

RE Curriculum Overview

Curriculum Intent for RE

The RE curriculum teaches children to be reflective, open to others' views and can link learning with their own life. Our enquiry-based approach enables our children to grow personally and develop a greater understanding and empathy for others around the world. This is implemented through building on children's prior knowledge and focusing on a key enquiry question linked to a religion. Having a key question and focusing on Christianity and one other religion per year allows children to deepen their learning in that religion.

Believe: Our RE learning starts by finding connections between the children's lives and the values/lessons to be learnt from the religion to be studied. This helps children to see the links between their own experiences and lessons to be learned from different religions and understand what is important to them and how the lessons learned can help them grow as person. It also helps them learn to celebrate how children can have different views.

Explore: Children have the opportunity to learn about different religions and worldviews and how they are celebrated around the world. To achieve this our rich lessons are complemented by a variety of experiences, including: visits to places of worship; visitors coming to the school; religious artefacts shared with the children and through art and drama.

Achieve: Through engaging and inclusive RE lessons, children learn more and retain more knowledge about different religions and they grow and develop personally and spiritually. They also learn to value the contribution to society that can come from people with different religions and world views. We celebrate personal growth and the development of thoughtful, respectful individuals.

EYFS Statutory Framework RE Related Objectives – Development Matters

Understanding the world

Make connections between the features of their family and other families.

Be open to children talking about differences and what they notice. Point out the similarities between different families, as well as discussing differences.

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Notice differences between people.

Model positive attitudes about the differences between people including differences in race and religion. Support children's acceptance of difference. Have books and play materials that reflect the diversity of life in modern Britain including racial and religious diversity.

Continue developing positive attitudes about the differences between people.

Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.

Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.

Understand that some places are special to members of their community.

Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.

Take children to places of worship and places of local importance to the community.

Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.

Recognise that people have different beliefs and celebrate special times in different ways.

Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.

Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

EYFS RE Knowledge and Skills (Characteristics of Effective Teaching and Learning)

- Use pretend play to think beyond the 'here and now' and to understand another perspective.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.



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- Respond to new experiences that you bring to their attention.
- Participate in routines.

KS1 National Curriculum

NC expectations

‘All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education.’

In KS1, children should develop their knowledge and understanding of principle religions and worldviews.

Norfolk Agreed Syllabus

Aim 1: The curriculum should enable all children and young people to become successful learners who enjoy learning, make progress and achieve well.

Aim 2: The curriculum should enable all children and young people to become confident individuals who are able to live safe, healthy and fulfilling lives.

Aim 3: The curriculum should enable all children and young people to become responsible citizens who make a positive contribution to society.

‘Religious Education has a significant role in the promotion of spiritual, moral, social and cultural development. It provokes challenging questions about the meaning and purpose of life, beliefs about God, the nature of reality, ethical issues and what it means to be human. Religious Education seeks to enable children and young people to appreciate their own and others’ beliefs and cultures, and how these impact on individuals.’

	What do Christians believe about God?	The Christmas Story – What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?	Judaism – who is God to the Jews?
>	Knowledge (National Curriculum Expectations)	Knowledge (National Curriculum Expectations)	Knowledge (National Curriculum Expectations)



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<ul style="list-style-type: none"> Recall facts about the Christian creation story and talk about it. Explain Christian beliefs on what God created on different days. Use religious vocabulary. 	<ul style="list-style-type: none"> Recall facts about the Christmas story and talk about it. Know which gifts were given to Jesus. Use religious vocabulary. 	<ul style="list-style-type: none"> Know what a promise is and understand that trust is important. Understand how some Jewish beliefs began. Retell the story of how Judaism began. Recall some of the 10 commandments and explain the rules that Jews live by.
<p>Personal connection</p> <ul style="list-style-type: none"> Do I feel it is important to look after the world? Why? What would happen if we didn't care about it? What do I believe about creation? Do I feel it is important to look after other people? What happens if we don't look after or help other people? 	<p>Personal connection</p> <ul style="list-style-type: none"> What do I feel about the gifts Jesus was given? Are they the sorts of gifts I would give a baby today? What gifts can I consider which may have a deeper symbolism or meaning which is relevant to life today? 	<p>Personal connection</p> <p>Why might people wish to follow what the rules that their people were given many years ago?</p>
<p>Core Vocabulary Believe, bible, celebrate, church, God, Jesus, special.</p>	<p>Core Vocabulary Believe, bible, celebrate, Christian, Christmas, church, disciple, God, Jesus, Nativity, special.</p>	<p>Core Vocabulary Abrham, idol, covenant, Torah, commandment, Star of David</p>
<p>Exploration (enrichment/personal development)</p>	<p>Exploration (enrichment/personal development)</p>	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Write class rules/school rules.



