

## **Religious Education Curriculum**

<b>Strand/Questions/Religion</b>	<b>Learning Outcomes</b>	<b>Learning Content</b>
<b><u>Year R/1</u></b>		
<p><b><i>Which places are special and why?</i></b></p> <p><b><i>Cycle B</i></b></p>	<p>Talk about somewhere that is special and why.</p> <p>Be aware that some religious people have places which have a special meaning for them.</p> <p>Identify some significant features of sacred places using recently acquired vocabulary.</p>	<p>Talk about people who are special to us, whom we admire. What makes these people special?</p> <p>Meet a special person that helps them, e.g. the school cook or crossing guide. 'Hot seat' the invited guest. Question the guest about likes and dislikes of their job. Ask how they cope with the difficult aspects. How does their work help people?</p> <p>Meet a person with a religious faith, e.g. vicar, rabbi, imam or a parent. 'Hot seat' the invited guest. Ask why he/she believes and what is important in his/her life. Can the guest show some religious objects and tell the children about them?</p> <p>Discuss the benefits and responsibilities of friendship and the ways that people care for others.</p> <p>Tell stories from the Bible about friendship and care for others, with a focus on what Jesus did and said, e.g. Jesus choosing the twelve disciples (his special friends and helpers) (Matthew 4:17–22).</p>
<p><b><i>Which stories are special and why?</i></b></p> <p><b><i>Cycle B</i></b></p>	<p>Talk about some religious stories using new vocabulary.</p> <p>Recognise some religious words about God, Holy books and places of worship.</p> <p>Identify some of their own feelings in the stories they hear.</p>	<p>Explore stories pupils like, re-telling stories to others and sharing features of a story they like.</p> <p>Talk about the Bible being the Christians' holy book which helps them to understand more about God. Look at a range of children's Bibles to see how they are similar/different.</p> <p>Hear and explore stories from the Bible.</p> <p>Explore stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, singing and music.</p>
<p><b><i>Where do we belong?</i></b></p> <p><b><i>Cycle A</i></b></p>	<p>Retell religious stories, making connections with personal experiences.</p>	<p>Play some simple games in three or four teams with the class, and talk about belonging to a team.</p> <p>Discuss the idea that each person is unique and valuable.</p> <p>Consider religious beliefs about God loving each person.</p>

	<p>Share and record occasions when things have happened in their lives that made them feel special. Respond imaginatively and expressively to stories about new babies.</p> <p>Year 1 – extend to understanding what happens during baptism.</p>	<p>Discuss how God’s love for children is shown in Christianity through infant baptism.</p> <p>Consider some signs and symbols used in the welcoming of children into the faith community e.g. baptismal candle.</p>
<p><b><i>Which times are special and why?</i></b></p> <p><b><i>Cycle A</i></b></p>	<p>Give examples of special occasions and suggest features of a good celebration.</p> <p>Recall simple stories connected with Christmas and Easter.</p> <p>Use some new vocabulary to identify some similarities and differences between Christian communities in Britain.</p>	<p>What do children think is a ‘Big Day’? What makes some days exciting and easy to remember?</p> <p>Discuss the importance and value of celebration in children’s own lives. Ask parents and carers to share a ‘big day’ from family life with their children. Look at reminders (cards, invitations, photos, wrapping paper) of special days, e.g. birthday, wedding, Christening – or other baby-welcoming ceremonies - Christmas, Mother’s Day, New Year.</p> <p>Consider some major religious festivals and celebrations, and the stories associated with them. E.g. seasonal festivals including Christmas, Easter.</p>
<p><b><i>What makes some places sacred?</i></b></p> <p><b><i>Cycle B</i></b></p>	<p>Identify special objects and symbols found in a place where people worship. Be able to say something about what they mean and how they are used.</p> <p>Ask appropriate questions during a school visit about what happens in a church.</p>	<p>Talk about how the words ‘sacred’ and ‘holy’ are used (they usually refer to places or things or words that are to do with God); what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred?</p> <p>Talk about why it is important to show respect for other people’s precious or sacred belongings (including the importance of having clean hands or dressing in certain ways).</p> <p>Explore the main features of places of worship in Christianity by visiting some places of worship.</p> <p>Find out how the place of worship is used and talk to some Christians about how and why it is important in their lives.</p> <p>Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g.</p>

