

## Holme Community School – Long Term Curriculum Planning

Subject	Religious Education	Cycle	B
<b>What themes/ golden threads weave through the curriculum?</b>	The golden threads through our Religious Education curriculum are learning about religion, learning from religion and shared human experience.		
<b>Why were these themes chosen?</b>	<p>Religious Education prompts difficult questions about the ultimate purpose and meaning of life, beliefs about God, issues of right and wrong and what it means to be human. Therefore, through our themes we develop pupils' knowledge, understanding of and their ability to respond to religions presented in Great Britain. We explore issues within and across faiths, pupils learn to understand and respect different religions, beliefs, values and traditions and their influence on individuals, societies, communities, and cultures.</p> <p><u>Learning about Religion</u></p> <p>Children learn about a range of religions and beliefs fairly, not urging or converting pupils to a religion, promoting mutual respect, and understanding. Pupils learn about these religions and beliefs which have influenced people and the development of different human cultures. Developing their religious literacy is essential to understand the modern world.</p> <p><u>Learning from Religion</u></p> <p>Children learn from religion and understand that not everyone feels the same as them but appreciate other people's points of view, understanding why people think and behave differently and the impact that can have on society. Through learning from religion children can create their own thoughts on religion and how to respond to the world around them.</p> <p><u>Shared Human Experience</u></p> <p>This theme is our enquiry element to the subject which refers to experiences common to all human beings regardless of religious beliefs including love, loss, thankfulness, community etc. We support each pupil's personal search for meaning by engaging them in enquiry thinking by posing questions that often start each topic such as: What does it mean to look up to someone? What does it mean to belong? Is death the end?</p>		
<b>What are the overall aims of this curriculum?</b>	The aim of our curriculum is to explore, understand and respect the views and beliefs of other people to then reflect, question and analyse pupils' own ideas and way of living.		

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Topic Heading:</b>	Understanding the World -Compare and contrast characters from stories, including figures from the past. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. -Recognise some similarities and differences between life in this country and life in other countries.					
	What are the building blocks for this subject to ensure children are KS1 ready?	Understanding the World- People, Culture and Communities ELG -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.					
Year 1/2	<b>Topic Heading:</b>	<b>Belonging</b>	<b>Celebrations &amp; Light</b>	<b>New Life &amp; Easter</b>		<b>Special Books</b> Why are some books and stories special?*	
	<b>Link to themes/key concepts</b>	Learning about religion Learning from religion Shared human experience	Learning about religion Learning from religion Shared human experience	Learning about religion Learning from religion Shared human experience		Learning about religion Learning from religion Shared human experience	
	<b>Key Knowledge</b> (This is what they will learn over the topic sessions and what they will be assessed on)	Easter is a Christians festival celebrating Jesus sacrificing his life for his followers.  Christmas is a Christian festival that celebrates the birth of Jesus Christ.  Jewish people feel they belong in a synagogue, their place of worship.  When a baby is born in the Muslim community their	Advent celebrates the four week run up to Christmas for Christians.  A Christingle service takes place the Sunday before Christmas.  Hanukkah is the Jewish festival of light that lasts for eight days.  Diwali is the Hindu festival of light, the celebrates the new year and new beginnings.	Easter is an important time for Christians because it celebrates Jesus’ crucifixion and resurrection.  Lent starts on Ash Wednesday and lasts for six weeks (40 days, excluding Sundays) before Easter.  Holy Week is the last week of lent where Christians reflect on Jesus’ sacrifices before celebrating Easter.  Jesus was crucified on a cross, placed in a tomb and then was resurrected.		There are seven ways to show respect to the Qur’an. Including hand washing, not touching the floor, being wrapped in silk.  Muslims say “Peace Be Upon Him” (PBUH) after saying Prophet Muhammed name.  Prince Siddhartha and the swan shows the importance of being wise and compassionate.  Hindus and Sikhs celebrate Diwali, the festival of light that celebrates new beginning and good triumphing over evil.  Jewish people treat the Torah with great respect by using a Yad and only holding the scroll holders.	

