

## RE CURRICULUM

*Provide children with enriched opportunities and experiences to both learn about and learn from a range of religions and world views. To begin to discuss the impact/significance of religion in the daily lives of people who practice them. To make informed comparisons between world religions. To make links with living values and understand that religions value certain behaviours and approaches to life. To have an awareness of the religions practiced and celebrated within the school community.*

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| <b>EYFS RE</b> | <p style="text-align: center;"><b><u>Symbols and Rituals</u></b></p> <p>Pupils begin to:</p> <ul style="list-style-type: none"> <li>*respond creatively and imaginatively to new experiences</li> <li>*use role-play to develop their knowledge and understanding of rituals</li> <li>*talk about their own experiences.</li> </ul> <p><b>So that, in line with the Early Learning Goals, they:</b></p> <ul style="list-style-type: none"> <li>*sing songs, make music and dance, and experiment with ways of changing them (EAD)</li> <li>*use what they have learnt about media and materials in original ways, thinking about uses and purposes and represent their own ideas (EAD)</li> </ul> | <p style="text-align: center;"><b><u>Living Things</u></b></p> <p>Pupils begin to:</p> <ul style="list-style-type: none"> <li>*ask questions about aspects of the world</li> <li>*listen to stories and start to form an opinion</li> <li>*participate in a variety of experiences indoors and outdoors and respond to them.</li> </ul> <p><b>So that, in line with the Early Learning Goals, they:</b></p> <ul style="list-style-type: none"> <li>*talk about the features of their own immediate environment and how environments might vary from one another (UTW)</li> <li>*make observations of animals and plants (UTW)</li> <li>*listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. (C&amp;L).</li> </ul> | <p style="text-align: center;"><b><u>Personal Social and Emotional Development</u></b></p> <p>Pupils :</p> <ul style="list-style-type: none"> <li>*talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable             <ul style="list-style-type: none"> <li>• work as part of a group or class, and understand and follow the rules</li> <li>• take account of one another's ideas about how to organise their activity</li> <li>• show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</li> </ul> </li> <li>• are confident to try new activities, and say why they like some activities more than others.</li> <li>* are confident to speak in a familiar group and will talk about their ideas.</li> <li>* talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They adjust their behaviour to different situations</li> <li>*show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul> | <p style="text-align: center;"><b><u>Understanding the world</u></b></p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>*talk about past and present events in their own lives and in the lives of family members. * know that other children don't always enjoy the same things and are sensitive to this.             <ul style="list-style-type: none"> <li>• know about similarities and differences between themselves and others, and among families, communities and traditions</li> <li>• talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul> </li> <li>*know about similarities and differences in relation to places, objects, materials and living things.</li> <li>* talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>* make observations of animals and plants and explain why some things occur and talk about changes.</li> <li>*select and use technology for a purpose.</li> </ul> | <p style="text-align: center;"><b><u>Expressive arts and design</u></b></p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>*sing songs, make music and dance, and experiment with ways of changing them             <ul style="list-style-type: none"> <li>• use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>• represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</li> </ul> </li> </ul> |
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# RE CURRICULUM

