 **RE Curriculum**

At Church Lane, we have designed our curriculum in a progressive way from Nursery through to Year 6. Based on the Government’s curriculum it has been adapted and takes in to account the aims and schemes of work set out within that document alongside the needs of our own children to ensure that we deliver a tailored curriculum that supports our children to achieve the best they can.

**Key areas of enquiry:**

* **God**: What do people believe about God?
* **Being human**: How does faith and belief affect the way people live their lives?
* **Community, worship and celebration**: How do people express their religion and beliefs?
* **Life journey: rites of passage**: How do people mark important events in life?

Our curriculum is laid out in the following way:

1. RE knowledge is split across the main religions of Christianity, Islam and Hinduism. This knowledge is accompanied by religious questions that the children look at within each area of RE, including understanding and comparing these religions to others such as Judaism, Sikhism and Buddhism in KS2.
These main areas are set out progressively throughout the school to ensure that the children’s knowledge builds on what they already know from previous learning (This information is in the **Progression document**).

2. Each year group has a set area of RE per term or half term – this is shared with the children in a child friendly question, which encourages our children to engage with learning about different religions whilst introducing them to high quality vocabulary. (This information is in the **Yearly map**)

3. Each question is then explored by the children through a number of lessons, which assist the children in gaining and building the knowledge and experience they need to achieve. (The in depth knowledge we will be teaching is contained in **unit plans** - these further breakdowns include the knowledge taught in the unit and working in RE questions to ensure that our children gain both knowledge and the experience of exploring religion.)

4. Educational visits to places of worship are encouraged and arranged, as are visitors and workshops. Various religious festivals are celebrated throughout the year from different religions such as the Hindu festival of Holi and the Buddhist celebration of Songkran.

