

Holme Community School – Long Term Curriculum Planning

Subject	Religious Education	Cycle	A
What themes/ golden threads weave through the curriculum?	The golden threads through our Religious Education curriculum are learning about religion, learning from religion and shared human experience.		
Why were these themes chosen?	<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>		
What are the overall aims of this curriculum?	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	Topic Heading:	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.					
	What are the building blocks for this subject to ensure children are KS1 ready?	-Recognise some similarities and differences between life in this country and life in other countries.	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	Topic Heading:	Nature and God What does Religion teach us about natures?		Jesus Who is Jesus? Why do some people find him inspiring?		Buddhism Who was Buddha?	
	Link to themes/key concepts	LAR: The way different religion's view and treat nature. SHE: How should we treat nature?		LAR: Why Jesus is inspiring and how much he means to Christians. SHE: Who inspires me and what makes someone inspiring.		LAR: How Buddhism was formed and what Buddhists believe. SHE: What values do I hold?	
	Key Knowledge (This is what they will learn over the topic sessions and what they will be assessed on)	The Creation Story is important to Christians as they believe this is how the world was created. It took God seven days to create the world, on each day he created something different. Harvest is a period of time where farmers gather crops. It is important to Christians as they thank God for helping them to grow the food that they have been able to collect. Sukkot is a festival to remember when God freed Jews from slavery. Prince Siddhartha meditated under a Bodhi tree, found enlightenment, and became Buddha.		Jesus is inspiring to Christians. The Bible is the holy book of Christianity. The Lord's prayer is the most common used prayer in Christianity. The moral of the Lost Son is God being able to forgive. The moral of the Good Samaritan is taking care of people that are not our friends. The Sermon on the Mount is when Jesus told people about the teaching of God whilst on a mountain.		There are no gods in Buddhism. Prince Siddhartha Gautama became Buddha after finding the answer to life (enlightenment) by meditating under a Bodhi tree. The teaching of Buddha aim to help others reach enlightenment. The Monkey King shows the importance of caring for others. Buddhists can worship wherever they like but often visit a vihara or temple. Vesak is a Buddhist festival that celebrate the life, enlightenment and death of Buddha.	
	Objectives to be covered	<ul style="list-style-type: none"> I can talk about places in nature that are special to me I can identify the names of the main religions I can recall the Christian Creation Story. I can explain why the Creation Story is important to Christians. I can explain why harvest is important to Christians. I can explain why Sukkot is important to Jews. I can retell the story and explain the message in the story 'Prince Siddhartha and the Swan'. I can retell the story and explain the message in the story 'The Boy Who Threw Stones at Trees'. I can explain why nature is important in different religions. 		<ul style="list-style-type: none"> I can Identify some ways Jesus is inspiring to some people. I can talk about why a book is special to me I can talk about praying, asking simple questions I can use religious words and phrases, such as prayer, parable and miracle to identify key aspects of Jesus' life and teachings. I can show awareness of how different people might describe Jesus. I can tell some stories Jesus told and some stories of what he did. I can suggest a meaning from a story of Jesus or a symbol of Jesus. I can respond sensitively to questions about the 		<ul style="list-style-type: none"> I can explain how Siddhartha Gautama came to be known as 'the Buddha' I can describe the meaning of Buddhist symbols and explain why Buddha was special. I can retell the parable of the Monkey King and describe the meaning of the story. I can describe how Buddha taught Buddhist to lead their life I can make connections between the teachings of Buddha and the values I hold. I can recall the place where Buddhists worship. I can explain how and why the life of the Buddha is celebrated during Vesak. 	

