# RE

**Intent:**

A high-quality Religious Education curriculum will enable children to gain a knowledge and understanding of different Religions and Cultures in an interactive and practical approach. Children will have the confidence to ask questions and feel empowered to make their own decisions on what they believe. Religious Education helps children understand, appreciate, accept and respect the diversities of societies and to celebrate differences.

**Aims:**

Our aims ensure that all pupils can…..

* Know the key features of different religions
* Understand how Religions can impact peoples’ lives
* Explore similarities and differences between Religions
* Understand the impact Religion has had in the past and in the present day
* Analyse, compare and give opinions on different Religions, using researching skills to make choices on what they believe and to ask questions
* Understand, appreciate, respect differences and respond sensitively to others’ feelings and beliefs.

# Unit Planner

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| **Year 1** | ***Personal***  ***experience*** | ***Christianity*** | ***Buddhism*** | ***Hinduism*** | ***Islam*** | ***Judaism*** | ***Sikhism*** |
| *Autumn term*  **Special people** | * Special me * People/pets who are special to me * Making people feel special at birthdays and   other times | * Stories about Jesus * The **Christmas**   story   * **Christmas** lights |  | * The story of Rama and Sita * Lights at **Divali** |  |  | * Stories about the childhood of Guru Nanak * Celebrating **Guru Nanak’s birthday** |
| *Spring term*  **Special symbols and objects** | * Special things in the home * Animals we resemble * Symbols | * Special things in a Christian home * The cross * **Easter** symbols | * The Buddha image * Remembering   the Buddha’s life at the festival of **Wesak/Vesak/ Vaisakhi** |  |  | * The Torah scroll * The story of how Moses led his people to freedom * Remembering the story at the Seder meal during   **Pesach** |  |
| *Summer term*  **Special things in nature** | * Nature all around us * Looking after the natural world | * The Genesis 1 creation story * The Christian duty to care for the natural world * Stories of Jesus and hymns about the beauty of the natural world * St Francis of Assisi and his   relationship with things in nature |  | * Gods associated with the elemental forces of nature (sky, sun, fire, etc) * A Hindu story of creation | * The cave on Mount Hira where the Qur’an was revealed to Muhammad * Remembering the revelation of the Qur’an during **Laylat al-Qadr** * Stories about Muhammad’s   kindness to animals |  |  |

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| **Year 2** | ***Personal experience*** | ***Christianity*** | ***Buddhism*** | ***Hinduism*** | ***Islam*** | ***Judaism*** | ***Sikhism*** |
| *Autumn term*  **Special places** | * Our homes * Our school * Our town/village * Places we have visited | * Features of churches * **Harvest festival** * **Advent** |  |  | * The first mosque * Features of mosques | * **Sukkot**: the shelters and the associated festival * The Western Wall * Celebrating the miracle of the oil and the temple lights at the festival of   **Hannukah** |  |
| *Spring term*  **Special words and stories** | * Our special books and stories * Our special nursery rhymes, poems and songs * Our first words and our favourite words | * The Bible * Bible stories about Jesus * The Lord’s Prayer * The **Easter** story |  |  |  | * The Megillat Esther * The story of how Queen Esther saved her people, the Jews * Celebrating   Esther’s triumph at the festival of **Purim** | * The story of Guru Nanak’s mysterious encounter with God * The Guru Granth Sahib * Using the Guru Granth Sahib to choose a baby’s   name |
| *Summer term*  **Special ways of living** | * Special times in my day/week/ year * Caring for others * Making the world a better place | * The message of the story of the Good Samaritan * What happens in church on Sunday * The life of a vicar | * The Buddha * The Buddhist way of life * Life as a child monk in Thailand |  | * Daily prayers in Islam * **Ramadan**: the month of fasting * Celebrating the end of Ramadan at the festival of **Id**   **ul-Fitr** |  |  |

