



# Stukeley Meadows Primary School

Getting our best even better, every single day  
Be Kind – Work Hard – Aim High



## RE at Stukeley Meadows Primary School

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### **INTENT**

At Stukeley Meadows Primary School we believe in learning to remember things worth remembering. We strive to engage our children in RE that can be used in their everyday life and propel them forward into a promising future. Children at Stukeley are supported with RE through quality first teaching, a wide variety of resources and the encouragement and support needed for them to develop their religious literacy and critical thinking skills. We believe it is vital to foster an inclusive and respectful learning environment where pupils feel confident to explore and discuss different viewpoints.

We encourage every child to use and see RE in real life contexts and make links between what has been taught and what can be applied in meaningful contexts to everyday life. At Stukeley Meadows, we aim to develop deep thinkers, who are open-minded about other religions and world-views. We intend to provide all pupils with a rich and balanced curriculum that fosters understanding, tolerance and respects towards the religions and beliefs of others. We strive to develop pupils' knowledge and understandings of major religions and worldviews, their cultural contexts, beliefs and their significance to individuals and communities. We aim to acknowledge and celebrate the festivals of religious beliefs in our school.

At Stukeley Meadows, we are passionate about using regular retrieval practice to imbed and master our knowledge across the curriculum. Therefore, children at Stukeley engage in regular retrieval of previously taught skills to ensure that common misconceptions and gaps in learning are addressed.

## **Our Curriculum**

Our RE curriculum is designed to be inclusive and progressive there the children are taught a balance of skills. The religion covers key aspects of the six main religions and encourages pupils to explore and understand different religious traditions and celebrations. The curriculum is organised into units, where each unit focuses on a different religion or thematic area. We ensure pupils have a balance of both religions and world views. In each year group, they are introduced to a new religion in the Autumn term, followed by a Christianity unit in the Spring Term and in the Summer term they will look at how the response of religions and world views to challenging questions. The RE curriculum follows the Cambridgeshire Agreed Syllabus for Religious Education (2023-2028)

### **Cambridgeshire Agreed Syllabus For Religious Education 2023-2028**

"The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious worldviews in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate" – Why RE Matters -The RE Council website

"Every child and young person who goes to school is entitled to an experience of religious education that is both academically challenging and personally inspiring" - A Curriculum Framework for Religious Education in England -The Religious Education Council of England and Wales -October 2013

"RE is an important curriculum subject. It is important in its own right, and it also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion" - Religious Education in English Schools: Non-statutory guidance 2010 UK Gov

"The study of religious and non-religious worldviews is a core component of a rounded academic education. This has long been recognised as essential in Britain. Indeed, one could argue that it is more important now than ever. Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews, and they will need to live and work well with people with very different worldviews from themselves. One need only glance at a newspaper to know that it is impossible fully to understand the world without understanding worldviews – both religious and non-religious". - The first paragraph of the 2018 Final Report Executive Summary of the Commission on RE (CoRE)

## Primary Assessment statements KS1 and KS2

End of year objectives are broken down into two sets of progress targets (PT).

PT1 – Knowledge and understanding of religion and worldviews,

PT2 – Responding to religion and worldviews.

[Primary Assessment statements \(cambridgeshire.gov.uk\)](http://cambridgeshire.gov.uk)

### Assessment

Assessment in RE focuses on both knowledge and understanding, as well as the development of pupils' skills such as empathy, respectful discussion and critical thinking.

Teachers use a range of formative and summative assessments including:

- Low stakes retrieval quizzes.
- Class discussions.
- Paragraph responses.

[Primary Assessment statements \(cambridgeshire.gov.uk\)](http://cambridgeshire.gov.uk)

## RE Vocabulary Progression

This document is designed to assist with the teaching of RE vocabulary across EYFS, KS1 and KS2. This document identifies in which year group vocabulary should be explicitly taught and introduced. However, language should be revisited in subsequent year groups to ensure children are consolidating their understanding.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christian	Church	Gospel	Allah	Hinduism	Sikhism	Siddharta Guatama
Hindu	Altar	Disciple	Muhammed	Hindu Brahman	Sikh	The Middle Way
Jew	Pulpit	Apostle	Islam	Brahma	Waheguru	Buddha
Muslim	Lectern	Samaritan	Qur'an	Vishnu	Guru Nanak	Englightenment
Christian	Sermon	Noah	Mosque	Shiva	Khanda	Dharmachakra
Celebration	Hymns	Abraham	Shahadah	Trimurtri	5 Ks	Noble Eightfold
Church	Bible	Old Testament	Salat	Mandir	Gurdwara	Path
Christmas	Jew	New Testament	Zakat	Puja	Guru Granth Sahib	Reincarnation
Festival	Judaism	Christianity	Sawm	Vyasa	Nishan Sahib	Tipitaka
Hanukkah	Synagogue	Christian	Hajj	Karma	Gurpurab	Nirvana
Diwali	Ark	Jew	Eid-ul Fitr	The Vedas	Melas	Stupa
Light	Torah	Judaism	Eid al adha	OM/AUM	Vaisakhi	Precepts
	Bimah	Bar Mitzvah	Imam	Reincarnation	Diwali	
	Aleamar	Bat Mitzvah	Christianity	Caste	Hola Mohalla	
	Nave	Torah	Christian	Mehndi	Christianity	
	Font	Tallit	Advent	Diya	Christian	
	Old Testament	Tefillin	Incarceration	Diwali	Significant	
	New Testament	Orthodox	Midnight mass	Christianity	Canonised	
	Christmas	Confirmation	Epiphany	Christian	Devoted	
	Nativity	Baptism	Lent		Heresy	
	Hanukah	Eucharist	Palm Sunday		Civil Rights	
	Hanukiah	Commandments	Maundy Thursday		Movement	
	Jesus	Lent	Good Friday		Apostles	
	Baptism	Palm Sunday	Resurrection		Missionary	
	Dedication	Maundy Thursday	Creation		Saint	
	Holy water	Good Friday			Destitute	
	Hindu	Resurrection			Promised Land	

