



The Grove Religious Education Curriculum 2025

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
End points	Substantive Knowledge						
To be able to explore and understand Practices people and ways of life of a variety of religions.	- participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -talk about the lives of the people around them and their roles in society	– recognise features of religious life and practice	– identify some religious practices, and know that some are characteristic of more than one religion	– describe how some features of religions studied are used or exemplified in festivals and practices	– show understanding of the ways of belonging to religions and what these involve	– explain how selected features of religious life and practice make a difference to the lives of individuals and communities	– explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Vocabulary for unit	God Others	God Gift Bethlehem Stable Manger Jesus Mary Joseph Angel Shepherd Kings Son of God Bible stories Judaism Jewish Shabbat	The Good Samaritan Save /rescue Islam Muslim Prayer mat Mosque Allah Qur'an Contribute Mosque Prophet Muhammed	Sikh Sikhism Forgive / forgiveness The Last Supper Good Friday Langar meal Vaisakhi Gurdwara	Buddha Buddhist Buddhism Nativity Greed Sins Salvation Communion Worship	Hindu Hinduism Brahman Puja Temple River Ganges Visualisation Account/s Eye-witness Holy Week Dilemmas Ten Commandments Holy Spirit	No new vocab – recap previous years Eternal Eternity Agape Heaven
To be able to explore the Values and commitments of ourselves and others.	- show sensitivity to their own and to others' needs	– identify what is of value and concern to themselves, in religious material studied	– respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	– make links between values and commitments, including religious ones, and their own attitudes or behaviour	– ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	– make informed responses to people's values and commitments (including religious ones) in the light of their learning	– make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply
Vocabulary for unit	Values	Forgiveness Perseverance Easy Difficult Respect Nature Friendship	Kindness Teaching/s Belief/ believe Prayer Commitment Achievement Benefit Culture Tradition Voluntary Belonging Salvation	Promises Commitment Symbolise Meaning Meaningful Commitment	Compassion Suffering Happiness Charity Symbols Commercial Teachings Selfishness Forgiveness Selfishness Forgiveness	Commitment Evaluate Universal Eternal Spirit Soul Cause and effect Responsibility Moral guidance Subjective Truth Version meaning/ful Aspects Essencen Destiny Control Purpose	Collective vision Influential Motivation Unconditional Righteous Interpretation
To explore the meanings of Meaning, Purpose and Truth to ourselves and with reference to the religions of the world.	- show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly	– identify things they find interesting or puzzling, in religious materials studied	– realise that some questions that cause people to wonder are difficult to answer	– compare their own and other people's ideas about questions that are difficult to answer	– ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied	– make informed responses to questions of meaning and purpose in the light of their learning	– express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Vocabulary for unit	Feelings	Gold Frankincense myrrh	Mecca	Miracle Incarnation Sharing.	Noble Eightfold Path Baptism	Atman Vishnu, shira, Tri-murti	Akhirah (life after death)
To be able to articulate and Beliefs, teachings of religions and ourselves. And evaluate sources.	- know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	– recount outlines of some religious stories	– retell religious stories and identify some religious beliefs and teachings	– describe some religious beliefs and teachings of religions studied, and their importance	– describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions	– explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	– make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary
Vocabulary for unit	Religion	Rosh Hashanah Yom Kippur Christian Christianity Creation	Hajj 5 Pillars of Islam Advent Crucifixion Resurrection	5 Ks Khalsa Amrit Ceremony	Choice /choices Consequences Incarnation Christingle	Karma Samsara Moksha Ceremony	5 Pillars of Islam Ramadan Greater Jihad
To explore Identify, diversity and belonging.	- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	– identify aspects of own experience and feelings, in religious material studied	– respond sensitively to the experiences and feelings of others, including those with a faith	– compare aspects of their own experiences and those of others, identifying what influences their lives	– ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	– make informed responses to questions of identity and experience in the light of their learning	– discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths
Vocabulary for unit	Believe	Synagogue Priorities Bible Church Christmas	Symbol Tradition	Divali Guru Granth Sahib Mool Mantar	Teachings Enemies Sacrifice	Shrine Mantra Vedas Pilgrimage	