|           | Autumn Term   | Spring Term   | Summer Term  |   |   |   |
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| Year 1 RE | <p><b><u>Christianity:</u></b><br/><b><u>What Responsibility Has God Given People For Taking Care of Creation?</u></b></p> <p><b><u>Intent:</u></b> to know the Story of Creation in the Bible.<br/>To understand that God gave instructions to follow in caring for creation.</p> <p><b><u>AT1 Focus:</u></b> Beliefs, teachings and sources.<br/><b><u>AT2 Focus:</u></b> Values and commitments.</p> <p><b><u>Intent:</u></b><br/>*To remember the Story of the Creation in the Bible.<br/>*To know what Christian's ( and Jews) believe are God's instructions for taking care of the Earth<br/>*To be able to describe what believers learn about caring for the world from God's command to Adam and Eve in the Christian and (Jewish) story of creation.</p> <p><b><u>Key Vocabulary:</u></b><br/>Creation, Christian, Christianity, God, Creator, Bible, Old Testament responsibility, unique, respect, Adam, Eve, Garden of Eden, Jew, Judaism, Torah.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>*To develop a sense of respect, responsibility and stewardship.<br/>* To reflect on how to care for others and the environment.<br/>*Appreciation of cultural diversity as part of creation.<br/>Showing respect to the Christian and Jewish community and other ways of worship</p> <p><b><u>Visit:</u></b><br/>Visit to Christ Church or invite vicar to discuss how the church looks after people.</p> | <p><b><u>Christianity:</u></b><br/><b><u>Nativity Characters</u></b><br/><b><u>"Which Character Are You? Why Are You Important?"</u></b></p> <p><b><u>AT1 Focus:</u></b> Beliefs, teachings and sources<br/><b><u>AT2 Focus:</u></b> meanings, purpose and truth</p> <p><b><u>Intent:</u></b><br/>*To know the nativity Story and what Christians believe about the Nativity.<br/>*To know the importance of the characters, who they were and how they impacted on the lives of others.<br/>*To begin to know that that this story carries moral and religious meaning<br/>* to be able to ask questions about the story.<br/>*To understand the importance of belonging, love, tolerance, respect and faith.</p> <p><b><u>Key Vocabulary:</u></b><br/>angel, news, Bible, announcement, flock, shepherd, wise men, nativity, church, tolerance, love, Christian.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>*Reflection on things that are important in life<br/>*Collaborative learning<br/>* Understanding of the meaning of symbols and artefacts that are valued and respected within another faith.</p> | <p><b><u>Judaism:</u></b><br/><b><u>What is it like to live as a Jewish person?</u></b></p> <p><b><u>AT1 Focus:</u></b> Forms of expression<br/><b><u>AT2 Focus:</u></b> Identity and belonging</p> <p><b><u>Intent:</u></b><br/>*To know some Jewish symbols and the importance of the Synagogue as a place of worship.<br/>*To understand how worship helps Jewish people to live their life.<br/>*To know the importance of the Torah for Jews and how it is kept and how it is used.<br/>*To understand the significance and importance of the Shabbat<br/>*To make links to how their family has special practices and what this means to them.</p> <p><b><u>Key Vocabulary:</u></b><br/>Jew, Judaism, Jewish, Torah, Yad, Tallit, Kippah, Synagogue, Shabbat, Star of David, Challah, Rabbi.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>*Understanding other faiths and cultures.<br/>*Showing respect to the Jewish community and other ways of worship.<br/>*Understanding of the meaning of symbols and artefacts that are valued and respected within another faith.<br/>*To reflect on own beliefs and what is important to self and others.</p> | <p><b><u>Buddhism:</u></b><br/><b><u>What is Buddhism?</u></b></p> <p><b><u>AT1 Focus:</u></b> Beliefs, teachings and sources.<br/><b><u>AT2 Focus:</u></b> Values and commitments.</p> <p><b><u>Intent:</u></b><br/>*To know who Siddhartha was and how he became Buddha and achieved enlightenment.<br/>*To remember some of the stories Buddha told about beliefs and Buddhist virtues.<br/>*Reflect on things that are important to them and what influence this has on thinking and behaviour.<br/>*To make links between other religions.</p> <p><b><u>Key Vocabulary:</u></b><br/>Buddhism, Buddha, suffering, greed, happiness, sacrifice, enlightenment, cruelty, values.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>*reflecting on other world faiths<br/>*creating kindness charters<br/>*reflecting on behaviour and consequences.<br/>*Understanding and respect for Buddhists and other world religions.</p> | <p><b><u>Hinduism:</u></b><br/><b><u>What is the importance of symbols, beliefs and teachings in Hinduism?</u></b></p> <p><b><u>AT1: Focus:</u></b> Beliefs, teachings and sources.<br/><b><u>AT2: Focus:</u></b> meanings, purpose and truth</p> <p><b><u>Intent:</u></b><br/>*To know that Hindus believe in one God, represented by many deities.<br/>*To know that Hindus have a sacred text-The Bhagavad Gita<br/>*To know the importance of the Mandir and what it is like.<br/>*To understand the significance of some of the Hindu Gods.<br/>*To remember the story of Rama and Sita, making links to good overcoming evil in life today.</p> <p><b><u>Key Vocabulary:</u></b><br/>God, Shiva, Brahman, Brahma, Aum (Om) Vishnu, Deities, avatars, Trimurti, Upanishads, Bhagavad Gita, Lord Krishna, Arjuna, Puja, shrine, mantra, Tilak, ghanta(bell) prasad(offering)s kumkum, Rama, Sita, Diwlai, Hindus, Vishnu, light, Hanuman, Ravana, Ayodhya.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>*understanding and respect of Hinduism and other faiths and cultures<br/>**Understanding of the meaning of symbols and artefacts that are valued and respected within another faith.<br/>*reflect on places that are special to themselves.<br/>*consider how we show our love for friends and school community.</p> | <p><b><u>Islam:</u></b><br/><b><u>What does it mean to be Muslim?Lessons 1-3</u></b></p> <p><b><u>AT1 Focus:</u></b> Practices and way of life<br/><b><u>AT2 Focus:</u></b> Identity and belonging</p> <p><b><u>Intent:</u></b><br/>* Understand the importance of Muhammed (pbuh);<br/>*To understand the importance of the Qu'ran and how it is treated by Muslims<br/>*To know Islamic practices and the significance of the mosque.<br/>*To remember some stories which teach about Muslim beliefs.<br/>*To understand how the Adhaan expresses core Muslim beliefs and values.<br/>*To compare Muslim beliefs with those of other world religions.</p> <p><b><u>Key Vocabulary:</u></b><br/>Islam, Muslim. Allah, creator, Muhammad(pbuh), Mosque, Qu'ran, Arabic, angel Jibril, salah (prayer), adnaan, wudu, Ka'bah, Mecca, imam, Islamic compass, madrasa.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>*To reflect on what prayer means to Muslims and to those of other faiths,<br/>*Showing respect to the Muslim community and other ways of worship.<br/>* To reflect on own beliefs and what is important to self and others.<br/>* to show an appreciation of Islamic art and music.</p> <p style="color: red;">Visit to a mosque</p> |