	Naam Karan Gurdwara Guru Granth Sahib Kaur Singh Hymn Marriage Vows Proclamation Bride Groom Sindoor Mehendi Saat Phere Mandap Sare	Exodus Seder Stewardship Custodians Environmental Tikkun Olam Bal Taschit Creation God G-d Allah Khalifah			King David King Solomon First Temple Al-Aqsa Mosque Dome of the Rock Pilgrimage Crusade The Church of the Holy Sepulchre The Western Wall Dead Sea Scrolls	
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### **What does RE look like at Stukeley Meadows?**

Every RE lesson at Stukeley starts with retrieval. Teachers dedicate time at the start of each lesson to retrieve previous learning. This may be done through discussion, questions in the workbook or low-stakes questions which are answered on pupils' mini whiteboards. Retrieval is a vital part of the lesson as it is accessible for all pupils and allows everyone to be successful. Using retrieval practised at the start of lessons allows teachers to address any misconceptions or gaps in learning before beginning new learning.

Following this children will move on to the new lesson. This will be carefully planned to ensure it follows on from their previous learning and allows children to make links and gain a deeper understanding about the religious belief, practise or tradition they are studying. Class discussion is promoted to ensure that all children are able to participate and be successful. Following teacher input and class discussions, children will complete some recorded work.

Children are given over the shoulder, instant feedback on their learning during the lesson to ensure that any errors or misconceptions are addressed as quickly as possible and supported where necessary. Teachers and additional adults will support all children to make progress, whether there be gaps in knowledge or opportunities for challenge and stretch.

In the corridor, there is a protective characteristics display. Throughout the year, this is updated to celebrate different religious festivals that are celebrated. This allows all children to feel acknowledged and celebrated during their times of celebration. There are also 'creative challenges set throughout the year which allow children to send in pictures of their religious celebrated. These creative challenges are celebrated in our whole-school assemblies,

New challenge:



# NEW BEGINNINGS

Spring has sprung. Easter is approaching. Ramadan is upon us.  
Where have you seen new life, things starting to grow?  
Take a photo and email it in.  
kpage@stukeleymeadows.cambs.sch.uk

#StukeleyCreativeChallenges



Understanding The World

At Stukeley Meadows we protect and celebrate the characteristics of every child.

Diwali

Christmas

Hinduism

Halloween

Winter

Festival of Light Around the World!

Judaism

Religious symbols



Understanding The World

At Stukeley Meadows we protect and celebrate the characteristics of every child.

Celebrate Neurodiversity

All brains are celebrated here.



Understanding The World

At Stukeley Meadows we protect and celebrate the characteristics of every child.

RAMADAN MUBARRAK

What is Ramadan?

Why is it important?

What are the rules?

Why is it important?

Why is it important?

Stukeley Creative Challenge 111223



# FESTIVE LIGHTS

Celebrating festivals and traditions.  
Do you have your Christmas lights up?  
Did you celebrate Diwali?

kpage@stukeleymeadows.cambs.sch.uk @stukeleymeadows  
(don't forget to use the hashtag below)

## The Long Term Overview

At Stukeley, we plan our RE lessons which are planned in line with the Cambridge Agreed Syllabus. The journey is carefully planned to ensure all children A carefully planned learning journey of small steps is taken to ensure that all children can master concepts before moving on. There is coherent progression seen in planning within each unit to ensure learning is sequential and builds on previous knowledge, skills and vocabulary.