**Progression document**

**Knowledge and specific skills**

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| Area/Year | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5  | Year 6 |
| Christianity | What do I notice at Christmas time?Learn some Christmas carols and perform to a Residential homeRe-visit Sleaford and notice seasonal changes- Christmas lights, decorationsWhat happens at Easter?Identify some symbols of Easter e.g. Easer egg, Jesus, church, lamb, bunnyFind out what each other likes about Easter and why Easter is specialDiscover how each other celebrate Easter using parents to support through TapestryWhat happens at Easter?Identify some symbols of Easter e.g. Easer egg, Jesus, church, lamb, bunnyFind out what each other likes about Easter and why Easter is specialDiscover how each other celebrate Easter using parents to support through Tapestry | What is the Christmas Story?Learn about the importance of Christmas in the Christian calendarDiscuss our own family traditions and favourite storiesUnderstand that some stories have particular importance to people of faith (the Bible is important for Jews and Christians)What is Easter?Identify and sort Easter symbols and non- Easter symbolsDiscuss: What do you already know about Easter? What makes Easter special? Who is Easter special to?Discover each others own experiences of EasterWhy is Easter so important to the people who are Christians?Listen to the Easter storyDescribe how the story makes us feelRefer back to the symbols of Easter and relate them back to the story.Understand that hot cross buns represent Jesus’s death and chocolate eggs represent him coming back to life.Who is a Church special to?Talk about who the Church is special toLocate Churches in SleafordDiscover what parts are special in the Church and why | How are God and Jesus portrayed in the bible?Think about what Christians learn and understand through Old Testament bible stories including God’s encounter with people such as Moses, Abraham and Noah. Discuss how God is portrayed as a guide, a protector, faithful and how God has a plan. Identify what stories in the New Testament tell Christians about Jesus including his life and teachings (parables), miracles and his followers.How do Christians express their beliefs?How Christians develop a sense of community with other Christians (by attending church, taking part in prayer events, festivals)How belief is expressed is expressed through different types of worship in different types of churchesLearn about commitment to God through personal devotion (prayer, actions such as baptism or confirmation)How everyday actions and behaviour towards other people demonstrate the Christian faithHow is Jesus portrayed in different art forms? | How does being a Christian affect how you live your life?Discuss the ways the bible says Christians should treat others. Look at the parables (e.g. the Good Samaritan), Adam and Eve (making choices), the teachings of Jesus (the Greatest Commandment and the Golden Rule).How do Christians celebrate important events in life?Investigate key Christian festivals such as Christmas and Easter, thinking about what happens and why.Consider ways that Christians celebrate birth and the meaning of actions and symbols.Understand the key rites of passage in Christianity and the associated ceremonies and prayers. | How do symbols in the bible and in the church help Christians relate to God?Investigate the trinity, symbolism of the dove, symbolism of water, artefacts and visual symbols in the church. Investigate Holy Communion in more detail including the symbolism of the Last Supper, patterns of prayer, giving and acts of service. Describe symbols in worship including the sign of the cross, expressions of worship and Holy Communion. | What are the Christian rites of passage?Investigate how Christians show they belong by investigating the outward signs of belonging such as baptism, confirmation, dedication, believer’s baptism and marriage.Describe the symbols or actions that are an expression of belonging to the Christian faith including the cross and the ichthus.  | How is Christian belief expressed collectively?Describe worship in different Christian denominations.Investigate buildings, artefacts, symbols and their link to worship, rituals and ceremonies. Understand Koinonia – one body of faith and the idea of fellowship.How does worship create a sense of community?Explore the role of communal celebration during worship and festivals, looking at what happens and why.Examine the importance of worshipping together – singing, praying, sharing key life events such as birth and marriage. | How does the bible teach Christians to treat others?Investigate the Ten Commandments, the Beatitudes, the Sermon on the Mount, and the Greatest Commandment.Describe how this is expressed in practice by looking at agencies and charities and linking them to Jesus’ teachings. Look at the impact of the faith and actions of inspirational people. |
| Islam |  | What is Ramadan? What is Eid al- Fitr?Learn how some of our Muslim families take part in Ramadan and celebrate EidLearn that Ramadan is the most important month in the Islamic calendar.Who is a Mosque special to?Talk about who a Mosque is special toLocate Sleaford MosqueDiscover what parts are special in a Mosque and whyLearn about the rules that Muslims have to follow when going into a Mosque- link it back to school rules. | What do Muslims learn about Allah and their faith through the Qur’an?Investigate the Qur’an and why it is special.Read and discuss stories which help Muslims understand the power of God, for example the Night of Power and the creation story.Access examples of stories and teaching, for example Abdullah, the Servant of God.How do Muslims express their beliefs?The use of significant objects such as prayer beads, prayer mats and a compass in Ibadah (worship and belief in action).How Muslims worship in the homeHow Muslims show respect for teachers and elders. | How does being a Muslim affect how you live your life?Identify the ways Muslims are told how to live and treat others including Shahada, Iman, Aklaq and Zakah.How do Muslims celebrate important events in life?Investigate key Muslim celebrations such as Eid-ul-Fitr and Eid-ul-Adha.Consider ways that Muslims celebrate birth and the meaning of actions and symbols in the ceremonies.Understand the key rites of passage in Islam and the associated ceremonies and prayers.Explore artefacts, objects and symbols connected with the religious observation of the main events in the human journey.  | What do the main concepts of Islam reveal about the nature of Allah?Explore Muslim teachings which guide the way of Muslims including Hadith, personal and corporate action as well as agencies and charities. What is the purpose of visual symbols in a mosque?Investigate the concept of the Masjid as a ‘place of prostration’.Study symbolism in Islamic art as an expression of faith, such as the use of Islamic calligraphy.Learn about the features of a mosque (dome, minaret, minbar, prayer mats, qiblah, mihrab). | What are the Islamic rites of passage?Investigate how Muslims show they belong by looking at rituals around birth including choice of name, the qualities or people associated with certain names, and the role of madrasahs, for example training to become Hafez.  | How is Muslim belief expressed collectively?Investigate the role of the mosque and the community – through social, religious, education and welfare centre.Describe the significance of Sawm, Hajj, Wudu and Salat. How does worship create a sense of community?Investigate how families and communities prepare for and celebrate Eid.Consider how Muslim beliefs are expressed in practice by exploring the lives and contributions of inspirational Muslims. | How does the Qur’an teach Muslims to treat others?Explore the Five Pillars of Islam, following the straight path, family life, roles and responsibilities, and the features of living in a Muslim family, for example prayer life, facilities for wudu, salah and dietry arrangements.  |
| Hinduism | What is Diwali?Provide information about Diwali festivalIdentify different cooking styles and methods | Why is Diwali special?Recap what Diwali is and recall previous knowledge Identify the special role of Diwali within HinduismDiscuss some similarities and differences with familiar celebrations |  |  | How are Hindu deities described in sacred texts and stories?Compare using key scriptures such as Vedas, Bhagavad Gita, Ramayana and Mahabharata.Look at key themes in the Mahabharata such as doing the right thing and making ethical choices. Investigate creation stories and stories about deities and key figures.Gather information on the concept of Trimurti and other deities.  | What are the Hindu rites of passage?Investigate the ways that Hindus show they belong by looking at Samskaras, Namkarna, Jatakarma, Karnavedha, Mundan and Upananyana.  | How is Hindu belief expressed?Explore the ways Hindus worship individually with home shrines and personal gods/goddesses. Describe the rituals, artefacts and ceremonies from the mandir such as puja, bhajan, aarti ceremony, prashad and murtis. Explore artefacts used in worship like the puja tray and the bell. Investigate the importance of family and puja in the home, rituals and family worship.  | How are Hindus taught to treat others?Describe Hindu attitudes towards Ahimsa, the greatest dharma which improves karma. Investigate the importance of responsibility towards animals and the link to vegetarianism.Explore the view of the earth/universe as seen as a manifestation of Brahman.  |
| Sikhism |  |  |  |  |  | What are the Sikh rites of passage?Investigate the ways that Sikhs show they belong by looking at the naming ceremony (Naam Karan), the Amrit ceremony, the ritual and symbolism of the Five K’s, the turban (Dastaar Bandi), wedding (Anand Karaj) and Sikh funerals. | How is Sikh belief expressed collectively?Investigate the main beliefs of Sikhism.Examine the role of the langar.Explore the concept of equality within Sikhism.Look at what happens in the gurdwara. |  |
| Other religions/pilgrimage |  |  | What are the creation stories of the main religions and how can we compare them?Investigate the creation stories of the main religions; Christianity, Islam and Hinduism.Compare religious creation stories and find similarities and differences. | Hoe does being a Jew affect how you live your life?Investigate how Jewish people pray and worship God.Understand key celebrations in the Jewish faith such as Shabbat.Explore some key rites of passage such as the bar/bat mitzvah.Look at the Jewish holy building the Synagogue, and explore some of the religious artefacts and symbols present. | What is a pilgrimage and what does it involve?Investigate how, why and where religious disciples travel around the world for pilgrimage.  | What are the Jewish rites of passage?Investigate some key rites of passage in the Jewish faith including Bar/Bat Mitzvah, marriage and death rites. |  | What do Buddhists, Humanists and atheists believe?Investigate the main concepts of Buddhism and Humanism. Explore what atheists believe. |