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<p>The local Vicar delivers assemblies picks up on themes from our curriculum. He uses an ‘out of the box’ approach which draws in children and deepens their understanding. Children learn about Harvest Festival around the world and share their learning in the local church. E.g. a poetry reading.</p>	<p>The local Vicar delivers assemblies picks up on themes from our curriculum. He uses an ‘out of the box’ approach which draws in children and deepens their understanding. For Christingle children learn Christian hymns and learn about the symbolism of the orange. They then visit the church and attend a Christingle service.</p>	<ul style="list-style-type: none"> - Create own scrolls with rules. - Commandment debates – is it possible to live without lying? - Drama – act out the story of Moses and the plagues.
<p>Cross-Curricular Links Harvest festival Art exploration Songs and hymns</p>	<p>Cross-Curricular Links Christmas Christingle Nativity Songs/music</p>	<p>Cross-Curricular Links PSHE: Moral decision-making using the commandments as ethical principles. Geography: Map the journey from Ur to Canaan (Abraham), and the Exodus route from Egypt to Sinai. Art: Create stained glass windows or mosaic art of key scenes.</p>
<p>Easter – Palm Sunday – Why was Jesus welcomed like a king by the crowds on Palm Sunday?</p>	<p>Judaism - Is Shabbat important to Jewish children?</p>	<p>Judaism - Does visiting the synagogue help Jewish children feel closer to God?</p>
<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> • Recall part of the Easter story. • Recognise some symbols in the Easter story. • Explain why Jesus is important to Christians. • Use religious vocabulary. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> • Understand the start of Shabbat is celebrated with a special meal and ceremony in the home. • Understand when worshipping, Jews wear a skull cap called a kippah. This is usually worn by men as a sign of respect to God. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> • Understand the use of symbols in the Jewish faith. - Star of David -A six-pointed star. • Torah- first 5 books of the Jewish Holy Texts. Written in Hebrew. • Yad- A special pointer used when reading the Torah



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		<ul style="list-style-type: none"> • Explain how Shabbat (Sabbath) is celebrated both in the home and the synagogue and the main requirement is that no work should be attempted from sunset on Friday until sunset on Saturday. 	<ul style="list-style-type: none"> • Ark-A large cupboard facing Jerusalem. It holds the Torah and is the holiest place in the synagogue. • Ner tamid- hangs above the ark. It is a light that never goes out. It is a symbol that God is eternal or present. • Bimah- This is a raised platform with a reading desk where the Torah is read. • Rabbi- A Jewish religious teacher. They lead services at the synagogue • Siddur -Prayer book • Mezuzah- small rectangular shaped box which can be found on the doorframe of Jewish people’s homes. It contains the Shema prayer which is a prayer for Jewish people to remember God. • Explain the important features of a synagogue.
	<p>Personal connection</p> <ul style="list-style-type: none"> • What do I feel about the way Jesus was treated? • Is there anybody special that I would be really excited to see, that I would line the street for and cheer for? 	<p>Personal connection</p> <ul style="list-style-type: none"> • Why might it be a good idea to have a day away from work? • What other things could we think about on this day? • What do Jews thanks God for on this day? • What do I have to be thankful for? 	<p>Personal connection</p> <ul style="list-style-type: none"> • Where would I say I belong? • What might it feel like to go somewhere which makes you feel like you are part of something worldwide?



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<p>Core Vocabulary Special, messiah, celebrity, Jerusalem, palm leaves, pilgrimage, Hosanna, roman.</p>	<p>Core Vocabulary Kippah, Sabbath, Shabbat, synagogue, worship, creation, rest</p>	<p>Core Vocabulary Rabbi, Tanakh, Sefer Torah, Torah Scroll, Sofer, synagogue</p>
<p>Exploration (enrichment/personal development) Children have the opportunity to get immersed in the Easter story through a theme day, including a range of activities e.g. visitors running workshops, drama, art and craft, Easter gardens.</p>	<p>Exploration (enrichment/personal development) Children make Challah bread by following the recipe and ritual within Judaism.</p>	<p>Exploration (enrichment/personal development) To understand how Jewish people feel on pilgrimage by writing post cards and looking at the countries they travel to.</p>
<p>Cross-Curricular Links Easter Visits to places of worship Trying foods from different festivals Drama – acting out the Easter story</p>	<p>Cross-Curricular Links Visits to places of worship or from a person of faith. Trying and making food from different celebrations and cultures.</p>	<p>Cross-Curricular Links Visits to places of worship or from a person of faith. Trying and making food from different celebrations and cultures. Writing post cards/journals from a pilgrimage.</p>



