



## Aston Tower Religious Education Curriculum

<b>YEAR ONE</b>	<b>RELIGIONS COVERED IN YEAR ONE:</b>					
	<ul style="list-style-type: none"> <li>• CHRISTIANITY</li> <li>• ISLAM</li> <li>• JUDAISM</li> </ul>					
	<b>AUTUMN ONE</b>	<b>AUTUMN TWO</b>	<b>SPRING ONE</b>	<b>SPRING TWO</b>	<b>SUMMER ONE</b>	<b>SUMMER TWO</b>
	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>
	What do Christians believe about God?	What can we learn from Creation stories?	What is Islam?	Why is prayer important for many people?	Who is Jewish and how do they belong?	What role do festivals and holy days play in the life of faith?
	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>
	<i>Believing</i>	<i>Believing</i>	<i>Behaving</i>	<i>Behaving</i>	<i>Belonging</i>	<i>Belonging</i>
	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>
	The unit will provide an opportunity for pupils to engage with and consider the significance of the central beliefs of Christianity as they relate to belief about the nature of	This unit will explore the religious notion of God as Creator and ultimate source of all that there is. The unit will examine the idea of Creation as both a primal event and as an	In this unit, pupils will be introduced to the fastest growing religion, both in Britain and across the world. The key beliefs, practices and principles of collective belonging	In this unit, pupils will encounter one of the central elements of religious practice for many believers, namely prayer. The purpose, nature, format, content	In this unit, children will have the opportunity to learn about the Jewish religious tradition and the practices, beliefs and sense of belonging that are	This unit will explore the role of special events within religious traditions and communities. It will examine the scriptural basis, symbolic meaning, forms of worship,

## Aston Tower Religious Education Curriculum

	<p>God. It will introduce the Christian doctrines of God's indivisible yet triune nature, the concept of revelation, the importance of the Bible and the place of Jesus within the Christian faith.</p>	<p>ongoing process. The study of Creation stories and reflection about the way in which people of faith seek to respond to a belief in God as Creator will provide a way to explore this theme. Pupils will also examine and reflect upon contemporary issues associated with the natural world and the responsibility we all share for looking after the Earth.</p>	<p>that are central to Islam will be studied. Pupils will have the opportunity to engage with authentic expressions of Islam through a visit to a mosque and/or by hearing from a member of the Islamic community. The principal dimensions of Islamic faith and life, as these are found in the Five Pillars, will enable pupils to determine what is most important to Muslims. They will also learn about the great esteem with which Muslims hold the Prophet Muhammad and the Qur'an.</p>	<p>and benefits of prayer will all be considered. Children will have the opportunity to examine the core prayers used in several religious traditions, to construct their own prayers (where this is appropriate) and to think about the parallel activities undertaken by non-religious people, such as meditation, silence, contemplation and reflection.</p>	<p>important for Jewish people. The unit will enable pupils to discover something of the way in which this ancient religious tradition has developed and changed over time, the challenges that the Jewish community have faced during its history and the place of Judaism in the contemporary world.</p>	<p>traditions, customs, behaviours and types of food that are associated with the main festivals and holy days in the world's major religions. Given the significance to special days within the lives of individuals and communities, the unit will provide an insight into an important aspect of religious life and culture.</p>
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## Aston Tower Religious Education Curriculum

<b>YEAR TWO</b>	<b>RELIGIONS COVERED IN YEAR TWO:</b>					
	<ul style="list-style-type: none"> <li>• CHRISTIANITY</li> <li>• BUDDHISM</li> <li>• SIKHISM</li> <li>• HINDUISM</li> <li>• NON-RELIGIOUS VIEWS OF HUMANISM</li> </ul>					
	<b>AUTUMN ONE</b>	<b>AUTUMN TWO</b>	<b>SPRING ONE</b>	<b>SPRING TWO</b>	<b>SUMMER ONE</b>	<b>SUMMER TWO</b>
	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>
	What is Buddhism?	What is the place of the church in Christianity?	What is Humanism and what do Humanists believe?	How do we mark stages in the human journey?	What does it mean to be a Hindu?	What does it mean to be a Sikh?
	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>
	<i>Believing</i>	<i>Believing</i>	<i>Behaving</i>	<i>Behaving</i>	<i>Belonging</i>	<i>Belonging</i>
	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>
In this unit, pupils will engage with the ancient non-theistic religious tradition of Buddhism. They will learn about the	The unit on the church will introduce pupils to the purpose, features, functions and activities of the	This unit will enable pupils to engage with Humanism as a position that promotes a naturalistic	This unit will offer pupils the opportunity to learn about and reflect upon the most significant	In this unit, pupils will learn about the complexity, richness and variety of Hinduism and way that it shapes	In this unit, pupils will have the opportunity to learn about the Sikh tradition. It will focus on the origin	