		<p>father whispers in the ear of the new baby “God is great. There is no God but Allah”.</p> <p>A mu'azzin would climb the minaret and shout from the top when it was time to pray, 5 times a day.</p>			
	Objectives to be covered	<p>I can recall and name places where people from two religions feel they belong.</p> <p>I can recall and name a story from a festival in two different religions.</p> <p>I can make connections between the meanings of symbols of belonging in two religions.</p> <p>I can ask and respond to questions about how different aspects of life (clothes, food, celebrations and stories) might show that people belong to a religion.</p> <p>I can express my own ideas about how doing things together can give feelings of love, sharing and community.</p> <p>I can make</p>	<p>I understand that Advent is a countdown to Christmas</p> <p>I can describe how Christians celebrate Christmas, commenting on the meaning of symbols.</p> <p>I can describe how and why Hindus celebrate Diwali</p> <p>I can describe how and why Jews celebrate Hanukkah</p> <p>I can describe how light can be an important part of all religions and give examples of its symbolism.</p> <p>I can explain why light can be important to many Christians at Advent and Christmas</p> <p>I can explain why light can be important to many Hindus at Diwali</p> <p>I can explain why light can be important to many Jewish people at Hanukkah.</p> <p>I can explain what light represents to Christians,</p>	<p>I can describe why Easter is an important time for Christians.</p> <p>I can explain the symbolism involved with Easter</p> <p>I can describe what a surprise is and share surprises I have experienced.</p> <p>I can reflect on the significance of Lent, Holy Week and Easter Sunday to Christians.</p> <p>I can explain how Easter is celebrated around the World.</p> <p>I can explain the meaning of complex vocabulary such as resurrection</p> <p>I can explore abstract ideas in relation to life after death and discuss my views with others.</p>	<p>I can recall and name the holy books of Christians and Muslims</p> <p>I can find out why a particular book maybe special to a religion</p> <p>I can ask and respond to questions about what God might mean to many Christians, Muslims or Sikhs and their own understanding about God. Ask questions such as: I wonder what you think about God?</p> <p>I can ask and respond to questions about stories which Hindus or Buddhist tell</p> <p>I can recall and name a story from a religion I am learning about</p> <p>I can recall a story behind a religious idea</p> <p>I can find out about the meaning of how a holy book is treated</p> <p>I can express ideas about religious stories and their message for believers</p> <p>I can use the terms sacred, holy and special to describe the place of holy books and stories in different religions.</p>

		connections between my own special objects and some religious artefacts that might show belonging to a faith community.	Hindus and Jews  I can compare the similarities and differences that light symbolises in each religion		
	Key Subject Specific Vocabulary to be taught	Bible, Community, Dharma, Eid, Menorah, Prayer, Qur'an, Torah, Worship	Advent, Bethlehem, Celebrate, Christingle, Christmas, Diwali, Hanukkah, Jesus, Maccabee, Miracle	Betray, Crucified, Disciple, Easter, Eternal, Heaven, Holy Communion, Holy Week, Hymns, Resurrection	Bible, Dharama, Diwali, Guru Granth Sahib, Holy, New Testament, Old Testament, Qur'an, Synagogue, Torah, Yad.
	Core Activities	Use the VR headsets to explore a Church, look-ing for signs of belonging.	Create and understand the meaning of a Christingle.	Visit to a Church.	Rank in value of importance of the different ways Muslims respect the Qur'an.
	Assessment Activities/ Key knowledge	Create a jigsaw piece to show aspects of their own identity.	Create a "Light Up My World" poster, thinking about the four main aspects of their life.	New Life & Easter Kahoot Quiz.	Debate the idea of: What if the Bible had never been revealed.
Year 3/4	Topic Heading:	Celebrations	Food	Leadership	Places of Worship
	Link to themes/ key concepts	Learning about religion Learning from religion Shared human experience	Learning about religion Learning from religion Shared human experience	Learning about religion Learning from religion Shared human experience	Learning about religion Learning from religion Shared human experience
	Key Knowledge (This is what they will learn over the topic sessions and what they will be assessed on)	Diwalis is a Hindu festival of light and is the most important event in the Indian calendar.  Holi is a Hindu festival of colours, festival of	Muslims can only eat Halal food.  Jews can only eat Kosher food.  Fasting is the act of	People's faith and beliefs can help them overcome challenging times in their lives. It can have an effect on how they live their lives and inspire their work.  Kisagotami came to accept the teachings of Buddha when he showed her that death comes to everyone.  The Dali Lama inspires millions and is respected	The Christian place of worship is a Church.  The Islamic place of worship is a Mosque.  The Jewish place of worship is a Synagogue.  The Buddhist place of worship is a Temple called a Vihara.

