

Religious Education Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Diwali – Children will explore the Hindu/Sikh festival. They will learn some similarities and differences of different festivals from around the world. They will create Diva lamps using clay. Linked text- Lighting a lamp</p>	<p>Christmas-Children will explore the religious festivals of Christmas and Hanukkah, learning some similarities and differences of different festivals from around the world. Create gingerbread houses/people by manipulating playdough. Linked Text – Hanukkah – The Festival of Lights – Bonnie Badar</p>	<p>Chinese New Year Children will develop their understanding of a festival from a different culture. They will be able to talk about things associated with this e.g. clothes, food, music. They will create lanterns, dragons, practise Chinese number painting. Chinese home corner/food tasting to identify differences in countries and cultures. Linked texts- Cleversticks</p>	<p>Holi – Hindu festival Children will explore the Hindu Festival Holi and create a splatter painting to explore colour. Linked Text- World of festivals Holi</p> <p>Easter: Children will develop their understanding of the Christian Celebration, Easter. They will create a nest for a chick and chocolate mini eggs by manipulating clay. Linked texts- Easter – festivals around the world and We’re going on an egg hunt.</p>	<p>Eid – Children will continue their exploration of festivals, finding out about the Muslim festival Eid. They will design patterns on a paper hand to develop drawing closed shapes. Linked text: Rashad’s Ramadan & Eid al-Fitr.</p>	<p>World Environment Day: Children will begin to understand the importance of caring for the world around them They will learn how to help the environment by planting a tree at the forest to understand the need to respect and care for the natural environment as well as the importance of recycling.</p>
Reception	<p>Special times How and why do we celebrate? What times are special to different people and why? Children will learn about different celebrations across three of the world’s major religions – Christianity, Hinduism and Islam. They will begin to understand the important religious events for these religions and know some of the similarities and differences between different religious and cultural communities in this country. They will recall simple stories connected with Christmas/Harvest/Diwali and Eid and say why festivals are special times for believers of different faiths. They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future.</p>		<p>Special Stories Why are some stories special? What special messages can we learn from stories? Children will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur’an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways. Children will be able to talk about/ recall some religious stories e.g. through role play, art, model making, sharing features of a story that they like and explain why. They will also be able to identify a sacred text e.g. Bible, Qur’an and understand that they are special.</p>		<p>Special Places What is special about our world? Children will be encouraged to experience the natural world and explain why it is special. They will learn that many religious people believe that the world was created and designed by God. They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah’s creation. They will explore similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	

Year 1	<p>Christianity - God Why do Christians say that God is a 'Father'?</p> <p>Explore Christian use of the term 'father' to address God, especially in prayer and consider the importance of prayer in Christian life. Reflect on the human need for loving relationships, comfort and someone to talk to</p>	<p>Christianity - Jesus Why is Jesus special to Christians?</p> <p>Explore the Christmas nativity story and gain an understanding of why Jesus is believed to be a special baby. Consider why Christmas is a special religious time for Christians and how, when and why humans might be vulnerable and in need of help.</p>	<p>Islam How might beliefs about creation affect the way people treat the world?</p> <p>Examine the Muslim belief in Allah as creator. The focus is to encourage pupils to consider Allah's role in creating and sustaining the world, and humankind's response to Allah. Pupils should think about and reflect on their responsibility towards creation..</p>	<p>Judaism Why might some people put their trust in God?</p> <p>Explore Jewish beliefs about God, with a focus on why religious people put their trust in God and how this might be expressed. Consider about why promises and trust are an important aspect of human life.</p>	<p>Hindu Dharma What do Hindus believe about God?</p> <p>Explore the Hindu concept of one God (Brahman) who can be understood and visualised in many forms. Consider how images of the deities in Hinduism are a visual representation of beliefs about God. Explore the complexity of identity and how people may be seen in different ways according to their role and relationship.</p>	<p>Christianity - Church How might some people show that they 'belong' to God?</p> <p>Explore how the rite of baptism shows that Christians belong to Gods' family - the Church. Identify symbols, items and people liked to baptism and will reflect on why, in some Christian communities, parents choose to have their baby baptised. Explore concepts of learning, belonging and sharing within the practice of baptism and in pupils' lives.</p>