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	Christianity - What did Jesus teach: kindness.	Christianity - Jesus as a gift from God – Why do Christians believe God gave Jesus to the world?	Christianity - Easter: resurrection story. Is it true that Jesus came back to life again?
Years 1 and 2	Knowledge (National Curriculum Expectations) <ul style="list-style-type: none"> Retell a story Jesus told about being kind. Give an example of when Jesus showed kindness. Explain how Christians show kindness (with God’s help) 	Knowledge (National Curriculum Expectations) <ul style="list-style-type: none"> Retell the Christmas story. Explain that Christians believe Jesus was a gift from God. Use religious vocabulary. 	Knowledge (National Curriculum Expectations) <ul style="list-style-type: none"> Recall what Christians believe happened on Easter Sunday. Explain why Jesus’ resurrection is important to Christians. Use religious vocabulary.
	Personal connection <ul style="list-style-type: none"> Are there some people that I find it easier to be kind to than others? How can I increase how kind I am to people I either don’t know very well or don’t like very much? What impact might this have on my life and my community? 	Personal connection <ul style="list-style-type: none"> Do I understand how a person can be or bring a “gift” into my life that is not material (e.g. love)? Can I understand the concept of agape? Is it something I want to foster in my own life? What would be the impact if I did? 	Personal connection <ul style="list-style-type: none"> What do I think about this belief – can I understand why it might be important to Christian? Can I imagine how it would feel to be loved by somebody so much that they would do anything to save me?
	Core Vocabulary Samaritan, incarnation, neighbour, paralysed, charity, parable, vulnerable.	Core Vocabulary Incarnation, saved, advent, traditional, stable, frankincense, myrrh, angel	Core Vocabulary Resurrection, symbol, crucifixion, heaven, suffering, sin, salvation

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<p>Exploration (enrichment/personal development) Vicar comes in to talk about this theme during assemblies and uses the ‘out of the box’ to reinforce this knowledge.</p>	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> The children perform a nativity based around the Christmas Story. Parents / carers are invited to the performance. 	<p>Exploration (enrichment/personal development) Easter activity morning – the children take part in a carousel of activities e.g. re-telling the story; making Easter gardens; Easter cards. The morning is supported by the local Vicar.</p>
<p>Cross-Curricular Links PSHE – kindness Harvest festival</p>	<p>Cross-Curricular Links Christingle Drama – Nativity</p>	<p>Cross-Curricular Links History – Romans Geography – locating Jerusalem</p>
<p>Islam - Who is God to Muslims?</p>	<p>Islam - How important is the prophet Muhammad to Muslims?</p>	<p>Islam - How important is the Qur’an to Muslims?</p>
<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> Use religious vocabulary to describe how Muslims pray. Explain how they believe this helps them in their everyday lives. Understand that Muslims believe that Allah is perfect. He is the one who made human beings, the one who watches them during life and the one who decides what happens when life is over. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> Explain that the Prophet Muhammad is a key person for Muslims and was chosen by Allah (God) to be his messenger. Understand that Muhammad is special to Muslims, but he is not as special as God – only Allah is God and only Allah should be worshipped. Use religious vocabulary. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> Understand that the Qur’an is the holy book for Muslims, but it is also believed to be the actual words of Allah spoken in Arabic, the language chosen by Allah. Explain that Muslims believe the Qur’an gives information on how to live life the way Allah would want. Recall ways in how the Qur’an is treated with care.
<p>Personal connection</p> <ul style="list-style-type: none"> Who or what is special to me? 	<p>Personal connection</p> <ul style="list-style-type: none"> Who are special people to me? Why are these people special to me? 	<p>Personal connection</p> <ul style="list-style-type: none"> Why are books special to people? What is my favourite book?



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<ul style="list-style-type: none"> How do I show my special people that they are special to me? 	<ul style="list-style-type: none"> How should I treat special people? Should I treat them differently to everyone else? 	<ul style="list-style-type: none"> Why is it special to me? How do I look after books? Why is it important to look after books?
<p>Core Vocabulary Allah, interval, Makka, commitment, Qur'an, symbolic, Muhammad,</p>	<p>Core Vocabulary Mosque, Makka, Allah, prophet, Muhammad, Saudi Arabia, Qur'an</p>	<p>Core Vocabulary Sacred, Allah, Qur'an, Muhammad, night of power, Makka</p>
<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Respectful role-play of the prayer rituals to deepen understanding. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Muslim visitor to the school who talks about their beliefs firsthand. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Make use of google earth to look up Saudi Arabia. Respectful role play on how Muslims prepare and treat the Qur'an. Place objects in a mystery box (prayer mat, Qur'an stand, hijab, etc.). Students take turns pulling one out and discussing how it relates to Muslim worship and Qur'an respect. Design a Qur'an cover.
<p>Cross-Curricular Links Geography – culture/where Islam originated. Finding countries on a map. PSHE – British values and what is important to us.</p>	<p>Cross-Curricular Links PSHE – community and who helps us in our school community and wider community.</p>	<p>Cross-Curricular Links History – special books or journals from the past Geography – countries around the world – looking up Saudi Arabia. PSHE – talking about influential people.</p>



