different ways people show their beliefs.</p> <p>Talk about some things different religious people do that are similar.</p> <p>Describe what the creation story teaches Christians about how to treat the world around them.</p> <p>Explain the role of confession for some Christians around the world.</p> <p>Knowing how Muslims get ready to pray.</p> <p>Explain that Hindus are encouraged to perform acts of selfless kindness.</p> <p>Understand Christianity is a global faith through exploring crosses across the world.</p> | <p>Describe some of the different ways people show their beliefs using religious words, symbols or art.</p> <p>Describe some similar things religious people do e.g. pray, but that they do differently.</p> <p>Give examples of different worship songs and what they celebrate about God and Jesus as Saviour of the world.</p> <p>Describe some different ways Muslims show / do not show their beliefs about Muhammad in art, calligraphy or design.</p> <p>Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and</p> | <p>Explain how believers have expressed their religious beliefs (ideas, feelings, etc.) in a range of styles and words, and suggest reasons for this.</p> <p>Describe some things religious people do as part of their faith that are the same and some that are different.</p> <p>Describe and compare what may happen in a church when the Gospels are read.</p> <p>Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others.</p> <p>Express the importance role of devotion or those who follow the Bhakti pathway.</p> | <p>Express religious beliefs (ideas, feelings, etc.) in a range of styles and words used by believers and explain what they are trying to convey.</p> <p>Describe and compare practices and experiences involved in belonging to different religious groups, using a wide religious vocabulary.</p> <p>Explain how Jesus' divinity is recognised in different ways including in buildings, doctrines and creed.</p> <p>Explain how the practice of each pillar makes a Muslim feel they belong to the 'ummah.'</p> <p>Explain the different ways Hindus explain their ideas of God</p> |

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|                                                                                                                                                                                                                                             |                                                                                                        | <p>Describe what The Lord's Prayer teaches about the Kingdom of God.</p> <p>Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations.</p>                                                                                                                                                                                                                                                                                             | <p>describe how Hindus celebrate Diwali.</p> <p>Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated.</p> <p>Describe how Pentecost is celebrated and acknowledged in church.</p> <p>Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality.</p>               | <p>Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending.</p> <p>Explain what the Holy communion service means to Christians. Describe the Eightfold Path as techniques for overcoming suffering.</p> <p>Explain how God as Trinity is recognised in different ways.</p>                                                                                                                                                                           | <p>Explain how the Buddha's teachings (dharma) help Buddhists journey along the path.</p> <p>Understanding why Easter services are celebratory. Describe some practices involved at Humanist celebrations.</p>                                                                                                                                                                                                                                                |
| <p><b>Human and social science (individual)</b></p> <p>I am a social scientist because I study the outworking of faith at an individual level including how beliefs influence important decision making and philosophical perspectives.</p> | <p>Talk about some things in stories, including religious stories, that make people ask questions.</p> | <p>Ask good ('big') questions about life and communicate some of their ideas for answers.</p> <p>Explain why Christians believe God is almighty and the source of all life, and how this might influence how a Christian lives.</p> <p>Understanding the Christian call to be a peacemaker e.g. Desmond Tutu.</p> <p>Understand how saying the Bismillah reminds Muslims that Allah is involved in everything.</p> <p>Describe what happens at the Upanayana or 'Sacred Thread Ceremony'.</p> | <p>Ask important questions about life and compare ideas with those of other people, including religious believers.</p> <p>Explore the Salvation Army.</p> <p>Describe ways some Muslims celebrate Muhammad's birthday.