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| **Knowledge Table Year 1** | |
| **Aspect** | **Year 1** |
| **Special People** | To identify how I am special.  To name who and why people/pets are special to me  To explain how and why we can make people feel special at birthdays and other times  **Christianity**  To understand why Jesus was special to Christians  To know why the Christmas story is special to Christians. To understand what Christmas lights represent.  **Hinduism**  To know the story of Rama and Sita and understand why it is special to Hindus. To understand how and why the Festival of Divali is celebrated  **Sikhism**  To know who Guru Nanak and why is he special.  To understand how Sikhs celebrate Guru Nanak’s birthday. |
| **Special Symbols and People** | To name some special things in my home To discuss animals we resemble  To say how symbols are special  **Christianity**  To identify some special things in a Christian home.  To understand why the cross is the most important Christian symbol.  **Buddhism**  To know about the Buddha image.  To understand how Buddhists remember the Buddha as ‘special’ at the festival of Wesak/Vesak/Vaisakhi? Judaism To know why the Torah scroll is so special for Jews.  To know of the Star of David.  To name some special foods Jews have at the Seder meal during Pesach.  **Hinduism**  To explore Rangoli patterns and traditions and name a Bindi. |
| **Special Things in Nature** | To appreciate nature all around us  To suggest how we can look after the natural world  **Christianity**  To understand how Christians believe we should treat the natural world. To understand why we celebrate Harvest Festival.  To know some stories of Jesus and Christian hymns help us to think about the beauty of the natural world (e.g. the parable of the sower or the parable of the mustard seed)  To know of Saint Francis of Assisi and his relationship with things in nature.  **Hinduism**  To know of Hindu nature gods do and why they are special to Hindus.  **Islam**  To listen to some stories about Muhammad and his kindness to animals |

**Year 2**

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| **Aspect** | **Year 2** |
| **Special Places** | To say what makes our homes special To say what makes our school special To say what makes our area special **Christianity**  To know why churches special places for Christians. To name some features of a Church.  **Judaism**  To know some features of a Synagogue. To know of the role of the Rabbi.  To understand principles of a Kosher home.  **Islam**  To know some features of a Mosque. Hinduism  To know the Mandir as a special community place. |
| **Special words & stories** | To talk about our favourite books and stories and say why they are special. To share special nursery rhymes, poems and songs  **Christianity**  To know what the Bible is and why is it so special to Christians. To know of the Lord’s Prayer and why is it special for Christians. To know the Easter story.  **Judaism**  To know the main events in the story of Moses and why is he important to the Jewish people. To know of the importance of the story of Noah.  **Sikhism**  To know the story of Guru Nanak’s mysterious encounter with God  To know of the Guru Granth Sahib and say how Sikhs show that this is a very special book To find out how the Sikh holy book helps parents choose their baby’s name.  **Hinduism**  To know the Hindu Creation Story.  To know the story of Ganesh. |
| **Special ways of living** | To share special times in my day/week/year To say how I can care for others  To suggest how we can make the world a better place  **Christianity** |

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|  | To explore the story of the Good Samaritan and discuss what it tells us about how we should live our lives. To know of the role of a vicare and what happens in church on Sunday.  **Buddhism**  To explore how Buddhists try to live their lives  **Islam**  To know of call of daily prayers and some greetings. To know what Muslims do during Ramadan |

**KS2 Units**

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| **KS2** | Buddhism | * The Buddha * Living as a Buddhist |
|  | Christianity | * Introducing Jesus * The teaching of Jesus * The last week of Jesus’s life * The Bible * Churches and what happens inside them |
|  | Hinduism | * Brahman, The Trimurti and Creation Stories * Hindu Gods and Goddesses * Living as a Hindu |
|  | Humanism | * Humanism |
|  | Islam | * Holy Places in Islam * The Qur’an * The Five Pillars of Islam |
|  | Judaism | * Moses * The Jewish Home * The Synagogue |
|  | Sikhism | * The First and Last Human Gurus, The Khalsa and the Five Ks * The Guru Granth Sahib and the Gurdwara |

