




Hillcross Primary R.E. Curriculum

EYFS

Nursery						
Topic: R.E specific not overall pupil chosen topics	Autumn 1: We are Special	Autumn 2: Our Wonderful World	Spring 1: Special Times	Spring 2: Special Stories	Summer 1: Special Places	Summer 2: Special Things
	<p style="text-align: center;">Autumn 1:</p> <ul style="list-style-type: none"> • talk about themselves, their family and their friends • identify similarities, differences and changes • Introduce celebrations and festivals religious and non-religious - harvest • storybooks/narratives about religious celebrations shared. 	<p style="text-align: center;">Autumn 2:</p> <ul style="list-style-type: none"> • introduce celebrations and festivals religious and non-religious-Christmas, Remembrance Sunday, St Nicholas Day (6th Dec - Christian), Diwali (Hindu), Hanukkah • Experience a variety of religious stories (from the Bible and where appropriate from other faiths) - Christmas story - similarities and differences linked to how children celebrate within the class. • talk about the environment - changes to the classroom and at home e.g. putting up a Christmas tree • Talk about the needs and feelings of others - people celebrate in different ways • storybooks/narratives about religious celebrations shared. 	<p style="text-align: center;">Spring 1:</p> <ul style="list-style-type: none"> • introduce celebrations and festivals religious and non religious - Chinese New Year, Valentines • begin to recognise that some celebrations and festivals are linked to religions • be sensitive to the needs and feelings of others (target repeated as new children starting school & consolidation) • storybooks/narratives about religious celebrations shared. 	<p style="text-align: center;">Spring 2:</p> <ul style="list-style-type: none"> • introduce celebrations and festivals religious and non religious - Shrove Tuesday, Lent, Easter, Eid-ul-Fitr • Talk about the needs and feelings of others - people celebrate in different ways • storybooks/narratives about religious celebrations shared. 	<p style="text-align: center;">Summer 1:</p> <ul style="list-style-type: none"> • reflect on experiences and talk about own experiences, noticing similarities - Easter 	<p style="text-align: center;">Summer 2:</p> <ul style="list-style-type: none"> • Talk about celebrations such as upcoming changes at school. • identify something which is special to them • be aware of and sensitive to other people's special things
Reception						
Topic: R.E specific not overall pupil chosen topics	Autumn 1: We are Special	Autumn 2: Our Wonderful World	Spring 1: Special Times	Spring 2: Special Stories	Summer 1: Special Places	Summer 2: Special Things
<p>SACRE AT1 Knowledge and understanding</p> <p>SACRE AT2 Exploring and responding to religious issues</p>	<ul style="list-style-type: none"> • talk about themselves, their family and their friends • listen to stories from the Bible and where appropriate from other faiths • begin to be aware of their responses and feelings to home and school situations • identify similarities, differences and changes 	<ul style="list-style-type: none"> • talk about the environment • experience a variety of religious stories (from the Bible and where appropriate from other faiths) • treat living things with care and concern • talk about how we care for the local environment • how a range of feelings in response to their experiences of the natural world 	<ul style="list-style-type: none"> • begin to recognise that some celebrations and festivals are linked to religions • encounter and respect relevant cultural and spiritual events • feel valued and value others • be sensitive to the needs and feelings of others • express their feelings and respect the feelings of others 	<ul style="list-style-type: none"> • talk about their own favourite stories • begin to know that certain books are special to different people including religious books (e.g. torah to Jewish people, Qur'an to Muslims, Bible to Christians) • begin to be aware that not everyone believes or celebrates the same thing • respond to stories from the Bible and where appropriate from other faiths 	<ul style="list-style-type: none"> • talk about their homes and belongings • begin to develop an awareness that some people worship in special buildings • recognise that people have special places, some of which are religious • have respect for people, their beliefs and cultures 	<ul style="list-style-type: none"> • identify something which is special to them • talk about what makes something special • be aware of and sensitive to other people's special things • treat living things, property and their environment with care and concern



Focused Religion	Christianity	Christianity, Islam, Hinduism and Judaism	Christianity	Christianity, Islam, Hinduism and Judaism	Christianity, Islam, Judaism, Hinduism, Sikhism	Christianity
British Values	Tolerance for other religions, beliefs and faiths.	Mutual Respect	Individual liberty	Tolerance for other religions, beliefs and faiths.	Mutual Respect, Tolerance for other religions, beliefs and faiths	Mutual Respect
Outcome Pupils should learn:	<ul style="list-style-type: none"> that each person is unique and special that Christians believe that God loves everyone we should treat everyone we meet as special 	<ul style="list-style-type: none"> that people are responsible for the environment of the classroom and the outside world that living things must be cared for Usually cover in Spring 2 that many people believe in a God the Creator 	<ul style="list-style-type: none"> every person has a 'birthday' Christians celebrate Christmas, the birth of Jesus We cover this in Autumn 2 celebration is a joyful time a celebration is often a time to say 'thank you' 	<ul style="list-style-type: none"> everyone has a favourite story some stories are special to religions and worldviews e.g. Bible (Christians) Qur'an (Muslims) religious groups treat their special books with great respect 	<ul style="list-style-type: none"> that people have their own special places that there are religious buildings which are special to certain groups of people such as: <ul style="list-style-type: none"> Church / Christians Mosque / Muslims Synagogue / Jews Temple / Hindus Gurdwara / Sikhs Dependent on cohort/usually taught in Aut 2 	<ul style="list-style-type: none"> that different things are precious to people for different reasons that memories can be very precious to respect things that are precious to others it is important to look after precious things
Enquiry  There should be one overarching enquiry question that children will be able to answer at the end of their learning. Sub- questions - are to be used to plan each lesson	<u>What Makes Me Special?</u> → Who am I and where do I belong? (e.g. a person with a name and you belong to a family)? Article 8- identity → How am I the same as and different from other people? → Who was Jesus? → How should we treat one another, if we are all special? Linked to YCDI	<u>What makes me and our world wonderful?</u> → What is wonderful about our world? → Why should we look after our world? Taught across the year depending on the chosen topic by children. Not necessarily Spring 2	<u>How do we celebrate special events and times?</u> → Why do we say 'thank you' and who should we say thank you to? → How does it feel to give (gifts and charity) and receive? → What are your special times? (What events are special to you?)	<u>Why are stories special?</u> → What makes a story special? → Where does this story come from? (Link to a religious story) → How can we tell this is a sacred book? (e.g. Qur'an and Qur'an stand) → How do we show respect for something special? (Link to religious items too.)	<u>What makes a place special?</u> → What makes a place special and what is your special place? → How do you feel in your special place? → How does this building (e.g. during a visit to a church) make you feel? No visits	<u>How should we treat special things?</u> → What makes a 'thing' special or precious? → How do you feel when you are given a → precious gift or lose something precious? → How should we respond when we're given precious things? → How should we treat precious things?
Key Vocabulary	special, unique, same, different, kind, thoughtful, Jesus, God, Christians, Bible, miracle	responsibility, caring, living, care for, protect, look after, God, creation, creator, thankful, recycling	birthday, celebration, special time, thank you, Christmas, birth, Jesus, gift, present, give, receive, charity	special, favourite, meaning, moral, sacred, Bible, Torah, Qur'an, Christian, Jewish, Muslim	special, important, safe, scared, comfortable, peaceful, church, mosque, synagogue, Christians, Sikhs, Muslims, Jews, Hindus	special, respect, precious, memories, treasure, wedding, baptism, care
Possible Activities:	<ul style="list-style-type: none"> paint/draw portraits of each other listen to and act out the biblical story of the Lost Sheep, Luke 15:1-7 listen to a story from the Bible about Jesus' love of children, Luke 18:15-17 look at photographs of each other as babies and discuss ways they've changed make a book about people who care for us make a zigzag book about myself, my friends and who cares for me 	<ul style="list-style-type: none"> hear stories from religious traditions about God the Creator and how people care for the world observe the activities of a bird table observe and make drawings/paintings of plants and trees in the garden help clear up at the end of a session grow and care for plants or look after a pet listen to a simplified version of the Creation in Genesis 1 	<ul style="list-style-type: none"> identify occasions for saying 'thank you' and the reasons why we thank others make and give cards related to specific festivals, where appropriate- link to children's religions and special events in the unit encourage children to bring in photos of food eaten/celebrations/ special times shared with families dress up for different celebrations invite parents/visitors to encounter celebrations 	<ul style="list-style-type: none"> choose a story which is special to them (Why is it special to you?) listen to a story which is special to others and know why it is hear stories from the Bible about Jesus listen to stories from other religions and worldviews- link to religions within the unit look at artefacts associated with sacred books e.g. Yad (Torah), Qur'an stand discuss why a story is special express ideas as to why the story is special to others 	<ul style="list-style-type: none"> explore children's literature about special places (e.g. "Halfway Down The Stairs", by A A Milne, "Out and About", by Shirley Hughes) visit a local religious building (e.g. church, Hindu temple, synagogue, mosque etc.) bring in photographs of special places draw/paint a special place talk about feelings in a special place set up role play areas linked to places of worship 	<ul style="list-style-type: none"> explore children's literature about precious things (e.g. "Dogger" by Shirley Hughes I "Wilfred Gordon McDonald Partridge" by Mem Fox) invite a visitor to talk about a precious memory of a religious occasion (e.g. a wedding, baptism etc.) tell the Bible story of the Lost Coin, Luke 15:8-10 share something that is precious to them discuss why it is precious make a class book about 'our



				<ul style="list-style-type: none"> think about how we treat things which are special 		treasures'
Possible Resources:	<ul style="list-style-type: none"> Stories Jesus Told: Favourite Stories from the Bible by Nick Butterworth The Beginner's Bible BBC Bitesize 	<ul style="list-style-type: none"> Wonderful Earth by Nick Butterworth In the Beginning- Lion Story book Planet Earth DVD In the Beginning by Steve Turner BBC Bitesize The Story of Christmas by Jane Ray 	<ul style="list-style-type: none"> BBC Bitesize 	<ul style="list-style-type: none"> A Treasury of Stories from the Old Testament by Maggie Pearson Stories Jesus told: Favourite Stories from the Bible by Nick Butterworth BBC Bitesize 	<ul style="list-style-type: none"> Halfway Down the Stairs by AA Milne Out and About by Shirley Hughes www.request.org.uk BBC Bitesize 	<ul style="list-style-type: none"> Dogger by Shirley Hughes Wilfred Gordon McDonald Partridge by Mem Fox BBC Bitesize