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| Year 2 RE | <p><b><u>Judaism:</u></b><br/> <b><u>Why are they having a Jewish party? Lesson 1-3</u></b><br/>                     Rosh Hashanah<br/>                     AT1 Focus: Practices and ways of life<br/>                     AT2 Focus: Values and commitment</p> <p><b><u>Intent</u></b><br/>                     *To know the key festivals which are important to Jews<br/>                     *To know how the Jewish festivals are celebrated and with what symbols<br/>                     To know how these are similar to other festivals/religions<br/>                     *To understand the importance of festivals to Jews and others</p> <p><b><u>Key Vocabulary</u></b><br/>                     Judaism, Jew, Jewish, Celebration, remember, Rosh Hashanah, Shofar, Shanah Tovar, Sukkot, Sukkah, Hanukkah, light, miracle, Purim, Torah, belief.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>                     *Understanding of the meaning of symbols and artefacts that are valued and respected within another faith.<br/>                     *To make links across faiths and thereby respectfulness,<br/>                     *to know the value of religious festivals in Judaism and to reflect On the importance of these in their life.</p> | <p><b><u>Christianity:</u></b><br/> <b><u>Incarnation :Light Where is the light at Christmas?</u></b><br/>                     AT1 Focus: Beliefs, teachings and sources<br/>                     AT2 Focus: meanings, purpose and truth</p> <p><b><u>Intent</u></b><br/>                     *To know that Christians call Jesus 'the light of the world'<br/>                     *To understand that Christians believe that as light can guide us in the dark then Jesus guides believers.<br/>                     *To know about Christingle and what the parts represent<br/>                     *To know that in art works light is shown to show holiness<br/>                     *To know that the Wise Men were guided by the light of a star.<br/>                     *To be able to retell the story of the Wise Men</p> <p><b><u>Key Vocabulary</u></b><br/>                     Christian, Christmas, light, Jesus, star, Christingle, Nativity,</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>                     *to discuss / reflect on guiding lights in their own lives<br/>                     *to reflect on people who have a guiding role in their own lives.</p> | <p><b><u>Hinduism:</u></b><br/> <b><u>What does it mean to be a Hindu? Lessons 1-3</u></b><br/>                     AT1 Focus: Practices and way of life<br/>                     AT2 Focus: Values and commitments</p> <p><b><u>Intent</u></b><br/>                     *To know the key beliefs of Hinduism<br/>                     *To know how these beliefs are applied to daily life for Hindus.<br/>                     *To understand how these values and ideals influence and underpin behaviour and attitude</p> <p><b><u>Key Vocabulary</u></b><br/>                     Ahisma, Arti, Bhagavd Gita, Chanting, Deity, Dharma, Ghee, Guru, Incense, Karma, Mandir, Mantra, Moksha, offerings, pilgrimage, priest, reincarnation, vegetarian.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>                     *To share opinions and ideas<br/>                     *To reflect on the way people from different backgrounds have similar values.<br/>                     * To make clear links across faiths and foster respectfulness.</p> | <p><b><u>Christianity:</u></b><br/> <b><u>Why is it good to listen to and remember the stories Jesus told?</u></b><br/>                     AT1 Focus: Beliefs, teaching, sources of wisdom and authority<br/>                     AT2 Focus: Questions of meaning, purpose and truth</p> <p><b><u>Intent</u></b><br/>                     *To know that Jesus told stories as a way of teaching people<br/>                     *To know that the stories Jesus told are called parables.<br/>                     *To know the arable of The Good Samaritan<br/>                     *To be able to retell and suggest a meaning behind the religious story.</p> <p><b><u>Key Vocabulary</u></b><br/>                     Bible, Parable, Christian message The nature of God.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>                     *To be able to discuss and reflect on what it means to be a friend to someone.<br/>                     *To begin to express their ideas and opinions<br/>                     *To reflect on how we should live together as the human family.<br/>                     To reflect on who helps us to make the right choices in life.</p> | <p><b><u>Humanism:</u></b><br/> <b><u>What is Humanism?</u></b><br/>                     AT1 Focus: Practices and way of life<br/>                     AT2 Focus: Identity and belonging</p> <p><b><u>Intent :</u></b><br/>                     To know that Humanist's believe:<br/>                     *humans are special<br/>                     *that there is no god or gods<br/>                     *there are other ways to be happy<br/>                     *Humans should be good to each other<br/>                     To know how Humanists celebrate important events such as birth and marriage.</p> <p><b><u>Key Vocabulary</u></b><br/>                     Humanist, human, special, empathy, kindness, love, friendship, curiosity, reasoning, Happy Human, Golden Rule, celebrant</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>                     To reflect on what makes humans special<br/>                     To be able to discuss different ways to be happy.</p> | <p><b><u>Sikhism:</u></b><br/> <b><u>What do Sikhs believe?</u></b><br/>                     Lessons 1 to 3<br/>                     AT1 Focus: Practices and ways of life<br/>                     AT2 Focus: Values and commitment</p> <p><b><u>Intent</u></b><br/>                     *To know the basic beliefs and practices of the Sikh faith.<br/>                     To know that the Ik Ongar is an important symbols for Sikhs.<br/>                     *To know about the early life of Guru Nanak<br/>                     *To know the story of Guru Gobind Singh and the founding of the Khalsa.</p> <p><b><u>Key Vocabulary</u></b><br/>                     Guru Nanak, Guru Gobind Singh, Mool Mantra, IK Ongar, Khalsa, Amrit, Kesh, Kanga, Kara, Kachera, Kirpan, Sikh,</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>                     To reflect on the Sikh statements of belief and compare with those of other faiths.<br/>                     *To reflect on what it means to belong to a faith<br/>                     *To reflect on the Sikh focus of equality and serving others</p> |