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| Year group | Units |
| 3 | The Buddha  Churches and what happens inside them Moses  The First and Last Human Gurus, The Khalsa and the Five Ks The Qur’an |
| 4 | Introducing Jesus The teaching of Jesus  Hindu Gods and Goddesses The Jewish Home  The Guru Granth Sahib and the Gurdwara |
| 5 | Living as a Hindu  Holy Places in Islam Living as a Buddhist The Bible  The Synagogue  The last week of Jesus’s life |
| 6 | Brahman, The Trimurti and Creation Stories Humanism  Holy Places in Islam  The Five Pillars of Islam |

**Knowledge Table Buddhism**

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| **The Buddha** | **Living as a Buddhist** |
| Engage with key elements in the story of the Buddha’s early life and his quest to  find an answer to the problem of suffering | Understand that Buddhists see life as a journey towards Nirvana |
| Understand the significance of this story for Buddhists | Understand the elements of the Noble Eightfold Path and their implications for living |
| Explore issues related to suffering and giving things up | Understand the importance for Buddhists of living with clarity,  calmness and peace of mind |
| Understand the Buddhist concepts of The Middle Way, enlightenment and Nirvana | Reflect on their own life journeys and appreciate the need for  calmness and peace in life |
| Consider the possible implications of these Buddhist concepts for their own lives | Understand the significance of the Buddha image and Buddhist  shrines for Buddhists |
| Raise and suggest answers to questions of morality and values (for example, when  debating blood sports) | Understand the main features of Buddhist shrines and their symbolism |
| Discuss religious and philosophical questions, giving reasons for their own beliefs and those of others (for example, when discussing questions related to suffering) | Create a quiet area in the classroom |
|  | Design their own shrines for someone they respect |
|  | Reflect on ‘shrines’ in their own homes |
|  | Understand key features of Buddhist devotional practice, including making  offerings and chanting mantras (*AT1*) |
|  | Understand the significance of prayer flags and prayer wheels in Tibetan  Buddhism *(AT1* |
|  | Understand the importance of meditation in Buddhism |
|  | Develop personal awareness of the benefits of meditation |
|  | Express and communicate their own and others’ religious insights through art and design and ICT |

**Christianity**

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| **Introducing Jesus** | **The teaching of Jesus** | **The last week of Jesus’s life** | **The Bible** | **Churches and what happens inside them** |
| Understand that Jesus (born a Jew) went on to found the Christian religion | Understand the nature of parables and the reasons why Jesus used parables to teach people about God and how to  treat others | Understand why the crowds were mistaken in welcoming Jesus so enthusiastically to Jerusalem | Understand that the Bible is a collection of books recorded by many different writers | Understand that the word ‘church’ applies to people  (Christian communities) as well as to buildings |
| Understand why his birth, actions, teaching, death and resurrection are of great  significance for Christians | Reflect upon people who guide them in their own lives | Understand the significance of Palm Sunday for Christians and what takes place on Palm  Sunday today | Understand the basic structure of the Bible and that it contains many different types of writing | Understand what it means to belong to a community and reflect on those who are part  of their community |
| Consider how Jesus may influence people today | Retell some parables and identify the hidden moral or message contained in them | Reflect on how we greet special people today | Understand the relationship between the Christian Bible, the Jewish Tenakh and the  Muslim Qur’an | Appreciate that churches are sacred places and that this has implications for the way people  behave in them |
| Reflect upon people who are important in their own lives | Reflect upon messages contained in parables and consider their relevance for  their own and others’ lives | Understand the meaning and significance of what took place before and during the Last  Supper | Reflect on the contributions made by many people to their own life story | Learn about the main features of Anglican churches and their significance |
| Recall the events of Jesus’ baptism | Appreciate the importance of rules in life | Understand the origin, meaning and significance of  Holy Communion for Christians | Understand the significance of the Bible for Christians and | Understand that within Christianity there are a variety  of denominations |