Hillcross Primary R.E. Curriculum

KS1

Overview of visits to places of worship	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Mosque (Islam)	Church (Christianity)	Synagogue (Judaism)	Mandir (Hinduism)	Gurdwara (Sikhism)	Temple (Buddhism)
	Year 1					
Topic	Autumn 1: A change over time	Autumn 2: Carnival of animals	Spring 1: A Step in Time	Spring 2: Very Victorian Values	Summer 1: Fe Fi Fo Fum	Summer 2: Whole School Topic
SACRE AT1 Knowledge and understanding	Festivals: <ul style="list-style-type: none"> Identify the practices associated with a festival Retell the story behind a festival 	Belongings <ul style="list-style-type: none"> Know that religious people belong to a faith Identify an example of something that is worn by a religious person to show that they belong 	The Christian Bible (1) <ul style="list-style-type: none"> Retell a story from the Bible Identify the significance of the Bible for Christians Demonstrate understanding that Christians read the Bible to learn about God <i>(By the end of KS1)</i> 	Islam (1) <ul style="list-style-type: none"> Identify some religious practices of the Muslim faith such as prayer, and that prayer is important for Muslims 	Creation <ul style="list-style-type: none"> Retell a creation story and identify some religious beliefs Identify ways in which religious people might respond to God the Creator 	The Church <ul style="list-style-type: none"> Identify the main features in a church e.g. altar/communion table, font, baptismal pool and their use and significance Talk about why Sunday is a special day for Christians and how other religions have their own special day
SACRE AT2 Exploring and responding to religious issues	<ul style="list-style-type: none"> Talk about a celebration which is special to them and explain why Sensitively connect the ideas of celebrating in their own lives with those of others 	<ul style="list-style-type: none"> Identify ways in which they show they belong Show respect for other people's beliefs, values and culture 	<ul style="list-style-type: none"> See the relevance in their own lives of some of the teaching from the Bible (e.g. forgiveness, caring for others) 	<ul style="list-style-type: none"> respond sensitively to the experiences and feelings of others, including those with a faith which they are studying respond sensitively to Islamic values, particularly within the Muslim home 	<ul style="list-style-type: none"> Respond to the world with a sense of wonder and appreciation Develop their own sense of awareness and responsibility for the world in which they live 	<ul style="list-style-type: none"> Discuss and identify a community, group, club they belong to and why many Christians feel they need to meet and worship together Show respect when visiting a Christian place of worship
Focused Religion	Christianity	Christianity, Islam, Hinduism and Judaism	Christianity	Islam	Christianity (Making comparisons to other religions too)	Christianity
British Values	Tolerance for other religions, beliefs and faiths.	Mutual Respect	Individual liberty	Tolerance for other religions, beliefs and faiths.	Mutual Respect, Tolerance for other religions, beliefs and faiths	Mutual Respect
Outcome The children should learn:	<ul style="list-style-type: none"> a festival is a time of celebration and explores both sad and happy memories there are common elements in most celebrations (e.g. food, clothes, gifts, cards, family gatherings, saying "thank you") religious and worldview festivals concern significant events from the past showing relevance for the present 	<ul style="list-style-type: none"> ways in which they belong how belonging is expressed and made explicit the concept of belonging to a family there are a number of religions in the world religious people belong to a faith religious people have different ways of showing the ways in which they belong to a community 	The Bible is the special book for Christians: <ul style="list-style-type: none"> Christians read from the Bible which contains both the Old and New Testaments Christians need the Bible in order to learn about God and how this affects their daily life The New Testament contain stories about the life of Jesus and stories Jesus told such as: <ul style="list-style-type: none"> the birth of Jesus Luke 1-2 Jesus and his family go to Jerusalem Luke 2:41-52 	Allah is the Islamic name for God <u>Muslims believe:</u> <ul style="list-style-type: none"> Allah is the one true God He has no partners He is the Creator who provides all things <u>Islamic values:</u> <ul style="list-style-type: none"> the importance of good values home and family life for children respect for each other, parents, elders and children honesty and good manners responsibility for all creation 	<ul style="list-style-type: none"> the Bible contains the story of the Creation stories and extracts from religious traditions which explore the relationship of people to the natural world ways in which religious traditions express gratitude for the world's resources a practical responsibility towards the natural world 	<ul style="list-style-type: none"> the Church is the Christian community the Church is a Christian building: learn about the objects and symbols in churches Sunday as a special holy day worshipping together – including reading from the Bible (the special book for Christians), listening to stories, singing and praying special leaders, e.g. priests, ministers, elders important ceremonies e.g.



			<ul style="list-style-type: none"> ➤ Jesus is baptised Luke 3:21 ➤ Jesus chooses some special friends Luke 5:1-11 (<i>Jesus calls his first disciples</i>) ➤ Jesus and Zacchaeus Luke 15:11-32 ➤ Prodigal Son, House on the Rock Luke 6:46-48 and the Good Samaritan Luke 10:25-37 	<p><i>Guidance:</i></p> <ul style="list-style-type: none"> ➤ the Qur'an is the special holy book for Muslims ➤ Allah has sent guidance through the Qur'an ➤ The life of the Prophet Muhammad* 		baptisms and weddings
<p>Enquiry</p>  <p>There should be one overarching enquiry question that children will be able to answer at the end of their learning. Sub-questions - are to be used to plan each lesson</p>	<p><u>How and why do people celebrate different festivals?</u></p> <ul style="list-style-type: none"> → What are your special celebrations and which celebrations are special to others? (Consider different religions and festivals.) → Why do religions have festivals and what are the common ways in which we celebrate? (cards, food, clothes, gifts, family gatherings, saying "thank you") → Why do people have special clothes for celebrations and how else do we celebrate? → What is the Harvest festival and why do Christians celebrate it? → How is the festival celebrated in different parts of the world? 	<p><u>How do religious people show they belong to a community?</u></p> <ul style="list-style-type: none"> → What does it mean to belong? (Discuss school, clubs, family, community, faith) → How do we show we belong? (Discuss school uniform, club badges, family celebrations (link to Autumn 1), special clothes community etc. e.g. police, Dr's, nurses, firefighters etc) → How do we welcome someone new into the group/class/school? → What does faith mean (knowing and having belief in a god) and how do religious people show they belong? → What are the major religions in the world? → How do religious people show they belong to a community? (link to 'religious'-based clothing: Christianity, Hinduism, Islam & Judaism) 	<p><u>What is the Bible important to Christians?</u></p> <ul style="list-style-type: none"> → Do you have a special book? Why is it special to you? → What is the Bible and why is it important to Christians? (Holy book for Christians that contains old and new testaments.) → Why do Christians read the Bible and what is special about the New Testament? (To learn about God and it contains stories to teach them how to live their daily lives.) → What does the story of the birth of Jesus teach Christians about how to live our lives? (God keeps his promises and honesty is important) → What does the story of Jesus' baptism teach Christians how to live their lives? (Luke 3:21) -to be humble and not think we're above others-equity → What does the story of the Good Samaritan tell Christians about how to lead their lives? (Treat everyone with kindness-even enemies) → Do you have a special book? Why is it special to you? 	<p><u>What do Muslims believe?</u></p> <ul style="list-style-type: none"> → Why is having a name and identity important? (Link to Identity- Article 8) → What do Muslims believe about Allah? (Allah is the one true God, has no partners and is the Creator who provides all things) → What values are important to Muslims? (Home and family, respect, honesty and good manners) → What guides a Muslim in their beliefs? (See outcome for guidance above) → How can religion help you be a better person? (holy book and religion try to teach you how to live your lives) → What is similar about Islam and Christianity? What is different? 	<p><u>How did the world begin?</u></p> <ul style="list-style-type: none"> → What makes our world beautiful and exciting? (Justify) → What does the Bible tell us about the creation of the world? (7 days of the creation) → Do all religions believe that God created the world (like Christians do)? (link to Muslims believing Allah created the world) → What do religious books tell us about looking after our world? → How can we help to look after our world? 	<p><u>Why is the church important to the Christians?</u></p> <ul style="list-style-type: none"> → What does 'belonging' mean and what does it feel like to belong? → What is a church and why do Christians go to church? → What might we find in a church and how should we behave in one? (e.g. altar/communion table, font, baptismal pool) → Do you need to go to church to worship or pray? (explain that worshipping can happen anywhere- but there are benefits to being within a community). → Why is Sunday a special day for Christians? Do other religions have days which are special? E.g. Muslims- Friday/Jew-Friday eve and Saturdays → Why do people have special ceremonies for births and ceremonies? What do Muslims believe
Key Vocabulary	Festivals, celebrations, happy, sad, memories, stories, practices	Belonging, family, beliefs, values, culture, community, badge	The Bible, Christians, Old Testament, New Testament, Jesus, special, nativity, christening, baptism, miracles, respect	Allah, Islam, Muslim, Qur'an, Prophet Muhammed	Creation, creator, faiths, beliefs, communities, Harvest, Sukkah, responsibilities, recycling	Christianity, church, symbols, altar, communion table, font, baptism pool, significance.
Possible Activities:	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> ● enact stories and celebrations from Harvest, Easter, Diwali (Deepavali) or Id-ul-Fitr finding out what the stories told at the festival means ● look at the customs and practices 	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> ● introduce the idea that people who believe in God belong to a family too ● discuss how people wear/do special things to show they belong to a religious community 	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> ● look at and handle some Bibles identifying the Old Testament and the New Testament ● identify some stories from the Bible that they are familiar with and talk about them together 	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> ● learn that the Islamic name for God is 'Allah' ● listen to Muslims talking about their values n talk with Muslims about their families ● find out what Muslims mean by 	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> ● watch creation stories ● discuss how faith communities believe the beauty of the world came into being ● explore what creation stories and teach about how we should look 	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> ● visit a local church and/or look at pictures / video of churches and identify key features ● observe how the Bible is treated with respect, and find out why ● hear someone read from the



	<p>of the festival</p> <ul style="list-style-type: none"> invite visitors to talk about how they celebrate a festival invite visitors to talk about celebrations in their past and share memories Have a celebration (party) and include elements above to show how we celebrate <p>A21 Related:</p> <ul style="list-style-type: none"> identify the practices associated with a festival retell the story behind a festival 	<p>AT2 Related:</p> <ul style="list-style-type: none"> explore the word 'belonging' look at school badge and uniform design a badge for something they belong to discuss their own experiences of belonging (circle time) bring in special clothes and try on, draw and discuss 	<p>AT2 Related:</p> <ul style="list-style-type: none"> explore the importance of Jesus- look at religious Christmas cards role play the nativity find out what happens when people are baptised act out the story of one of the parables and discuss the characters' actions 	<p>'respect' and how this is demonstrated in action</p> <ul style="list-style-type: none"> visit a mosque observe salah, and find out where and how it takes place <p>AT2 Related:</p> <ul style="list-style-type: none"> distinguish between what is made by people and what belongs to the natural world experience and talk about the care of living things talk about cleanliness and occasions when washing is particularly encouraged share experiences of special occasions in their lives share feelings of gratitude and thankfulness think about why we try to be 'good' and what that involves talk about how people show respect for each other 	<p>after the world</p> <ul style="list-style-type: none"> find out how faith groups show appreciation of natural resources (e.g. talk about harvest/Sukkot) make a model Sukkah <p>AT2 Related:</p> <ul style="list-style-type: none"> examine a natural object under a microscope explore ideas about the world as a beautiful and exciting place (go out into the garden/wild area and discuss or look at pictures) what sort of things might Christians put into a prayer of thanksgiving for the natural world/ harvest talk about aspects of creation which they like best discuss ways in which the world is being spoilt design a poster to show how we can look after the world (e.g. recycling, not dropping litter etc.) 	<p>Bible, and talk to them about why they respect it as a holy book</p> <ul style="list-style-type: none"> meet and put questions to a church member/Christian identify children in the class who have been christened or baptised or dedicated. Collect photographs and artefacts for classroom display visit a church to see the font Enact a baptism, if appropriate <p>AT2 Related:</p> <ul style="list-style-type: none"> share feelings about belonging to a group, and identify the characteristics of groups they belong to in school participate in periods of quiet reflection, and share thoughts on what silence feels like talk about stories in the Bible and what they understand by them talk about making and keeping promises
<p>Possible Resources:</p>	<p>www.request.org.uk The Tale of Three Trees by Angela Elwell Hunt The Beginner's Bible KS1 Religious Education- BBC Bitesize</p>	<p>KS1 Religious Education- BBC Bitesize</p>	<p>KS1 Religious Education- BBC Bitesize</p> <ul style="list-style-type: none"> The King, the Snake and the Promise CD Stories Jesus Told: Favourite Stories from the Bible by Nick Butterworth The Beginner's Bible 	<ul style="list-style-type: none"> BBC- what is Islam? KS1 Religious Education- BBC Bitesize Our Culture. Muslim I am a Muslim by Dina Zaman The Proudest Blue: A Story of Hijab by Ibtihaj Muhammad 	<ul style="list-style-type: none"> Wonderful Earth by Nick Butterworth Planet Earth DVD In the Beginning by Steve Turner KS1 Religious Education- BBC Bitesize 	<ul style="list-style-type: none"> KS1 Religious Education- BBC Bitesize www.request.org.uk The Beginner's Bible