		<p>spring and festival of love.</p> <p>Passover is a Jewish festival lasting for seven or eight days, that celebrates Exodus.</p> <p>Hannukah is a Jewish festival of light, lasting eight days. Each night a candle is lit on the Menorah.</p> <p>Easter is a Christian festival that celebrates the crucifixion and resurrection of Jesus Christ.</p> <p>Christmas is a Christian holiday that celebrates the birth of Jesus Christ.</p>	<p>abstaining from eating during periods of time. People undertake fasting for religious reasons as they believe they feel closer to their god or gods</p> <p>The Passover story is about exodus, how Moses saved the Israelites from slavery in Egypt.</p> <p>The seder plate contains symbolic foods tell the story of Exodus through sight, taste and feeling.</p> <p>During a Christian church service, adults take a sip of wine and eat some bread to remember the last supper</p>	<p>worldwide for his many qualities</p> <p>Moses led the Jewish people from Egypt out of slavery.</p> <p>Ghadi was a Hindu who strongly believed in ahimsa, he became world famous and was known as Mahatma meaning "great soul".</p>	<p>The Hindu place of worship is a Madir.</p> <p>The Sikh place of worship is a Gurdwara.</p> <p>There are many different types of churches including a Church of England, Catholic Church and Baptist Church.</p>
	Objectives to be covered	<p>I can name the six major world religions and key festivals and celebrations associated with each.</p> <p>I can describe the times of the year that key celebrations take place.</p> <p>I can describe the significance and traditions associated with Diwali (Hinduism)</p> <p>I can describe the significance and traditions associated</p>	<p>I can identify the names and symbols of the six main world religions.</p> <p>I can describe how food is a significant aspect in many major world religions.</p> <p>I can describe some of the foods that are forbidden in different world religions.</p> <p>I can explain why some foods are forbidden in different world religions.</p> <p>I can describe fasting and the reasons why people</p>	<p>I can describe the stories of religious leaders and teachers I have studied</p> <p>I can explain with reasons what it means to 'follow' or 'to have faith in' a religious leader</p> <p>I can discuss and present answers to the question what makes a good leader, giving examples from two or more religions</p> <p>I can explain some meanings for the stories about key religious leaders and teachers</p> <p>I can discuss and present how a religious leader or teacher can make a difference</p> <p>I can describe the ways religious people revere, are devoted to, or follow their leaders</p> <p>I can explain with reasons how following an inspiring</p>	<p>I can name the places of worship for the six main world religions.</p> <p>I can explain what is meant by the term denomination, and give examples of denominations in Christianity.</p> <p>I can describe some of the key features of a Church of England Church</p> <p>I can describe some of the key features of a Catholic church</p> <p>I can describe some of the key features of a Baptist Church</p> <p>I can describe some of the key features of a mosque</p> <p>I can describe how different religious buildings are used by the faith community.</p>