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|  |  |  | how they show respect for the Bible |  |
| Make links between beliefs and symbolism | Understand the importance of the two greatest commandments and their  implications for Christian living | Learn about historical customs associated with Maundy Thursday | Understand the important part the Bible plays in the lives of Christians | Appreciate that churches and church halls may be used throughout the week for non-  religious activities |
| Reflect upon communities they belong to and how belonging to these enhances their  experience | Appreciate how Jesus put the two greatest commandments into action in his life | reflect on the importance of serving others and being humble | Appreciate the widespread influence of the Bible, including its influence on the arts and  our society | Appreciate the function of multi-faith prayer rooms in today’s multicultural society |
| Recall who the disciples were and how they were chosen | Appreciate why Christians have a particular concern for the poor, the sick, the disadvantaged and social  outcasts | reflect on the fact that we often celebrate special occasions with a meal | Understand that Christians interpret the Bible in different ways, including literal and figurative interpretations | Understand key elements of church services and the extent to which these are found in other world religions |
| Make links between the duties of the disciples and their personal characteristics | Appreciate what it means to love and to be loved | learn about the events of Good Friday and the significance of Jesus’ suffering and death to Christians | Reflect on books and stories that are important in their own lives | Understand that there is tremendous variety in Christian worship with different denominations preferring  different worship styles |
| Reflect upon difficult choices and the concept of sacrifice | Understand the meaning and significance of the Lord’s prayer and why it is so important to Christians | learn about how different denominations commemorate the suffering and death of Jesus on Good Friday | Explore religious and non- religious views of the origins of the universe: did God create it or did it come about by  chance? | Understand the origins, meaning and significance of Holy Communion |
|  | Understand the main forms/features of Christian prayer and the importance of prayer for Christians | Understand why the cross is the central symbol of Christianity | Explore the question of ‘truth’ in relation to the Biblical creation story found in Genesis 1: is the story true or does it  contain truths? | Reflect on the qualities of bread and wine |
|  | Learn about prayer in non- Christian religions and appreciate why some people do not pray | Explore the concepts of betrayal and loyalty | Understand the implications of being made in God’s image and having responsibility for the world | Understand the significance of rites of passage for Christians and how these are marked in the Church of England and  other denominations |
|  | Make links between their own experiences and the relationship that Christians  have with God and Jesus | Understand Christian belief in the resurrection and its significance | Understand that some Christians interpret the creation story literally while  others interpret it figuratively | Reflect on key events in our lives |

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|  |  | Understand symbolism associated with the resurrection and Easter | Reflect on and respond to the natural world | Develop awareness of the human need to mark important moments in life with special ceremonies |
|  |  | Reflect on how important  events can change lives |  |  |

**Hinduism**

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| **Brahman, The Trimurti and Creation Stories** | **Hindu Gods and Goddesses** | **Living as a Hindu** |
| Learn about different gods and goddesses by  exploring the conventions of Hindu religious art | Learn about different gods and goddesses by  exploring the conventions of Hindu religious art | Develop understanding of the significance of the  home shrine for Hindu families |
| Invent their own god or goddess and use the conventions of Hindu religious art to express their god’s attributes and qualities | Invent their own god or goddess and use the conventions of Hindu religious art to express their god’s attributes and qualities | Develop understanding of the meaning and significance of artefacts found in Hindu family shrines |
| Familiarise themselves with stories about Hindu gods  and goddesses | Familiarise themselves with stories about Hindu gods  and goddesses | Develop understanding of what takes place during a  typical family puja |
| Appreciate the meaning and significance of the stories for Hindus | Appreciate the meaning and significance of the stories for Hindus | Reflect on objects that are special to them and the reasons why they are special |
| Reflect on the stories to see whether they have anything to say to the children about their own lives | Reflect on the stories to see whether they have anything to say to the children about their own lives | Develop understanding of the significance of mandirs for Hindus |
| Learn how Hindus celebrate festivals associated with  various gods and goddesses | Learn how Hindus celebrate festivals associated with  various gods and goddesses | Develop understanding of the meaning and  significance of the main features of mandirs |
| Appreciate the meaning and significance of these festivals for Hindus | Appreciate the meaning and significance of these festivals for Hindus | Develop understanding of what happens inside mandirs, including congregational puja |
| Undertake activities which will help them capture the spirit of different festivals | Undertake activities which will help them capture the spirit of different festivals | reflect on buildings that are special to them and the reasons why they are special |
| Devise their own festivals celebrating something in their own lives | Devise their own festivals celebrating something in their own lives | Develop understanding of what is meant by concepts the concepts of reincarnation, dharma, karma and  moksha and how these relate to each other |
|  |  | Understand that Hindus regard life as a succession of different incarnations until moksha is achieved |
|  |  | Learn about the four paths to moksha |
|  |  | Reflect on the nature of the soul |
|  |  | Reflect on and respond to the question: what do you think happens when we die? |