Generic Skills Thinking about religion and belief	- explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps - know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	– recall features of religious, spiritual and moral stories and other forms of religious expression – recognise and name features of religions and beliefs	– retell religious, spiritual and moral stories – identify how religion and belief is expressed in different ways – identify similarities and differences in features of religions and beliefs	– make links between beliefs, stories and practices – identify the impacts of beliefs and practices on people’s lives – identify similarities and differences between religions and beliefs	– comment on connections between questions, beliefs, values and practices – describe the impact of beliefs and practices on individuals, groups and communities – describe similarities and differences within and between religions and beliefs	– explain connections between questions, beliefs, values and practices in different belief systems – recognise and explain the impact of beliefs and ultimate questions on individuals and communities – explain how and why differences in belief are expressed.	– use religious and philosophical terminology and concepts to explain religions, beliefs and value systems – explain some of the challenges offered by the variety of religions and beliefs in the contemporary world – explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
Enquiring, investigating and interpreting	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Talk about the lives of the people around them and their roles in society	– Identify what they find interesting and puzzling in life – recognise symbols and other forms of religious expression	– recognise that some questions about life are difficult to answer – ask questions about their own and others’ feelings and experiences – identify possible meanings for symbols and other forms of religious expression	– investigate and connect features of religions and beliefs – ask significant questions about religions and beliefs – describe and suggest meanings for symbols and other forms of religious expression	– gather, select, and organise ideas about religion and belief – suggest answers to some questions raised by the study of religions and beliefs – suggest meanings for a range of forms of religious expression, using appropriate vocabulary	– suggest lines of enquiry to address questions raised by the study of religions and beliefs – suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence – recognise and explain diversity within religious expression, using appropriate concepts.	– identify the influences on, and distinguish between, different viewpoints within religions and beliefs – interpret religions and beliefs from different perspectives – interpret the significance and impact of different forms of religious and spiritual expression

Year Overview						
Year Group	Term 1	Term 2/3	Term 2/3	Term 4/5	Term 4/5	Term 6
EYFS	Taught Through: PSED - What makes me special. How do we show that everyone is special and important? - I can talk about what makes me special and unique. - I can listen to stories about how people are loved and cared for in different religions. - I can share my own thoughts about being kind, including others, and celebrating differences.	Hinduism Why do Hindus celebrate Diwali? - I can talk about the Diwali story and why it is special to Hindus. - I can name some ways Hindus celebrate Diwali (e.g., lights, fireworks, rangoli patterns). - I can share my own ideas about light, celebration, and good winning over bad. Christianity Why do Christians celebrate Christmas? - I can talk about the Christmas story and why it is special to Christians. - I can name some ways Christians celebrate Christmas (e.g., going to church, giving gifts, singing carols). - I can share my own thoughts and feelings about giving, receiving, and celebrating.	Lunar New Year Why do some people celebrate Lunar New Year? - I can talk about how some people celebrate Lunar New Year. - I can name some things that happen during Lunar New Year celebrations (e.g., dragon dances, red envelopes, lanterns). - I can share my own ideas and feelings about celebrations and traditions	Christianity - Easter Why do Christians celebrate Easter? - I can talk about the Easter story and how it is important to Christians. - I can name some ways Christians celebrate Easter (e.g., church, Easter eggs, songs). - I can share my own ideas and feelings about new life and celebrations.	Pirates Is it ever okay to take something that isn't yours? - I can talk about what is right and wrong. - I can listen to stories about people making good or bad choices. - I can share my own ideas about being fair and kind to others.	On the move Why do people go on special journeys? - I can talk about journeys that are important to some people (e.g., going to a special place to pray or celebrate). - I can share my own experiences of going places and how they made me feel. - I can listen to stories about people going on special or religious journeys (like the journey to Bethlehem or a pilgrimage). - I can talk about journeys that are important to some people (e.g., going to a special place to pray or celebrate).