		church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross, baptismal pool, pulpit
<p><b><i>What is a Christian and what do they believe?</i></b></p> <p><b><i>Cycle A</i></b></p>	<p>Retell a story that shows what Christians might think about God in words, drama or pictures, suggesting what it means.</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Ask questions about believing in God and offer some ideas of their own.</p>	<p>Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13).</p> <p>Describe some of the beliefs that Christian traditions (organised world views) teach about God e.g. all-powerful, loving, close to every person, forgiving.</p> <p>Using a suitable children’s Bible (e.g. <i>The Lion Storyteller Bible</i> or New International Children’s Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus.</p> <p>Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Note that not all Christians practise their faith in the same ways.</p> <p>Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship.</p>
<b><u>Year 2</u></b>		
<p><b><i>What can we learn from sacred books?</i></b></p>	<p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Retell stories from the Christian Bible and stories from the Jewish faith.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p>	<p>Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God.</p> <p>Introduce the Bible as a sacred text for Christians.</p> <p>Introduce a sacred text for Jewish people –Tenakh.</p> <p>Read, act out and illustrate some stories Jesus told about what God is like (e.g. ‘The lost sheep/Lost coin’ Luke 15, building on prior learning) and how to treat each other (e.g. ‘The good Samaritan’ Luke 10).</p>

		<p>Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. ‘Joseph and his brothers’ (Genesis 37, 39–48); the story of Moses (book of Exodus); ‘The call of Samuel’ (1 Samuel 3); ‘David and Goliath’ (1 Samuel 17); Jonah (Book of Jonah).</p> <p>Talk about what lessons believers learn from sacred texts about how to live, e.g. they believe that there is a God who cares for all people; that loyalty, love, justice, trust, truth, service and care are all important in how people live. Whether or not pupils belong to a religious tradition, how important are these ideas for pupils’ personal worldviews, and why?</p>
<b><i>Who is Jewish and what do they believe?</i></b>	<p>Talk about how the Mezuzah in the home reminds Jewish people about God.</p> <p>Talk about how the Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat.</p> <p>Ask questions about believing in God and offer some ideas of their own.</p>	<p>Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema (Deuteronomy 6:4-9) i.e. God is one, creator and cares for all people.</p> <p>Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the ‘day of delight’ and celebrate God’s creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home?</p> <p>Consider the importance and value of celebration and remembrance in pupils’ own lives; learn about the festival of Sukkot, Chanukah/Hanukkah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candlestick) and how the 9-branched chanukiah/hanukkah links to the story of Chanukah.</p> <p>Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.</p>
<b><i>What does it mean to belong to a faith community?</i></b>	<p>Recognise and name some symbols of belonging from their own experience (for Christians and at least one other religion) suggesting what these might</p>	<p>Find out about some symbols of ‘belonging’ used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in pupils’ own lives and experience.</p>

	<p>mean and why they matter to believers.</p> <p>Identify two ways people show they belong to each other when they get married.</p>	<p>Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the <i>chuppah</i> in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.</p> <p>Compare the promises made in a Christian wedding with the Jewish <i>ketubah</i> (wedding contract).</p> <p>Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.</p>
<p><b><i>How and why do we celebrate special and sacred times?</i></b></p>	<p>Identify some ways Christians celebrate Christmas, Easter, Harvest and some ways a festival is celebrated in another religion (Judaism).</p> <p>Retell stories connected with Christmas, Easter, Harvest and a festival in another religion (Judaism) and say why they are important to believers.</p>	<p>Learn about festivals in Christianity, including Christmas, Easter, Harvest in Christianity: the stories and meanings associated with them.</p> <p>For example, from Easter:</p> <p>Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning.</p> <p>Explore feelings of Jesus and disciples.</p> <p>Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions, washing feet, sorrow of Good Friday, darkness on Saturday services, light and joy of Easter day etc.</p> <ul style="list-style-type: none"> <li>• Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1: God as creator), Pesach (Moses and the Exodus: freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</li> </ul>
<p><b><u>Year 3/4</u></b></p>		
<p><b><i>Why do people pray?</i></b></p>	<p>Describe the practise of prayer in the religions studied.</p> <p>Describe and comment on similarities and differences between how Christians/Hindus/Muslims pray.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p>	<p>Learn that Hindus and Christians may pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers.</p> <p>Consider the idea that some people describe themselves as 'spiritual but not religious' and some of them may like to pray in their own way.</p> <p>Explore the impact of prayer: does it enable people to feel calm, hopeful, inspired, close to God or challenged? How?</p>