Year 2	<p>Christianity-God Does how we treat the world matter?</p> <p>Explore Christian beliefs about God as creator and sustainer, and consider how these beliefs might influence Christian attitudes towards the planet. Consider their own ideas and values in regards to the importance of caring for the planet. They should consider this as a human value, not just a religious one.</p>	<p>Christianity-Jesus Why do Christians say Jesus is the 'Light of the World'?</p> <p>Explore the use of light to and how it might be used in religious communities to indicate the presence of God and as a description for Jesus as God incarnate and make links between the imagery and symbolism of light in the Christian context and significant events in their own lives.</p>	<p>Hindu Dharma How might people express their devotion?</p> <p>Explore the purpose of and practices associated with Hindu worship. The focus includes beliefs about Brahman, family, community and Worship. Consider the concept of being devoted to something/someone – and the various ways in which human beings might show their devotion.</p>	<p>Islam Why do Muslims believe it is important to obey God?</p> <p>Examine Islamic beliefs and practices linked to prayer. Reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends.</p>	<p>Christianity-Church What unites the Christian community?</p> <p>Explore the core beliefs and symbols of Christianity and learn about the importance of the church as a place to bring together the community for worship and Christian fellowship. Consider why people might want to be part of a community and the shared values and interests that bring people together.</p>	<p>Judaism What aspects of life really matter?</p> <p>Examine Jewish beliefs and practices linked to the Sabbath (Shabbat). Explore the significance of the Sabbath and why Jewish people keep the day holy. Reflect on the value of making time for those things that are important to us</p>

<p>Year 3</p>	<p>Christianity - God How (and why) have some people served God?</p> <p>Explore Christian teachings and examples of people who have followed the word of God. Explore ways in which Christians today might follow God's word and live a life of service – serving God and the community. Discuss role models in their own lives and how/why some people have inspired them.</p>	<p>Islam Why is the Prophet Muhammad (pbuh) an example for Muslims?</p> <p>Explore and examine the origins of Islam. Understand why Muhammad is seen as a role model to Muslims and how his example influences a Muslim life. explain the third pillar of Islam (Zakat) and why it is an obligatory act (one of the Five Pillars). Discuss charitable acts or events they have been involved in and why they believe it is important to help others.</p>	<p>Christianity - Jesus What does it mean to be a disciple of Jesus?</p> <p>Explore what it means to be a follower of Jesus – both at the time of Jesus and today. Explore how Christians today might try to follow the example and teachings of Jesus and reflect on the qualities that good leaders have and the idea that some people have a 'charisma' that attracts followers.</p>	<p>Christianity - Church What do Christians mean by the 'Holy Spirit'?</p> <p>Explore the Church as a community of people inspired by the Holy Spirit. Learn about what Christians mean by the Holy Spirit and how this might inspire Christians to express their beliefs and values in different ways. Reflect on their own unique skills/talents/qualities and how they use these.</p>	<p>Sikhism Why are the Gurus important to Sikhs?</p> <p>Explore the Sikh tradition and its origins with the teachings and example of Guru Nanak and Guru Gobind Singh. Consider the importance of commitment within Sikhism and how this might be expressed. Reflect on and develop their own understanding of the value of commitment. They should consider how being committed can be both a challenge and a source of meaning and purpose.</p>	<p>Hindu Dharma Why is family an important part of Hindu life?</p> <p>Explore the concept of duty within Hinduism – duty to family and duty to society. Reflect on their own duties to themselves. Families and communities</p>
<p>Year 4</p>	<p>Hindu Dharma What might a Hindu learn through celebrating Diwali?</p> <p>Deepen understanding of Hindu beliefs about God by learning about Rama as an avatar of Vishnu and connecting this with the Diwali theme. Explain the deeper meaning of festival celebrations and reflect on the symbolism of light within all human cultures, and consider how light might be a universal symbol of goodness and hope.</p>	<p>Christianity - God How and why might Christians use the Bible?</p> <p>Investigate how and why Christians use the Bible today and why the Bible is seen as a source of inspirations and authority by many Christians. Explore the idea that the Bible has authority for Christians because it is 'the Word of God', but that Christians have different views about what this means. Consider other sources of wisdom and authority that may guide Christians in making moral decisions.</p>	<p>Sikhism How do Sikhs express their beliefs and values?</p> <p>Explore how Sikhs convey their beliefs and commitments in the way they live their lives and through symbols which are observable expressions of faith. Reflect on important questions such as how humans show commitments to their values and communities, and issues of equality and justice.</p>	<p>Christianity - Jesus Is sacrifice an important part of religious life?</p> <p>Investigate the person of Jesus through the concept of sacrifice. Consider how Jesus' sacrifices have provided a model for other Christians to mirror by showing agapé (selfless love for others). Reflect on their own values and on what influences their choices.</p>	<p>Islam Why do Muslims fast during Ramadan?</p> <p>Examine the structures that underpin Islamic beliefs and practices in greater depth. Through a study of Ramadhan, understand the key values of Islam of submission to Allah and service to God through charitable life and actions. Consider the role of commitment as part of religious life and reflect on the wider human value of being committed to ideas, to self-improvement or to other people.</p>	<p>Christianity - Church What does 'love your neighbour' really mean?</p> <p>Investigate Christian teaching of agape. Explore how important messages and guidance can be passed on through stories and will focus on Christian teachings contained in the parables that Jesus told to his followers. Discover how modern Christians show a love for their neighbour and reflect on what they message they would want to pass on.</p>