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KS2 National Curriculum			
<p>NC expectations ‘All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education.’</p> <p>Norfolk Agreed Syllabus Aim 1: The curriculum should enable all children and young people to become successful learners who enjoy learning, make progress and achieve well. Aim 2: The curriculum should enable all children and young people to become confident individuals who are able to live safe, healthy and fulfilling lives. Aim 3: The curriculum should enable all children and young people to become responsible citizens who make a positive contribution to society. ‘Religious Education has a significant role in the promotion of spiritual, moral, social and cultural development. It provokes challenging questions about the meaning and purpose of life, beliefs about God, the nature of reality, ethical issues and what it means to be human. Religious Education seeks to enable children and young people to appreciate their own and others’ beliefs and cultures, and how these impact on individuals.’</p>			
	<p>Sanatana Dharma -Diwali: What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali? (Age 5-7, enquiry 2)</p>	<p>Christmas – Has Christmas lost its true meaning?</p>	<p>Christianity - Jesus' miracles – Could Jesus heal people? Were these miracles is there some kind of explanation?</p>
<p>Years 3 and 4</p>	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> • Explain how being a part of a special group brings a sense of belonging. • Describe some of the ways Sanatani’s celebrate Diwali. • Explain how Sanatani children may feel at Diwali. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> • Explain the Christian belief that Jesus was God in human form and why God gave him the world. • Explain what Christmas means to Christians. • Recognise Christmas means different things to different people. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> • Talk about some of the things in the world that people think of as miracles. • Explain a Christian viewpoint about one of Jesus’ miracles. • Describe different ways Christians might interpret the healing miracles.



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<p>Personal connection</p> <ul style="list-style-type: none"> • Why is it important to remember the old stories? • Why is it a good thing to have a family celebration? • What special foods are present at special occasions? 	<p>Personal connection</p> <ul style="list-style-type: none"> • Do I celebrate Christmas? What do I like about it if I do? • Can I see a difference between what Christmas might mean to a Christian and what the more commercial messages are? • What is important to me at this time of year? 	<p>Personal connection</p> <ul style="list-style-type: none"> • How do I feel about miracles both then and now? • Can I think of any modern day occurrences which could be described as, or which I believe to be, miraculous?
<p>Core Vocabulary Rangoli, diva lamp, Lakshmi, Rama, Sita, temple, prosperity, puja tray</p>	<p>Core Vocabulary Messiah, sin, shepherds, nativity, salvation, incarnation, frankincense, myrrh</p>	<p>Core Vocabulary Miracles, incarnation, paralysed, healing, blind, power, supernatural.</p>
<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> - Make divali sweets. - Draw Mehndi patterns. - Create Rangoli pictures using coloured rice. - Make Divi lamps with clay. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> • Go to church for Christingle. • Sing Christian carols. • Assemblies from the local vicar • View Christmas adverts and discuss what message they are giving. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> - Out of the box sessions with the local vicar.
<p>Cross-Curricular Links Geography – locating India on a map Art – making rangoli patterns, talking about vibrant and contrasting colours DT – making/ designing sweet treats to be eaten at Divali.</p>	<p>Cross-Curricular Links Christingle service, PSHE – how we treat others/importance of charity Drama – Nativity</p>	<p>Cross-Curricular Links English – story writing for different purposes. PSHE – kindness</p>