1	Christianity Does God want Christians to look after the world? - I can talk about the Christian creation story. - I can discuss my own thoughts about the Christian creation story. Final Project: ART	Christianity What gift would I have given to Jesus if he had been born in my Town and not Bethlehem? - Exploring the Christmas story. - Knowing the Gifts given to Jesus - Explaining why Jesus is special for Final Project: ART	Christianity Was it always easy for Jesus to show friendship? - Knowing a bible story about friendship. - Telling a story about Jesus and his friends. - Describing how difficult Jesus found friendship with a story Final Project: ART	Christianity Why was Jesus welcomed like a King by the crowds on Palm Sunday? - Telling the Easter Story - Recalling what happened on Palm Sunday and the symbols of Palm Sunday - Understanding why Jesus is special to Christians. Final Project: ART	Judaism Is Shabbat important to Jewish Children? - Using the correct vocabulary to describe special objects. - Talking about things Jewish people do to celebrate Shabbat - Explaining why Shabbat is important to Jewish Children. Final Project: ART	Judaism Does Celebrating Chanukah make Jewish children feel closer to god? - To recognise some symbols used in Chanukah. - To say what some Chanukah symbols mean. - To describe some of the ways in which Jewish children feel close to God during Chanukah. Final Project: Writing
2	Christianity Is it possible to be kind to everyone all the time? - I can remember something Jesus said to be kind. - I can retell a story Jesus told about being kind. - I can tell how Christians try to follow Jesus' example of being kind. Final Project: ART	Christianity Why did God give Jesus to the world? - I can remember some of the Christmas story. - I can recall the Christmas story and understand that Jesus was a gift to the world. - I can explain how Jesus coming to the world shows why Christians believe they should love the world. Final Project: ART	Islam Does praying at regular intervals everyday help a Muslim in their everyday life? - I can remember things about a Muslim prayer. - I can use the right words to describe how Muslims pray and begin to explain why they do this? - I can describe the Muslim prayer routine and explain how they believe this helps them in their everyday lives. Final Project: ART	Christianity Is it true that Jesus came back to life again? - I can recall parts of the Easter story. - I can recall what Christians believe happened on Easter Sunday? - I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is important to them. Final Project: ART	Islam Does going to the mosque give Muslims a sense of belonging? - I can use the right words to describe what Muslims do and feel when they attend prayer at the Mosque. - I can explain what happened when Muslims pray alone or at the mosque. - I can describe how a Muslim achieves a sense of belonging through praying. Final Project: ART	Islam Does completing Hajj make a person a better Muslim? - I can use the right words to tell you about some parts of Hajj. - I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. - I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God. Final Project: Writing
3	Sikhism Does joining the Khalsa make a person a better sikh? - I can tell you about some of the tings that happen in an Amrit ceremony. - I can explain that some Sikhs choose to go through the Amrit ceremony. - I can explain that some Sikhs join the Khalsa to reinforce their own personal commitment to God. Final Project: Drama	Christianity Has Christmas lost it's true meaning? - I can remember the Christian nativity story. - I can tell you what the nativity story tells Christians about Jesus. - I can explain the true meaning of Christmas for Christians. Final Project: Role play	Christianity Could Jesus really heal people? - I can remember a story about Jesus healing someone and talk about it. - I can retell a story about Jesus healing someone say one thing Christians might believe about Jesus. - I can explain one Christian's view point about one of Jesus' healing miracles. Final Project: Art	Christianity What is good about Good Friday? - I can recognise symbols relating to the Last Supper and Jesus' death. - I can say what some of these symbols represent. - I can start to tell you why Christians believe Jesus' death is important. Final Project: Role Play	Sikhism How important is sharing to Sikhs? - I can use the right names for things that are special to Sikhs. - I can talk about some of the ways that Sikhs share. - I can explain how taking part in community and family activities gives Sikhs the opportunity to share and express how this might make them feel. Final Project: Drama	Sikhism What is the best way for a Sikh to show commitment to God? - I can show a simple understanding of one way a Sikh might show his religion is important to them . - I can talk about some ways a Sikh show commitment to god. - I can understand that Sikhs choose how much they commit themselves to religion and to God. Final Project: Writing

