



Features					
<ul style="list-style-type: none"> In RE we follow the Kirklees syllabus. At Early Years, the key knowledge progression document takes reference from the; Early Years Framework and Development Matters. At KS1, the key knowledge is aligned with the National Curriculum and at Niels Academy the following strands feature within our curriculum: At KS2, the key knowledge is aligned with the National Curriculum's strands of: <ul style="list-style-type: none"> Assessment Developing Experts Knowledge Organisers Retrieval Challenge Grids 	<div style="display: flex; flex-direction: column; gap: 20px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Skills are reliant upon specific knowledge. A skill is the capacity to perform from drawing upon retained knowledge.</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Children are taught specific vocabulary in line with their topic and the Statutory Spellings of their year group.</p> </div> </div> </div>				
Early Years Framework					
Strand	EYFS Kirklees RE Non-Statutory Framework:				
Early Years	<ul style="list-style-type: none"> Exploring where we live and who lives there How special occasions are celebrated throughout the year Why helping is important and who helps us Looking at the world around us and creation stories Places that are special to people 				
Development Matters: Past and Present					
<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. 					
National Curriculum					
Strand					
<i>Our concepts</i>	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p style="color: green;">Beliefs</p> <p style="color: green;">Beliefs & Authority Worship & Spirituality</p> </div> <div style="text-align: center;"> <p style="color: blue;">Philosophy</p> <p style="color: blue;">The nature of belief Ultimate Questions</p> </div> <div style="text-align: center;"> <p style="color: red;">Ethics</p> <p style="color: red;">Moral Decisions Identity & Diversity</p> </div> </div>				
Sticky facts threading through our RE curriculum strands					
Strand	Nursery	Reception	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
A: Beliefs	Nursery: Listen to and take part in: Harvest festival. Easter celebrations.		1.1: Know about some special books. Christians and Muslims follow examples from stories.	3.1 Understand that a covenant is a special promise between God and people. See Moses as a key figure in Judaism past and present.	5.1 The Western Wall is a special place for Jewish people. Makkah is a special place for Muslims.

	<p>Diwali Christmas Birth of baby Jesus. (Nativity). Non-religious festivals: Chinese New Year</p> <p>Reception: We know right from wrong. What makes a good friend Harvest festival Easter celebrations Eid Diwali Christmas Birth of baby Jesus (Nativity) Non-religious festivals: Chinese New Year</p>	<p>1.2: Know what celebration means. Know the kind of gifts given at Harvest. Know the story of Ramadan.</p> <p>1.3: Christian and Muslim symbols. Name a church and a mosque as a special place for Christians and Muslims. Sunday is a special day for Christians. Name the objects used in Muslim prayer.</p> <p>1.5 The sequence of events of Jesus' birth. Christians believe that Jesus is the Son of God</p> <p>2.1: How Christians welcome a new baby. How Muslims welcome a new baby.</p> <p>2.2: Ten Commandments and their importance for Jews, Christians and Muslims The 5 pillars of Islam.</p> <p>2.3 The main festivals and seasons for Christians and Muslims. The places special for prayer.</p> <p>2.5: Jesus chose special friends, (disciples) to be his Helpers. Jesus healed and cared for people.</p>	<p>Know the Jewish celebration of Pesach. The synagogue is an important place of worship. The Torah is the sacred text to Jewish people.</p> <p>3.2: Muslims only create patterns rather than illustrating animal or human form.</p> <p>3.3: The Bible is such an important book for Christians. Jesus told stories to spread the word of God. Christians believe that Jesus cared for and healed people.</p> <p>3.4: Jewish beliefs about creation. Islamic beliefs about creation. Shabbat and its links to their Creation story.</p> <p>3.5: Christians consider Jesus to be their leader. Muslims consider the Prophet Muhammad to be their leader. Jews consider Moses to be their leader.</p> <p>4.1: Light is an important part of the Hannukah story. Light important to Sikhs during Bandi Chor Divas Hindus use lights during the festival of Diwali. The significance of the sun to Pagans and others.</p> <p>4.3: Know the origin of Islam is Saudi Arabia. The importance of the Prophet Muhammad (pbuh). The names for the five pillars of Islam. Salaah (praying 5 times a day). Hajj is important to Muslims.</p> <p>4.4: A guru is a spiritual teacher. Music is an important part of Sikh worship.</p>	<p>Some Christians make pilgrimages. Sikhs experience a personal journey of reflection. Jerusalem is special to Christians, Jews and Muslims.</p> <p>5.2 Non-religious people have codes for living that don't refer to God. Know the Christian values love and forgiveness.</p> <p>5.3 Christians believe the act of confession helps them to receive God's forgiveness.</p> <p>5.4 What a covenant is. The covenant between Abraham and God. Christians believe Jesus was the Messiah.</p> <p>6.1 Sikh symbols, including the 5Ks. Sikh beliefs about commitment.</p> <p>6.2: Know what the Gospel accounts say about Jesus' death and resurrection. The events of the Last Supper. The events of Good Friday. The significance of the crucifixion for Christians. The term 'sacrifice'. The meaning of 'the resurrection'.</p> <p>6.3: What is meant by a rite of passage? Jewish rites of passage for teenagers. What Amrit means to Sikhs. What happens at Confirmation and Believers' Baptisms.</p> <p>6.4: Shabbat is important for Jews. What a prophet is and how people follow their messages. Jews celebrate New Year festivals.</p>
<p>B: Philosophy</p>	<p>Reception: To understand how it feels to belong and that we are similar and different.</p>	<p>1.1: Explore stories with a meaning.</p> <p>1.3: Symbols have meanings People want to belong to the church/mosque.</p>	<p>3.2: Understand the meaning of 'spiritual'.</p> <p>4.2: Explore what being part of a community means.</p>	<p>5.2: Investigate codes for living from different faiths and worldviews.</p> <p>5.3: The concept of forgiveness and reconciliation.</p>

