



Religious Education Curriculum

Developed in accordance with The Agreed Syllabus for Religious Education 2018-2023



Purpose of study

“The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious world views in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate” – Why RE Matters -The RE Council

Aims

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.



Topics & Big Questions

Explore – Engage - Reflect

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Me and My family Special Times (linked to families in the nursery) e.g. Diwali, birthdays, harvest, Christmas, Shrove Tuesday, Easter					
Reception	What is celebration? (Diwali, Harvest, birthdays) What's special about gifts? (linked to Christmas) What stories are special and why? What's so important about new life? (spring, babies, Easter) What foods are special and why? How is marriage celebrated?					
Year 1	How and why do people give thanks? (Harvest & Sukkot)	Why is light an important symbol for different religions? (Diwali, Hanukkah, Advent)	Why is baptism important for Christians? (visit to Baptist Church)	Why is Pesach important to Jews?	What is important for Jewish people? (Synagogue, Torah, Shabbat, main festivals)	What do Christian and Jewish stories tell us? (Old & new testament stories)
Year 2	What can we learn from the stories Jesus told?	Why is Christmas important to Christians?	What happens in a place of worship? (visits to the Mosque and the Church)	Why is Easter the most important festival for Christians?	What is important to Muslims?	Who made the world? (creation stories)



Christianity

Key Vocabulary

Advent, Baptism, Bible, Christ, Christmas, Church, Creation, Disciple, Easter, Faith, God, Harvest, Holy, Hymn, Jesus, Prayer, Priest, Vicar, Worship

Church	Jesus	Bible	Christian Life
<p>Visit a local church (more than once) become familiar with the main features of the building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.)</p> <p>Explore stories connected with the church (e.g. its dedication, stained glass window showing Bible stories). If your local church uses different coloured furnishings for different Church seasons spread your visits over the year.</p> <p>Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do</p>	<p>Know that Jesus was an historical person, a 1st century Jew. Know that he is important to Christians who try to follow his teaching and example.</p> <p>Know that stories about him can be found in the Bible. Know some stories about Jesus and some stories he told. (e.g. baptism of Jesus, children brought to Jesus, calling the disciples, feeding 5000, lost sheep, lost son, Good Samaritan)</p> <p>Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians.</p>	<p>Know that the Bible is a special book for Christians because of its message about God and Jesus. Know that it comes in two parts (Testaments) and that one part is also special to Jews.</p> <p>Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah) Find out when Christians read the Bible in church and at home.</p> <p>Know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness</p>	<p>Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals)</p> <p>Explore special times for Christians (welcoming new babies – including baptism)</p> <p>Festivals – at the appropriate times, find out how the Christians celebrate the festivals of Harvest, Christmas, and Easter.</p>



Islam

Key Vocabulary

Allah, Islam, Mosque, Muslim, Prophet, Quran, Mecca.

Mosque	Prophet Mohammed	Holy Qu'ran	Muslim Life
<p>Visit a local mosque (more than once) become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers.</p> <p>Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do.</p> <p>Explore stories connected with the mosque (name, when was it built)</p> <p>Meet the people who go to the mosque.</p>	<p>Know that Muhammad is a Prophet in Islam. He is the final messenger from Allah. He is important to Muslims who try to follow his teaching and example. Know that the Qur'an was sent to him as a guide for the people.</p>	<p>Know that the Qur'an is a special book for Muslims.</p> <p>Know that it has 114 chapters.</p> <p>Hear some stories from the Qur'an. A chapter is named after Lady Mary, Qur'an tells Muslims what to do and is therefore a guide for them.</p>	<p>Explore likely feature of a Muslim family (Mosque, Qur'an, daily prayers)</p> <p>Special times for Muslims (e.g. welcoming new babies)</p> <p>Festival – getting ready for Ramadhan and Eid ul Fitr. What can you give up?</p> <p>Explore some stories about Muslims e.g. going for Hajj</p>

It is offensive to show images of the Prophet Mohammed or other prophets of Islam.



Judaism

Key Vocabulary

Synagogue: Ark, Kippah, Tallit, Torah Scrolls, Yad

Shabbat: Kosher Two Candles, Challah, Wine

Jewish Life: Chanukah, Covenant, Dreidel, Maccabees, One God (YHVH), Purim, Rosh Hashanah, Shofar.

Synagogue	Shabbat	Torah & Commandments	Jewish Life
<p>Locate all important features of the Synagogue: Mezuzah, Bimah, Eternal Light and the Ark with the Torah scrolls.</p> <p>Know that a Synagogue is a meeting place and a studying place but also a place where Jewish people celebrate most of their Festivals.</p> <p>Recognise some Jewish symbols: Star of David, Menorah and some ceremonial clothing like Kippah and Tallit</p>	<p>Know that Shabbat is the most important Jewish practice and that it starts on Friday evening and finishes on Saturday evening in memory of God's resting day during the creation of the world.</p> <p>Know that Jewish people are supposed to rest on Shabbat and that there are many activities that some choose not to perform on that day.</p> <p>Hear some Shabbat blessings (blessing the candles, wine and bread).</p>	<p>Know that Torah is the holiest document for every Jewish person.</p> <p>Know that it includes the 10 Commandments (also regarded as important by Christians).</p> <p>Know that the stories in the Torah are known to Christians as the Old Testament. Hear some stories from the Torah e.g. Garden of Eden, Noah's Ark, Moses receiving the Torah from God</p>	<p>Know some basic information related to Rosh Hashanah (New Year), Yom Kippur.</p> <p>Find out about the Maccabees revolt and the Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days.</p> <p>Read the story of Hanukkah, listen to some Chanukah songs.</p> <p>Become familiar with the Pesach story, when Moses brought the Jews out of Egypt, out of slavery, how they crossed the Red Sea and received the Torah and the Promised Land.</p>



Assessment

Assessment		
	PSED	Understanding the World
Nursery	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> Make connections between the features of their family and other families. Notice differences and develop positive attitudes about the differences between people.
Reception	<ul style="list-style-type: none"> See themselves as a valuable individual. Think about the perspectives of others. Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 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.
AT1: Learning about religion and beliefs		AT2: Learning from religion and beliefs
Year 1	<ul style="list-style-type: none"> Begin to name the different beliefs and practices of Christianity and at least one other religion. To respond and order some of the religious and moral stories from the bible and one other religious text, special book or religion other than Christianity. Show how different people celebrate aspects of religion. Pupils are familiar with key words and vocabulary related to Christianity and one other religion. 	<ul style="list-style-type: none"> Begin to talk about and find meanings behind different beliefs and practices. Begin to suggest meanings of some religious and moral stories. Either ask or respond to questions about what individuals and faith communities do. Express their own ideas creatively.
Year 2	<ul style="list-style-type: none"> Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions. Retell some of the religious and moral stories from the bible and at least one other religious text or special books. Begin to understand what it looks like to be a person of faith. Pupils begin to use key words and vocabulary related to Christianity and at least one other religion. 	<ul style="list-style-type: none"> Talk about and find meanings behind different beliefs and practices. Suggest meanings of some religious and moral stories. Ask and respond to questions about what individuals and faith communities do. Express their own ideas, opinions and talk about their work creatively using a range of different medium.