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Making/designing Diva lamps.	History – first hand/second evidence and artefacts, examples of how we know what happened in the bible.	
Christianity - Easter forgiveness – What is good about Good Friday?	Buddhism - Why is the story of the Buddha important to Buddhists?	Sanatana Dharma - Does visiting the River Ganges make a person better Sanatani? (Age 7-9 enquiry 1)
Knowledge (National Curriculum Expectations) <ul style="list-style-type: none"> Suggest how a person may help others in a difficult situation. Explain why Christians believe Jesus’ death is important. Reflect on Christians beliefs about Jesus’ death and give thoughts and opinions. 	Knowledge (National Curriculum Expectations) <ul style="list-style-type: none"> Retell the story of Buddha. Explain how Buddha thought he could help people end suffering. Understand that suffering is often caused by people being greedy or selfish. 	Knowledge (National Curriculum Expectations) <ul style="list-style-type: none"> Explain why water is important. Describe a Hindu ritual that happens at the River Ganges. Explain why rituals at the Ganges are significant to Hindus. Explain how it might feel for a non-Hindu to go there.
Personal connection Can I consider a belief where somebody comes back to life from the dead and which therefore makes their death a “good” thing? How do I feel about this?	Personal connection <ul style="list-style-type: none"> Do I think Siddhartha’s father was right to try and keep him from suffering? Why did the King try to keep him inside? What would I have done in the same position? How can I be less greedy and selfish? 	Personal connection <ul style="list-style-type: none"> Is there a special place that I would like to visit one day? How would I pack for a special journey to a faraway place? How would I feel if I went there?
Core Vocabulary Salvation, crucifixion, redeem, symbolic, resurrection, forgiveness, last supper	Core Vocabulary Suffering, Siddhartha Gautama, Buddha, Enlightenment, Greed, Selfish	Core Vocabulary Charity, pilgrimage, Varanasi, ritual, cleansing, India, community.



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	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Vicar uses drama to deepen the understand and emotional and moral reflection. Easter activity morning (crafts) 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Create a journey map or comic strip of Buddha's life. Hot seat Buddha and ask questions about how he felt. Make a side-by-side poster comparing life in the palace (comfort, luxury) with life in the forest (hardship, simplicity). Discuss: which life seems more meaningful? Meditation. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Write postcards as if you were on pilgrimage. Use water tray with music, floating flowers to create sensory engagement.
	<p>Cross-Curricular Links Easter service, PSHE – forgiveness. History - romans</p>	<p>Cross-Curricular Links PSHE – looking at those who help others. Art – Buddhist art, exploring different images of Buddha and why certain colours etc were used.</p>	<p>Cross-Curricular Links Geography – rivers, journeys, maps English – writing postcards/letters home</p>

	<p>Buddha's teachings: Is it possible for everyone to be happy?</p>	<p>Christmas – What is the most significant part of the Nativity story?</p>	<p>Can the Buddha's teachings make the world a better place?</p>
<p>Years 3 and 4</p>	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> Understand why people think it is difficult to be happy all the time. Explain some of things Siddhartha did to try to be happy and explain why they didn't work for him. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> Understand the significance of Christmas and the Christmas holiday. Describe one thing a Christian might learn about Jesus from a Christmas symbol. Talk about what Christmas means to Christians. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> Suggest why there may be problems in the world and how people can help solve them. Recall one of Buddhas stories and recall what Buddha was teaching through it.



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<ul style="list-style-type: none"> Understand what being happy means to Buddhists and how the eight fold path can help. 		<ul style="list-style-type: none"> Give examples of how Buddhists learn from Buddha’s teachings about how to make the world a better place.
<p>Personal connection</p> <ul style="list-style-type: none"> What could I learn from the story of the Buddha? What makes me happy/unhappy? How could I be more positive and help more people? How does it feel when someone helps me? 	<p>Personal connection</p> <ul style="list-style-type: none"> What symbols are meaningful to me? What could I use as symbols to portray things that are important to me in my life? Is it important that others understand my symbolism or is it something personal that only I comprehend? 	<p>Personal connection</p> <ul style="list-style-type: none"> What could I learn from the stories the Buddha told? How can I help others in need? How could I be more positive and help more people?
<p>Core Vocabulary Charity, prince, Nepal, suffering, Siddhartha, nirvana, enlightenment, suffering</p>	<p>Core vocabulary Bethlehem, Jesus, symbolism, significance, Christingle, nativity.</p>	<p>Core Vocabulary Truths, enlightenment, embrace, acceptance, Bodhi tree, change, meditate.</p>
<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Buddhist visitors to school, tell Buddhist stories, talk about their beliefs and carry out some meditation. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Christingle in the Church. Sing Christmas carols. Class debate. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Buddhist visitors come in and talk about Buddha’s teachings, meditate. Acts of compassion challenge, weekly class challenge.
<p>Cross-Curricular Links PSHE – celebrating me</p>	<p>Cross-Curricular Links Drama – nativity</p>	<p>Cross-Curricular Links PSHE – wellbeing</p>