Hillcross Primary R.E. Curriculum

KS1

	<u>Year 2</u>					
Topic	Autumn 1: London Landmarks	Autumn 2: Hearts and Lanterns	Spring 1: Under the Sea	Spring 2: Disaster strikes	Summer 1: A journey to Discovery	Summer 2: Whole School Topic
SACRE AT1 Knowledge and understanding	Sacred Writings: <ul style="list-style-type: none"> Name a religious book and the faith group it is associated with Retell a story from a religious book and identify some beliefs and teaching 	Christian Festivals: <ul style="list-style-type: none"> Identify the main symbols and artefacts of Christmas and talk about their meanings Retell some of the events of Christmas and identify some of the religious beliefs and teachings 	The Christian Bible (2): <ul style="list-style-type: none"> Retell a story from the Bible and identify its significance for Christians Demonstrate understanding that Christians read the Bible to learn about God 	Christian Faith and Values: <ul style="list-style-type: none"> Identify some Christian beliefs and teachings from the Bible Demonstrate understanding of the importance of the Cross in the Christian faith 	Islam (2): <ul style="list-style-type: none"> Retell some stories of the life of the Prophet Muhammed 	Places of Worship: <ul style="list-style-type: none"> Identify and describe some features of a religious building Identify and describe some purposes of a religious building
SACRE AT2 Exploring and responding to religious issues	<ul style="list-style-type: none"> Be positive about the values and concerns of others Identify from their own experience the feelings of people in the story 	<ul style="list-style-type: none"> Realise that some questions related to Christmas are difficult to answer Respond sensitively to the emotions of sadness, happiness, disappointment and joy within the festivals studied 	<ul style="list-style-type: none"> Realise that the Bible contains elements that are puzzling (e.g. miracles) see the relevance in their own lives of some of the teaching from the Bible (e.g. forgiveness, caring for others) 	<ul style="list-style-type: none"> Realise that some questions that cause people to wonder (e.g. creation) are difficult to answer Respond sensitively to Christian values about the way we treat one another 	<ul style="list-style-type: none"> Respond sensitively to the experiences and feelings of others, including those with a faith which they are studying Respond sensitively to Islamic values, particularly within the Muslim home 	<ul style="list-style-type: none"> Talk about a building or place which is special to them Explain how they feel in their special place and respond sensitively to the feelings of others
Focused Religion	Islam	Christianity	Christianity	Christianity	Islam	Christianity, Islam, Hinduism, Judaism
British Values	Mutual Respect	Mutual Respect	Mutual Respect	Mutual Respect	Mutual Respect	Mutual Respect, Tolerance for other religions, beliefs and faiths
Outcome The children should learn:	<ul style="list-style-type: none"> the names of some religious books and the religion to which they belong e.g., Qur'an- Islam, The Bible- Christianity that stories often contain inner meanings and messages that religious books teach people how to live 	<p><u>Christmas</u></p> <ul style="list-style-type: none"> the celebration of Jesus' birth shows he is special for Christians stories about the birth of Jesus, illustrating the idea that God is a loving father symbols of Christmas, e.g. crib <p><u>Easter</u> (These will be addressed during whole school collective worships in Spring and stories will be shared in class)</p> <ul style="list-style-type: none"> stories about Jesus' death and resurrection, which emphasise the idea that he is special for Christians, and the theme of 'new life' symbols of Easter, e.g. Easter Garden, Paschal Candle, Cross 	<p><u>The Bible is the special book for Christians:</u></p> <ul style="list-style-type: none"> Christians read from the Bible which contains both the Old and New Testaments (Y1) Christians need the Bible in order to learn about God and how this affects their daily life (Y1) The New Testament contain stories about the life of Jesus and stories Jesus told such as: <ul style="list-style-type: none"> the birth of Jesus Luke 1-2 (Y1) Jesus and his family go to Jerusalem Luke 2:41-52 Jesus is baptised Luke 3:21 (Y1) Jesus chooses some special friends Luke 5:1-11 (Jesus calls his first disciples) Jesus and Zacchaeus Luke 15:11-32 	<p><u>God</u></p> <ul style="list-style-type: none"> stories, songs, poems and sayings from the Bible which describe God as the Creator who has created the world as a gift to humanity, and as a loving father <p><u>Christian Values</u></p> <ul style="list-style-type: none"> the two greatest commandments, 'love God' and 'love your neighbour' Mark 12:29-31 Jesus' teaching on forgiveness and love relationships with family and friends the lives of Christians who followed the example of Jesus caring for others <p><u>Home life</u></p> <ul style="list-style-type: none"> within the home and family Christianity encourages 	<p><u>Guidance:</u></p> <ul style="list-style-type: none"> the Qur'an is the special holy book for Muslims Allah has sent guidance through the Qur'an The life of the Prophet Muhammad* <p><u>Worship of Allah:</u></p> <ul style="list-style-type: none"> Muslims serve Allah in many ways including daily salah which usually take place in the mosque festivals, especially Id-ul-Fitr and Id-ul-Adha 	<ul style="list-style-type: none"> the reasons why people have special places that some places are special to others that religious people have special places that relate to their faith what happens inside a place of worship



			<ul style="list-style-type: none"> ➤ Prodigal Son, House on the Rock Luke 6:46-48 and the Good Samaritan Luke 10:25-37 (Y1) 	<p>honesty, care and respect for others</p> <ul style="list-style-type: none"> • Christians often pray at home before meals • homes may contain Christian symbols such as a cross, a fish (Ichthus) or statues/paintings of Jesus/Mary 		
<p>Enquiry</p>  <p>There should be one overarching enquiry question that children will be able to answer at the end of their learning. Sub- questions - are to be used to plan each lesson</p>	<p><u>What is the significance of a Holy book to members of that faith?</u></p> <ul style="list-style-type: none"> → What makes a book special? (Chn to bring in a special book from home) → How is a holy book similar and different to other books? (Selection including the Qur'an- Islam and Bible-Christianity. Make links to learning in Y1) → Why are religious books so important? (They are guides teaching people how to behave/live their lives/what they should believe in. Stories often contain inner meanings and messages.) → How do different faiths show respect for their religious books/writings? Discuss how a specific religious book is made, kept, handled and what this tells us about respect → What are the similarities and differences between the stories of Jonah and the Whale (Christianity) and Yunus and the whale (Islam)? What messages do they teach? → Can I retell the story from a religious book? (This could be either of the stories from the previous lesson). 	<p><u>What does the Christmas story teach us?</u></p> <ul style="list-style-type: none"> → Why do Christians use light as a symbol? (Symbol of holiness, goodness, knowledge, wisdom, grace, hope, and God's revelation. By contrast, darkness has been associated with evil, sin, and despair.) → Why is the birth of Jesus so important for Christians? (Story of Christmas) → What symbols and objects are associated with Christians and Christmas?(Donkey, star, angels, crib, candle) → What does the Christmas story teach Christians? (God is a loving father) → How does Christmas relate to Easter? (Christmas - birth and Easter- death) 	<p><u>What is the Bible important to Christians?</u></p> <ul style="list-style-type: none"> → What do we know about the Bible and why it is important to Christians? (Recap what was learnt in Y1) → What does the story of 'Jesus in the temple/ gets lost' teach Christians about how to live our lives? (Luke 2:41-52) → What does the story of the "Crossing of the Red Sea' teach Christians about how to live our lives? → What does the story of "Jesus Feeds the Five Thousand' teach Christians about how to live our lives? → What are the similarities and differences in all these stories? (i.e. miracles can be puzzling) 	<p><u>What does it mean to be a Christian?</u></p> <ul style="list-style-type: none"> → What does the story of Easter teach Christians? God sacrificed Jesus, his only son, to atone for the sins of humanity.) → What does the story of 'The Last Supper' tell us about Christians values? (Jesus' forgave Judas and we should forgive others) → Why is the Cross Significant to Christians? (Easter Story- Jesus' crucifixion) → What are two of the greatest commandments? (love God and your neighbour-Mark 12:29-31) → What does the Bible teach us about Christians beliefs and how to behave? (How did Jesus set a good example for his followers?) → What qualities are necessary to be a good friend? (like Jesus was to his disciples) 	<p><u>What is the significance of Prophe Muhammed to Muslims?</u></p> <ul style="list-style-type: none"> → What do we know about Islam and Allah? → Why is prayer important to Muslims? How often do they pray? (Salah) → What is a prophet? (a person who teaches about the will of God, Muslims believe in Prophet Muhammed- the last prophet) → Who is Prophet Muhammad (PBUH) and why is He important to Muslims? (Brought people back to Islam as they were idolising other objects etc and the Qur'an was revealed to Him and He spread the message of God). → What does the story of 'The Crying Camel' teach Muslims about how to live their lives? (Treat everybody equally). → What is the importance of Id-ul Fitr (celebrate the end of fasting -one of the pillars and be grateful) and Id-ul -Adha (celebrates Hajj-pilgrimage)? 	<p><u>What is the significance of places of worship in a religion?</u></p> <ul style="list-style-type: none"> → What building or place is special to you and why? How do you feel in that special building or place? → What building is special to Muslims and why? What happens in a mosque? (Features and purpose of mosque) → What building is special to people who follow Judaism and why? What happens in a synagogue? (Features and purpose of synagogue) → What building is special to Hindus and why? What happens in a mandir? (Features and purpose of mandir) → What building is special to Christians and why? What happens in a church? (Features and purpose of a Church)) → What are the similarities and differences among the places of worship of four main religions? (Christianity, Islam, Judaism & Hinduism)
Key Vocabulary	special, sacred, books, stories, respect, meaning, calligraphy	festival, celebration, Christmas, birth, crib, star, symbols, Easter, Paschal Candle, cross, light	The Bible, Christians, Old Testament, New Testament, Jesus, special, nativity, christening, baptism, miracles, respect	God, Christian values, commandments, Creator, symbols, cross, fish, prayer, grace	Allah, Islam, Qur'an, Muslim, Prophet Muhammed, Festivals, Id ul-Fitr, Id-ul-Adha, Salah	worship, places, special, church, mosque, synagogue, mandir, symbols
Possible Activities	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> • Read/tell some stories from a religious book and discuss their meaning • discuss how a specific religious book is made, kept, handled 	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> • Encounter Christmas celebrations and share experiences of celebrations they enjoy • look at/handle artefacts and 	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> • look at and handle some Bibles identifying the Old Testament and the New Testament • identify some stories from the Bible that they are familiar with 	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> • listen to Christians talking about how they try to 'love their neighbour' • listen to stories about famous Christians past and present who 	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> • listen to Muslims talking about their values • talk with Muslims about their families • find out what Muslims mean by 	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> • identify and describe some features of a religious building • identify and describe some purposes of a religious building



	<p>and what this tells us about respect</p> <ul style="list-style-type: none"> • write a story that contains a <p>AT2 Related:</p> <ul style="list-style-type: none"> • identify and give reasons for things of value in their own lives • do some calligraphy writing/illumination letter work/Arabic writing • talk about the care that goes into making something beautiful 	<p>discuss the meaning, e.g. crib, star</p> <ul style="list-style-type: none"> • listen and respond to stories about the birth of Jesus • watch a video of Easter celebrations and listen and respond to some of the events of Easter <p>AT2 Related:</p> <ul style="list-style-type: none"> • talk about how the Christmas stories relate to experiences and feelings in their own lives, e.g. birth of a baby, giving and receiving gifts • talk about signs of new life in the world around them in spring, and talk about new beginnings • discover that there are puzzling questions • share feelings of being let down by friends, and discuss how friendships are healed 	<p>and talk about them together</p> <p>AT2 Related:</p> <ul style="list-style-type: none"> • explore the importance of Jesus-look at religious Christmas cards • role play the nativity • find out what happens when people are baptised • act out the story of one of the parables and discuss the characters' actions 	<p>have followed Jesus e.g., CS Lewis, John Newton. http://www.christianity.com/church/churchhistory/church-history-for-kids/</p> <ul style="list-style-type: none"> • read and discuss some traditional graces or prayers, and that some Christians seldom use set prayers, but pray about what's on their mind to God • handle artefacts found in the home such as family Bible, cross, rosary • find out how Christians care for others and talk about why • listen and respond to stories about the natural world and creation • read or listen to songs and poems which describe God as 'Father' and talk about what this means to Christians <p>AT2 Related:</p> <ul style="list-style-type: none"> • talk about rules and why they are important • think about their own behaviour and things that influence it – whether it is possible to 'love your neighbour' • share feelings about values that may be important e.g. fairness, honesty, forgiveness, kindness • talk about how people show concern for others • talk about issues arising from relationships with friends and family • share ideas about how they care for one another • discuss what it means to set an example. What sort of things do you think might be put into a prayer before a meal? • respond to the wonders of the natural world • share feelings relating to experiences of awe, wonder and mystery • recognise that some questions can be answered in different ways 	<p>'respect' and how this is demonstrated in action</p> <ul style="list-style-type: none"> • listen and respond to stories about how Allah sent guidance through the Prophet Muhammad* • observe salah, and find out where and how it takes place • look at pictures showing how Muslims prepare for prayer and artefacts associated with prayer • encounter Islamic festivals and find out why they are celebrated eg, Id-ul-Fitr and Id-ul-Adha • listen and respond to stories about the Prophet Muhammad* and his family and festivals <p>AT2 Related:</p> <ul style="list-style-type: none"> • distinguish between what is made by people and what belongs to the natural world • experience and talk about the care of living things • talk about how stories from the lives of the prophet might guide people in their daily lives today • talk about when and how people pray • talk about cleanliness and occasions when washing is encouraged • share experiences of special occasions in their lives • share feelings of gratitude and thankfulness • think about why we try to be 'good' and what that involves • think about how adults, especially parents, show love and care for their children • talk about how people show respect for each other 	<p>AT2 Related:</p> <ul style="list-style-type: none"> • talk about a building or place which is special to them • explain how they feel in their special place and respond sensitively to the feelings of others
<p>Possible Resources:</p>	<p>www.request.org.uk A First Look at the Christian Faith by</p>	<ul style="list-style-type: none"> • BBC: KS1 Christianity: First Christmas 	<p>KS1 Religious Education- BBC Bitesize The King, the Snake and the Promise</p>	<p>The Last Supper BBC</p>		<p>www.request.org.uk A First Look at the Christian Faith by</p>