	To understand that being different makes us all special.	2.2: How rules and stories guide and inspire. 2.3: Meaning behind prayer.	Find out about different faiths and explore differences and similarities. 4.4: Reflect on their experiences of learning from a teacher. Explore important stories and apply them to modern life.	Reflect on their own experiences of forgiveness. Elements from within religion could be applied to situations they experience in their own lives and their own community. 5.4: Understand the meaning behind some of the titles Jesus gave to himself
C: Ethics	Nursery: Develop positive attitudes about the differences between people. Similarities and differences between mine and others' families. Reception: Similarities and differences between different religious and cultural communities in this country. Tolerance of those with different faiths and beliefs and for those without faith.	1.4: How they can care for others. 1.5: Learn what it means to forgive someone. 2.4: Talk about religious and non-religious responsibilities towards our planet.	3.3: what Christianity has to say about 'right' and 'wrong', values and commitment. Consider the meaning of friendship and of being a true friend. 3.4: Explore ideas about looking after the world. Recognise responsibilities for looking after the world. 4.2: Find out about worship and religion in the local area or community.	5.2: Consider the idea of a code for living and examine whether they are living by a code themselves. 6.1: People have different ideas about what is important. 6.3: Reflect on and express their own beliefs and values.

Vocabulary threading through our RE curriculum strands

<i>Strand</i>	Nursery	Reception	Year 1 Year 2	Strand	Year 3 Year 4	Year 5 Year 6
A Beliefs	Celebrate	Religions Festivals	Symbols Christianity Islam Christian Muslim Church Mosque Bible Qur'an	A Beliefs	Covenant Moses Pesach Torah Synagogue Shabbat Creation Prophet Sikhism Hinduism Light Bandi Chor Diva Diwali Pagans Guru Hajj Salaah	Western Wall Makkah Pilgrimage Jerusalem Code of living Confession Messiah 5 Ks Sikhism: Kesh Kangha Kara Kachera Kirpan Gospels Resurrection Crucifixion Sacrifice Rite of passage Baptism Confirmation Amrit

B Philosophy		Special	Belong Meaning	B Philosophy	Spiritual Meaning Reflect	Worldviews Reconciliation Concepts Reflect
C Ethics	Different	Similar Different	Forgive Responsibilities Care	C Ethics	Commitment Values Community Responsibilities Explore	Consider Examine Express Ideas Reflect Investigate