

RE Curriculum Overview

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| Rationale | To develop understanding, respect and tolerance with regard to the importance of religion and moral values to individuals, groups and communities of all faiths and none. | | |
| Approach | <p>Learning ABOUT religion and beliefs: Children should gain knowledge of different beliefs, practices and sources of authority and how these influence individuals and communities. They should also, as they move through the key stages, gain greater understanding of similarities and differences within and between belief systems, as well as how different beliefs are used to form moral values and identities.</p> <p>Learning FROM religion and beliefs: Children should develop their ability to analyse and evaluate aspects of religion and belief. They should consider different points of view and, as they move through the key stages, and use evidence to support reasoned arguments, recognising bias and differences in interpretation of texts and sources of wisdom.</p> <p>In focus units: allow depth study of religions to develop knowledge and understanding of faith groups.</p> <p>Theme units: allow exploration of a broad range of religions and worldviews developing skills in enquiry and reflection on a range of critical themes. Visits/Visitors: all children will visit key places of worship</p> | | |
| N | <p>To describe ways of showing kindness and say what is right or wrong To practise using their words to negotiate and think about right and wrong. To talk about their own and others' behaviours and its consequences. To talk about some of the ways that people show love and concern for one another and why it is important to help others. To discuss relationships through story-telling. <i>Crescent Moons and Pointed Minarets: A Muslim Book of Shapes</i></p> <p>Celebrations : Christmas, Chinese New Year, Eid-ul-Fitr, Birthdays</p> | | |
| R | <p>To describe different life events and how they are celebrated. - What special occasions do people celebrate? To link stories to festivals and celebrations and understand the messages they share What stories are important to people? To understand what things are precious to us, to others, to particular religions and none <i>Book: Hats of Faith</i></p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions. To understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p>Celebrations: Harvest, Diwali, Hannukah – Judah and bravery. Christmas, New Year, Chinese New Year</p> | | |
| Y1 | Theme: Belonging | In-focus: Christianity | Theme: Being thankful |
| | <p>To describe the meaning of belonging and consider the different communities people belong to</p> <p>Use of symbols, dress, tradition, behaviours showing belonging</p> <ul style="list-style-type: none"> Personal communities – family, school, clubs, communities Christianity - baptism Islam- words that matter – Adhan whisper to infants, shouting from minaret Hinduism – Raksha Bhandan – family belonging Sikhism –food to unite - sharing the Langar meal in Sikhism Non-religious – what do we all belong to? | <p>To develop understanding of key elements of Christianity</p> <p>Beliefs What do Christians about God?</p> <p>Place of worship/leader</p> <ul style="list-style-type: none"> What happens in a church? Visit Church - guided <p>Special Books/ Significant Stories Stories from the bible and meanings</p> <ul style="list-style-type: none"> The Lost Coin, The Lost Sheep The Prodigal Son <p>Lifestyle</p> <ul style="list-style-type: none"> What is special about Sunday <p>Celebrations</p> <ul style="list-style-type: none"> Lent and Easter preparations – visitor | <p>To develop appreciation and how to show this in our actions</p> <ul style="list-style-type: none"> Recognising what to be thankful for - family, home, talents Ways of showing thanks How might people thank god? Creation of the world – protecting world Nature – natural and made by people – showing thanks, caring for world Food and Harvest – prayers before people eat <p>Stories</p> <ul style="list-style-type: none"> <i>Elephant and the Bad Baby; Wonderful Earth; Psalm ; Noah and the Ark</i> |
| Y2 | In focus: Islam | Theme: Rules | Theme: Prayer and worship |
| | <p>To develop understanding of the key elements of Islam</p> <p>Beliefs</p> <ul style="list-style-type: none"> What do Muslims believe about Allah? Significance of names <p>Place of worship</p> <ul style="list-style-type: none"> Mosque <p>Special Books/ Significant Stories</p> <ul style="list-style-type: none"> Qu'ran – how it is shown respect <i>The Story of Bilal – the call to prayer</i> <i>Stories of Mohammed The Thirsty Dog The Crying Camel,</i> <i>The Proudest Blue – a story of hijab and family</i> <p>Lifestyle</p> <ul style="list-style-type: none"> Call to prayer, prayer mat, homes Wudu Visitor <p>Celebrations</p> <ul style="list-style-type: none"> Mawlid an Nabi (Prophet Mohammed birth) | <p>To understand how religious and non-religious rules effect life</p> <ul style="list-style-type: none"> Known rules: home, school, safety, law – why do we have these? How they effect life? Rules for life - what should they be and who should decide? Can they ever be broken? Judaism/Christianity Story – Moses -10 commandments Islam - 5 pillars Sikhism – 5 Ks Non-religious - rules for life <p>People - rules for living</p> <ul style="list-style-type: none"> Real life stories - Mahatma Gandhi. Eric Lidell; | <p>To describe different ways in which people worship and pray</p> <ul style="list-style-type: none"> Hinduism; Puja and deities Islam - Salah and Muslim prayer; music Christianity – ways people pray,, gospel music, Lord's Prayer Sikhism - Amrit ceremony Judaism – the Shema and Mezuzah Friday night Shabbat Non religious reflection – mindfulness <i>People of Peace</i> |