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|                  | Autumn Term   | Spring Term   | Summer Term   |  |  |   |
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| <b>Year 3 RE</b> | <p><b><u>Islam</u></b><br/>What does it mean to be Muslim? Lessons 4-6</p> <p>AT1 Focus: Practices and way of life<br/>AT2 Focus: Identity and belonging</p> <p><u>Intent:</u></p> <p>*To know how Muslims pray and to whom,<br/>*To know the significance of the mosque for Muslims and compare to the importance of other holy buildings for other faiths.<br/>* To learn how patterns are important in Islam<br/>*To learn about the Madrasa (school ) in the mosque</p> <p><b><u>Key Vocabulary</u></b><br/>Islam, Muslim. Allah, creator, Muhammad(pbuh), Mosque, Qu'ran, Arabic, angel Jibril, salah (prayer), adnaan, wudu, Ka'bah, Mecca, imam, Islamic compass, madrasa.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>*Reflect on the importance of the mosque for Muslims and compare this to a Christian Church.<br/>To reflect on responses to the natural world.<br/>*To reflect on Islam art and its influences.</p> <p>Visit: To a mosque and Christ Church</p> | <p><b><u>Judaism</u></b><br/>Why are they having a Jewish party? Lesson 4-6 Sukkot</p> <p>AT1 Focus: Practices and ways of life<br/>AT2 Focus: Values and commitment</p> <p><u>Intent:</u></p> <p>To know the key festivals which are important to Jews<br/>*To know how the Jewish Festivals are celebrated and with what symbols<br/>*To know how these are similar to other festivals /religions<br/>*To understand the importance of festivals to Jews and others</p> <p><b><u>Key Vocabulary</u></b><br/>Judaism, Jew, Jewish, Celebration, remember, Rosh Hashanah, Shofar, Shanah Tovar, Sukkot, Sukkah, Hanukkah, light, miracle, Purim, Torah, belief.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>*Understanding of the meaning of symbols and artefacts that are valued and respected within another faith.<br/>*To make links across faiths and thereby respectfulness,<br/>*to know the value of religious festivals in Judaism and to reflect<br/>* Reflect on the importance of symbols in their own life.</p> | <p><b><u>Buddhism</u></b><br/>What does it mean to be a Buddhist? Lessons 1-3</p> <p>AT1 Focus Forms of expression<br/>AT2 Focus: Meanings, purpose and truth</p> <p><u>Intent:</u></p> <p>*To know how Buddhist live through their faith.<br/>*To know how the teachings of Buddhism are arranged through the eight-fold path, ,four noble truths, symbols and precepts.</p> <p><b><u>Key Vocabulary</u></b><br/>Buddha, Sangha, Dharma, Temple, Siddhartha, Nirvana, Karma, Samsara, Anitya, Entitlement</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>*Reflect on other world faiths<br/>*Discuss and reflect on how we all negotiate our path in the world.</p> | <p><b><u>Christianity</u></b><br/>How do Easter symbols help us to understand the story?</p> <p>AT1 Focus: Beliefs, teachings and sources<br/>At2 Focus: Values and commitments.</p> <p><u>Intent:</u></p> <p>*To know the Easter story and to be able to retell it<br/>*To begin to know what Holy Communion means for Christians.<br/>*To recognise some religious symbols and discuss them<br/>*To be able to say what some Christian symbols stand for<br/>To be able to use religious words to describe symbols.</p> <p><b><u>Key Vocabulary</u></b><br/>Easter, symbol, cross, Holy Communion, Passover, Sacrifice, Baptism, forgiveness, new life.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>*To reflect on the idea that 'new life' and 'forgiveness' are concepts that are important to people of many faiths and belief.</p> | <p><b><u>Sikhism</u></b><br/>What do Sikhs believe? Lessons 4 to 6</p> <p>AT1 Focus: Practices and ways of life<br/>AT2 Focus: Values and commitment</p> <p><u>Intent:</u></p> <p>*To introduce the Amrit Ceremony and how Sikhs must join the brotherhood<br/>*To know what the 5Ks are to know that they represent the commitment towards values, ethics, beliefs, faith etc.</p> <p><b><u>Key Vocabulary</u></b><br/>Guru Nanak, Guru Gobind Singh, Mool Mantra, IK Ongar, Khalsa, Amrit, Kesh, Kanga, Kara, Kachera, Kirpan, S</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>*To reflect on the Sikh statements of belief and compare with those of other faiths.<br/>*To reflect on what it means to belong to a faith<br/>*To reflect on the Sikh focus of equality and serving others</p> | <p><b><u>Christianity</u></b><br/>What are God's rules for living?</p> <p>AT1 Focus: Beliefs, teachings and sources<br/>At2 Focus: Values and commitments</p> <p><u>Intent:</u></p> <p>*to know the 10 commandments<br/>* To understand that these commandments are God's rules for living and that Christians and Jews believe then to be the rules that they are commanded to follow.<br/>* To learn what the commandments teach us about the nature of God.</p> <p><b><u>Key Vocabulary</u></b><br/>Rule, Commandment, Moses, Old Testament, Christian, Jew, Torah</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>*To reflect on their own beliefs and perspectives on life.<br/>*To investigate and think about views on moral issues.</p> |