		<p>with Holi (Hinduism)</p> <p>I can describe the significance and traditions associated with Passover (Judaism)</p> <p>I can describe the significance and traditions associated with Hannukah (Judaism)</p> <p>I can recall the significance and traditions associated with Christmas and Easter (Christianity)</p> <p>I can make connections between different religious festivals describing similarities and differences.</p> <p>I can reflect on celebrations and traditions within my own family and their importance to me.</p>	<p>following different religions chose to fast.</p> <p>I can consider the positive and negative effects of fasting.</p> <p>I can describe different foods used to commemorate special events and festivals across different religions.</p> <p>I can match particular foods to the correct religious festival.</p> <p>I can retell the story of Passover.</p> <p>I can describe the foods on a seder plate in relation to the Passover story.</p> <p>I can explain how certain foods have symbolic importance in different religions.</p> <p>I can retell the story of the last supper and explain the significance of bread and wine to Christians.</p>	<p>leader can have an impact on life</p> <p>I can discuss and present their ideas of some challenging questions to be asked in an interview with a religious leader</p> <p>I can discuss and present ideas about what can be learned from the leaders studied</p> <p>I can describe features of leadership shown by 2 religious leaders and compare their lives</p>	<p>I can make connections between symbols in each religious building</p> <p>I can discuss questions with a religious leader about their place of worship</p> <p>I can compare and contract two places of worship, their activities, symbols and uses using the correct technology.</p> <p>I can make connections between sacred religious places (by discussing what makes them special to so many people)</p> <p>I can describe and explain a picture of the interior of two sacred buildings.</p>
	Key Subject Specific Vocabulary to be taught	<p>Christmas, Commercialism, Eid al-Fitr, Fasting, Forgive, Holi, Passover, Ramadan, Sin, Yom Kippur</p>	<p>Abstain, Fast, Forbidden, Kosher, Passover, Ramadan, Sacrifice, Sawm, Sedar Plate, Passover, Suhur.</p>	<p>Disciple, Follower, Gospel, Gurdwara, Guru, Imam, Inspiration, Monk, Prophet, Rabbi, Temple, Vihara.</p>	<p>Arti, Call to Prayer, Cathedral, Chapel, Denomination, Gurdwara, Monastery, Mosque, Puja, Shrine, Spiritual, Synagogue, Ten Commandments, Worship, Worth.</p>

	Core Activities	Take part in throwing colours during a Holi festival.	Can sort/ identify the symbols of: Christianity, Hinduism, Judaism, Islam, Buddhism and Sikhism.	Interview members of staff in school about who inspires them and why.	Visit different types of church in Lancaster, and a Mosque.	
	Assessment Activities/Key Questions	Debate whether all actions can or should be forgiven.	Using knowledge of food throughout religions, create a feast to celebrate food.	Create “audition tapes” for a “leader” focusing on the skills they can offer.	“Through the Keyhole”- Pick a place of worship and on a keyhole template draw and label what they would expect to see there.	
Year 5/6	Topic Heading:	The Bible		Sacred Books		Local Study
	Link to themes/ key concepts	Learning about religion Learning from religion Shared human experience		Learning about religion Learning from religion Shared human experience		Learning about religion Learning from religion Shared human experience
	Key Knowledge (This is what they will learn over the topic sessions and what they will be assessed on)	<p>The Bible is a sacred book in Christianity, it is treated with respect as Christians believe the words in the bible were revealed by God.</p> <p>The bible has 66 books, written by around 40 authors, who were inspired by God to write their ideas down.</p> <p>The Old Testament contains stories from before the birth of Jesus.</p> <p>The New testament is about the life and teachings of Jesus and his followers.</p> <p>The first five books of the old testament are also sacred text to Jewish people.</p> <p>The Bible contains different types of texts. There are: psalms; proverbs; letters; laws; histories; prophecies; parables.</p>		<p>The sacred book of Christianity is Bible.</p> <p>The sacred book of Islam is Qur'an.</p> <p>The sacred book of Judaism is Torah.</p> <p>The sacred book of Buddhism is Tripitaka.</p> <p>The sacred book of Hinduism is Gita.</p> <p>The sacred book of Sikhism is Guru Granth Sahib.</p>		<p>A religious denomination is a subgroup within religion.</p> <p>Quakers are Christians who conduct meetings focusing on silence, with strong connection to Cumbria because they were founded there in the 17th century.</p> <p>There are 3 mosques in Cumbria -Carlisle, Whitehaven and Penrith.</p> <p>In 1960 there were no mosque, mandirs or gudwaras in Yorkshire now there are over 50 mosques and over a dozen mandirs and gudwaras.</p> <p>In 1652 George Fox preached to large crowds in Cumbria, starting the Quaker community.</p>
						<p>The challenge to charities of poverty and unfairness is not specific to one religion.</p> <p>Islamic Aid is an independent non-governmental organisation founded in the UK in 1984.</p> <p>They have saved and transformed the lives of over <a href="#">120 million people</a>. By responding to disasters, rebuilding lives and preparing people in case disaster strikes.</p> <p>Christian Aid believe everyone is equal in the eyes of God yet poverty still exists. Christian Aid wants to create a world where everyone can live a</p>