		Make links between beliefs and practice of prayer in different religions.
<b><i>Why is the Bible important for Christians today?</i></b>	<p>Make connections between stories in the Bible and what Christians believe about creation, The Fall and Salvation.</p> <p>Give examples of how and suggest reasons why Christians use the Bible today.</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p>	<p>Introduce pupils to the idea that for Christians, the Bible is the basis of Christian teachings, part of the 'organised worldview' of Christians. Not all Christians read the Bible, but in Christian teaching, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God. Find out what good and bad things people sometimes do. Explore the idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called 'the Fall'). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Christian teaching says that people all choose to go against God's commands. Think about why Christians say people need to ask God to forgive them.</p> <p>Look at examples of how some Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things, and the difficult things Christians might find from trying to follow this book in day-to-day life?</p>
<b><i>What do different people believe about God?</i></b>	<p>Describe some of the ways in which Christians/Hindus describe God.</p> <p>Identify how and say why it makes a difference in peoples' lives to believe in God.</p>	<p>Examine similarities and differences between these views of God.</p> <p>Explore the influence believing in God has on the lives of believers – how it affects their personal worldviews.</p> <p>Explore the fact that many people do not believe in God. Find out some reasons why, and consider what difference it can make to someone's personal worldview.</p>

	Ask questions and suggest some of their own responses about God.	Reflect on pupils' own questions and ideas about God in light of their learning.
<b><i>What does it mean to be a Hindu/Christian in Britain today?</i></b>	<p>Describe some examples of what Christians/Hindus do to show their faith and make connections with some Christian/Hindu beliefs and teachings.</p> <p>Suggest at least two reasons why being a Christian/Hindu is a good thing in Britain today and two reasons why it might be hard sometimes.</p> <p>Discuss links between the actions of Christians/Hindus in helping others and ways in which people of other faith and belief including pupils themselves, help others.</p>	<p>Find out about how Christians may show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things might Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? teenagers from two churches about how they show their faith.</p> <p>Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, current Pope, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc. Explore Hindu ideas of Karma, how actions bring good or bad karma, find out how and why snakes and ladders links with Hindus ideas of karma.</p>
<b><i>Why is Jesus inspiring to some people?</i></b>	<p>Identify the most important parts of Easter for Christians and say why they are important.</p> <p>Describe how Christians celebrate holy week and Easter Sunday.</p> <p>Make connections between some of Jesus' teachings and the way Christians live today.</p>	<p>Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; build on prior learning from Unit 1.6 and explore how the events of Holy Week are celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day. (Note that celebrations vary between different Christian groups.)</p> <p>Find out about the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others.</p>

<p><b><i>Why are festivals important to a religious community?</i></b></p>	<p>Ask questions and give ideas about what matters most to believers in festivals, for example, Easter and Eid. Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. Identify similarities and differences in the way festivals are celebrated within and between religions.</p>	<p>Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity; Diwali in Hinduism. Build on any prior learning when looking at any of these festivals. For each of the festivals explored, describe how believers express the meaning of religious festivals through symbols, sounds, actions, stories, rituals. Study key elements of festivals: shared values, story, beliefs, hopes and commitments.</p>
<p><b><u>Year 5/6</u></b></p>		
<p><b><i>If God is everywhere, why do we need to go to a place of worship?</i></b></p>	<p>Select and describe the most important functions of a place of worship for the community. Give examples of how support believers in difficult times, explaining why these matters to believers. or places of worship</p>	<p>Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places? What different ways of worshipping can they find within Christianity? Reflection why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the 'body of Christ', mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature. Why do Christians worship in different ways? Note that there are many Christian people who see themselves as members of the communities but don't attend places of worship.</p>
<p><b><i>Why do some people believe God exists?</i></b></p>	<p>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs. Give two reasons why a Christian believes in God and one why an atheist does not. Express thoughtful ideas about the impact of believing or not believing in God on someone's life. Present different views on why people believe in God or not, including their own ideas.</p>	<p>Find out about how many do not believe. Learn the words 'theist' (believes in God), 'agnostic' (cannot say if God exists or not) and 'atheist' (believes there is no god). Set up an enquiry to explore the key question. Ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, to make this more manageable. If this God exists, what difference would 'he' make to the way people live? Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the universe, the Earth and life are extraordinary</p>