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|-----------|--|--|---|--|--|--|
| Year 4 RE | <p><b><u>Judaism</u></b><br/> <b><u>What does it mean to be a Jew? Lessons 1-3</u></b><br/> <b><u>AT1 Focus</u></b> : Beliefs, teaching, sources of wisdom and authority<br/> <b><u>AT2 Focus</u></b>: Values and commitments</p> <p><b><u>Intent</u></b><br/>           *To know that God chose Abraham as the founder of the Jewish faith<br/>           *To know that the Jewish faith believes in One God.<br/>           *To know that God saved his people from the Egyptians.<br/>           *Understand the significance of Passover to Jewish people.</p> <p><b><u>Key Vocabulary</u></b><br/>           Judaism, Jew , God, descendants, covenant, sacrifice, obedience, Exodus, Moses, Passover, Pesach, Egyptians, Israelites, Seder, Matzah, Shema, Mezuzah, Torah, Commandments.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>           *to reflect on promises and why they are important<br/>           * To discuss why religious practices are influences on our lives<br/>           *consider the importance of celebrating joys and remembering challenges in life and how these influence us_<br/>           *to consider how belonging to a religion guides a believer in the way they live their life</p> <p><b><u>Visit:</u></b> Richmond Synagogue</p> | <p><b><u>Christianity</u></b><br/> <b><u>How Do Advent and Epiphany Show Us What Christmas Is REALLY About?</u></b><br/> <b><u>AT1 Focus</u></b>: Forms of expression<br/> <b><u>AT2 Focus</u></b>: Identity and belonging</p> <p><b><u>Intent</u></b><br/>           *To know that Advent is a time of preparation.<br/>           *In the Bible discover the signs that point to the birth of Jesus.<br/>           *To know the impact of the message of Christmas on the people of God.<br/>           *To look for clues in the celebration of Epiphany about the life of Jesus</p> <p><b><u>Key Vocabulary</u></b><br/>           Advent, calendar, candle, ring, wreath, Bible Old Testament, New Testament, Prophet, message, messenger, foretell, John the Baptist , prepare, incarnation, Christianity, Epiphany, gold, frankincense, myrrh, king, wise men, magi, star</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>           *to reflect on the message given in the text.<br/>           *To discuss the influences on us at Christmas<br/>           *To reflect on charitable giving<br/>           * To foster an awareness of and an understanding of commonalities between faiths.</p> | <p><b><u>Humanism</u></b><br/> <b><u>Why do Humanist celebrate new life?</u></b><br/> <b><u>AT1 Focus</u></b>: Practices and way of life<br/> <b><u>AT2 Focus</u></b>: Values and commitments</p> <p><b><u>Intent:</u></b><br/>           *To know why humanist celebrate new life<br/>           * To compare and contrast humanist celebrations with religious celebrations</p> <p><b><u>Key Vocabulary</u></b><br/> <b><u>Humanist, community Humanism, naming ceremony, celebrant, mentor, love, commitment, responsibility, support, promise, potential.</u></b></p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>           *to reflect on what they think is valuable and worth celebrating.<br/>           *to share opinions and ideas as to why love and support of others is important to humans.<br/>           * to discuss / explain how they can support others</p> | <p><b><u>Christianity</u></b><br/> <b><u>Who is the most important person in the Easter story?</u></b><br/> <b><u>AT1 Focus</u></b>: Beliefs, teachings and sources<br/> <b><u>At2 Focus</u></b>: Values and commitments</p> <p><b><u>Intent:</u></b><br/>           *To identify and discuss the key characters in the Gospel account of Holy Week.<br/>           *To know why Judas betrayed Jesus<br/>           *To understand what Peter's denial says about the challenges of Christian faith<br/>           *To discuss why there were women at the crucifixion<br/>           *To discuss who is the most important person in the Gospel accounts of Holy Week</p> <p><b><u>Key Vocabulary</u></b><br/>           Ascension , betrayal, crucifixion, denial, disciple, forgiveness, redemption, resurrection, salvation</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>           *to discuss moral issues relating to betrayal, denial and forgiveness<br/>           * to reflect on important relationships</p> | <p><b><u>Hinduism</u></b><br/> <b><u>What does it mean to be a Hindu? Lessons 4-6 The Mandir and Pilgrimage</u></b><br/> <b><u>AT1 Focus</u></b>: Practices and way of life<br/> <b><u>AT2 Focus</u></b>: Values and commitments</p> <p><b><u>Intent:</u></b><br/>           *To know the key beliefs of Hinduism<br/>           *To know how these beliefs are applied to daily life for Hindus.<br/>           *To understand how these values and ideals influence and underpin behaviour and attitude</p> <p><b><u>Key Vocabulary</u></b><br/>           Ahisma, Arti, Bhagavd Gita, Chanting, Deity, Dharma, Ghee, Guru, Incense, Karma, Mandir, Mantra, Moksha, offerings, pilgrimage, priest, reincarnation, vegetarian.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>           *To share opinions and ideas<br/>           *To reflect on the way people from different backgrounds have similar values.<br/>           * To make clear links across faiths and foster respectfulness.</p> | <p><b><u>Judaism/Hinduism/Christianity</u></b><br/> <b><u>What is the most important thing that has ever happened?</u></b><br/> <b><u>AT1 Focus</u></b>: Beliefs, teachings and sources<br/> <b><u>At2 Focus</u></b>: Values and commitments</p> <p><b><u>Intent:</u></b><br/>           *to know what are children's beliefs?<br/>           *to reflect on views of each faith e.g. the story of Adam and Eve<br/>           *the birth of a human<br/>           *to think about a faith with many gods.<br/>           *What is the most important thing to happen in a person's life?</p> <p><b><u>Key Vocabulary</u></b><br/>           Bible, Old Testament, Adam, Eve, Humanist, love, commitment, Bhagavd Gita</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/>           *to reflect on what they think is valuable and worth celebrating.<br/>           *To reflect on their own beliefs and perspectives on life<br/>           *To make clear links across faiths and foster respectfulness.</p> |