**Procedural Knowledge**

Children should develop key skills in RE in order to enhance learning and this should be evident across key stages:

1. **Investigation and enquiry:** asking relevant and increasingly deep questions; using a range of sources and evidence including sacred texts; identifying and talking about key concepts.

**2.** **Critical thinking and reflection:** analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.

3. **Empathy:** considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.

4. **Interpretation:** Interpreting religious language and the meaning of sacred texts; drawing meaning from artefacts and symbols.

5. **Analysis**: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.

6. **Evaluation:** enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

**Yearly map**

|  |  |
| --- | --- |
|  | Year 1 |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Christianity | Christianity | Islam | Islam | Creation stories | Creation stories |
| question | How are God and Jesus portrayed in the bible? | How do Christians express their beliefs? | What do Muslims learn about Allah and their faith through the Qur’an? | How do Muslims express their beliefs? | What are the creation stories of different religions?  |

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| --- | --- |
|  | Year 2 |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Christianity | Christianity | Islam | Islam | Judaism | Judaism |
| question | How does being a Christian affect how you live your life? | How do Christians celebrate important events in life? | How does being a Muslim affect how you live your life? | How do Muslims celebrate important events in life? | How does being a Jew affect how you live your life? |

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| --- | --- |
|  | Year 3 |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Christianity | Christianity | Islam |  | Hinduism | Pilgrimage  |
| question | How do symbols in the bible and in the church help Christians relate to God? | What do the main concepts of Islam reveal about the nature of Allah? | What is the purpose of visual symbols in a mosque? | How are Hindu deities described in sacred texts and stories?  | What is a pilgrimage and what does it involve? |

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| --- | --- |
|  | Year 4 |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Christianity | Islam | Hinduism | Judaism | Sikhism | Sikhism |
| question | What are the Christian rites of passage? | What are the Islamic rites of passage? | What are the Hindu rites of passage? | What are the Jewish rites of passage? | What are the Sikh rites of passage? |

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| --- | --- |
|  | Year 5 |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Christianity | Christianity | Islam | Islam | Hinduism | Sikhism |
| question | How is Christian belief expressed collectively? | How does worship create a sense of community? | How is Muslim belief expressed collectively? | How does worship create a sense of community? | How is Hindu belief expressed collectively? | How is Sikh belief expressed collectively? |

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| --- | --- |
|  | Year 6 |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Christianity | Christianity | Islam | Islam | Hinduism | Other religions |
| question | How does the bible teach Christians to treat others? | How does the Qur’an teach Muslims to treat others? | How are Hindus taught to treat others? | What do Buddhists, Humanists and atheists believe? |