## Aston Tower Religious Education Curriculum

	<p>life, sayings and teachings of the Siddhartha Gautama (the Buddha); the Buddhist understanding of the human cycle of birth, death and rebirth; the central principles of Buddhism, including the Four Noble Truths, the Eightfold Path, the Three Jewels, the Three Poisons and the Five Moral Precepts; the expression of Buddhism encountered in communities of monks and nuns (the Sangha); and the practices associated with contemporary Buddhism.</p>	<p>principal place of worship within Christianity. It will enable pupils to learn about the multiple meanings associated with the word 'church' within the Christian tradition and to identify the place of the church in building the Christian community, in public worship and in initiatives that promote community wellbeing. The unit will also explore distinctive aspects of churches in different Christian denominations</p>	<p>understanding of the world and emphasises the role of rational analysis. Pupils will come to understand how Humanism promotes a responsible framework for shaping individual actions and collective behaviours. It will introduce pupils to the beliefs and values that are held by Humanists and the celebrations and ceremonies that are available to them.</p>	<p>events and passages in the human experience from birth to death. The pupils will be invited to consider these from their personal perspective, recall their experiences of important events in the lives of those they know and consider how religious and non-religious traditions mark the principal stages of the human journey.</p>	<p>the lives of many people in countries across the world. There will be an opportunity to explore the importance of Hinduism within the home, the role of Hindu temples as places of worship and to consider the celebrations that Hindus observe.</p>	<p>and development of Sikhism under the leadership of Guru Nanak, the way in which the religion developed through the line of the Gurus and the particular importance that the sacred text, the Guru Granth Sahib, plays within Sikhism. Pupils will learn about the symbolism of the principal Sikh artefacts, the role of prayer and worship for Sikhs and the significance of sewa (selfless service) for the Sikh community.</p>
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## Aston Tower Religious Education Curriculum

<b>YEAR THREE</b>	<b>RELIGIONS COVERED IN YEAR THREE:</b>					
	<ul style="list-style-type: none"> <li>• CHRISTIANITY</li> <li>• JUDAISM</li> <li>• SIKHISM</li> </ul>					
	<b>AUTUMN ONE</b>	<b>AUTUMN TWO</b>	<b>SPRING ONE</b>	<b>SPRING TWO</b>	<b>SUMMER ONE</b>	<b>SUMMER TWO</b>
	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>
	What is the significance of Easter within Christianity?	How do sacred scriptures inform religious beliefs?	Why is pilgrimage important in some religious traditions?	What is it like to live like a Sikh in Briton today?	What can we learn from different symbols?	Why are festivals, celebrations and High Holy Days so important within Judaism?
	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>
	<i>Believing</i>	<i>Believing</i>	<i>Behaving</i>	<i>Behaving</i>	<i>Belonging</i>	<i>Belonging</i>
	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>
	This unit will explore the importance of Easter and the period leading up to it (Lent) for Christians in	In this unit, pupils will have the opportunity to explore the significant role that sacred scriptures play as sources of	In this unit, pupils will have the opportunity to explore the significant role that sacred scriptures play as sources of	This unit will enable pupils to learn about the central beliefs and practices of Sikhism. In particular, it will	This unit will provide an opportunity for pupils to explore the symbolic dimension of religious and non-	This unit will explore the most important events within the Jewish religious calendar. Pupils will have the opportunity to

## Aston Tower Religious Education Curriculum

	<p>churches across the world. It will enable pupils to understand the biblical foundations for this period within the Christian year, the theological significance of the events associated with the period, and the way in which they are marked by the church.</p>	<p>authority within religious tradition. The unit will examine the status, content, function and purpose of holy texts and consider the part they play in both individual and collective religious practices.</p>	<p>authority within religious tradition. The unit will examine the status, content, function and purpose of holy texts and consider the part they play in both individual and collective religious practices</p>	<p>focus on the principle of selfless service (sewa), which is, for Sikhs, the most important element of their religious traditions. The basis for, types of, and contemporary forms of sewa will all be examined. Pupils will also be invited to consider what members of other, or of no, faith may learn from this practice within Sikhism.</p>	<p>religious life by examining the symbols, artefacts, clothing, food and gestures that are associated with different religious traditions. It will enable them to consider the meaning that these elements hold for people of faith, both individually and collectively. The unit will highlight the non-factual dimension of religious and wider human life by enabling pupils to engage with meaning, value and mystery.</p>	<p>learn about and reflect upon the festivals, celebrations and Holy Days that are associated with Judaism, to consider the foundations for these occasions, and to reflect upon why they are so important for Jewish people.</p>
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## Aston Tower Religious Education Curriculum