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|                  | Autumn Term   | Spring Term  | Summer Term  |  |   |   |
|------------------|---|--|--|--|---|---|
| <b>Year 5 RE</b> | <p><b><u>Christianity</u></b><br/>Why is Remembrance Important?<br/>AT1 Focus: Forms of expression<br/>AT2 Focus: Values and commitments</p> <p><b><u>Intent</u></b><br/>*to use religious words to describe some of the ways in which people show their beliefs in remembrance<br/>*to link things that are important to them and other people with the way they behave and think<br/>*to express religious beliefs and feelings about peace<br/>*to ask questions about the moral decisions they and other people make and suggest what might happen as a result of different decisions.</p> <p><b><u>Key Vocabulary</u></b><br/>Remembrance, Christianity faith, belief, war, conflict, symbol, poppy, hope, ceremony, Cenotaph, memorial, ritual, peace, believer, moral, value, refugee, asylum, white poppy, influence, God.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/><br/>*peaceful reflection, moral issues relating to war and conflict, peaceful resolution of conflict.<br/>*Investigate how communities function, relationships, co-operation between people and countries.<br/>*what peace means in an international context and how this affects people.</p> | <p><b><u>Judaism</u></b><br/><b><u>What does it mean to be a Jew? Lessons 4-6</u></b><br/>AT1 Focus : Beliefs, teaching, sources of wisdom and authority<br/>AT2 Focus: Values and commitments</p> <p><b><u>Intent</u></b><br/>*To know that God chose Abraham as the founder of the Jewish faith<br/>*To know that the Jewish faith believes in One God.<br/>*To know that God saved his people from the Egyptians.<br/>*Understand the significance of Passover to Jewish people.<br/>* to understand how the Seder meal teaches about God's relationship with Jews.<br/>* To know the root and significance of The 10 Commandments to Jewish people<br/><b><u>Key Vocabulary</u></b><br/>Judaism, Jew , God, descendants, covenant, sacrifice, obedience, Exodus, Moses, Passover, Pesach, Egyptians, Israelites, Seder, Matzah, Shema, Mezuzah, Torah, Commandments.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/><br/>*to reflect on promises and why they are important<br/>* To discuss why religious practices are influences on our lives<br/>*consider the importance of celebrating joys and remembering challenges in life and how these influence us,<br/>*to consider how belonging to a religion guides a believer in the way they live their life</p> | <p><b><u>Sikhism</u></b><br/>What does it mean to be a Sikh?<br/>AT1 Focus : Beliefs, teaching, practices and way of life<br/>AT2 Focus: Values and commitments</p> <p><b><u>Intent</u></b><br/>*to know the main beliefs and practises of Sikhs and how they show commitment to God.<br/>*to evaluate the importance of Sikh teachings<br/>To know that happens in a Gurdwara<br/>*to know how Sikhs keep and protect the Guru Granth Sahib</p> <p><b><u>Key Vocabulary</u></b><br/>Guru Nanek, Panj Kakke,dwara Kesh, Kara, Kanga, Kaccha, Kirpan, Gurdwara, Guru Granth Sahib, Langar, Rumulas, Chaur,</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/><br/>*To be able to identify how and why people belong to different groups and what it means to them<br/>*to discuss how teachings and beliefs sustain, inspire and influence us.</p> <p>Visit:<br/>Central Gurdwara (Near to Shepherd's Bush underground station)</p> | <p><b><u>Christianity</u></b><br/>How Has The Christian Message Survived For Over 2000 Years?<br/>AT1: Beliefs, teachings and sources.<br/>AT2: Meaning, purpose and truth</p> <p><b><u>Intent</u></b><br/>* to know how the Christian message spread in the past: the Ascension<br/>*what persecution is and why it might inhibit the spread of a message;<br/>Pentecost<br/>*How the Christian message spread after the Ascension and the first Pentecost<br/>*How Christians believe the Holy Spirit equips them to share the Christian message.</p> <p><b><u>Key Vocabulary</u></b><br/>Christianity, Christian, faith, message Bible, disciples, apostles, Ichthus, Ascension, Trinity, Communion, Confirmation, Eucharist, denomination, symbolism</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/><br/>reflection on a message to the world<br/>*discuss the effects of persecution<br/>* collaborative working, understanding the British values</p> | <p><b><u>Islam</u></b><br/>What is the best way for a Muslim to show commitment?<br/>AT1 Focus: Practices and way of life<br/>AT 2 Focus: Values and commitments.</p> <p><b><u>Intent</u></b><br/>To know the importance of: Shahadah: Call to faith<br/>Salah: the role of prayer<br/>Zakat: giving to charity<br/>Hajj: importance of pilgrimage<br/>Sawm: fasting</p> <p>To know the meaning of: Eid-ul-Fitr<br/>Eid –ul-Adha</p> <p><b><u>Key Vocabulary</u></b><br/>Islam, Muslim, Allah. Mohammad (PBUH)<br/>Zakat, Hajj, Sawm. Ramaadan, Eid-ul-Fitr<br/>Eid-ul-Adha,, Islamic compass<br/>Wudu, ka'bah, Mecca, prayer mat, values, commitment</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/><br/>*Listening to the views of others<br/>*Appreciation of what a religious commitment means<br/>*developing understanding and respect for world faith<br/>*Collaborative learning</p> | <p><b><u>Buddhism</u></b><br/><b><u>What does it mean to be a Buddhist? Lessons 4-6</u></b><br/>AT1 Focus Forms of expression<br/>AT2 Focus: Meanings, purpose and truth</p> <p><b><u>Intent:</u></b><br/>*To review (from Y3) how the teachings of Buddhism are arranged through the eight-fold path, four noble truths, symbols and precepts.<br/>*to reflect on the eight-fold path and discuss if it is relevant today.<br/>* To know what Buddhists believe will happen to a person when they die<br/>*to be able to compare own beliefs to that of Buddhists.</p> <p><b><u>Key Vocabulary</u></b><br/>Buddha, Sangha, Dharma, Temple, Siddhartha, Nirvana, Karma, Samsara, Anitya, Entitlement</p> <p><b><u>Spiritual, Moral, Social and Cultural Development:</u></b><br/><br/>*To reflect on what it may be like to belong to the Buddhist community.<br/>*Discuss/ reflect on influences in their own lives<br/>*to ask questions about the meaning and purpose of life and suggest answers.</p> |