**Humanism**

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| **Humanism** |
| Understand in general terms what it means to be a Humanist |
| Be informed about the British Humanist Association and the significance of the Happy Human symbol |
| Reflect on what makes us human |
| Understand key Humanist beliefs and ideas, including the Golden Rule, living a good and happy life, equality |
| Reflect on the relevance of Humanist beliefs and ideas for their own lives and society |
| Atheism and agnosticism, having a scientific approach to life |
| learn about Humanist ceremonies marking birth, marriage and death |
| Reflect on important milestones in their own lives and how they would like to live their own lives in the light of their |
| Learning about Humanism |

**Islam**

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| **Holy Places in Islam** | **The Qur’an** | **The Five Pillars of Islam** |
| Develop awareness of the importance of the city of Makkah and the Ka’aba in Islam today | Reflect on places where they can go to think quietly and to be at peace | Understand the meaning and significance of the shahadah for Muslims |
| Understand the part played by the city of Makkah and the Ka’aba in the life of the Prophet Muhammad | Appreciate the significance of the story of how the Qur’an was revealed to Muhammad | Reflect on the need for having good intentions |
| Reflect on issues arising from their learning about aspects of the life of Muhammad such as idol worship, sacred places, leadership, resistance to peer pressure,  media representation and purification | Understand why Muhammad is important to Muslims | Understand the origins and significance of the call to prayer |
| Understand the function and significance of the  mosque and its main features | Understand how the words of the Qur’an came to be  recorded | Understand how the daily lives of Muslims are  interspersed with regular prayers |
| Appreciate decorative features of the mosque: Arabic calligraphy, geometric patterns and arabesque | Understand that Muslims treat the Qur’an with great reverence as they believe it contains the actual words of Allah | Reflect on daily rituals in their own lives and the need for discipline |
| Understand the role of the mosque as a community  centre with many activities taking place inside | Reflect on how they treat things that are special to  them | Understand the significance of wudu (ritual washing)  as a preparation for prayer |
| Understand the origins and significance of the call to prayer | Understand the role of madrassahs in helping Muslims learn to recite the Qur’an | Understand the significance of the different positions adopted during prayer |
| Understand how the daily lives of Muslims are interspersed with regular prayers | Learn about the content of the Qur’an, appreciating that it contains many people and stories found in the  Bible, including stories about Jesus (Isa) | Understand the meaning and significance of zakah for Muslims |

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| Reflect on daily rituals in their own lives and the need for discipline |  | Reflect on the work of different charities |
| Understand the significance of wudu (ritual washing) as a preparation for prayer |  | Understand the various rituals that take place during hajj and the significance of this pilgrimage for Muslims |
| Understand the significance of the different positions  adopted during prayer |  | Reflect on feelings associated with journeys they have  experienced |
| Understand differences between praying at home and praying at the mosque |  |  |