<b>YEAR FOUR</b>	<b>RELIGIONS COVERED IN YEAR FOUR:</b>					
	<ul style="list-style-type: none"> <li>• ISLAM</li> <li>• JUDAISM</li> <li>• BUDDHISM</li> <li>• HINDUISM</li> </ul>					
	<b>AUTUMN ONE</b>	<b>AUTUMN TWO</b>	<b>SPRING ONE</b>	<b>SPRING TWO</b>	<b>SUMMER ONE</b>	<b>SUMMER TWO</b>
	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>
	What do Muslims believe?	What do Jewish people believe about God?	How can significant figures inspire us?	What does it mean to follow the Buddha?	What do sacred texts within Hinduism say about God?	What contribution can religion make to our society?
	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>
	<i>Believing</i>	<i>Believing</i>	<i>Behaving</i>	<i>Behaving</i>	<i>Belonging</i>	<i>Belonging</i>
	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>
	This unit will explore the fundamental beliefs that Muslims hold about the nature of God; the manner in which God has revealed himself to humanity; the role	This unit will examine the issue of how God is understood within Judaism. It will explore the different names and titles of God, the notion of God's	In this unit pupils will be given the opportunity to reflect on the lessons that may be learned from significant people within religious and non-religious	This unit will consider what Buddhists mean when they speak of following the Buddha's teachings (the Dharma). It will examine the Buddha's diagnosis	This unit will enable pupils to explore the Hindu understanding of God and how this is presented in the vast and complex collection of sacred	This unit gives scope for pupils to explore the many different ways in which religious traditions make a positive contribution to our society through



## Aston Tower Religious Education Curriculum

	<p>of prophets as messengers of God; the particular importance of the Prophet Muhammad as the last and final messenger; the order and harmony of God's creation; the purpose of human life; and the purpose of the last thing: the Day of Judgement, heaven and hell.</p>	<p>presence on earth and the way in which belief in God is translated into behaviour by Jewish people by observation of the mitzvot (commandments).</p>	<p>traditions. These include foundational figures and leaders within the world's major religions and non-religious Worldviews, as well as leaders within religious communities today. It will explore the qualities that characterise these individuals and the inspiration, direction and model that they may provide for many people, both those within and outside of the faith traditions that they were or are associated with.</p>	<p>of the human condition, his understanding of the suffering (dukkha) and impermanence (anicca), and the teaching that he provided on the truth about life and the path to happiness and enlightenment.</p>	<p>Sanskrit writings of Hinduism as well as in the oral tradition of scripture within the religion. The divine origin of some Hindu texts will be explored, along with information about God that can be derived from them.</p>	<p>their work in building communities, addressing issues of injustice and poverty, and in projects that advance social wellbeing.</p>
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## Aston Tower Religious Education Curriculum

<b>YEAR FIVE</b>	<b>RELIGIONS COVERED IN YEAR FIVE:</b>					
	<ul style="list-style-type: none"> <li>• CHRISTIANITY</li> <li>• ISLAM</li> <li>• BUDDHISM</li> <li>• HINDUISM</li> </ul>					
	<b>AUTUMN ONE</b>	<b>AUTUMN TWO</b>	<b>SPRING ONE</b>	<b>SPRING TWO</b>	<b>SUMMER ONE</b>	<b>SUMMER TWO</b>
	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>
	What does Buddhism teach us about human experience?	What is significant to Christians about Jesus' life and teaching?	Is it better to express your religion in arts and architecture or in charity and generosity?	How did Hindus worship?	How is human identity and belonging shaped by faith and belief?	What does it mean to be a Muslim?
	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>	<i>Key Theme:</i>
	<i>Believing</i>	<i>Believing</i>	<i>Behaving</i>	<i>Behaving</i>	<i>Belonging</i>	<i>Belonging</i>
	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>	<i>The Big Idea</i>
	This unit will give pupils the opportunity to reflect upon the	This unit will examine the events in Jesus' life before his passion and	This unit will consider the creative dimension of human religious	This unit will examine the nature of worship within Hinduism as well as	In this unit, pupils will have the opportunity to explore and reflect	This unit will enable pupils to learn about the ways in which Muslims