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|                  | Autumn Term  | Spring Term   | Summer Term   |   |   |  |
|------------------|--|---|---|---|---|--|
| <b>Year 6 RE</b> | <p><b>Judaism</b><br/><b><u>Why is repentance important to Jewish people?</u></b></p> <p>AT1: beliefs, teachings<br/>AT2: identity and belonging</p> <p><b><u>Intent</u></b><br/>*to know the history of Judaism as told in Genesis and Exodus.<br/>*to know who Abraham and Moses were and their role in establishing Judaism.<br/>* to know the history of Yom Kippur and the significance of repentance to Jewish people.<br/>* to learn how Jewish people celebrate Rosh Hashanah and Yom Kippur.</p> <p><b><u>Key vocabulary</u></b></p> <p>Judaism, Genesis, Exodus, Rosh Hashanah, Yom Kippur, repentance, Days of Awe, Moses, Abraham, Commandments Idol.</p> <p><b><u>Spiritual, Moral, Social and Cultural Development</u></b></p> <p>*analysis of ancient text and what it means to Jewish people<br/>*opportunities for self-reflection on the theme of repentance and how to truly repent<br/>*to share ideas and opinions on the practise of fasting<br/>*reflect on rituals form other faiths and look for commonality in forgiveness/repentance.<br/>.</p> | <p><b>Christianity</b><br/><b><u>How would Christians advertise Christmas to show what Christmas means today?</u></b></p> <p>AT1: forms of expression<br/>AT2: meaning, purpose and truth</p> <p><b><u>Intent</u></b><br/>*consider how the meaning of Christmas is expressed in variety of advertisements<br/>*compare different Christian beliefs about the birth of Jesus<br/>*ask questions about Christmas and research how Christmas is advertised by the church.<br/>*ask questions about what advertising might teach someone about Christmas</p> <p><b><u>Key vocabulary</u></b><br/>Secular, religious, message, purpose, meaning, truth, Nativity, Christmas, values</p> <p><b><u>Spiritual, Moral, Social and Cultural Development</u></b></p> <p>*analysis of ancient text and what it means to Christians<br/>*opportunities for reflection<br/>*sharing of ideas and working collaboratively<br/>*awareness of the impact advertisements may have on the viewer.</p> | <p><b>Judaism /Humanism</b><br/><b><u>Why do people believe in different things about how the world began?</u></b></p> <p>AT1: beliefs, teachings<br/>AT2: identity and belonging</p> <p><b><u>Intent</u></b><br/>*to know the story of creation according to the Old Testament<br/>*to know the scientific theory of creation<br/>*to be able to form a cohesive argument</p> <p><b><u>Key vocabulary</u></b><br/>Bible, Genesis, creation, God, Earth, Adam, Eve, Big Bang, Universe,</p> <p><b><u>Spiritual, Moral, Social and Cultural Development</u></b></p> <p>*opportunities for reflection<br/>*sharing of ideas and working collaboratively<br/>*research linked to the subject and forming arguments</p> | <p><b>Christianity</b><br/><b><u>The Contemporary Anglican Church.</u></b></p> <p>AT1:beliefs, teachings<br/>AT2: values and commitments</p> <p><b><u>Intent</u></b><br/>*to understand that there are many different styles of worship within the Anglican Church, from traditional to very contemporary<br/>*to understand that Christians choose to worship in a way which best helps them to draw close to God<br/>*to understand that Anglican Churches exist all over the world<br/>*to explore the diversity within the Worldwide Anglican Church</p> <p><b><u>Key vocabulary</u></b><br/>Anglican, Anglican Communion Worship Traditional, Anglo-Catholic, Evangelical, Charismatic Archbishop of Canterbury</p> <p><b><u>Spiritual, Moral, Social and Cultural Development</u></b></p> <p>*Worldwide cultures<br/>*Spiritual development – what helps you to develop personally?<br/>*Social – the church as a group of people</p> | <p><b>Humanism</b><br/><b><u>How do Humanists deal with human dilemmas?</u></b></p> <p>AT1: beliefs, teaching<br/>AT2: values and commitments</p> <p><b><u>Intent</u></b><br/>*explain how humanists decide the difference between right and wrong<br/>*describe the different ethical principles humanists use to guide them when deciding how to act<br/>*use reason to evaluate possible courses of action in a moral dilemma<br/>*evaluate a humanist approach to ethics</p> <p><b><u>Key vocabulary</u></b><br/>Humanist, Humanism, empathy, reason, compassion, respect, consequences, principles, The Golden Rule, Utilitarianism, Universal law Rights, ends, me</p> <p><b><u>Spiritual, Moral, Social and Cultural Development</u></b></p> <p>*opportunities for reflection<br/>*sharing of ideas and working collaboratively.<br/>to share opinions and ideas as to why people live by a set of rules<br/>*to reflect on their own experiences and how they have an impact on others.</p> | <p><b>Mullifaith</b><br/><b><u>How is spiritualism expressed through art?</u></b></p> <p>AT1: forms of expression<br/>AT2: meaning, purpose and truth</p> <p><b><u>Intent</u></b><br/>*to examine how light and dark is used symbolically in art<br/>*to look at ways in which beliefs are expressed through art<br/>*to examine the use of symbols in religious art<br/>*to explore the idea that creativity itself can be spiritual<br/>*to explore cultural influences in religious art</p> <p><b><u>Key vocabulary</u></b><br/>Aesthetic, inspiration, creativity, arabesque, calligraphy</p> <p><b><u>Spiritual, Moral, Social and Cultural Development</u></b></p> <p>*opportunities for reflection<br/>*sharing of ideas and working collaboratively<br/>*research linked to the subject and forming opinions</p> |

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### The Agreed Syllabus for Religious Education in the London Borough of Richmond upon Thames

#### Agreed Syllabus Framework

This Agreed Syllabus provides a statutory framework which is designed to ensure that the aim of Religious Education in Richmond upon Thames is fully addressed. It ensures a sufficiently rigorous study of Christianity and other major religions and belief systems alongside, and integrated with, helping children and young people to come to terms with the questions which they raise.