	Lois Rock	<ul style="list-style-type: none">• The Christian Story of the First Christmas (BBC)• CBeebies Christmas Story• The Story of Christmas by Jane Ray• It's a boy video• The Christmas Story Keepers	CD Stories Jesus Told: Favourite Stories from the Bible by Nick Butterworth The Beginner's Bible			Lois Rock
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Hillcross Primary R.E. Curriculum

LKS2

Year 3						
Topic	Autumn 1: Supermarket Sweep	Autumn 2: Rotten Romans	Spring 1: Settle Down	Spring 2: Secret Garden	Summer 1: Dig Deep	Summer 2: Whole School Topic
SACRE AT1 Knowledge and understanding	Symbols in Religions <ul style="list-style-type: none"> Identify the main symbols of the world religions and what they represent. Identify symbols used in Christian art and what they tell us about Christian beliefs 	The Christian Bible: Contents and Structure <ul style="list-style-type: none"> Develop a timeline showing the different periods in which the Bible came to be written Talk about the different genres in the Bible using terminology appropriately Give examples of each genre, using the names of people, biblical books or historical event Find a passage using a Bible reference 	Judaism: God and the Torah <ul style="list-style-type: none"> Demonstrate how the Genesis story of the creation can be interpreted literally or as creation myth Identify some of the questions as well as answers within the Genesis narrative of creation Research a story within the Tanakh and what it tells us about Jewish belief and practice Describe the main Jewish beliefs about God and the Torah, using the correct technical terminology Explain how the Bible is different to the Tanakh (<i>Main Jewish text and governs all aspects of Jewish life. Includes Torah -law, the Nevi'im-prophets and Ketuvim-writings</i>) 	The Church, Worship, Festivals and Practices <ul style="list-style-type: none"> Identify key features within a place of worship visited and what these tell us about Christian worship Compare similarities and differences between places of worship of different Christian denominations and what these signify Identify some key features of what it means to belong to a Christian community/church Translate the Lord's Prayer into contemporary language and draw out some of the key Christian beliefs within it 	Islam: Beliefs and Teachings <ul style="list-style-type: none"> Explain why Muslims forbid images Describe some key Muslim beliefs about Allah, Muhammad and the Qur'an Identify key moments from the life of the Prophet Muhammad* and explain their significance for Muslims 	Additional Study Unit 1 Religion all around us: an urban trail exploring local places of worship (Self-developed unit of work approximately 6-8 hours) <ul style="list-style-type: none"> Explore different places of worship in Morden and Merton Explore the importance of the Baitul Futuh mosque in Morden.
SACRE AT2 Exploring and responding to religious issues	<ul style="list-style-type: none"> Talk about how symbols help us in our daily lives Explore their own responses to a variety of religious symbols 	<ul style="list-style-type: none"> Suggest how different genres might affect the way we understand a passage Ask sensible questions about a story to try and understand it Choose a passage from the Bible and suggest what Christians might learn from it 	<ul style="list-style-type: none"> Reflect on Jewish ideas about the existence and nature of God and how these compare with their own beliefs Express their own views about creation referring to the ideas and beliefs within the Genesis narrative Analyse the Ten Commandments and evaluate their application and significance to daily life in society 	<ul style="list-style-type: none"> Evaluate the impact of belonging to a church on the way a believer tries to live their daily life Consider their own responses as to why some people only pray when they experience difficulties in life Explore 'stepping stones' within their own lives and why they are significant moments 	<ul style="list-style-type: none"> Reflect on the use of images in worship in religions other than Islam and whether they help or hinder the believer Suggest reasons why Muslims hold Muhammad* to be an example to follow Reflect on the need to respect the environment from their own viewpoint and that of a Muslim 	<ul style="list-style-type: none"> How do the places of worship reflect the local community?
Focused Religion	Christianity, Islam, Hinduism, Judaism, Buddhism and Sikhism	Christianity	Judaism	Christianity	<ul style="list-style-type: none"> Islam 	Christianity, Islam, Hinduism, Judaism, Buddhism and Sikhism
British Values	Tolerance of other religions, faiths and beliefs, Mutual Respect	Tolerance of other religions, faiths and beliefs, Mutual Respect	Tolerance of other religions, faiths and beliefs, Mutual Respect	Individual Liberty, Mutual Respect	Tolerance of other religions, faiths and beliefs, Mutual Respect	Tolerance of other religions, faiths and beliefs, Mutual Respect
Outcome	<ul style="list-style-type: none"> everyday signs and symbols have meaning the importance of symbols is in what they represent different religions have symbols e.g. Cross, Star of David, Crescent Moon, Wheel of Life, Om, Khanda etc. 	<ul style="list-style-type: none"> The Bible: <ul style="list-style-type: none"> has an Old and New Testament has 66 books containing many types of literature – history, law, songs, poetry, stories, gospels, letters, visions contains stories and examples 	<ul style="list-style-type: none"> Jews believe that God: <ul style="list-style-type: none"> is One is the Creator cares for all people Beliefs about God expressed through: <ul style="list-style-type: none"> the Shema (mezuzah, tallit, tefillin) (see Deuteronomy ch 6) 	<ul style="list-style-type: none"> The Church is: <ul style="list-style-type: none"> a community of believers from all races and nationalities expressed in different denominations a focal point for a community Commitment sometimes 	<ul style="list-style-type: none"> Beliefs and teachings <ul style="list-style-type: none"> Allah is the Islamic name for God human beings are the best of his creation angels are created by Allah Shirk – it is a sin to regard anything as being equal to, or a partner to Allah is forbidden 	➤



	<ul style="list-style-type: none"> • movements and activities (rituals) can also be symbolic • within religions, different groups may place more emphasis on symbolism and ritual than others e.g. within Christianity, Orthodox and evangelical Christians • in some religions colours are symbolic 	<p>of different types of literature from both testaments e.g. Israel's history, laws, poetry/songs, Jesus' life and teaching (Gospels), early Church history (Acts)</p> <ul style="list-style-type: none"> • what a Bible reference is • there are many different translations 	<p>v 4-9, ch 11 v 13-21 and Numbers ch 15 v 37-41)</p> <ul style="list-style-type: none"> ➢ the first four of the Ten Commandments ➢ psalms, songs and prayers ➢ stories from the Tanakh <ul style="list-style-type: none"> • The Torah (the first five books of the Tanakh, known as the Five Books of Moses) contains: <ul style="list-style-type: none"> ➢ rules e.g. the Ten Commandments ➢ sayings which express values e.g. 'love your neighbour as yourself' (Leviticus ch 19 v 18) ➢ stories about the beginning of the world and the people of Israel • The Torah: its place within Jewish worship and the synagogue: <ul style="list-style-type: none"> ➢ the Sefer Torah (Torah Scroll) ➢ the Ark ➢ ornaments and decorations 	<p>expressed through special ceremonies such as:</p> <ul style="list-style-type: none"> ➢ infant baptism, dedication, first communion, regular communion, believers' baptism, marriage and death rites <ul style="list-style-type: none"> • Places of worship: <ul style="list-style-type: none"> ➢ the variety of buildings ➢ their uses, artefacts and symbols ➢ how buildings, religious objects and symbols play a part in the worship, rituals and ceremonies of the community • Worship: <ul style="list-style-type: none"> ➢ the expression of thanksgiving and God's forgiveness in the power of the Holy Spirit ➢ Prayer ➢ the Bible ➢ Music ➢ the Eucharist (Holy Communion) • The Church's Year (refer to earlier unit): <ul style="list-style-type: none"> ➢ shared times of reflection including Advent, Epiphany and Lent n Holy Week and Easter ➢ Shared celebrations including Ascension and Pentecost ➢ other festivals such as Mothering Sunday and Harvest Festival 	<ul style="list-style-type: none"> ➢ Allah gives guidance through messengers and books n Muhammad, the Seal of the Prophets • Guidance <ul style="list-style-type: none"> ➢ how the Qur'an was revealed – final revelation to humanity ➢ The life of the Prophet Muhammad* - the last of the prophets' stories from the Sunnah, Hadith and Sirah 	
<p>Enquiry</p>  <p>There should be one overarching enquiry question that children will be able to answer at the end of their learning. Sub- questions - are to be used to plan</p>	<p><u>How do symbols help us in our understanding of a religion?</u></p> <ul style="list-style-type: none"> → What is a symbol and why are symbols used in everyday life? (Show a range of symbols- religious and secular/ go for a walk around the local area to identify symbols used) → What are the symbols of the main six religions and what do they represent? What do colours symbolise for different religions? → What other symbols are used 	<p><u>How is the Bible structured?</u></p> <ul style="list-style-type: none"> → What are there two testaments in the Bible? (Develop a very basic timeline which shows that the old testament is written between about 1200 and 165 BC -which was before the birth of Jesus and the new testament is written in the first century AD - life of Jesus.) → What is in the Old Testament? (39 books, including story of Noah and the Flood) → What is in the New Testament? (29 books including the birth of Jesus) <i>66 books in total</i> 	<p><u>How does the Torah help Jewish people understand their religion?</u></p> <p><small>FIRST TIME CHILDREN ARE INTRODUCED TO JUDAISM AS A WHOLE</small></p> <ul style="list-style-type: none"> → What do we know about Judaism? (God is one, the creator and cares for all people/holy Hebrew book- Tanakh including the Torah, holy place of worship- Synagogue and one God, Shema- prayer expresses there is one God) → How is the Tanakh different from the Bible? (The Protestant- Old Testament- and the Tanakh share the same books, but the readings differ in language, punctuation, 	<p><u>Is the church a building or the people?</u></p> <ul style="list-style-type: none"> → What is a church and are all churches the same? (Investigate different denominations of Christianity and identify key features of the church and what they tell us about Christian worship- see outcomes above) → Which ceremonies are performed in churches to show a Christian's commitment to their faith? (baptism, weddings, 	<p><u>Is there anything equal to Allah?</u></p> <ul style="list-style-type: none"> → What do we know about Islam and Allah already? (Year 1 and 2) → What are the key beliefs and teachings of Islam? Introduce 'shirk'-it is a sin to regard anything as being equal to, or a partner to Allah is forbidden. → Why are images of Allah, angels, Muhammed and living creatures forbidden in Islam? (Investigate- do this help or hinder the believer?) → What is the significance of the Prophet Muhammed's life on Muslims? (Allah is one, Mecca, 	<p><u>Where can I worship in Merton?</u></p> <ul style="list-style-type: none"> → Where can I worship in Merton if I am a Christian? → Where can I worship in Merton if I am a Muslim? → Where can I worship in Merton if I am a Hindu? → Where can I worship in Merton if I was Jewish? → Where can I worship in Merton if I am a Sikh?



