

RE Curriculum

Curriculum Concepts:

- Main beliefs
- Places of worship
- Religious texts
- Religious practices
- Religious artefacts

Intended Outcomes - by the end of key stage 2:

- identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.
- make clear connections between what people believe and how they live, individually and in communities
- using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
- make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
- reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently
- consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Concepts/Areas of Learning	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religions covered. Life as a:	Christian Jew Hindu Muslim	Christian and Jew	Christian and Muslim	Christian, Jew and Muslim	Christian and Hindu	Christian, Jew, Muslim and Humanist	Christian, Hindu, and Atheist and a person of no faith.
Festivals covered	Christmas Easter	Christmas Easter Sukkot	Christmas Easter Introduce Ramadan	Ramadan and Eid-ul-Fitr. Rosh Hashanah, Yom Kippur and Passover	Easter Pentecost Diwali Holi	Eid-ul-Adha	Easter

RE Curriculum

Autumn 1	F1 Why is the word God so important to Christians.	1.10 What does it mean to belong to a faith community?	Christian and Jewish stories - knowledge bases unit **	L2.1 What do Christians learn from the Creation story?	L2.7 What do Hindus believe God is like?	U2.1 What does it mean if Christians believe God is holy and loving? U2.4 Christians and how to live: 'What would Jesus do?'	U2.11 Why do some people believe in God and some people not? U2.12 How does faith help people when life gets hard?
Key vocabulary	God creator praising harvest thankful	belonging love baptism welcoming marriage partnership community		stewards creation 'the fall' sin salvation	Svetaketu Ganesh Diwali Aum Brahman Hindu deities Trimurti Creator Preserver Destroyer spark = atman	divine being prophet holy loving glory teachings parables narrative Gospels disciples prayer justice healing vocabulary will also be generated through discussion	suffering gratitude prayer guidance bereavement meditation Heaven life after death suffering gratitude prayer guidance bereavement meditation Heaven life after death reincarnation karma judgment

RE Curriculum

							<p>theist atheist agnostic beliefs impact restricting liberation Other specific vocabulary is within the planning document</p>
Autumn 2	<p>F2 Why is Christmas special for Christians?</p> <p>Project Jackson</p>	<p>CHRISTIANITY Christianity in general with a focus on - 1.1 What do Christians believe God is like?</p>	<p>1.3 Why does Christmas matter to Christians</p>	<p>How do stories help people learn about following their faith with a focus on L2.2 What is it like for someone to follow God?</p>	<p>L2.8 What does it mean to be Hindu in Britain today?</p>	<p>U2.8 What does it mean to be a Muslim in Britain today?</p>	<p>U2.7 Why do Hindus want to be good?</p>
Key vocabulary	<p>nativity Jesus Christmas incarnation special precious</p>	<p>parable belief practice worship forgiveness Bible</p>	<p>incarnation gospel Luke advent traditions Christmas</p>	<p>Old Testament New Testament Genesis Noah pact obedience promise</p>	<p>dharma puja murtis Bhagavad Gita bhajans prashad Diwali</p>	<p>Tawhid Iman Ibadah Sunni/Shi'a/Sufi Shahadah salat sawm</p>	<p>karma dharma samsara moksha Brahman atman kama</p>

RE Curriculum

				rainbow trust	Holi community	zakah Haji ummah Eid ul Adha	
Spring 1	F6 What times/stories are special and why?	1.2 Who do Christians say made the World?	Christianity, Judaism and Mosques 1.8 What makes some places sacred to believers?	L2.9 How do festivals and worship show what matters to a Muslim? Focus on 2	L2.11 How and why do people mark the significant events of life?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.2 Creation and science: conflicting or complementary?
Key vocabulary	sacred Bible Torah sacred holy special	creation Creator Genesis thankfulness praise	disciples gospels forgiveness peace friendship	5 pillars shahadah salah ibadah Tawhid rak'ah Laylat-ul-Qudr Eid ul Fitr	metaphors symbols rituals sacred thread ceremony bar/bat mitzvah commitment promises milestones	incarnation Trinity Messiah saviour	creation evolution conflicting complementary cosmology Genesis science scientist astrophysicist
Spring 2	F3 Why is Easter special to Christians?	1.9 How should we care for the World and for others, and why does it matter?	1.5 What does Easter mean to Christians 1.4 What is the 'good news' Christians	L2.10 How do festivals and family life show what matters to Jewish people. Focus on 2	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	U2.9 Why is the Torah so important to Jewish people?	U2.5 What do Christians believe Jesus did to 'save' people? U2.6 For Christians, what

RE Curriculum

			believe Jesus brings?				kind of king is Jesus?
Key vocabulary	Easter worship cross tomb symbol	zakah tzedaka Christian Aid charity WaterAid	Easter Holy Week betrayal crucifixion salvation hope	Rosh Hashanah Yom Kippur Passover/Pesach Ten Commandments Exodus Moses prayers	salvation sin Palm Sunday Holy week empathy hope sadness joy	The Shema mezuzah tefillin siddur Sefer Torah Rosh Hashanah Orthodox Progressive kosher	incarnation salvation sacrifice crucifixion resurrection Holy Communion martyr difference Nobel Peace prize kingdom of God beliefs practices hunger poverty violence injustice
Summer 1	F5 What places are special and why?	JUDAISM 1.7 Who is Jewish and how do they live? Double unit Project Jackson	ISLAM 1.6 Who is a Muslim and how to they live? Project Jackson	L2.4 What kind of world did Jesus want? L2.12 How and why do people try to make the world a better	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	HUMANISM - basics ** Project Jackson	BUDDHISM - basics** Project Jackson

RE Curriculum

			Double unit	place?	L2.3 What is the 'Trinity' and why is it important for Christians?		
Key vocabulary	church mosque synagogue temple	Shema mezuzah Shabbat Tenakh reflection thanksgiving praise	Allah Tawhid mosque Shahadah Muhammed (PBUH)	Gospel fishers of people biography rejected community leader	resurrection Pentecost kingdom Trinity Holy Spirit guides comforts		
Summer 2	F4 Being Special: where do we belong?	1.7 Who is Jewish and how do they live? Double unit	1.6 Who is a Muslim and how to they live? Double unit	HINDUISM - Brief introduction ** Project Jackson	SIHKISM - brief introduction ** Project Jackson	U2.10 What matters most to Humanists and Christians?	Catch up time - any missed knowledge - make knowledge organisers - great assessment
Key vocabulary	unique respect baptism dedication christening rakhi	Shema mezuzah Shabbat Tenakh reflection thanksgiving praise	Iman adhan prophet prayer 5 pillars salah ibadah			religious non - religious Humanist code of living divine being values consider debate	



RE Curriculum