<p>Year 5</p>	<p>Christianity - God Why is it sometimes difficult to do the right thing?</p> <p>Explore Christian beliefs and teachings about sin and temptation and introduce core Christian concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation. Investigate the importance of forgiveness within the Christian faith and the way this might be put into action by both individuals and communities. Reflect on things that might be seen as ‘temptations’ in modern life. Discuss their own views about the role of forgiveness.</p>	<p>Islam Why is the Qur’an so important to Muslims?</p> <p>Explore and examine the origins and role of the Qur’an as a source of wisdom and authority for Muslims. Develop understanding of the Prophet Muhammad (Pbuh) and how/why he is a role model and source of guidance for Muslims. Discuss what is meant as ‘Ultimate Authority’ and how this may differ for different members of society – including religious and non-religious individuals and communities.</p>	<p>Hindu Dharma What might Hindus learn from stories about Krishna?</p> <p>Examine how Hindu truths are transmitted using stories from revered literature. Explore some forms of Hindu literature and the beliefs and practices associated with a key story. Consider whether there are links between the ‘truths’ and values revealed in the story and their own beliefs, values and experiences.</p>	<p>Christianity - Jesus What do we mean by a miracle?</p> <p>Explore what the Christian belief in Jesus as ‘fully human and fully divine’ means. Discuss why some people believe in miracles and why others do not. Investigate why some Christians might want to travel to a place associated with a miracle. Consider the meaning of the word faith and the experiences that might strengthen the faith of a believer.</p>	<p>Christianity - Church How do people decide what to believe?</p> <p>Explore Christian beliefs and teachings contained in the Apostle’s Creed and how shared beliefs unite the world-wide Church. Explore diversity within Christianity by looking at differences in worship. Explore the question of how people can live together well in modern Britain – and the value of being united in diversity.</p>	<p>Judaism Do people need laws to guide them?</p> <p>Explore the importance of the Torah to Jewish people as a guide to life and faith. Explore how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue. Reflect upon how they personally make decisions and who or what can have influence over this.</p>
<p>Year 6</p>	<p>Christianity - God How do Christians mark the ‘turning points’ on the journey of life?</p> <p>Explore the church as a community of believers and examine how rites of passage reflect their commitment and relationship with God. Consider different dominations reflecting upon the importance of child baptism, confirmation and adult baptism. Consider their own life journey and the changes they will make as they make as they progress through life.</p>	<p>Hindu Dharma Is there one journey or many?</p> <p>Explore Hindu beliefs about reincarnation and consider how these beliefs might impact on a Hindu’s view about the purpose of human existence. Explore Hindu beliefs about reincarnation of the soul and the ultimate aim of Moksha (liberation from rebirth).</p>	<p>Islam What is Hajj and why is it important to Muslims?</p> <p>Explore the Five Pillars of Islam and how these beliefs and values impact on the life of a Muslim. Learn about the pilgrimage to Mecca and completing Hajj and reflect on the personal journey a Muslim will make both physically and spiritually. Consider their own life experiences and suggest how their lives have changed. Consider challenges people may face during the journey of life and the support needed as they move through their own life journey.</p>	<p>Christianity - Jesus Why do Christians believe Good Friday is ‘good’?</p> <p>Explore the events of Holy Week and Easter Sunday in the Christian religion. Through study of Eucharist in different denominations, identify how Christians view the death and resurrection of Jesus as a source of guidance and comfort. Reflect on whether suffering can make a person stronger and who or what they can turn to when facing difficulties.</p>	<p>Buddhism What do we mean by a ‘good life’?</p> <p>Explore the concept of a good life through considering what Buddhism teaches makes someone truly happy. Reflect on their own life and happiness as they prepare for the change of leaving primary school.</p>	<p>Christianity - Church If life is like a journey, what’s the destination?</p> <p>Explore what it is that Christians believe gives their lives purpose and meaning. Learn about the effect that belief in salvation brought about by Jesus’ death and resurrection has. Discover how the act of confessing sins and seeking reconciliation and forgiveness restores relationships with others and with God in the eyes of the believer, leading to faith in life after death. Reflect on the importance of forgiveness to them.</p>