<p>each lesson</p>	<p>within different religions? (e.g Dove- Christianity/Lotus - Hinduism)</p> <p>→ What other movements and activities (rituals) can also be symbolic?</p> <p>→ What symbols are used in Christian art and what do they tell us about Christian's beliefs?</p> <p>→ Which symbol is important to you and how does it help you in your everyday life?</p>	<p>→ Which genres is the Bible written in?</p> <p><u>Psalms</u>- songs and poems meant to sung from Old Testament</p> <p><u>Gospels</u>-proclamations which are first-hand accounts of the life and teachings of Jesus from New Testament told by Matthew, Mark, Luke and John from different perspectives)</p> <p><u>Parables</u>-story used to illustrate a moral or spiritual lesson- e.g. Good Samaritan (y1)</p> <p>→ How might the genre affect the way we understand the passage? (Look at the different gospels of the feeding of the 5000 Mathew 14:13-21 and John 6:1-14)</p> <p>→ How can I find stories in the Bible? (Genesis 6:8-22: The story of Noah and Luke 10:25-37: The Good Samaritan)- Knowing which are Old and New Testament books and how the Bible is grouped helps to do this.</p>	<p>canonical order, and emphases-different focuses)</p> <p>→ What is the Torah? (The first five books of the Tanakh, includes the law and teachings of Judaism-commandments and stories of the creation and people of Israel)</p> <p>→ How is the Torah treated within the synagogue and what does this tell us about Jewish beliefs? How do we show respect to sacred writings? (can compare to other religions)</p> <p>→ Was the creation story an accident or the work of the Creator God? Genesis Chapter 1, Psalm 8 & 148-compare them)</p> <p>→ How do Jewish people apply the first four ten commandments in their daily lives? What responsibilities do we have to God and others?</p>	<p>communion, funerals etc)</p> <p>→ How do Christians worship in church and what do different religious objects, symbols and rituals mean?</p> <p>→ What are some of the important times of the year for a Christian? (Address why some people only pray or go to church to celebrate significant events or when they experience difficulties in life)</p> <p>→ What does the Lord's prayer mean and what are some of the key beliefs in it? (Translate into contemporary language)</p> <p>→ Is a church the building or the people? Justify your thinking.</p> <p>Time allowing:</p> <p>→ Do you have to go to church to be a Christian? (Investigate what belonging to a church means and the impact on their daily lives.)</p>	<p>pilgrimage, Peace treaty of Hodaybiyyah with Meccans)</p> <p>→ What are the roles and responsibilities of a Muslim to respect the environment?</p>	<p>→ What does the number of religious buildings tell us about the people living in Morden? (Importance of the Baitul Futuh mosque in Morden)</p>
<p>Key Vocabulary</p>	<p>worship, celebration, mandir, images, om, lotus flower, Diwali (Deepavali), rituals, Holi</p>	<p>The Bible, Old Testament, New Testament, literature, psalm, proverb, law, letter,</p>	<p>Shema, Ten Commandments, Torah, Ark, Tenakh, synagogue, beliefs</p>	<p>Church, community, commitment, ceremonies, baptism, place of worship, the Church's year, festivals</p>	<p>Allah, Shirk, guidance, Qur'an, Prophet Muhammed</p>	<p>Church, mandir, mosques, synagogue, community,</p>
<p>Possible Activities:</p>	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> explore symbols of the main world religions and what they represent look at postures used in prayer in Islam and what each movement signifies identify the use of metaphor in religious literature <p><u>AT2 Related:</u></p> <ul style="list-style-type: none"> collect or draw symbols/ signs around school and the neighbourhood and explore what they signify design their own symbols to represent what is important in their own lives explore how symbols can help or hinder our thinking 	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> read and discuss a variety of stories from the Bible e.g. stories about Jesus, key Old Testament characters e.g. Abraham, Joseph, Moses, David, Ruth, Daniel and the early Church e.g. Stephen, Paul read and discuss examples of other types of literature in the Bible e.g. a psalm, proverbs, laws, a letter read two different translations of the same passage and talk about the differences explore the difference between the Jewish Tanakh and the Christian Bible and the reasons why there are 'Old' and 'New' Testaments learn how to find a Bible reference compare a video version with the actual story it portrays <p><u>AT2 Related:</u></p> <ul style="list-style-type: none"> share experiences of books and 	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> demonstrate how the Genesis story of creation can be interpreted literally or as creation myth identify some of the questions as well as answers within the Genesis narrative of creation research a story within the Tanakh and what it tells us about Jewish belief and practice describe the main Jewish beliefs about God and the Torah, using the correct technical terminology <p><u>AT2 Related:</u></p> <ul style="list-style-type: none"> reflect on Jewish ideas about the existence and nature of God and how these compare with their own beliefs express their own views about creation referring to the ideas and beliefs within the Genesis narrative analyse the Ten Commandment and evaluate their application and 	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> invite local Christians to talk about their work in the community and the importance of the Church in their lives find out from church magazines what groups meet in the local area, what they do and why they meet n visit different Christian places of worship and compare and contrast the designs, furniture and symbols look at some famous prayers e.g. the Lords' Prayer, St Francis of Assisi, Ignatius Loyola handle artefacts linked to prayer e.g. icon, rosary beads, candle (N.B. many Christians do not use artefacts linked to prayer) listen to a variety of Christian music e.g. plainsong, oratorio, hymns, modern choruses, organ / guitar, contemporary hear stories associated with the festivals and find out about 	<p><u>AT1 Related:</u></p> <ul style="list-style-type: none"> find out what Muslims mean by 'Shirk' and why it is unacceptable to them look at some of the 99 beautiful names of Allah read or listen to stories from the life of the Prophet Muhammad* discuss the use of 'p.b.u.h.'* as a term of respect for the Prophet Muhammad read the story of how the Qur'an was revealed and is treated with respect look at artefacts e.g. Qur'an stand, prayer mat and beads and examples of Arabic calligraphy read extracts from the Qur'an e.g. Surah 16 on creation look for Makkah, Madinah, Jerusalem on maps of the Middle East <p><u>AT2 Related:</u></p> <ul style="list-style-type: none"> consider how they could treat the 	



		<p>other forms of literature which the children feel have influenced them</p> <ul style="list-style-type: none"> • compare the experiences of people in biblical stories with their own experiences and feelings • begin to ask questions raised by the stories and reflect on their value for Christians today e.g. "Why did God allow...; what does this say about...; how could this...; what can we learn...?" • make a survey of people's favourite Bible passages 	<p>significance to daily life in society</p>	<p>customs, special foods, symbols, family celebrations</p> <ul style="list-style-type: none"> • explore the importance of fasting and feasting in Easter celebrations • read and discuss Acts 1 v 6-11 • read the story of the birth of the Church in Acts 2 • hold a school Harvest Festival and explore the symbols involved n invite someone to talk about the work of the Bible Society • look at the engagement of Christian groups in communities here and overseas <p><u>AT2 Related:</u></p> <ul style="list-style-type: none"> • talk about the importance of belonging to a group and sharing activities together • discuss what commitment to a religious group may involve • explain why people may only go to church for baptism, marriage or death rites • sit quietly in a Christian place of worship and reflect upon their feelings • explore the human emotions which may be expressed in religious terms e.g. joy and praise, guilt and penitence • consider the value of setting aside a time for self-discipline and reflection • participate in moments of directed silence, and discuss their value as an aid to reflecting on important issues and ideas (be careful not to push children to involvement in a directed way that would compromise their own faith or belief) • discuss their own responses as to why many people pray • write their own prayers or wishes which express their concerns • consider the importance of ritual and ceremony in life e.g. birthdays, anniversaries, sports days, school celebrations 	<p>environment with respect n</p> <ul style="list-style-type: none"> • reflect on the damages of drawing an image of Allah and/or Muhammad* • consider why the Prophet Muhammad* is held as an example for people to follow 	
<p>Possible Resources:</p>	<ul style="list-style-type: none"> • Beliefs and cultures Hindu by Anita Ganeri 	<ul style="list-style-type: none"> • The King, the snake and the Promise CD 	<ul style="list-style-type: none"> • What is Judaism: BBC Bitesize • Beliefs and Cultures, Jewish, by 	<ul style="list-style-type: none"> • Christian music CD's- A Very, very, very big God CD 	<ul style="list-style-type: none"> • Beliefs and cultures Muslim • Rashad's Ramadan and Eid al-Fitr by 	<ul style="list-style-type: none"> • BBC Bitesize KS2



	<ul style="list-style-type: none">• Hindu festivals celebrate Heinemann• BBC Bitesize KS2	<ul style="list-style-type: none">• The Lion Storyteller Bible<ul style="list-style-type: none">• BBC Bitesize KS2	<p>Monica Stoppelman</p> <ul style="list-style-type: none">• I am a Jew (My Belief) by Clive Lawton<ul style="list-style-type: none">• BBC Bitesize KS2	<ul style="list-style-type: none">• 60 Timeless Hymns www.request.org.uk<ul style="list-style-type: none">• BBC Bitesize KS2	<p>Lisa Bullard</p> <ul style="list-style-type: none">• BBC Bitesize KS2	
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Hillcross Primary R.E. Curriculum

LKS2

Year 4						
Topic	Autumn 1: Walk Like an Egyptian	Autumn 2: Journey over Europe	Spring 1: Battle Stations	Spring 2: Natural Disasters	Summer 1: Playing Cat and Mouse	Summer 2: Whole School Topic
SACRE AT1 Knowledge and understanding	Belonging and Identity <ul style="list-style-type: none"> recognise the different symbols of the world faith talk about a welcoming ceremony in a religion they have studied identifying the symbols and their significance make links between the story of Jesus' baptism and Christian baptism recognising that different denominations vary in their practice of infant and believers' baptism 	Jesus: His Early Life and Teaching <ul style="list-style-type: none"> identify key moments in the life of Jesus and explain their significance for Christians today show understanding of who Christians believe Jesus to be and why explain why Jesus used parables and performed miracles, with examples of each 	Birth Rites <ul style="list-style-type: none"> compare and contrast birth rites from at least two religions and talk about some of the similarities and differences use key terminology correctly when describing birth rites within two different religions 	Additional Study Unit 2 Festivals: celebrations and festivals from any of the religions specified within the syllabus (self-developed unit for approximately 6-8 hours) <ul style="list-style-type: none"> Explore main festivals from the 6 main religions around the world. Compare and contrast these festivals and talk about some of the similarities and differences Use key terminology correctly when describing these festivals 	Hinduism: God and sacred Writings <ul style="list-style-type: none"> Identify some images of the Hindu deities and explain the significance of the symbols associated with them Show understanding of how Hindu Gods all express different symbolic representations of Brahman Retell a story from the Hindu sacred books Show, using the correct terms, how some Hindu beliefs can be expressed through symbols and stories Compare their own views about the existence and nature of God with those of Hinduism 	Creation and God <ul style="list-style-type: none"> Use and explain some of the key words Christians use to describe God Identify and explain some distinctive Christian beliefs about God Demonstrate knowledge of the Jewish/Christian accounts of creation Show understanding of the ways people come to know God Share their own experiences of moments of insight, awe and wonder
SACRE AT2 Exploring and responding to religious issues	<ul style="list-style-type: none"> identify ways their own family would welcome a new baby identify the different communities they belong to and how they demonstrate their belonging consider how belonging to a religious community affects daily life 	<ul style="list-style-type: none"> raise questions about aspects of the life of Jesus which they find puzzling, giving their own considered response rewrite a parable in a contemporary format identifying the message being taught reflect on issues of right and wrong in the light of Jesus' teaching 	<ul style="list-style-type: none"> appreciate family traditions in naming and celebrating birth reflect upon their own understanding about the uniqueness of each individual born in the world 	<ul style="list-style-type: none"> Sensitively connect the ideas of celebrating in their own lives with those of others. 	<ul style="list-style-type: none"> Reflect on concepts such as right and wrong, good conquering evil as illustrated in Hindu stories and relate them to their own lives Identify qualities needed for heroes and leaders in both Hindu stories and their own lives 	<ul style="list-style-type: none"> Evaluate whether humanity is looking after the planet in accordance with the author of the Genesis narrative Ask 'why' questions about life on earth and suggest answers from a Christian point of view as well as their own Offer reasons why some people believe in God and some do not
Focused Religion	Christianity, Islam, Hinduism, Judaism, Buddhism and Sikhism	Christianity	Christianity, Islam, Hinduism, Judaism, Buddhism and Sikhism	Christianity, Islam, Hinduism, Judaism, Buddhism and Sikhism	Hinduism	Christianity
British Values	Tolerance of other religions, faiths and beliefs, Mutual Respect	Mutual Respect	Tolerance of other religions, faiths and beliefs, Mutual Respect	Tolerance of other religions, faiths and beliefs, Mutual Respect	Tolerance of other religions, faiths and beliefs,	Tolerance of other religions, faiths and beliefs,
Outcome The children should learn:	<ul style="list-style-type: none"> that there are a number of religions in the world to which people belong that there are different symbols to represent different religions that believers have different ways of showing they belong to a religion that religions have different ways of welcoming people into communities, for example: <ul style="list-style-type: none"> ➤ some Christians baptise babies 	Key features in the early life of Jesus: <ul style="list-style-type: none"> ➤ the historical context – Roman Empire ➤ his birth and its meaning ➤ baptism and temptations ➤ disciples, friends and followers ➤ teaching about the kingdom of God through parables and acts of healing 	<ul style="list-style-type: none"> religious rituals are performed around the time of the birth of a baby, in a place of worship or within the home birth rites are often rich in symbolism which convey the beliefs of the religious community 		<ul style="list-style-type: none"> Chn can recognise images of different Hindu deities Recognise the ten avatars of Vishnu Understand and reflect on the story of Rama and Sita - link this to their own understanding of heroes and villains (can they link to other stories of good conquering evil?) Have seen a Hindu dancer 	<ul style="list-style-type: none"> Design symbols for days of creation and be able to retell what happens on each day. Share ideas on the evidence that there is pattern in the natural world - environmental sustainability link