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	<p>Geography – locate places on a map History – romans</p>	<p>Geography - sustainability</p>
<p>Easter – Is forgiveness always possible for Christians?</p>	<p>Buddhism - What is the best way for a Buddhist to lead a good life?</p>	<p>Prayer and Worship: Do people need to go to church to show they are Christians?</p>
<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> • Talk about why showing forgiveness may be important. • Describe what Christians learn about forgiveness from the bible. • Understand how Christians believe God can help them show forgiveness. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> • Describe good choices and their consequences. • Explain how the eight-fold path would help Buddhists lead good lives. • Explain why some parts of the eight-fold path might be hard for Buddhists to stick to. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> • Explain feelings linked to special places. • Describe some of the ways Christians use churches to worship/celebrate Holy communion or participate in baptism. • Understand the impact a Christian’s special place has on them.
<p>Personal connections Can I consider a belief where somebody comes back to life from the dead and which therefore makes their death a “good” thing? How do I feel about this?</p>	<p>Personal connections</p> <ul style="list-style-type: none"> • Do I put in effort all the time? • Why do I sometimes find it difficult? • Could any of these teachings help me improve? • Which would I need help with? • How could I get help to improve? 	<p>Personal connections</p> <ul style="list-style-type: none"> • Do I have a special place? • Are there actions or events that can only happen in my special place? Why? What is special about them to me? • Does it feel better to celebrate something or to do something special with other people who feel the same way as I do, or do I prefer to have special moments in private?
<p>Core Vocabulary Salvation, hurtful, criminal, sacrifice, sins, enemies, prayer</p>	<p>Core Vocabulary Meditation, respect, decisions, choices, eight-fold path, awareness, concentration</p>	<p>Core Vocabulary Prayer, worship, church, baptise, faith, confess, communion, celebrate, teachings.</p>



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	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Easter interactive story with the vicar. Easter crafts – cards, easter gardens, egg hunts. Scenarios to act out and debate. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Trip to the Buddhist retreat. Look at the religious artwork and statues. Listen to Buddhists explain what they represent. Listen to Buddhist stories. Meditate. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Discuss charity work – aid workers
	<p>Cross-Curricular Links History - Romans PSHE – conflict/resolution Geography – locating countries around the world and looking at how easter is celebrated differently.</p>	<p>Cross-Curricular Links PSHE – mental health week, mindfulness and wellbeing Art – colours used in Buddhist art (vibrant and contrasting) Geography – locating where Buddhism is practiced around the world. Identifying India. Sustainability – looking after the world and living things.</p>	<p>Cross-Curricular Links History of the church – Robert Kett PSHE – goals and dreams – showing commitment to something important</p>

	<p>Sikhism - How far would a Sikh go for his/her religion?</p>	<p>Christmas – Is the Christmas story true?</p>	<p>Sikhism - How are sacred teachings and stories interpreted by Sikhs today?</p>
<p>Years E C 1</p>	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> Identify important beliefs and how we show commitment to them. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> Explain how ‘true’ could mean different things to different people. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> Explain how stories can teach people about what is important and how to behave.



RE Curriculum Overview

<ul style="list-style-type: none"> • Use religious vocabulary to suggest reasons for the differences in the ways Sikhs choose to commit to and express their religion. • Ask questions about some of the ways Sikhs choose to behave and the level of commitment they show. • Explain how the langar is important in Sikhism. 	<ul style="list-style-type: none"> • Explain the Christian belief that Jesus was the incarnation of God. • Express an opinion on whether the Christmas story is true and what this might mean to Christians. 	<ul style="list-style-type: none"> • Recall Sikh stories and explain why some of these are relevant to Sikhs and non- Sikhs. <ul style="list-style-type: none"> - Bhai Kanaya teaches the importance of having compassion, caring for everyone and being kind. - Malik Bhago: when he realises his mistakes, he promises to change his ways which teaches that everyone makes mistakes, but it's never too late to learn and become a better person. - Guru Amardas Ji: Became a Guru at 73 and fought for the rights of women and girls
<p>Personal connections</p> <ul style="list-style-type: none"> • How might Sikhs feel if they visit the Golden Temple? • How might they feel when they take place in the daily langar? • Is there anywhere in the world that would be special for me to visit? 	<p>Personal connections</p> <ul style="list-style-type: none"> • What do I believe about Christmas? Do I need to believe the story is true to celebrate at Christmas time if I want to? • Are there other stories I have learnt about that may or may not be true? Does it matter or is it more important that I understand the message in the story? 	<p>Personal connections</p> <ul style="list-style-type: none"> • What can I learn from these stories? • If I am not a Sikh can I use these messages in my own life? • How are these stories relevant today to Sikhs?
<p>Core Vocabulary Langar, Khalsa, Golden temple, Amristar, Gurdwara, Guru Granth Sahib</p>	<p>Core Vocabulary Account, witness, advent, nativity, incarnation, factual, version.</p>	<p>Core Vocabulary Guru Granth Sahib, Guruwara, Guru Nanak, Mardana, goddess, honesty, courage, equality.</p>