					full life, free from poverty.
	Objectives to be covered	<p>I can define what 'sacred' means</p> <p>I can recall key facts about the Bible (the number of books) and explain why there are different versions.</p> <p>I can ask questions about whether an item is sacred or not</p> <p>I know that the Bible is sacred to Christians</p> <p>I know that the Old Testament is different to the New Testament and can explain why, and give examples of differences</p> <p>I can name at least one Bible author and share some facts about them</p> <p>I can identify the different text types in the Bible</p> <p>I know what a Psalm and Proverb is in the Bible, giving examples for each</p> <p>I can explain what a parable is and why Jesus told them; giving an example</p> <p>I can retell a Bible story using drama or pictures</p> <p>I can consider how Christians study the Bible and why</p> <p>I can reflect on something that is sacred to me and how to be respectful of things that are sacred to others</p>	<p>I can recall the names and sacred text of the six major world religions.</p> <p>I can make connections between different religious texts, describing some concepts that are similar</p> <p>I can make connections between quotations from different religions relating to the same concept</p> <p>I can explain with reasons why religious texts can be an important part of worship and day to day life for people of faith</p> <p>I can discuss and present my own ideas on challenging questions relating to the concepts of honesty, unity, truthfulness, justice and love.</p> <p>I can discuss and present my own ideas on what relevance some religious quotations might have for people today</p> <p>I can give my opinions on the relevance of religious text in society today.</p>	<p>I can use census information to find out about religion within my local community</p> <p>I can talk to people of faith in the local community, to investigate their work.</p> <p>I can discuss and present views on challenging questions about respect between religions and how it can grow in Britain</p> <p>I can explain with reasons why co-operation between religions is both a challenge and valuable</p> <p>I can make connections between beliefs in different religions (e.g. in belief about God, about Prophets and the scriptures of Jewish, Christian and Muslim people)</p> <p>I can discuss and present my views on questions about the work of a local religious leader</p> <p>I can explain with reasons about the importance of values such as searching for truth, listening to</p>	<p>I can describe teaching from Islam and Christianity on generosity and charity</p> <p>I can explain with reasons why some muslims or Christians want to help reduce poverty</p> <p>I can make a connections between my own ideas about poverty and the work of a specific charity</p> <p>I can describe details of Christian Aid and Islamic relief projects</p> <p>I can make connections between religious beliefs and texts and the actions of religious charities.</p> <p>I can use Islamic and Christian terminology to describe the impact of some of the projects of each of the two charities.</p> <p>I can make connections between my own attitude to money and Islamic and Christian values of generosity and charity.</p> <p>I understand the terms and give examples of</p>



				<p>others, tolerance, respect, harmony and love</p> <p>I can explain with reasons why people today might need and value inter faith community work</p> <p>I can describe the work of different religious groups in the local community</p> <p>I can give information about the birth of the Quaker movement in Cumbria</p> <p>I can give reasons why Cumbria is a popular place for religious retreats.</p>	<p>charity work on fairness, social justice, equality, fellowship, stewardship, zakat, ummah, generosity, altruism and charity.</p> <p>I reflect on my own beliefs and attitudes toward charity.</p>
	Key Subject Specific Vocabulary to be taught	Bible, Gospels, Parable, Prophecy, Proverb, Psalm, Revelation, Sacred.	Dhamapada, Honesty, Justice, Qur'an, Torah, Truthfulness, Unity.	Ablutions, Catholic, Chapel, Denomination, Devotion, Gurdwara, Orthodox, Protestant, Sacred.	Empowered, Equality, Fairness, Fellowship, Fundraising, Poverty, Social justice, Sustainable.
	Core Activities	Role play a story from the Bible.	Write a letter to a local faith member inviting them to school to discuss their faith book.	Visit to the Quaker Tapestry	Role play different appeal campaigns for Islamic Relief and Christian Aid.
	Assessment Activities/Key Questions	Design a bible cover that would be special to you.	Debate the idea "what if these books were never written".	Design a new community centre for Holme in which people from two or more different religious groups could worship at different times.	Create a fact sheet around four global questions.