These Programmes of Study:

- highlight the significant elements of the religions and belief systems which are to be included in the Religious Education curriculum
- reflect the diversity and richness within those religions and belief systems and encourage an appreciation for, and understanding of, their similarities and differences
- are relevant to the ages, aptitudes and backgrounds of the pupils in the London Borough of Richmond upon Thames
- link teaching and learning to the attainment targets set out in the Agreed Syllabus

The programmes of study are based on, and have taken account of, the wishes of local representatives from the relevant religions and belief systems, as well as teachers in LA schools. They provide an important context for teaching and learning.

It is the intention of the Agreed Syllabus to allow schools to develop their own Religious Education programmes within this framework in the ways that are most appropriate and relevant to their own particular situations.

In planning the Religious Education curriculum, schools should ensure that the content of the Religious Education curriculum is broad and balanced. Schools are therefore required to draw material from the suggestions provided in the Programmes of Study identified in the Agreed Syllabus. These must include Christianity and also Buddhism, Hinduism, Islam, Judaism and Sikhism as well as other non-religious beliefs, such as Humanism.

In making an appropriate selection, schools should observe the following principles:

- The selection must fulfil the requirement of the Education Reform Act 1988 to reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking into account the teachings and practices of the other principal religions represented in Great Britain. Schools should therefore ensure that more material is drawn from Christianity within each Key Stage (including Reception) than from any other single religion or belief system.
- Within Reception and Key Stages 1 and 2, each of the six main religions featured in the syllabus should be drawn upon, as well as an example of a secular belief system, such as Humanism, albeit with varying degrees of emphasis. The principle of equality of opportunity entails that all pupils should be able to learn about religious traditions that may not be represented in their own school or encountered personally.
- It is not intended that every religion or belief system should be drawn upon in any individual unit of work. The decision on how many religions and other belief systems to be included in a unit, whether as a major or minor focus may be determined by: - the learning intentions - the nature of the unit - the composition of the teaching groups in terms of their religious profile.

In addition to Christianity, the other major religions of Buddhism, Hinduism, Islam, Judaism and Sikhism and non-religious belief systems, such as Humanism, the agreed syllabus also encourages schools to help pupils to learn about, and learn from, other religions, traditions and life stances, such as the Baha'i Faith,

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Jainism and Zoroastrianism. Teaching about them is not compulsory, but they can sometimes be included in the Religious Education curriculum for one or more of the following reasons:

- the presence of pupils, teachers or other members of the school community who come from these particular backgrounds
- the presence of a particular community within the immediate area
- the inclusion of additional materials to extend and develop a particular unit
- questions and queries which arise as a result of pupils' or teachers' experiences or events of local, national or international interest
- the availability of high quality resources. Some significant elements of the Baha'i Faith have been included in the Programmes of Study for those teachers who wish to incorporate it into one or more of their schemes of learning and in due course, it is hoped that similar guidance will be made available to include Jainism and Zoroastrianism.

### Attainment Targets in Religious Education

The Richmond Agreed Syllabus will continue to work to the two Attainment Targets for Religious Education required in previous versions of the document. These Attainment Targets have equal value and each scheme of learning should reflect this. They complement each other and must both be addressed with the same degree of emphasis within each individual unit of work. Schools should note that it is not always necessary to address both Attainment Targets within a single lesson or learning activity.

The two Attainment Targets are:

1. To learn about religious and non-religious spiritual insights, beliefs and practices.
2. To learn from religious and non-religious spiritual insights, beliefs and practices.

Each of these Attainment Targets is divided into a series of levels.

The Level Descriptions for Attainment Target 1 refer to how pupils develop their knowledge, skills and understanding with reference to:

- beliefs, teachings and sources (A)
- practices and ways of life (B)
- forms of expression (C)

The Level Descriptions for Attainment Target 2 refer to how pupils, in the light of their learning about religions and non-religious belief systems, express their responses and insights with regard to questions and issues about:

- identity and belonging (D)
- meaning, purpose and truth (E)
- values and commitments (F)

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The levels are not always absolutely hierarchical, as pupils may show evidence of a higher or lower level of attainment between the two Attainment Targets or within some aspects of any single level. Nevertheless, they do provide a structure which ensures continuity and progression within curriculum planning. They are also designed for the purposes of assessment of both teaching and learning in Religious Education. Teachers will therefore need to decide whether to give pupils one level covering either Attainment Targets or a separate level for each Attainment Target.

### Programmes of Study

The Programmes of Study outlined in the Agreed Syllabus set out the material that pupils might encounter to help them fulfil the requirements of the two Attainment Targets.

Schools can use the Programmes of Study to develop their own schemes of learning that are suitable for their pupils, but which must relate to the Agreed Syllabus.

The Programmes of Study for each Key Stage suggest what pupils might be encountering in Religious Education. Schools should make careful selections of suitable material from the appropriate sections.

To participate confidently and fully in a society where there is a multiplicity of religious and non-religious beliefs, pupils need to be able to interact positively with a wide variety of material. This should be reflected in material chosen from the Programmes of study.

The Programmes of Study look at the following aspects of religious and no religious belief systems:

- Beliefs and Values
- Living with Faith and Belief
- Buildings and Places
- Important Times and Days
- Sacred Texts

Schemes of learning based on the Programmes of Study must also:

- recognise the beliefs and practices of Christianity and other principal religions and non-religious beliefs represented in the local area and beyond
- help pupils to relate their studies to their own lives, and prepare them for adult life with all its opportunities, responsibilities and experiences
- promote spiritual development by learning about and from religion
- provide content and learning opportunities that take account of the ages, aptitudes and backgrounds of pupils in schools in the Richmond upon Thames
- recognise that some pupils will have a faith background whilst others will not
- make sure that there are clear links with previous and future learning
- set progressively more demanding tasks in accordance with the Levels of Attainment, whilst recognising that pupils are at different stages of development.