	<ul style="list-style-type: none"> ➤ the symbolism of the Cross and candle used in infant baptism ➤ baptism/ Christening is a sign of welcoming into the church ➤ Jesus was baptised 				telling a story through dance	
<p>Enquiry</p>  <p>There should be one overarching enquiry question that children will be able to answer at the end of their learning. Sub- questions - are to be used to plan each lesson</p>	<p>What is the link between belonging and baptism?</p> <ul style="list-style-type: none"> ➔ What does it mean to belong and how do people show they belong to a religion? (include symbols, clothing etc) ➔ How are new babies welcomed into families? (e.g. Muslims-ceremony called Aqiqah- usually performed seven days after the baby is born, Hinduism- honey is poured into their mouths and they whisper the name of God into the child's ear- Jatakarma). Compare different religions- possibly use a bridge map to make analogies ➔ What is baptism and why is it important to Christians? (Read the story of Jesus' baptism: Matthew 3:13-17) ➔ Do all Christians welcome a new baby into their families in the same way? (Look at baptism in different denominations.) <i>Address the significance of the cross and candle.</i> ➔ Is it only babies who are baptised in the Christian church? 	<p>Why is Jesus (and his teachings) so significant to Christians?</p> <ul style="list-style-type: none"> ➔ Why was Jesus significant to Christians and how does He link to the Roman Empire? (Jesus was born during the reign of the first official Roman emperor, Augustus, and was crucified under the reign of the second emperor, Tiberius.) ➔ Why do Christians believe it is important that God came to earth in human form and shared in human experience? ➔ What do Jesus' baptism and temptations reveal about who Jesus was and the purpose of His ministry? ➔ What is the meaning of Jesus' birth? (Recap birth and explain it showed that God wanted to reveal his own character to humanity.) ➔ Why did the disciples follow Jesus and what did they witness him doing? (link to miracles-parables) ➔ What do parables teach us, and which are some of the most important ones? (Parables showed people how to behave, how to treat others and how to pray.(E.g. the Rich man and Lazarus, the Prodigal Son and the Good Samaritan teach us to love everyone and treat everyone the same.) 	<p>Do all religions celebrate the birth of a child in the same way?</p> <ul style="list-style-type: none"> ➔ What do we mean by birth rites? (Reflect upon the uniqueness of each individual born in the world.) ➔ How do Muslims welcome a new baby in their families? (First prayer in the baby's ear, sweet on the tongue, Aqiqah) ➔ How do Hinduism welcome a new baby in their families? (honey/ghee on the tongue, whispers name of the God in the baby's ear, naming ceremony) ➔ How are the birth rites of these two religions similar and different? ➔ How else might families celebrate the birth of a baby? (family traditions, invite someone to talk about this) <p>Birth Rites: Rites surrounding the birth of a child are often a complex of distinct rituals that prescribe different behaviours on the part of the mother, the father, other relatives, and nonfamilial members of society with respect to the newborn.</p>	<p>Why do religions have festivals?</p> <ul style="list-style-type: none"> ➔ What festival do you celebrate and why? ➔ What is the festival of Easter and how is it celebrated? ➔ What is the festival of Holi and how is it celebrated? ➔ What is the festival of Passover (Pesach) and how is it celebrated? ➔ What is the festival of Eid ul-Fitr and how is it celebrated? ➔ What are the similarities and differences among these festivals you have learnt? 	<p>How do Hindus use images and stories to describe God?</p> <ul style="list-style-type: none"> ➔ How do Hindus think of God as being one yet many? (Different deities like Ganesha, Brahma, Vishnu, Shiva and their significance) ➔ What are the ten 'avatars' of Vishnu? (especially Krishna and Rama) ➔ What is the moral in the story of 'Rama and Sita'? (Retell an abridged story- then link to children's understanding of good vs evil) ➔ Why are sacred writings in the form of stories and can I retell one of these stories? (Learn and perform a story orally and through dance) ➔ Why is the cow a sacred animal for Hindus? (link to what things do you value in life and British Value of respect) 	<p>Why is the creation story important to Christians?</p> <ul style="list-style-type: none"> ➔ Why did God create the world? (Read Genesis chapter 1-2, creation story) ➔ Are humans looking after the planet in accordance to Genesis? (link to Environmental sustainability-conservation and what areas of the world impress them?) ➔ How can the Christians discover God? (The Bible, Jesus, conscience, other people, faiths, nature and reason) ➔ What is the Holy Trinity and why do Christians speak about it.? https://www.youtube.com/watch?v=GnUVjLJ6Kas ➔ Why do some people believe in God and some not? (P4C)
Key Vocabulary	belonging, identity, symbols, communities, welcome, baptism, infant baptism, church	Jesus, baptism, disciples, temptation, Kingdom of God, parables, miracles, gospels, ministry	rituals, birth, rites, symbolism, community, beliefs	festival, Easter, Holi, Nanakashahi (Sikh New Year), Pesach (Passover), Therevanda (Buddhist NewYear), Eid-ul-Fitr	Vedas, sacred, Bhagavad Gita, Ramayana, Brahman	Creator, creation, the Trinity, Father, Son and the Holy Spirit, just, Genesis, sustainer
Possible Activities:	<p>AT1 Related:</p> <ul style="list-style-type: none"> ● explore main religions using pictures of places of worship and examples of what people wear ● investigate using books, DVDs or pictures what people do in a religion to show they belong e.g. wear a cross or fish badge to show they belong to Christianity, 5 Ks in 	<p>AT1 Related:</p> <ul style="list-style-type: none"> ● put the life of Jesus in an historical context by looking at a map ● compare Matthew and Luke's accounts of the Nativity ● discuss titles given to Jesus e.g. Saviour, Christ, Lord ● read about Jesus' baptism and temptations and think about what 				



	<p>Sikhism</p> <ul style="list-style-type: none"> visit a local church to look at a font or baptistry talk about the symbolism of the cross made on the baby's head and the candle, representing Jesus as the 'light of the world' explore the narrative of the Baptism of Jesus <p>AT2 Related:</p> <ul style="list-style-type: none"> discuss 'I belong to.....' in circle time bring from home artefacts to show the different clubs/religions they belong to design their own symbol to show something they belong to (e.g. school, family, club etc.) talk about any personal experiences of going to a baptism; gifts given and received; clothes worn or other welcoming ceremony explain ways that their families' welcome babies 	<p>they meant for Jesus' ministry</p> <ul style="list-style-type: none"> look at pictures of these events and discuss the symbols used find out about the call of the disciples find out about other followers of Jesus e.g. the women, the family of Lazarus, read some of the parables in the Gospels and discuss their meanings write a modern parable to teach one of these meanings in a contemporary way read some of Jesus' healing miracles and discuss what Jesus was teaching/showing through them <p>AT2 Related:</p> <ul style="list-style-type: none"> identify key moments in the life of Jesus and explain their significance for Christians today show understanding of who Christians believe Jesus to be and why explain why Jesus used parables and performed miracles, with examples of each 				
<p>Possible Resources:</p>	<ul style="list-style-type: none"> www.request.org.uk RE ideas: Christianity 7-11 by Pamela Draycott, Lat Blaylock, Rachel Barker BBC Bitesize KS2 	<ul style="list-style-type: none"> BBC Bitesize KS2 Meet the King CD Miracle Maker DVD The King, the snake and the promise CD www.request.org.uk It's a boy DVD The Christmas Story Keepers DVD 	<ul style="list-style-type: none"> BBC Bitesize KS2 	<ul style="list-style-type: none"> BBC Bitesize KS2 	<ul style="list-style-type: none"> BBC Bitesize KS2 	<ul style="list-style-type: none"> BBC Bitesize KS2



Hillcross Primary R.E. Curriculum

UKS2

	<u>Year 5</u>					
Topic	Autumn 1: We're the Kids in America	Autumn 2: Third Rock from the sun	Spring 1: It's all Greek to me	Spring 2: Oh I do like to be beside the seaside.	Summer 1: Marvellous Mayas	Summer 2: Whole School Topic
SACRE AT1 Knowledge and understanding	<p>The Bible as the Holy Book of Christians</p> <ul style="list-style-type: none"> Give reasons why the Bible is important to Christians Explain how the Bible is used both in public worship and privately Describe examples of people whose lives were greatly involved with or affected by the Bible 	<p>Islam: Worship, Festivals and Practices</p> <ul style="list-style-type: none"> Identify and explain the function of the main features of a mosque Know the Five Pillars of Islam and use simple technical terms to explain them Show how Muslim beliefs are expressed through their birth and marriage customs 	<p>Judaism within the Home and Synagogue</p> <ul style="list-style-type: none"> Recognise some symbols found within a Jewish wedding ceremony and explain their significance Investigate how the Jewish home nurtures a sense of belonging and Jewish identity Describe the main features of a synagogue using the correct terminology and demonstrate an understanding of their significance Give meanings to some of the symbols associated with Shabbat, Pesach, Sukkot and Hanukkah Show knowledge of the importance of the home and the synagogue in the life of Jews today 	<p>Christian Denominations</p> <ul style="list-style-type: none"> Talk about two different Christian denominations using the correct terminology Identify different styles of worship from two different Christian denominations 	<p>What is Faith and what difference does it make?</p> <ul style="list-style-type: none"> Explain the difference faith can make to a person's life Talk about a person of faith they have researched drawing out how the person's beliefs motivated their actions 	<p>The Christian Way of Life-1</p> <ul style="list-style-type: none"> Make links between rules/codes in Christianity and other religions
SACRE AT2 Exploring and responding to religious issues	<ul style="list-style-type: none"> Reflect on what influences them and their behaviour Suggest what sort of guidance people need and value in life 	<ul style="list-style-type: none"> Offer an opinion on the value of structured practices like the Five Pillars for expressing faith Discuss the importance of respect for others from their own and a Muslim point of view Suggest answers as to what Muslims see as the purpose of life 	<ul style="list-style-type: none"> Show how Jewish people's beliefs are reflected in everyday life at home, in the community and through their rites of passage and compare these with their own lives Discuss the value of 'a day of rest' in society today Express an opinion on the value of learning from the past Talk about the meaning of freedom and responsibility. 	<ul style="list-style-type: none"> Talk about how people have different needs when they want to express their most important feelings Talk about different organisations to which they belong 	<ul style="list-style-type: none"> Consider their own view of faith in relation to the person they have studied Talk about some of the moral issues raised by their 'person of faith' 	<ul style="list-style-type: none"> Identify the key values which lie at the heart of Christianity and talk about the value which they share with family and friends
Focused Religion	Christianity	Islam	Judaism	Christianity	Christianity, Islam, Hinduism, Judaism, Sikhism, Buddhism	Christianity
British Values	Mutual Respect, Tolerance for other religions, beliefs and faiths	Mutual Respect, Tolerance for other religions, beliefs and faiths	Mutual Respect, Tolerance for other religions, beliefs and faiths	Mutual Respect, Individual Liberty	Mutual Respect, Tolerance for other religions, beliefs and faiths Individual Liberty	Mutual Respect, Tolerance for other religions, beliefs and faiths
Outcome	<p>The Bible:</p> <ul style="list-style-type: none"> is the main source for Christian teaching and is respected as God's Word. has a long history of translation from the earliest manuscripts 	<p>The Mosque as a place of worship and learning:</p> <ul style="list-style-type: none"> role of the Imam in the community the call to prayer <p>The Five Pillars:</p> <ul style="list-style-type: none"> The Shahadah - Testification 	<p>the synagogue is a place of meeting, study and prayer for the Jewish community</p> <p>the role of the rabbi as teacher</p> <p>the importance of learning and individual responsibility</p>	<ul style="list-style-type: none"> Christianity is a world-wide religion there are different denominations within Christianity 		