### EYFS

Development Matters	ELG Early Learning Goal	How is this achieved in EYFS?
<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and the feelings of others.</li> <li>• Show resilience and perseverance.</li> <li>• Be tolerant of others.</li> </ul>	<p><b>Understand the world: People and Places</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between religions and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this county and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and share family celebrations.</li> <li>• Who lives and works in our community?</li> <li>• Explore festivals and celebrations through themes (Diwali, Hanukkah, Christmas, Ramadan, Harvest, Easter, Bonfire Night).</li> <li>• National festivals including Remembrance.</li> <li>• Share stories from around the world.</li> <li>• Who am I?</li> <li>• Belonging e.g. family, community, school.</li> <li>• Who loves me?</li> <li>• How we help each other.</li> <li>• Music and songs.</li> </ul>
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Listen and talk about stories to build familiarity and understanding.</li> </ul>		
<p><b>Understanding of the World</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Understand that some places are special to members of their family.</li> <li>• Recognise that people have different beliefs and celebrate in different ways.</li> </ul>		



## STUKELEY MEADOWS RE OVERVIEW

	Term 1		Term 2		Term 3	
Year 1	<b>Places of worship:</b> compare and contrast church, synagogue	<b>Celebrations and festivals:</b> Christmas and Channukah – same/different	<b>Important People:</b> Judaism: Abraham, Moses and David.  Christianity – Jesus.	<b>Belonging:</b> Christenings	<b>Celebrations and Festivals:</b> Weddings – compare and contrast Hindu and Christian ceremonies	
Year 2	<b>Religious Stories:</b> Judaism – Noah and Abraham  Christianity – parables of Jesus. Feeding 5000 Good Samaritan The lost sheep	<b>Beliefs, customs and practices:</b> Jewish worship and Prayer	<b>Beliefs, customs and practices</b> Christianity worship and Prayer	<b>Celebrations and festivals:</b> Easter and Passover	<b>Belonging:</b> Explore what it means to belong out of context e.g. clubs.  Compare and contrast Christian confirmation with Jewish Bar Mitzvah.	<b>Easy questions difficult answers:</b> how should we look after the world? How do we look after our home, and our school etc? Greta and the Giants – Greta Thunberg. David Attenborough - Agnostic
Year 3	<b>Beliefs, customs and practices: Islam</b> Monotheism Life of Muhammad (proudest blue – hijab) Amazing Muslims who changed the world. Religious Symbols: 5 pillars of faith - Place of worship: The Mosque Sacred text: Qur'an Festivals: Eid ul-Fitr and Eid ul-Adha		<b>Celebrations and festivals:</b> The Christian calendar, including Lent		<b>Easy questions difficult answers:</b> How was the word created? Christianity, Hinduism, Scientific Theory	
Year 4	<b>Beliefs, customs and practices: Hinduism</b> Polytheism - Brahman Vedas and the Puranas The Mandir (temple) Sacred text- Shrutu and Smriti Place of worship- Mandir		<b>Places of Worship:</b> Different denominations in the Church Catholic Protestant Mormon Baptists Quaker		<b>Easy questions difficult answers:</b> How should we treat our enemies – can kindness really change the world?  The friend who forgives? When have we been kind to someone who is unkind to us?	

	Festivals- Diwali- Vasant Panchami, Krishna Janmashtami		Link to Iron Man – Outcast who ends up being the hero.
<b>Year 5</b>	<b>Beliefs, customs and practices: Sikhism</b> Gurdwara Key Religious figures- Nine Human Gurus Religious symbols- The 5 ks + the Khanda Sacred text- Guru Granth Sahib Place of worship-Gurdwara Festivals- Divali, Baisvari/Vaiswari + Hola Mohalla	<b>Significant Christians:</b> Josephine Bakhita Martin Luther King Bear Grylls Corrie Ten Boon Marcus Rashford Saint Joan of Arc Queen Elizabeth II Julian of Norwich	<b>Easy questions difficult answers:</b> Significant Places: Jerusalem Judaism, Christianity, Islam
<b>Year 6</b>	<b>Beliefs, customs and practices: Buddhism</b> God- Beliefs and practices- No creator God Key Religious figures- Siddhartha Gautama Religious symbols-Dharmachakra Sacred text- Tipitaka Place of worship- Temple Festivals- Parinirvana, Wesak + Magha Puja	<b>Other world views:</b>  Humanism World views Influential thinkers Humanist thinkers Main beliefs Symbols and meanings Living a good life	<b>Easy questions difficult answers:</b> Transition and anxiety  Think about their own values and how that shapes them as a person and their future.

## Helpful links and resources

Curriculum:

Local Agreed Syllabus: [Agreed Syllabus 2023-28 \(cambridgeshire.gov.uk\)](#)

Cambridgeshire Statutory Advisory Council on RE [Cambridgeshire Standing Advisory Council on Religious Education - Cambridgeshire County Council](#)

Useful websites:

BBC Bitesize:

EYFS: [Early years Understanding the World - BBC Bitesize](#)

KS1 [KS1 Religious Education - BBC Bitesize](#)

KS2 [KS2 Religious Education - BBC Bitesize](#)

Oak Academy:

EYFS: [Free EARLY-YEARS-FOUNDATION-STAGE Understanding the world teaching resources | Page 1 of 2 | Oak National Academy \(thenational.academy\)](#)

KS1: [Free KS1 Religious Education teaching resources | Oak National Academy \(thenational.academy\)](#)

KS2: [Free KS2 Religious Education teaching resources | Oak National Academy \(thenational.academy\)](#) (Please note the religions are in a different order to our long term plan).

RE Online: [Home - RE:ONLINE \(reonline.org.uk\)](#)

BBC Teach: [Primary Religious Studies teaching resources \(bbc.co.uk\)](#)