**Judaism**

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| **Moses** | **The Jewish Home** | **The Synagogue** |
| Understand the significance for Jews of the story of Moses and the exodus from Egypt | Understand what it means to keep a kosher home and the significance of this for Jews | Develop understanding of the function and significance of the synagogue |
| Appreciate the Jewish belief in a God who acts through history on behalf of His ‘chosen people’ | Appreciate the importance of the home in Jewish life and practice | Develop understanding of the main features of synagogues and their significance |
| Reflect on people who are important to them  personally | Reflect on what is special about their own homes | Develop understanding of key differences between  Orthodox and Progressive/Liberal/Reform Jews |
| Appreciate what it means in today’s world to be uprooted and displaced | Learn about the Shema and the Mezuzah: what they are and why they are so important in Jewish life | Reflect on places that are special to them and the reasons why they are special |
| Understand how Jews keep the memory of their ancestors’ escape from Egypt alive through the  festival of Pesach and the symbolic foods featured in  the Seder meal | Reflect on the values, beliefs and hopes that are important in their own lives | Appreciate the significance of the Torah scroll for Jews and how this is reflected in the way it is ‘dressed’ and treated |
| Reflect on celebratory meals in their own lives | Learn about the origins and importance of Shabbat | Develop understanding of the content of the Torah and its significance for Jews (*AT1*) |
| Familiarise themselves with the Biblical account of  how the Ten Commandments were given | Reflect on the importance of rest in their own lives | Learn about the celebrations associated with the  festival of Simhat/Simchat Torah and its significance |
| Understand the significance of the Ten Commandments for Jews (and Christians) | Learn about the family ceremonies marking the beginning and end of Shabbat | Reflect on special objects and celebrations in their own lives |
| Reflect on the importance of rules for their own lives and for society | Reflect on their own feelings associated with the beginning and end of the week end | Develop their understanding of the threefold purpose of the synagogue as a place for study, meeting and  prayer |
|  | Learn about what happens during Shabbat and what is not permitted during Shabbat | Develop understanding of the importance of Shabbat |

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|  |  | Develop understanding of what happens during the Shabbat service in the synagogue |
|  |  | Reflect on the sense of community and belonging gained through clubs an school |
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**Sikhism**

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| **The First and Last Human Gurus, The Khalsa and the Five Ks** | **The Guru Granth Sahib and the Gurdwara** |
| Engage with key stories about Nanak’s childhood and his life-changing experience  - | Acquire key information about the Guru Granth Sahib *(AT1)* |
| Reflect on their own childhoods and key turning points in their own lives | Appreciate the significance of the Guru Granth Sahib for Sikhs as a ‘living Guru’ and how this is reflected in the way it is treated |
| Appreciate the significance Guru Nanak for Sikhs as the founder of Sikhism | Reflect on sources of guidance in their own lives and produce their own sets of  guiding principles |
| Develop understanding of Guru Nanak’s teachings about service and equality | Reflect on books that are important in their own lives |
| Reflect on how they can treat others as brothers and sisters | Appreciate the significance of the Mool Mantra for Sikhs |
| Engage with the story of the events on Baisakhi day in the year 1699 | Develop understanding of key beliefs about the nature of God as expressed in the Mool Mantra |
| Appreciate the significance of Guru Gobind Singh as the person who unified  Sikhism through the formation of the Khalsa | Reflect on and express their own beliefs and disbeliefs about God |
| Learn what takes place during the amrit ceremony today and the significance of this for Sikhs | Develop understanding of the function and significance of the gurdwaras for Sikhs |
| Appreciate the significance of the names Kaur and Singh for Sikhs | Develop understanding of the main features of gurdwaras, including the langar,  and their significance |
| Reflect on groups to which they belong and the expectations *of membership of those groups* | Develop understanding of what happens inside gurdwaras, including worship and the langar |
| understand the symbolic significance of the Five Ks and the turban and why these  are so important to Sikhs | Develop understanding of the importance of equality in Skhism |
| Understand that the right to wear the Five Ks and the turban has sometimes been hard won | Reflect on special buildings in the local area; places that are special to them personally; and feelings associated with such places |
| Understand the meaning and significance of the khanda symbol |  |
| Reflect on what it means to belong to a community |  |