



## 2022-23 RE Curriculum - Engage, Challenge, Inspire

Every lesson should:

Contribute towards developing an understanding of key world religions including how aspects of worship, prayer, and celebration shape the lives of believers;

Promote an enquiring and reflective attitude towards religious, spiritual and ethical questions;

Enable children to reflect on their own beliefs and how these impact on their own lives.

### EYFS

Key Knowledge & Skills	
<b>Nursery and Reception</b>	Understanding the world includes guiding children to make sense of their own life-story, their family traditions and those of their community. We give children a range of personal experiences to increase their knowledge and sense of the world around them – from visiting the church and the mosque, to meeting members of local faith groups and visitors with personal experiences (for example of christening or marriage) to share. They recognise that people have different beliefs and may celebrate special times in different ways. In addition, we teach children through stories from the Bible and other faiths to foster their understanding of our religious and culturally diverse world. Children experience the wonder of creation and learn to respect and care for the natural environment and all living things.
<b>Early Learning Goal.</b>	Children will know some similarities and differences between different religious and cultural communities in this country. Children will understand that some places are special to members of their community.

Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Theme	<b><i>Is everybody special?</i></b> Christianity, God, Belonging, identity	<b><i>Should we celebrate Harvest or Christmas?</i></b> Christianity, Harvest, Christmas, Celebration	<b><i>How should people care for the world?</i></b> Christianity, Judaism, Creation, Islam	<b><i>Should everybody follow Jesus?</i></b> Christianity, Jesus, Leaders, Rabbi, Vicars, Imam	<b><i>Are some stories more important than others?</i></b> Christianity, Judaism, Older Testament, Moral Stories, Islam	<b><i>Do we need shared special places?</i></b> Judaism, Synagogue, Community, Symbols, Mosque
Key Knowledge <i>Children will learn ...</i>	Share Bible stories: <i>the lost coin/the lost sheep</i> Investigate baptism, compare experiences of being baptised (own and others)	Share the Christmas story. Understand why we celebrate Harvest (possibly extend to explore Sukkot).	Explore religious views of creation and ecology; Recall and sequence the Christian creation story and discuss how & why the beauty of the world needs protecting, Understand that humans are damaging the environment and make suggestions as to how to tackle the problems.	Share the Easter story. Explore the behaviour of the disciples and the crowds, particularly focusing on the entry into Jerusalem. Discuss the emotions of people during the Easter story. Extend to the story of the good Samaritan. Learn about other religious leaders.	Share Old Testament stories: Jonah & the Whale, Daniel in the Lion's Den, David & Goliath. Understand the lessons of the stories, how the characters behaved and how this affected consequences.	Explore the synagogue, especially the Ark, the Torah scrolls, the Bimah, the Ner Tamid and find out how the synagogue is used as a centre for the community, for worship, prayer and celebration.
Key Skills <i>Children will be able to:</i>	Recognise lessons in religious stories. Evaluate their own experiences and feelings.	Make links between different festivals (different religions). Recognise how senses are used in celebrations. Understand why people celebrate events.	Retell and sequence the creation story. Identify how it might impact on the behaviour of people Ask questions about creation and its puzzling mysteries.	Retell the Easter story Talk about what makes a good leader Name examples of good leaders.	Retell religious stories Name the main characters & empathise with their predicaments Understand the messages of these stories. Compare and identify some similarities and differences.	Say why the synagogue is a shared special place for Jewish people. Design a synagogue and plan an event Explain why it works better in a shared place rather than a private place.

## Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/Theme</b>	<b><i>Who should you follow?</i></b> Christianity, Judaism, Moses, Old Testament	<b><i>Should you wear religious symbols?</i></b> Christianity, Judaism, Symbols, Christmas, Islam	<b><i>Is it important to celebrate the New Year?</i></b> Christianity, Judaism, New Year, Rosh Hashanah	<b><i>Is Easter important to the Church?</i></b> Christianity, Easter, Holy Week	<b><i>Can stories change people?</i></b> Christianity, Judaism, Old Testament Stories	<b><i>How should you spend the weekend?</i></b> Judaism, Shabbat, Islam
<b>Key Knowledge</b> <i>Children will learn ...</i>	To explore leaders and how and why they are followed Share the story of <b><i>Moses and the escape from Egypt; the Burning Bush</i></b> Learn about the role of the local vicar	Find out what symbols are.  To learn about Christian, Jewish and Islamic symbols Find out from believers how the symbols embody religious truths	How other countries celebrate New Year: Rosh Hashanah and Baisakhi. Focus on the special foods, the reading of the Torah, the story of creation of Adam and Eve.	To explore how the church celebrates Easter Retell the Easter Story Learn about Lent and Easter and why they are celebrated. Learn about the role of Mary The significance of the cross as a symbol of Easter.	To explore the way that Old Testament and New Testament stories show that people are changed. Share stories of Joseph, Zaccheus and Saul. Understand the transformation each of these figures underwent.	Recall the Judeo-Christian creation story. Learn the Islamic creation story. Explore the importance of the Shabbat meal in Jewish family life.
<b>Key Skills</b> <i>Children will be able to:</i>	Explain what makes a good leader. Give examples of good leaders. Describe the role of the local vicar.	Explain the importance of symbols to believers, Design their own symbol and explain its significance.	Name some similarities and differences in New Year traditions. Understand how celebrating New Year might involve evaluating your own life and making plans/resolutions for the future.	Design an Easter egg that represents the meaning of Easter for them. Explain the importance of Easter for Christians.	Retell 3 key bible stories. Explain the significance of the change in each story. Compare the characters before and after the key events.	Compare different creation stories. Appreciate the importance of rest. Describe features of the Shabbat meal and design a suitable meal.

Year 3/ 4 – This is the second year of a rolling programme when classes were combined. In 2022, Year 3 and 4 will have the following separate curriculums.

Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/Theme</b>	<i>Does taking the bread and wine show that someone is Christian?</i> Belonging, Communion, Commitment, Church	<i>Is light a good symbol for celebration?</i> Light, belief, Advent, Christ, Icon	<i>Is a Jewish/Hindu child free to choose how to live?</i> Judaism, Hindu, Belief, Commandments	<i>Does Easter make sense without Passover</i> Judaism, Christianity, Freedom, Passover?	<i>Does Jesus have authority for everyone?</i> Authority	<i>Can made – up stories tell the truth?</i> Truth, Parable, Faith, Myth
<b>Key Knowledge</b> <i>Children will learn ...</i>	The story of the last supper. Learn about the service of holy communion, and what a chalice and paten are. Learn about different types of baptisms.	The symbolism of light in Christianity, Hinduism and Judaism, focusing on Divali, Hannukah and Advent.	The Ten Commandments and how these affect Jewish & Christian life. Read the Shema – and find out how the prayer is used in the mezuzah. Learn about Kosher rules about food.	The story of Moses and the ten plagues. The Passover meal and the meanings of the foods. Revisit the last supper and make connections with Jesus as the lamb of God.	Key events in Jesus' life such as, Jesus in the temple, calling the disciples, stilling the storm, money to Caesar, call of Zacchaeus. Learn how authority is demonstrated, what people might be thinking or feeling.	Read some parables, eg the Good Samaritan, Lost Sheep, Lost Son. Identify the difference between history and story and messages from these parables. Compare with stories from Hinduism (Rama & Sita)
<b>Key Skills</b> <i>Children will be able to:</i>	To understand and make links between values and commitments Recognise how people identify with different groups Explain what makes them feel closer to God	Understand the importance of light in different faiths. Respond to the idea of light as a metaphor for good/hope in the world Talk about the painting The Light of the World by Holman Hunt.	Evaluate the impact of these rules on family life both positive and negative; Relate this to their own family lives.	Explain importance to believers of Passover and Easter. Talk about the meaning of the foods. Show awareness of the similarities Respond to an Easter hymn.	Retell some examples of Jesus' authority. Consider who has authority in their own lives and why. Discuss whether it is always right to obey people with authority.	Retell a parable from the Bible, suggesting its meaning. Recognise the difference between true stories. Make some suggestions about why stories are a good way to communicate.

Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Theme	<b>Did Jesus really do miracles?</b> Miracles, Christianity	<b>Should Christians worship Mary?</b> God, Virgin Mary, Christ, Icon	<b>Do Murtis help Hindus understand God?</b> God, Brahman, Trimurti, Murtis, Avatars	<b>Should believers give things up?</b> Christianity, Lent, Giving Things Up	<b>Does prayer change things?</b> Prayer (sin, salvation, miracle)	<b>Is a holy journey necessary for believers?</b> Hindu, Christianity, Pilgrimage, worship
Key Knowledge Children will learn ...	To explore the miracles of Jesus and evaluate them. To learn about <i>the loaves and the fishes, the wedding at Cana, the healing of the paralysed man &amp; feeding the 500</i> . To define the word miracle and think what miracles we need in today's world [link to climate crisis]	Understand the significance of Mary in the Christian religion. Christmas story focusing on the annunciation. Retell the story of the birth of Jesus and the flight into Egypt through the eyes of his mother. How the Catholic church honours Mary and that she is a revered figure in Islam.	Understand how Hindus worship, including the role of Murtis, the Mandir, the concept of Brahman and the family shrine. Share the story of <b>"The Blind Men and the Elephant"</b> . Learn about some Hindu Gods.	To understand what happens during Lent and why this is an important time for Christians. Discuss the subject of temptation. Share the story of Jesus in the wilderness. Revisit the Easter story up to Jesus' crucifixion.	To consider the purpose of prayer and how the practise differs in different religions. Children will learn and analyse the Lord's Prayer and the school prayer. Talk about the tradition of Salat in Islam.	To understand that different religions have different special places, that can be visited. Learn about pilgrimages to Lourdes, The Holy Temple of Amritsar and the Holy Land. Listen to the experiences of pilgrims including Hajis.
Key Skills Children will be able to:	Retell the story of at least 2 of Jesus' miracles; Explain the term "miracle" Give examples of events that they would describe as miracles.	Identify the centrality of Mary in the Christian religion. Understand the impact she had on Jesus' life and on Christians nowadays.	Describe some features of a Mandir and name some murtis. Describe how Hindus make a shrine in their own homes. Explain the relationship of the Brahman and the individual gods.	Relate the concepts of temptation to their own lives, Explore responses to the story of Jesus' death.	Explain similarities and differences in prayer traditions in Christianity, Hinduism and Islam. Create their own prayer to express their own beliefs and concerns [link to sustainability agenda].	Understand that pilgrimage is a tradition in most religions. Give some similarities and differences between Christian, Muslim and Hindu pilgrimages. Ask questions of a Haji about the Hajj.

Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/Theme</b>	<b><i>Do Sikhs need the Guru Granth Sahib?</i></b> Sacred Texts, Gurus, Bible, Qur'an, Torah	<b><i>Does God communicate with man?</i></b> Sacred text, Prophecy, Revelation, Incarnation	<b><i>What's best for our world? Does religion help people decide?</i></b> Inspiration, Charity, Christianity, Sikhism	<b><i>Was the death of Jesus a worthwhile sacrifice?</i></b> Christianity, sacrifice, sin, redemption	<b><i>Are you inspired?</i></b> Christ, Holy Spirit, Inspiration, Pentecost	<b><i>Does the community of the Gurdwara help Sikhs lead better lives?</i></b> Gurdwara, Community
<b>Key Knowledge Children will learn ...</b>	To understand the importance of the Guru Granth Sahib to Sikhs. In what ways Sikhs show their respect for it, how it differs from other holy books. Its role in ceremonies such as naming, Baisakhi, weddings. Learn about Guru Nanak. Compare with sacred texts from Islam, Christianity and Judaism.	To identify and understand prophecies about the birth of Jesus. Learn about the role of shepherds, angels and 3 kings at the birth. Compare gospel versions of the nativity story (Mathew and Luke)	Explore the concept of helpfulness and research different charities. Define the characteristics of a helpful person Find out what needs to happen to make the world a better place and how this could be achieved.	To explore the concept of sacrifice in the Bible and what it means to Christians. Revisit how Jesus' sacrifice is re-enacted in the communion service. Investigate what Christians believe about the death of Jesus.	To identify why some people are inspirational and discuss the qualities of an inspirational person. Find out about the lives of inspirational people such as Jesus, Mother Teresa, Captain Tom Moore etc. Explore the concept of the Holy Spirit.	To understand that a Gurdwara is a place of worship for Sikhs and how it is important to the community. To explore a famous gurdwara – Golden Temple of Amritsar To compare a gurdwara to other places of worship.
<b>Key Skills Children will be able to:</b>	Give some similarities and differences between the GSS and other holy books Reflect on their own opinions about the necessity for sacred texts in their own lives.	Explain and give examples of some prophecies; To apply knowledge about prophecies to create own for the world today. Devise questions to test the prophecy.	Evaluate the impact charities have in the world. Consider our own roles in improving the world around us.	Explain the term sacrifice and given examples from different faith traditions Understand differing beliefs about Jesus' death.	Give examples of inspirational people and why they are inspirational. Explain the derivation of the term "inspiration" Explain the concept of the Holy Spirit.	List key features of a Gurdwara Explain the role of the Gurdwara in the Sikh community. Talk about the Golden Temple and the impact of a visit to believers.

Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Theme	<p><b>Does it matter what we believe about creation?</b> Multi faith, Creation, Care of the World</p>	<p><b>Is 'God made man' a good way to understand the Christmas Story</b> Christ, Incarnation, Emmanuel</p>	<p><b>Are the Saints encouraging role models?</b> Persecution, Saints, Commitment</p>	<p><b>Is the resurrection important to Christians?</b> Resurrection, Reincarnation, Funeral, Heaven</p>	<p><b>Can we know what God is like?</b> God, Prayer, Faith, Mool Mantra</p>	<p><b>Do clothes express beliefs?</b> Sikh. Khalsa, 5Ks, Muslim</p>
Key Knowledge Children will learn ...	<p>To retell some creation stories from Christianity, Hinduism, Islam and Buddhism. Explore an environmental issue with reference to creation beliefs.</p>	<p>To understand and critically evaluate beliefs about the Christmas story. Analyse and compare versions of the Christmas story. Explore the concept of incarnation with reference to religious paintings. Appreciate differing attitudes to the celebration of Christmas.</p>	<p>To find out how saints are created and remembered. Understand the terms martyrdom, canonisation and sainthood. Learn the story of St Stephen and St Leonard. Decide whether people of other or no faiths can also be deemed saints.</p>	<p>To explore the resurrection of Jesus, the Easter narrative and concepts of life after death. Learn about funeral rites in religions such as Christianity, Hinduism and Judaism. Understand concepts of resurrection and reincarnation. Explore how our beliefs about death affect the way we live our lives.</p>	<p>To explore different religions' beliefs about God. To research the key aspects of a range of world religions (Christianity, Islam, Judaism, Buddhism, humanist). To debate key questions of meaning, purpose and truth.</p>	<p>To explore how clothing rules can express belief and give people a sense of identity. Learn about dress codes in the Sikh, Muslim. Christian, Jewish and Hindu religions. Learn the difference between rules and guidance.</p>
Key Skills Children will be able to:	<p>Discuss environmental issues and give their opinion on the impact of religious belief on how you treat the environment.</p>	<p>Express their own ideas in response to religious paintings. Justify their own ideas about the meaning of Christmas and how it should be celebrated.</p>	<p>Justify their own ideas about what makes a good person. Give reasons to support or oppose the term "saint" being applied to various individuals.</p>	<p>Express own views about what happens after death. Explain the Christian belief in resurrection. Explore and justify own beliefs about life after death.</p>	<p>To suggest answers to questions of meaning, purpose and truth. To justify their own opinions and show respect for those who differ.</p>	<p>Explain own views about whether it matters what people wear. Design a dress code for a particular belief.</p>