	<ul style="list-style-type: none"> is used for public worship and personal devotion 	<ul style="list-style-type: none"> Salah – Prayer Sawm – Fasting Zakah – Charity Hajj – Pilgrimage <p>Family and home life:</p> <ul style="list-style-type: none"> birth and naming of children marriage greetings and respect for elders, teachers and guests the importance of supporting the rights of parents, relatives, neighbours, the sick and disabled emulating the characteristics of the Prophet Muhammad <p>Festivals</p> <ul style="list-style-type: none"> Eidat Fitr – end of Ramdhan Eidal Adha – during Hajj 	<p>the importance of prayer in Jewish worship (see also Shema)</p> <p>Festivals and Significant Days:</p> <p>Shabbat begins on Friday evening and ends on Saturday night:</p> <ul style="list-style-type: none"> shared meal family roles rest from work opportunities for learning and prayer <p>Pesach (Passover) recalls the events of the Exodus and is celebrated each year.</p> <p>symbolic foods at the Seder meal</p> <p>Sukkot recalls the journey to the Promised Land. It is also a harvest festival</p> <p>Hanukkah</p> <p>the importance of the home in Judaism as shown through such aspects as:</p> <ul style="list-style-type: none"> Prayer Learning dietary laws Festivals <p>Commandments (Mitzvot) as a basis for living</p> <p>Jewish identity</p> <p>Jews mark stages in life through special ceremonies</p> <ul style="list-style-type: none"> bar/bat mitzvah weddings 	<ul style="list-style-type: none"> in beliefs, ideas and worship can be expressed in different ways in some aspects of Christian belief are shared between churches and others are not 		
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<p>Enquiry</p>  <p>There should be one overarching enquiry question that children will be able to answer at the end of their learning. Sub- questions - are to be used to plan each lesson</p>	<p>How does the Bible influence Christians?</p> <ul style="list-style-type: none"> → What influences you in the behaviours that you choose? (link to behaviour policy). Children reflect on what they believe should be their 'manual for life.' → How do Christians view the Bible today? (It is the main source for Christian teaching and is respected as God's word.) → How has the bible changed over time? Has a long history of translation from the earliest manuscripts. → Why were and are people willing to die for the Bible? Why were people killed or imprisoned for reading and teaching the Bible? Discuss if anything is worth dying for. Describe examples of people whose lives were greatly involved with or affected by the Bible. → How is the Bible used in public worship and for personal devotion? 	<p>What are the important customs and practices in Islam?</p> <ul style="list-style-type: none"> → What are the main features of a mosque and what are their functions? → What is the role of the Imam in Islam? → How do the 'Five Pillars' affect the daily life of a Muslim? → What are the significant features of Muslim birth and marriage customs? → How important are greetings and respect and kindness for others in Islam? 	<p>What does it mean to follow Jewish faith?</p> <ul style="list-style-type: none"> → What is the significance of the synagogue to modern Jewish life? The synagogue is a place of meeting, study and prayer for the Jewish community. Understand the role of the rabbi and the importance of prayer (Shema) and look at the main features of a synagogue. → What is the evidence might you find which identifies a home as Jewish? the importance of the home in Judaism as shown through such aspects as: prayer, learning, dietary laws. Discuss the value of people joining together and spending time as a family and discuss what a 'day of rest' means in society today → How do Jewish families celebrate festivals? Investigate the symbols and significance of Pesach (Passover) including Sedar meal, Sukkot and Hanukkah. (addressed yearly in collective worship as well) → How do Jews mark stages in life through special ceremonies. Discuss the symbols within the Jewish wedding ceremony and what they signify and the meaning behind Bar/Bat Mitzvah. 	<p>Are all churches the same?</p> <ul style="list-style-type: none"> → What are the similarities and differences in the churches you have seen? Share personal responses to visits to different Christian churches → What can we learn from Christian religious buildings about the people who worship there? Understand beliefs, ideas and worship can be expressed in different ways. Understand there are different denominations within Christianity → What are the similarities and differences between different Christian denominations? some aspects of Christian belief are shared between churches and others are not. → Where is Christianity followed? Christianity is a world-wide religion → How is Christianity followed in different cultures? Talk about different organisations to which they belong discuss why people need to express themselves in different ways 	<p>Why do people follow a faith?</p> <ul style="list-style-type: none"> → How do we use the word 'faith' in our daily lives? What does the word 'faith' mean in a religious context? → How does the life of Jackie Pullinger influence other people? (City of Darkness) → How does the life of Mary Slessor influence other people? (Ten girls who changed the world) → Do you agree with what Jackie Pullinger and Mary Slessor did? → What difference does faith make to a person's life? How has your faith influenced your life? 	<p>What similarities and differences are there within the rules/codes of different religions?</p> <ul style="list-style-type: none"> → What are the rules and codes in Christianity? (10 Commandments) → What rules and codes do you share with your friends and family? → How do these 10 Commandments linked to other religions? (Hindusim, Judaism, Islam) → What does the parable of Talents teach about Christian responsibility and stewardship? (Matthew 25: 14-20) → If Jesus appears on the earth today and could use no more than 10 words, what would he say (or write a tweet of less than 140 words)? → Are teachings in the Sermon on the Mount possible to live today's world?
<p>Key Vocabulary</p>	<p>The Bible, holy, Christians, God's word, translation, worship, guidance, inspiration, manual for life</p>	<p>Mosque, the Five Pillars, the Shahadah, Salah and Wudu, Sawm and Id-ul-Fitr, Zakah and Khums, Hajj and Id-ul-Adha pilgrimage, fasting, almsgiving, prayer, Eid</p>	<p>Synagogue, Rabbi, prayer, Shema, Shabbat, Pesach (Passover), Seder meal, Sukkot, Hanukkah, Commandments (Mitzvot), Bar/Bat Mitzvah</p>	<p>Christianity, denominations, beliefs, worship, styles, churches</p>	<p>Faith, faithfulness, sacrifices, morality</p>	<p>Christian reformers, Commandments, the Beatitudes, values</p>
<p>Possible Activities</p>	<p>AT1 related:</p> <ul style="list-style-type: none"> ● listen to Christians talking about why they read the Bible and what they understand the Bible to be ● hear stories from the history of Bible translation e.g. William Tyndale, Mary Jones http://www.christianity.com/church/churchhistory/church-history-for-kids/ ● see on film or in practice how the Bible is used in public worship ● look at examples of Bible reading notes for children and adults 	<p>AT1 related:</p> <ul style="list-style-type: none"> ● visit a mosque and compare the main features with other places of worship ● listen to a recording of the call to prayer ● look at artefacts associated with prayer e.g. prayer mat, compass, head covering, prayer beads ● watch a DVD of wudu and salah ● invite an Imam to the class and ask him about his work ● talk with a Muslim about the importance of family life in Islam ● watch a DVD of Hajj and design a chart to show what happens 	<p>AT1 related:</p> <ul style="list-style-type: none"> ● find out what part the synagogue plays in modern Jewish life ● if possible, visit a synagogue or find out about the features and components (e.g. Ark, Scrolls) ● make models of scrolls ● if possible, invite a rabbi to speak to the class about his or her work ● examine artefacts associated with prayer e.g. tallit, tefillin, kippah, and talk about their use in worship ● invite a practising Jew to demonstrate the ceremonies associated with the opening and close of Shabbat. Explore some 			



	<ul style="list-style-type: none">• look at a variety of copies of the Bible e.g. old, new, Greek and Hebrew and other languages• find out about someone whose life was changed by reading the Bible <p><u>AT2 related</u></p> <ul style="list-style-type: none">• talk about the things that guide their life and behaviour• discuss what it means to call the Bible 'the Word of God'• discuss ideas of inspiration in relation to art, books, films and their own writing• reflect on what they feel should be in a 'Manual for Life'• talk about whether anything is worth dying for	<p>find out the customs associated with birth, the naming of a child and marriage</p> <p>look at and design some Eid cards (explain that children are not celebrating Eid by doing that)</p> <p>create a chart showing the times of prayer</p> <p><u>AT2 related</u></p> <p>talk about the value of doing something difficult because it is thought to be the right thing to do</p> <p>discuss the importance of putting principles and beliefs into practice</p> <p>share their own experiences of visiting relatives and of respect shown for elders</p> <p>find out how their own names were chosen and what they mean</p> <p>discuss the value of names having meanings</p> <p>reflect on whether the giver or the receiver benefits the most</p> <p>talk about the value of having objects or rituals to help us pray, from their own experience and/or the religions they have studied</p> <p>opportunities to discuss the salient character of the Prophet Muhammad</p>	<p>symbols linked with Shabbat, e.g. candles, challah bread, sweet spices</p> <p>hear the story of the Ten Plagues and the first Passover night</p> <p>build a sukkah with branches or decorate the classroom appropriately (be sensitive that children may not feel able to participate)</p> <p>find out how Sukkot is celebrated and why</p> <p>find out which ceremonies/festivals are celebrated in the home</p> <p>make lists of foods which are kosher and foods which are forbidden</p> <p>make a model mezuzah case. Make a copy of the first verse of the Shema and place it within the case</p> <p>make a wall display to illustrate the Commandments (Mitzvot) such as the Ten Commandments</p> <p>explore the significance of Jewish initiation and/or marriage rites, noting the symbols used and their significance</p> <p>talk with someone who has prepared for and celebrated their Bar/Bat Mitzvah</p> <p><u>AT2 related:</u></p> <p>talk about why people get together for worship and for social gatherings</p> <p>explore different kinds of leaders and models of leadership</p> <p>discuss different ways of aiding concentration</p> <p>explore the importance of ritual in daily and religious life</p> <p>consider the importance of shared meals</p> <p>explore the use of food as a symbol in religions</p> <p>discuss the meaning of freedom and responsibility</p> <p>discuss what it must be like to be homeless and constantly on the move</p> <p>talk about special events within their own homes</p> <p>discuss cultural attitudes to food</p> <p>talk about things that they have on the walls at home which act as reminders</p> <p>discuss the relevance of the Torah and Ten Commandments for the world today</p>			
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			<p>talk about the importance of symbols and badges, their meaning and identity</p> <p>talk about significant points in their own lives and any ceremonies or rituals which mark these times</p> <p>compare important family occasions in their own experience</p>			
Possible Resources	<ul style="list-style-type: none">• Biographies of Christians throughout History www.christianity.com/church/church-history/church-history-for-kids• Colin Buchanan - Remember the Lord CD• Colin Buchanan- Practice being Godly CD- on the 10 Commandments• The Prince of Egypt DVD	<p>Celebrating Hindu Festivals- Heinemann</p> <p>Beliefs and cultures Muslim</p> <p>Rashad's Ramadan and Eid al-Fitr by Lisa Bullard</p>	<p>Celebrating Jewish Festivals Heinemann, Beliefs and Cultures, Jewish, by Monica Stoppelman</p> <p>I am a Jew (My Belief) by Clive Lawton</p> <p>Sofer. The story of a Torah Scroll by Eric Ray</p> <p>Jeremy's Dreidel (Hanukkah) by Ellie Gellman</p>			