## Aston Tower Religious Education Curriculum

	<p>Buddhist understanding of the human predicament, particularly in relation to our experience of suffering, and the pathway that Buddhism sets out that is intended to lead towards fulfilment and happiness. The lessons will draw on the life story and the core teachings of the Buddha, examine how these inform contemporary Buddhism and explore how Buddhist principles may be relevant to people and communities in society today</p>	<p>death and the messages that emerge from his teaching. It will enable pupils to explore the question of who Jesus was, the way he is identified by Christians, and the impact that he had on the people he encountered through his parables, actions, miracles and teaching.</p>	<p>and non-religious identity by exploring the role of art and design. The value and potential of art and design in conveying symbolic meaning, signifying religious concepts, telling stories, enabling prayer and worship, and in helping people to engage with the mystery of God will all be considered. The unit will also provide opportunities for pupils to take part in creative activities that involve them in producing their own artistic responses to religious and nonreligious ideas and themes</p>	<p>the place of celebrations and festivals within this religious tradition. It will enable pupils to appreciate the rich complexity of Hinduism and the many different ways in which Hindus express their faith.</p>	<p>upon the way in which religion, faith and belief shapes their own and other people's lives. It will examine the nature of faith, the impact that this has, both on individuals and communities, and consider the way in which religious traditions mark rites of passage in life and death.</p>	<p>practice their faith in daily life, in the home, at the mosque and within wider society. The focus will be on the practical outworking of Islamic belief within those actions, behaviours, customs, traditions and duties that shape the identity of Muslims.</p>
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## Aston Tower Religious Education Curriculum

<b>YEAR SIX</b>	<b>RELIGIONS COVERED IN YEAR SIX:</b>					
	<ul style="list-style-type: none"> <li>• CHRISTIANITY</li> <li>• ISLAM</li> <li>• JUDAISM</li> <li>• SIKHISM</li> <li>• NON-RELIGIOUS VIEW OF HUMANISM</li> </ul>					
	<b>AUTUMN ONE</b>	<b>AUTUMN TWO</b>	<b>SPRING ONE</b>	<b>SPRING TWO</b>	<b>SUMMER ONE</b>	<b>SUMMER TWO</b>
	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>	<i>The Big Question</i>
	What can we learn from Humanism?	Why is the Torah so important within Judaism?	How can religion promote peace and justice in our society?	What does it mean to be a Christian?	What happens in the mosque?	What happens in the Gurdwara?
	<b>Key Theme:</b>	<b>Key Theme:</b>	<b>Key Theme:</b>	<b>Key Theme:</b>	<b>Key Theme:</b>	<b>Key Theme:</b>
	<i>Believing</i>	<i>Believing</i>	<i>Behaving</i>	<i>Behaving</i>	<i>Belonging</i>	<i>Belonging</i>
	<b>The Big Idea</b>	<b>The Big Idea</b>	<b>The Big Idea</b>	<b>The Big Idea</b>	<b>The Big Idea</b>	<b>The Big Idea</b>
	This unit builds on the Key Stage 1 unit on Humanism and seeks to explore the lessons that all	This unit will explore the place of the Torah, as the most important source of authority,	This unit will enable pupils to examine the complex and contested issue of the relationship	This unit will introduce pupils to the diversity of the worldwide church and how Christian	In this unit, pupils will have the opportunity to learn about the place of the	This unit will explore the place of the gurdwara within Sikhism. It will examine the



## Aston Tower Religious Education Curriculum

	<p>people, whether religious or not, can learn from Humanism. It will provide pupils with opportunities the key beliefs held by Humanists and the principles that govern their approach to life</p>	<p>within Judaism. It will enable pupils to learn about the content of the Torah, how different Jewish groups understand its origin, the place that it plays within services within the synagogue and the way that it is treated by Jewish people.</p>	<p>between religion, peace and justice. It will explore the ways in which religions seek to promote peace, both personally and collectively, and the role of religious communities as they participate in activities that advance social justice within society.</p>	<p>denominations worship in different ways. Pupils will consider how the variety in the forms of worship within the church has emerged as an outcome of significant developments within the history of Christianity and that this reflects important differences in the theological understanding of a number of Christian doctrines.</p>	<p>mosque in Islamic religious practice and communal life. The unit will explore the place of prayer within the mosque, the features and functions of different parts of the mosque, the role of the imam and the way in which mosques engage in community building and social outreach.</p>	<p>features of a gurdwara, their function and symbolism, the activities that take place within the Gurdwara, the format of worship and the importance of the Gurdwara within the Sikh community.</p>
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