</p> <p>Describe what happens at a Hindu wedding. Understand how a Sikh will listen to the true Guru through chanting and meditating.</p> <p>Recall the 5 marks of mission of the Anglican church.</p> | <p>Ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group.</p> <p>Explore how Jesus' teaching affect Christians in their daily lives and why the words hold authority for them.</p> <p>Explain how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.</p> <p>Give examples of how Hindus express beliefs and feelings about Krishna.</p> | <p>Compare a range of ideas about the meaning and purpose of life, including their own and those from religious, or non-religious, worldviews.</p> <p>Explore how the Children's Society 'incarnate' the love of Jesus.</p> <p>Describe the impact of Hajj on a Muslim.</p> <p>Describe how belief in Brahman affects a Hindu's diet and their attitude to animals.</p> <p>Explain how members of the Sangha support each other at the festival of Wesak.</p> |

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|                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Explain why Christians wear crosses.</p> <p>Describe why charity work is important to Christians as a way of growing God's kingdom.</p> <p>Explain what happens at Shavuot.</p>                                                                                                                                                                                      | <p>Explain and describe the practice of the langar.</p>                                                                                                                                                                                                                                                                                                          | <p>Give examples of what the Torah says about living a holy life.</p> <p>Explore Christian belief in the importance of giving thanks.</p> <p>Describe the use and importance of stillness and meditation</p> <p>Describe the impact of viewing God as the Father, Son and Holy Spirit on Christians.</p>                                                                                                                                                                                               | <p>Exploring Christian funerals and the belief in the afterlife.</p> <p>Explore how being a humanist affects someone's life and decision-making.</p>                                                                                                                                                                                                                                                                                                                        |
| <p><b>Vocabulary</b></p> <p><b>(topic specific vocabulary accompanies each specific topic covered)</b></p> | <p><i>Baptism, Christening, Christian. Jewish, Mitzvah, Tikkun Olan, Tzadakah box</i></p> <p><i>Parable, Bible, Prayer, Lord's Prayer, worship Pentecost, Holy Spirit, Ascension</i></p> <p><i>Sukkah, Shabbat, Kippah, synagogue, Tallit, Havdalah, ceremony</i></p> <p><i>Yom Kippur, Rosh Hashanah, Shofar</i></p> <p><i>Advent, annunciation Allah, Muslim, prophet, Islam, Qur'an, Muhammad</i></p> <p><i>Resurrection, Good Friday, Good Sunday, celebration Trust, creed</i></p> <p><i>Simchat Torah, Bimah, synagogue, mezuzah, Moses, Holy Ark, Hebrew</i></p> | <p><i>Creation, almighty, source, Holy Spirit</i></p> <p><i>Parable, reconciliation, Desmond Tutu</i></p> <p><i>Bismallah, Salat, Adhan, Muezzin, mu'adhin</i></p> <p><i>Karma, moksha, samsara, reincarnation, soul</i></p> <p><i>Sacrifice, holy week, crucifix</i></p> <p><i>The Lord's Prayer, parable</i></p> <p><i>Exodus, Passover, Sedar, Shavuot, Omer</i></p> | <p><i>William Booth, Salvation Army, sin</i></p> <p><i>Prophet, shahadah, mosque, seal, calligraphy, Arabic, divine</i></p> <p><i>Dharma, Raksha Bandhan, murti, Diwali, divas</i></p> <p><i>Guru, Guru Nanak, Guru Granth Sahib, Waheguru</i></p> <p><i>Great Commission, Pentecost, Marks of Mission</i></p> <p><i>Sikh, Kaur, langar, Patka, Gurdwara</i></p> | <p><i>Lectern, Herod, authority, Matthew, Mark, Luke, John, Gospel, account, pulpit</i></p> <p><i>Revelation, Hira, Gabirel, recite, Hafiz, Madrassah</i></p> <p><i>Krishna, yoga, moksha, Bhakti, Gita, Janmashtami</i></p> <p><i>Ner Tamid, shabbat, Bar Mitzvah, Bat Mitzvah</i></p> <p><i>Passover, Eucharist, Holy Communion, thanksgiving</i></p> <p><i>Buddha, enlightenment, eightfold path, Dharma wheel, four noble truths, meditation</i></p> <p><i>Trinity, Holy Spirit, incarnate</i></p> | <p><i>Divine, incarnate, Emmanuel, ichthus, -humanity, identify, Anglican, creed, Christingle</i></p> <p><i>Kaaba, Ummah, Hajj, Tawhid</i></p> <p><i>Brahman, Atman, Namaste, deities, Ahimsa</i></p> <p><i>Buddha, Dharma, Sangha, Triple Gem, five moral precepts, Wesek, laity, monastic</i></p> <p><i>Resurrection, creed, hallelujah, collect, euphemisms.</i></p> <p><i>Humanist, agnostic, atheist, secularist, reason, rights, responsibilities, ceremonies</i></p> |