RE Curriculum Overview

<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> - Sikh visitor to talk about her beliefs. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> • Christingle at church. • Sing carols. • Hot seating. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> - Watch videos of Sikh stories.
<p>Cross-Curricular Links</p> <p>PSHE – equality, peace, British values, community, service</p> <p>History – influential people</p> <p>Art – Sikh architecture</p> <p>Geography – maps of India and where Sikhism is practiced around the world.</p> <p>Sustainability – looking after the natural world.</p> <p>Maths – symmetry in Sikh art.</p>	<p>Cross-Curricular Links</p> <p>Drama – nativity</p> <p>Geography – locate places on a map</p> <p>History - romans</p>	<p>Cross-Curricular Links</p> <p>PSHE – equality, peace, British values, community, service</p> <p>History – influential people</p> <p>Art – Sikh architecture</p> <p>Geography – maps of India and where Sikhism is practiced around the world.</p> <p>Sustainability – looking after the natural world.</p> <p>Maths – symmetry in Sikh art.</p>
<p>Easter – How significant is it for Christians to believe that God intended Jesus to die?</p>	<p>Buddhism - What is the best way for a Buddhist to show commitment to their beliefs?</p>	<p>Beliefs and Practices: What is the best way for a Christian to show commitment to God?</p>
<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> • Understand the difference between purpose and destiny. • Explain whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events during holy week. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> • Understand a refuge is a safe place – often in difficult times. • Explain the Three Refuges/Jewels... <ul style="list-style-type: none"> - the Buddha, (the yellow jewel), - the Dharma/Dhamma (teachings), (the blue jewel), 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> • Understand why people show commitment in different ways. • Describe how different practices enable Christians to show their commitment to God.



RE Curriculum Overview

<ul style="list-style-type: none"> Express an opinion of Jesus' death for Christians. 	<ul style="list-style-type: none"> and the Sangha (the community) (the red jewel) 	<ul style="list-style-type: none"> Express what I think about the best way a Christian can show commitment to God.
<p>Personal connections</p> <ul style="list-style-type: none"> What sacrifices would I be prepared to make for something I felt was right or necessary? Can I think of anything that I would wish to make a sacrifice for? 	<p>Personal connections</p> <ul style="list-style-type: none"> What is valuable to me? Where should I feel safe? Who makes me feel safe? How could I help others feel safe? 	<p>Personal connections</p> <ul style="list-style-type: none"> What am I committed to? What acts do I make to show this? Have I been committed to something in the past that I now feel less committed to? Does it matter? What is the impact of making a commitment publicly rather than privately?
<p>Core Vocabulary Crucified, intended, consequence, blame, purpose, Jerusalem, sacrifice, tomb, betrayal</p>	<p>Core Vocabulary Jewel, refuge, Buddha, Dharma, Sangha</p>	<p>Core Vocabulary Commitment, dilemma, commandment, faithfulness, jealousy, conceitedness, dedicate</p>
<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Reenacting of the Easter story with the vicar. Acting out the judgement and whether Jesus should be crucified. Presented with evidence. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Recreate a simplified version of the Three Refuges ceremony Design a badge that symbolises the Three Refuges. Visit a Buddhist retreat to ask how they live out commitment and support each other. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Children to create a symbol to represent a Christians commitment to God. Role play different Christian commitments e.g. forgiving a friend.
<p>Cross-Curricular Links PSHE – conflict/resolution</p>	<p>Cross-Curricular Links</p>	<p>Cross-Curricular Links</p>



RE Curriculum Overview

	<p>Geography – locating countries around the world and looking at how easter is celebrated differently.</p>	<p>PSHE – community and belonging, wellbeing (meditation) Maths - Explore symmetry and geometric patterns in Buddhist mandalas. Music – learn a Buddhist chant</p>	<p>PSHE – goals and dreams – showing commitment to something we find important or give value to.</p>
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	<p>Islam – Beliefs and Practices: What is the best way for a Muslim to show commitment to God?</p>	<p>Christmas: How significant is it that Mary was Jesus’ mother?</p>	<p>Christianity – Is anything ever eternal?</p>
<p>Years 5 and 6</p>	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> Understand how people show commitment in different ways. Describe how different practices enable Muslims to show their commitment to God. Understand that some of these will be more significant to some Muslims than others. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> explain the qualities needed in different people because of the important jobs they are chosen to do. Describe links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). Consider my own response to the Christian belief in the Virgin birth. 	<p>Knowledge (National Curriculum Expectations)</p> <ul style="list-style-type: none"> Express feelings about situations or things we would like to last forever. Describe links between different Christian beliefs and their views on whether anything is ever eternal. Reflect on beliefs about whether anything is eternal.
	<p>Personal connections</p> <ul style="list-style-type: none"> What am I committed to? How do I show commitment? When might showing commitment be difficult? 	<p>Personal connections</p> <ul style="list-style-type: none"> Do I think it is possible that somebody could live without doing anything wrong ever in their lives? Would this make them very special? Why? 	<p>Personal connections</p> <ul style="list-style-type: none"> Do I believe in eternity? What do I think or believe might be eternal?