| Y3 | In focus: Christianity | Theme: How the world began | Theme: Why should we care for our world? |
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| | To explain the importance of Jesus and the Bible for people today - | To understand the different stories about creation is are seen as important in some faith traditions, and unimportant in others | To develop appreciation of and understand human responsibility for the natural world - |
| | Beliefs - descriptions of God in Bible Place of worship/leader - Place of bible at church Visit –contrasting church to Y1 Special books/significant stories - Psalms – use of art and music in worship - The Good Samaritan - Zacchaeus Lifestyle - Mother Teresa. - Martin Luther King Celebration - Christmas | How stories of creation unite communities of faith, and give meaning to the story of the world Stories of creation <ul style="list-style-type: none"> • Christianity • Judaism • Hinduism • Islam • Non-religious Reflect on responsibilities for the natural world leading into 'why should we care for our world?' | Human responsibility – Stewardship <i>Story - Here we are – Oliver Jeffers</i> <i>Sioux Chief Seattle – Poem/Letter</i> Islam - Respect for Allah's creation - Sayings of the Prophet - Concept of Zakah - charity Christianity - Maria Gomez - Christian Aid Judaism - Tu B'shevet – tree planting festival Hinduism - Care for all life - Ahimsa Non-religious Organisations and individuals making a difference; vegetarianism; conservation |
| Y4 | In focus: Hinduism | In focus: Sikhism | Theme: Journeys and Pilgrimages |
| | To describe Hindu beliefs about God and how they should behave | To describe different Gurus in Sikhism and how they influence the lives of Sikhs | To explore significance of pilgrimage, special places |
| | Beliefs deities are representative of different Hindu beliefs and aspects of God Place of worship - Mandir, Temple Visit Special Books/ Significant Stories - Bhagvad Gita - Story of Rama and Sita Lifestyle - Ahimsa and treatment of animals - yoga as a tool for calm and focus Celebrations - Diwali - Holi | Beliefs One god different paths – symbolism of Il Onkar Place of worship - Gurdwara - Visit Special Books/ Significant Stories - Guru Nanak - equality - Guru Gobind Singh – making of the Khalsa - Guru Granth Sahib - gender equality Lifestyle - Living the 5 Ks - Charity and service Celebrations - Vaisakhi/Baisakhi – how celebrated, why important | Christianity – investigate sites – Jerusalem, Canterbury, Lourdes Islam – importance of the Hajj Hinduism – Ganges Sikhism - Amrsirar Special places non-religious – meditation, use of nature, mindfulness Visitors to talk about pilgrimages/journeys |
| Y5 | In focus: Islam | In focus: Buddhism | Theme: Why do you judge me? |
| | To explain the teachings of Islam and the influence on the lives of Muslims | To explain who the Buddha was and the influences the lives of Buddhists | To explain what discrimination is and how it effects lives today |
| | Beliefs - God and names, Muhammad Place of worship - Mosque – importance Visit Special Books/ Significant Stories - Qu'ran Lifestyle - Home and living – prayers, food, dress - Importance of charity Riding a Dream - Khadijah Mellah Celebrations - Eid ul Fitr and Ramadan | Beliefs - Siddhartha Gautama – Buddha the four sights - Enlightenment - 5 precepts - 4 noble truths Place of worship - Shrines and significance Visit Special Books/ Significant Stories - Jataka tales Lifestyle - Meditation - Vegetarianism Celebrations - Wesak – lotus flower symbolism | - Barriers in school, locally, globally - Discrimination – appearance, race, gender, disability - Golden rules across traditions and examples - How can we be bridge builders? - Being courageous and tackling discrimination – is it right to fight? - Campaigns and individuals which make a difference |
| Y6 | In focus: Judaism | In focus: Humanism | Theme: Journey of Life |
| | To describe Jewish beliefs about God, the Patriarchs and the Torah and how they influence life today | To explain some Humanist beliefs To investigate different human rights and their importance | To know how special moments marked by religious ceremonies and how non-religious people mark special times |
| | Beliefs God as creator Shema - mezuzah Place of worship - Synagogue VISIT Special Books/ Significant Stories - Tenakh - Torah - Hebrew - Moses - Leviticus 23: 26- 32 Lifestyle - Sabbath - Importance of forgiveness - Atonement and fasting - Orthodox and reform - Prayer and tallit and capel Celebrations - Yom Kippur - Rosh Hashanah - Passover - Simchat Torah | Beliefs Human dignity, empathy, science Lifestyle Human Rights and people who have fought for human rights of different faiths and none. Celebrations Humanist rites of passage What are human rights? Understand the rights for all and those specific for children; how and why the human rights were created (and revised); case studies; access to human rights | Beginning of life - Compare major religions and non Childhood to Adulthood - Confirmation - Bar/Batmitzvah - Graduations Weddings - Christian - Hindu rituals Death and Funeral - Loss and remembering |