



Hillcross Primary RE Curriculum

	<u>Year 1</u>					
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 	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"> Demonstrate understanding that Christians read the Bible to learn about God 	<ul style="list-style-type: none"> Respond sensitively to Islamic values. 	<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	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



Hillcross Primary RE Curriculum

	<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 • Identify the significance of the Bible for Christians 	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) • Demonstrate understanding that Christians read the Bible to learn about God 	<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



Hillcross Primary RE Curriculum

	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 Demonstrate how the Genesis story of creation can be interpreted literally or as creation myth <ul style="list-style-type: none"> Identify some of the questions as well as answers within the Genesis narrative of creation Research a story within the Tenakh 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 Tenakh	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 making reference 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	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



Hillcross Primary RE Curriculum

	<u>Year 4</u>					
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,



Hillcross Primary RE Curriculum

	<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	The Bible as the Holy Book of Christians <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 	Islam: Worship, Festivals and Practices <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 	Judaism within the Home and Synagogue <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 	Christian Denominations <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 	What is Faith and what difference does it make? <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 	The Christian Way of Life-1 <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 	<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



Hillcross Primary RE Curriculum

	<u>Year 6</u>					
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