RE Curriculum Overview

<ul style="list-style-type: none"> What are the rewards of showing commitment? 	<ul style="list-style-type: none"> Why are certain people significant or special to me? 	
Core Vocabulary Zakah, charity, Qur'an, sawn, Ramadan, Allah, duty	Core Vocabulary Humble, angel, virgin, miracle, resurrection, ordinary, Holy Spirit.	Core Vocabulary Vows, marriage, eternity, unconditional, agape, heaven, hell, good deeds.
Exploration (enrichment/personal development) <ul style="list-style-type: none"> Design a prayer mat and discuss the importance of what is on it. 	Exploration (enrichment/personal development) <ul style="list-style-type: none"> Christiangle at the local church Hot seating Mary. 	Exploration (enrichment/personal development) <ul style="list-style-type: none"> Art expressing what eternal life means to them.
Cross-Curricular Links PSHE – goals and dreams Geography – locate places on a map, different cultures	Cross-Curricular Links Drama – nativity Geography – locate places on a map History - romans	Cross-Curricular Links PSHE – goals and dreams – showing commitment to something we find important or give value to.
Easter: Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Humanism – How do influential people impact on how humanists live their lives?	Islam - Beliefs and moral values: Does belief in Akhirah (life after death) help Muslims lead good lives?
Knowledge (National Curriculum Expectations) <ul style="list-style-type: none"> Explain how the influence people have had on me has affected what I see as important. Explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. 	Knowledge (National Curriculum Expectations) <ul style="list-style-type: none"> Explain something which has inspired me and how I live. Understand the humanist 'Golden Rule' 'Treat other people as you would like them to treat you.' 	Knowledge (National Curriculum Expectations) <ul style="list-style-type: none"> Recall when choices have been influenced and may have changed. Explain how believing in Akhirah influences Muslims to do their best to lead good lives.



RE Curriculum Overview

<ul style="list-style-type: none"> Give my opinion as to whether Christianity is a strong religion now and say why. 	<ul style="list-style-type: none"> Explain what a humanist might find as an inspiration and say why. Discuss the possible impact of an inspirational person on the life of a humanist. 	<ul style="list-style-type: none"> Recognise what motivates or influences us to lead a good life and compare it with what motivates and influences Muslims.
<p>Personal connections</p> <ul style="list-style-type: none"> What rules would I choose to live by? Whose example would I like to emulate in my life? (Can be a variety of people, not just one) Could me behaving like that person have a positive impact on my community or the world? 	<p>Personal connections</p> <ul style="list-style-type: none"> What do I think about these beliefs? Can I understand why it might be important to Humanists? Can I imagine living by a rule in my life which might remind me to treat others well? 	<p>Personal connections</p> <ul style="list-style-type: none"> What do I think happens when life is over? Why might some people believe in Heaven and Hell? What other alternatives are there?
<p>Core Vocabulary Influence, festivals, motivate, poverty, persecute, torture, suffering.</p>	<p>Core Vocabulary Influential people, actions, impact, inspiration, atheist, humanist.</p>	<p>Core Vocabulary Aakhirah, Jihad, interpretation, fasting, Ramadan, Allah, heaven.</p>
<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Video of a Christian talking about what Easter means to him. Create a collage to show how Christianity is seen and practiced today. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Write class rules. Explore influential humanists. Kindness pledge poster. 	<p>Exploration (enrichment/personal development)</p> <ul style="list-style-type: none"> Use play dough to make a scenario of something that might help you be rewarded in the next life. Photograph and stick in book (label or add speech bubbles)
<p>Cross-Curricular Links</p>	<p>Cross-Curricular Links</p>	<p>Cross-Curricular Links</p>



RE Curriculum Overview

	<p>PSHE – conflict/resolution Geography – locating countries around the world and looking at how easter is celebrated differently.</p>	<p>History – influential people</p>	<p>PSHE – dreams and goals, working with other people to make the world a better place. Geography – locate places on a map, different cultures</p>
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