4	Judaism How special is the relationship Jews have with God? - I can remember a story about a person important to Jews. - I can tell a Jewish story and say something hat Jewish people believe. - I can understand how Jewish people remind themselves of their special relationship with god. <u>Final Project:</u> Presentation	Christianity What is the most significant part of the Nativity? - I can talk about some symbols in the Christmas story. - I can explain what some of the symbols in the Christmas story mean to Christians. - I can explain how many aspects of the Christmas story reflect the Christian beliefs. <u>Final Project:</u> Art	Judaism How important is it for Jewish people to do what God has asked for them? - I can use the right vocabulary for some things that are special to Jewish people - I can tell you about some of the things Jewish people can eat or not eat if they are Kosher. - I can give examples of how Jewish people celebrate. <u>Final Project:</u> ART	Christianity Is forgiveness always possible? - I can remember a Christian story about forgiveness and talk about it. - I can recall a Christian story about forgiveness and say what it tells people about how to treat each other. - I can explain how Jesus’ teachings about forgiveness might be difficult but beneficial to Christians. <u>Final Project:</u> Role Play	Judaism What is the best way for a Jew to show commitment to God? - I can use the right names for things that are special to Jews. - I can describe one of the ways Jews show commitment to God. - I can explain why it is important for Jews to show their commitment for god and describe ways they do this. <u>Final Project:</u> Presentation	Christianity Do people need to go to church to show they are Christians? - I can use the right names for places and ceremonies that are special to Christians. - I can talk about some of the things that are important to Christians during Worship and explain some of the symbolism. <u>Final Project:</u> Writing
5	Hinduism What is the best way for a Hindu to show commitment to God? - I can use the right names for the things that are special to Hindus. - I can talk about one of the ways Hindus show their commitment to God. - I can describe some of the ways that Hindus choose to show commitment to god and start to understand that they do this in different ways. <u>Final Project:</u> Art	Christianity Is the Christmas story true? - I can remember an account of the Christmas story and talk about it. - I can tell you the Christmas story and recognise there are different accounts of it. - I can describe what a Christian learns from the Christmas story, - I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians. <u>Final Project:</u> Presentation	Sikhism Are Sikh stories important today? - I can remember a Sikh story and talk about it. - I can retell a Sikh story and start to explain it’s meaning. - I can describe what a Sikh might learn from a Sikh story. - I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non – Sikhs. <u>Final Project:</u> Art	Christianity Did God intend Jesus to be Crucified and if so, Was Jesus aware of this? - I can remember some of the events of Holy week and talk about them. - I can retell some events from Holy week and discuss things that Christians believe about Jesus. - I can say how some events in Holy week tell Christians abut Jesus’ purpose and destiny. <u>Final Project:</u> Role play	Hinduism Do beliefs in Karma, samsara and moksha help Hindu’s lead good lives? - I can remember the right name for a Hindu belief e.g Karma. - I can say some things Hindus believe about life after death. - I can describe a Hindu belief relating to life after death and begin to explain the impact of this on a Hindu’s life. <u>Final Project:</u> Drama	Christianity What is the best way for Christians to show commitment to God? - I can use the right names for things that are special to Christians. - I can talk about one of the ways Christian’s show commitment to god. - I can explain why it is important to Christians to show their commitment to God and can describe the different ways they choose to do this. <u>Final Project:</u> Writing
6	Islam What is the best way for a Muslim to show commitment to God? - I can use the right names for things that are important to Muslims. - I can talk about one way Muslims show commitment to God. - I can describe some of the ways Muslims choose to show their commitment to God. <u>Final Project:</u> Presentation	Christianity How significant is it that Mary was Jesus’ mother? - I can remember the story of Jesus’ birth and talk about it. - I can tell you some things Christians believe are important about Jesus’ mother being Mary. - I can make links about the Virgin birth and Christian Beliefs about Jesus <u>Final Project:</u> Art	Christianity Is anything ever eternal? - I can remember a Christian story about love and talk about it. - I can retell a Christian story about love and begin to explain what this teaches Christians about love. - I can explain why Christians believe some things are eternal and the difference this makes to them. <u>Final Project:</u> Drama	Christianity Is Christianity still a strong religion 2000 years after Jesus was on earth? - I can tell you some festivals that are associated with Christians. - I can describe one way that Christianity seems to be a strong religion today. - I can explain a range of arguments to suggest Christianity is a strong religion today and also give apposing arguments. <u>Final Project:</u> Role play scenario	Islam Does belief in Akhirah help Muslims lead good lives? - I can tell you something Muslims believe about how they should try to lead good lives. - I can tell you that Muslims believe in life after death and I can start to understand how this links to life after death. - I can explain how the belief in Akhira influences Muslim decisions and choices as to How to behave towards god and other people. <u>Final Project:</u> Art(remember you cannot make representations of Allah or Mohammed)	Islam Does belief in Akhirah help muslims lead good lives. - I can tell you something Muslims believe about how they should try to lead good lives. - I can tell you that Muslims believe in life after death and I can start to understand how this links to life after death. - I can explain how the belief in Akhira influences Muslim decisions and choices as to How to behave towards god and other people. <u>Final Project:</u> Writing