		<p>and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need to use a Creator to explain the existence of the universe and life.</p> <p>Explore what impact believing in God might make on the way someone lives his or her everyday life. Talk about and reflect upon the possible</p>
<p><b><i>What does it mean to be a Muslim in Britain today?</i></b></p>	<p>Make connections between Muslim practise of the Five Pillars and their beliefs about God and the Prophet Mohammed.</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>Make connections between the key functions of the mosque and the belief of Muslims.</p>	<p>Find out what pupils already know about Islam; how many Muslims do they think there are in Britain and in your local area? Find out and talk about the information from the 2011 Census.</p> <p>Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action); Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?</p> <p>Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah). Investigate how they are practised by Muslims in Britain today, noting that practice varies – not all Muslims practise all the pillars. Consider what beliefs, practices and values are significant in pupils' lives.</p> <ul style="list-style-type: none"> <li>• Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.</li> </ul>
<p><b><i>Is it better to express your beliefs in arts and architecture or in charity and generosity?</i></b></p>	<p>Show understanding of value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity as more important than buildings and art.</p> <p>Describe and make connections between examples of religious creativity (buildings and art).</p>	<p>Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive.</p> <p>Notice, list and explain similarities and differences between Christian and Muslim sacred buildings.</p> <p>Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.</p>

		<p>Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice).</p> <p>Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?</p>
<p><b><i>What would Jesus do and can we live by the values of Jesus in the 21<sup>st</sup> century?</i></b></p>	<p>Make connections between some of Jesus’s teachings and the way Christians live today.</p> <p>Offer interpretations of Jesus’ parables and say what they might teach Christians about how to live.</p> <p>To express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p>	<ul style="list-style-type: none"> <li>• <b>Love:</b> use some of Jesus’ stories, teachings and examples to understand what Christians believe he meant by loving others (e.g. greatest commandments, Matthew 22:37–40; good Samaritan, Luke 10:30–35; the lost son, Luke 15:11–32; love your enemies, Matthew 5:43–48; compare with Paul’s letter, 1 Corinthians 13:4–7; explore the idea of <i>agape</i> love – self-sacrificial love; make link with belief that Jesus died to show his love for all humans, John 3:16).</li> <li>• <b>Forgiveness:</b> use some of Jesus’ stories, teachings and examples to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21–35; Jesus forgives those who crucify him, Luke 23:34; link to previous learning about sin and the ‘Fall’ in question L2.2).</li> <li>• <b>Justice and fairness:</b> use some of Jesus’ stories, teaching and examples to understand the way many Christians believe people should treat each other (the sheep and the goats, Matthew 25:31–46; serve others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39–42).</li> <li>• <b>Generosity and not being greedy:</b> use some of Jesus’ stories, teaching and examples to understand the way many Christians believe people should handle wealth (the vineyard workers, Matthew 20:1–16; widow’s offering, Mark 12:41–44; the rich young man, Mark 10:17–27; Zacchaeus, Luke 19:1–9).</li> </ul>
<p><b><i>What matters most to Christians and Humanists?</i></b></p>	<p>Describe some Christian and Humanist values.</p> <p>Express their own ideas about some big moral concepts such as fairness,</p>	<p>Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why?</p>

	<p>honesty etc, comparing them with the ideas of others they have studied. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p>	<p>Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with traditional Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Why do many Christians think this is a good explanation of why humans are good and bad?</p> <p>Talk about how having a 'code for living' might help people to be good. Talk about the difference if someone believes guidance comes from a divine Being (e.g. many Christians) or that human beings must decide their own guidelines (most non-religious).</p> <p>Look at a Humanist, non-religious 'code for living', e.g. be honest; use your mind; tell the truth; do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like?</p> <p>Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life?</p> <p>Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings. Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives.</p>
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