Hillcross Primary R.E. Curriculum

UKS2

Year 6							
Topic	Autumn 1: Everybody want to rule the world	Autumn 2: A Class Act	Spring 1: War of the Worlds	Spring 2: Peace at Last	Summer 1: Game, Set and Match	Summer 2: Whole School Topic	
SACRE AT1 Knowledge and understanding	Hinduism: Worship, Celebrations and Values <ul style="list-style-type: none"> Describe how puja is performed in the home and mandir/kovil using appropriate terminology Identify some customs of Hindu festivals with the story(ies) being celebrated Describe some of the customs associated with the 'stepping stones' of a Hindu's life 	Faith and the Arts <ul style="list-style-type: none"> Talk about how religions use different art forms to express religious beliefs Compare and contrast ways in which different religions use the expressive arts to convey beliefs 	Death and Loss <ul style="list-style-type: none"> Compare, contrast beliefs about death and the afterlife within two different religions Identify different symbols used in death rites and explore their significance within the religions studied Express and share feelings about loss and bereavement 	Jesus: His Later Life and Passion <ul style="list-style-type: none"> Outline the main events of Holy Week and Easter Show some understanding of what Christians believe about the death and resurrection of Jesus Comment on some portrayal of Jesus in worship, art or the media, identifying appropriate symbolism Ask questions raised by the death and resurrection of Jesus and suggest answers from their own and Christians' viewpoints 	Marriage Rites <ul style="list-style-type: none"> Talk about different religious traditions and rituals for marriage Identify symbols in marriage rites and what they signify for the faith community 	The Christian Way of Life-2 <ul style="list-style-type: none"> Identify what motivates great Christian leaders and individuals linking their lives with some of the teaching of Jesus. 	
SACRE AT2 Exploring and responding to religious issues	<ul style="list-style-type: none"> Connect the themes of light and darkness to the concepts of right and wrong, good and evil Express an opinion on the value of the home and rites of passage for Hindus 	<ul style="list-style-type: none"> Appreciate that mysteries in life can be difficult to explain in words Appreciate that the expressive arts can be a useful vehicle for conveying deeply held beliefs and values 	<ul style="list-style-type: none"> Appreciate there are a variety of responses to the mystery of death Recognise that family and cultural traditions vary over mourning and loss 	<ul style="list-style-type: none"> Suggest a Christian answer to questions about the meaning and purpose of life Show awareness of Christianity's distinctive claims regarding the death and resurrection of Jesus 	<ul style="list-style-type: none"> Identify examples of strategies for long-term commitment Reflect on their own views of marriage within society today 	<ul style="list-style-type: none"> Recall a passage from the Sermon on the Mount and apply it to a real-life situation today 	
Focused Religion	Hinduism	Christianity, Islam, Hinduism, Judaism, Sikhism, Buddhism	Christianity, Islam,	Christianity	Christianity, Islam, Hinduism, Judaism	Christianity	
British Values	Mutual Respect, Tolerance for other religions, beliefs and faiths	Mutual Respect, Tolerance for other religions, beliefs and faiths	Mutual Respect, Tolerance for other religions, beliefs and faiths	Mutual Respect, Tolerance for other religions, beliefs and faiths Individual Liberty	Mutual Respect, Tolerance for other religions, beliefs and faiths, Individual Liberty	Mutual Respect, Tolerance for other religions, beliefs and faiths, Individual Liberty	
Outcome	<ul style="list-style-type: none"> Hindus worship in the home and in the mandir/Kovel (temple): <ul style="list-style-type: none"> Puja and Arti (Arathi) role of divine images in worship symbols: fire, om, lotus flower Hindus celebrate: <ul style="list-style-type: none"> Holi Diwali (Deepavali) Raksha Bandhan Navarathri, Dassera and Shivarathri Hindus mark stages in life through special ceremonies such as birth, marriage and initiation ceremonies <ul style="list-style-type: none"> values important to Hindus: the importance of the extended family community upholding religious values and 	<ul style="list-style-type: none"> art forms can be used to express deep feelings and emotions people can express their religious faith through the arts: <ul style="list-style-type: none"> art and design Drama music Dance literature/poetry some religious ideas/beliefs are easier to express through the arts not all religions express themselves through arts in the same way. 				<ul style="list-style-type: none"> talk about different religious traditions and rituals for marriage identify symbols in marriage rites and what they signify for the faith community 	<ul style="list-style-type: none"> make links between rules/codes in Christianity and other religions identify what motivates great Christian leaders/individuals, linking their lives with some of the teachings of Jesus



	rituals in the home						
<p>Enquiry</p>  <p>There should be one overarching enquiry question that children will be able to answer at the end of their learning. Sub- questions - are to be used to plan each lesson</p>	<p>How are the Hindu values demonstrated in daily life?</p> <ul style="list-style-type: none"> → What is the puja and how is performed? (home and in the Mandir) → Why is it important to involve all the senses in puja? (5 elements of the universe: bell-hear, prasad-taste, incense sticks-smell, fire light/see, tilak on forehead-touch) → What are the important 'stepping stones' in Hindu life? (birth, initiation and marriage) → How do Hindus mark stepping stones' in their lives? (Birth, initiation and marriage) → How is family and home important in the Hindu religion? (Personal shrine at home to pray, religion symbols or deity chosen to be worshipped, extended family, community, upholding values at home) → How does the story of Diwali teach about the victory of good over evil? (Theme of light and dark connected to good versus evil and right and wrong.) 	<p>Why is it sometimes easier to express our inner feelings through expressive art?</p> <ul style="list-style-type: none"> → Why and how do religions use the expressive art? (Explore different art forms like music, drama, architecture, paintings and tapestry, mysteries can be difficult to be explained in words) → How are art forms used to express religious beliefs? (stain glass, religions pictures, deities, pattern in Islam such as Mendi, Ramayana (poetry) dance in Hinduism and Sikhism) → Do all religions use expressive arts to show faith in and belief in the same way? (Explore how religions differ in use of expressive arts) → Why can expressive be a useful way to explain mysterious in life? (as communicate tool) → Why are expressive arts a useful vehicle for conveying deeply held beliefs and values? (powerful for feelings) 	<p>What do people believe happens after death?</p> <ul style="list-style-type: none"> → Why do living things have to die? How do we explain or come to terms with death? → What can we learn from death rites about what happens after death in Christianity? (Symbols, customs and practices) → What can we learn from death rites about what happens after death in Islam? (Symbols, customs and practices) → What are the similarities and differences in the death rites of Christianity and Islam? → How are people remembered after death? (Different family traditions and different cultures) 	<p>Why is the resurrection so important to Christians?</p> <ul style="list-style-type: none"> → What is the Holy week? (Outline the main events of the Easter, significance of the symbols such as palm, crosses, bread and wine) → Why does the Bible devote so much time to this one week of Jesus' life? (Christian belief about the death and the resurrection of Jesus) → How do we know what Jesus looked like? (Jesus viewed today in worship, the arts and the media) → How does the Easter story explore ideas of sacrifice, forgiveness and new life? → Why do other religions and faiths not believe in resurrection? (Link to Individual Liberty and Mutual Respect) 	<p>Why do religions place a great importance on marriage?</p> <ul style="list-style-type: none"> → Why do people get married? Do you have to get married? (Joining a family, love, creation of children, service to community) → What can we learn from marriage rites in Christianity? (Symbols, customs and practices) → What can we learn from marriage rites in Islam? (Symbols, customs and practices) → What can we learn from marriage rites in Judaism? (symbols, customs and practices) → What can we learn from marriage rites in Hinduism? (Symbols, customs and practices) → How easy is it to keep a promise for a number of years? What skills do you need to make a long-term commitment work? (Different types of commitments) 	<p>What motivates great Christian leaders/individuals?</p> <ul style="list-style-type: none"> → What can we learn from the Sermon on the Mount? Are these teachings possible to live by today? (link: https://www.christianity.com/jesus/life-of-jesus/teaching-and-messages/what-was-the-point-of-the-sermon-on-the-mount.html) → How have the teachings of Jesus motivated Mother Teresa's life? → How have the teachings of Jesus motivated Desmond Tutu's life? → What values and teachings will you take with you when you move to high school? (Link to British Values and Hillcross Values) 	
Key Vocabulary	Worship, celebration, mandir, om, lotus flower, Diwali (Deepavali), rituals,	Feelings, emotions, expressive art , Ramayana, colour, mysteries, appreciation	Death, loss, life after death, remembrance, mourning	Jesus, Holy week, Palm Sunday, Maundy Thursday, Good Friday, Crucifixion, Resurrection, Pentecost, Christmas, Easter, Passion, sacrifice, forgiveness	Marriage, rites, rituals, promises, commitment	Christian reformers, Commandments, the Beatitudes, values	
Possible Activities	<p>AT1 Related</p> <ul style="list-style-type: none"> ● see a DVD of Hindu puja in the home or mandir/Kovel ● look at a puja tray and explore the ways in which all senses are involved in Hindu worship (children not to be expected to participate) ● read stories linked with Diwali (Deepavali) and Holi ● make rangoli patterns (Kolam) and Diva lamps out of clay or plasticine (children not to be expected to participate) ● make and taste foods linked with Diwali (Deepavali) or Holi 	<p>AT1 Related</p> <ul style="list-style-type: none"> ● look at how the life of Jesus is expressed in Christian art ● explore the symbols used in Christian art and their meanings ● look at examples of Islamic design and talk about how this developed in line with Shirk ● compare how art is used in Christianity and in Islam ● listen to examples of religious music from around the world, both from the past and contemporary ● watch a performance of scenes from the Ramayana and discuss 					



	<ul style="list-style-type: none"> look at a Rakhi (bracelet) or see a DVD about what happens during Raksha Bandhan talk to a Hindu about how a baby is welcomed into the Hindu community and explore some of the symbols used in this ceremony explore ways in which Hindus value the extended family and how Hindu families in the UK keep in touch with relatives throughout the world. <p>AT2 Related</p> <ul style="list-style-type: none"> discuss their own responses to the use of images in worship reflect on the different ways people worship and why they worship consider links with other festivals about light and darkness - explore differences as well as similarities discuss how we can demonstrate affection for someone we love discuss birth ceremonies they are familiar with and note similarities and differences explore some of the advantages of living in an extended family. 	<p>what it teaches about Hindu beliefs.</p> <p>AT2 Related</p> <ul style="list-style-type: none"> explore how we express our innermost feelings through facial and bodily expression develop a drama to express feelings create music to explore different moods use colour in art to make a statement about ourselves consider our own beliefs and values and use an art form to express these. 				
Possible Resources						

Overview of Units of Work and religions taught throughout the school:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	We are Special	Our Wonderful World	Special Times	Special Stories	Special Places	Special Things
Year 1	Festivals	Belonging	The Christian Bible (1)	Islam (1)*	Creation	The Church
Year 2	Christian Festivals	Sacred Writings	The Christian Bible (2)	Christian Faith and Values	Islam (2)*	Places of Worship
Year 3	Symbols in Religions	The Christian Bible: Contents and Structure	Judaism: God and the Torah	The Church, Worship, Festivals and Practices	Islam: Beliefs and Teachings*	Local places of worship Additional Study Unit 1 (ASU 1)
Year 4	Belonging and Identity	Jesus: His Early Life and Teaching	Birth Rites	Additional Study Unit 2 (ASU 2)	Hinduism: God and Sacred Writings	Creation and God



Year 5	The Bible as the Holy Book of Christians	Islam: Worship, Festivals and Practices*	Judaism within the Home and Synagogue	Christian Denominations T	What is faith and what difference does it make?	The Christian Way of Life – 1
Year 6	Death and Loss		Hinduism: Worship, Celebrations and Values	Jesus: His Later Life and Passion	Marriage Rites	The Christian Way of Life – 2
Christianity		Islam	Judaism	Hinduism	Different religions	