			<ul style="list-style-type: none"> importance Jesus might have for me and for others. I can use a developing religious vocabulary, such as the Lord's Prayer or forgiveness to describe key aspects of Jesus' life and teachings. I can begin to identify the impact that believing in Jesus might have on a Christian. I can describe some ways in which Jesus has been represented in art or music. I can make links between Christian beliefs and stories about Jesus in the Bible. I can and consider some important questions of my own about Jesus, making links between their own and others' responses. 		
Key Subject Specific Vocabulary to be taught	Buddhist, Christian, Create, Hindu, Muslim, Jewish, Jesus, Natural World, Reflection, Sukkah, Sukkot.	Bible, Christ, Christian, Crucifixion, Disciple, Incarnation, Jesus, Parable, Resurrection, Tomb	Buddha, Enlightenment, Meditate, Statue, Vesak.		
Core Activities	Plan and create their own Sukkahs using only natural materials.	Visit from a Christian Minister, to talk about why Jesus is important to them and the difference Jesus makes on their life. Bringing three special objects that are symbolic for them and connect their beliefs about Jesus. Discuss prayer, Jesus at weddings and for children to ask questions about praying.	Create a Vesak Lantern and have a celebration. Role play Siddhartha explaining why he has to leave home and his father explaining why he is making a mistake.		
Assessment Activities/ Key knowledge	Create a poster to raise awareness to take care of nature.	Design a new stained-glass window which celebrates the life and teachings of Jesus. With a written explanation why the design is good for the Christian community.	Create a news story either written or video about how Prince Siddhartha became Buddha.		
Year 3/4	Topic Heading:	Rites of Passage (Christianity)	The Nativity	Israelites and Ancient Egypt.	Islam
	Link to themes/ key concepts	LAR: The different rite of passages that Christians go through. LFR: Which rites of passage do I go through? SHE: What happens when we die?	LAR: The Birth of Jesus Christ and its importance to Christians. SHE: Birthdays.	LAR: About the Israelites journey and why they went to Egypt. SHE: The importance of family.	LAR: Islam. SHE: Places that are important to me and what I want to achieve in my lifetime.
	Key Knowledge (This is what they	A rite of passage is an event that marks an important stage in someone's life.	Nazareth is in Israel. Angel Gabriel told Mary she was chosen to have	The Bible is split into two parts: The Old Testament and The New Testament. Abraham who was the father to Isaac who was the	Islam means "submission to the will of God". There are five pillars of Islam.

	<p>will learn over the topic sessions and what they will be assessed on)</p>	<p>Baptism is the Christian rite of passage that welcomes a person into the Christian church.</p> <p>Holy communion is a Christian religious service where bread and wine are shared.</p> <p>A Christian wedding is the union of two people by exchanging vows.</p> <p>Death is the final rite of passage, where you pass from being alive to dead.</p>	<p>the son of God.</p> <p>Mary and Joseph were engaged and raised Jesus together.</p> <p>After the wise men saw a star symbolizing a new ruler they misunderstood and visited King Herod.</p> <p>King Herod was furious to hear about a new ruler being born, so ordered all baby boys in Bethlehem to be killed.</p> <p>The Shepherds were the first to visit Jesus.</p>	<p>father to Isaac, there story is know in the Bible, Torah and the Qur'an.</p> <p>Jacob was given a new name by God, Israel and the people who followed him were called the Israelites.</p> <p>Jacob had 12 sons and 1 daughter. His sons sold his favourite son, Joseph to be a slave because they were jealous of him.</p> <p>The Israelite's came to Egypt to be saved from the food shortage.</p>	<p>Ramadan is the ninth month in the Islamic calendar where Muslims fast from sunrise to sunset.</p> <p>Eid is three-day festival that celebrates the end of Ramadan.</p> <p>Hajj is an annual Islamic pilgrimage to Mecca and must be carried out at least once in a Muslims lifetime.</p>
	<p>Objectives to be covered</p> <ul style="list-style-type: none"> I can explain what a rite of passage is. I can distinguish between major events and insignificant events I can explain what a baptism is and what happens at a baptism ceremony I can describe the symbolism of objects significant to a baptism ceremony I can explain what Holy Communion is and what happens at a Holy Communion ceremony I can explain what the bread and wine symbolise and why they are important to Christians I can explain what a wedding ceremony is and explain what happens at a Christian wedding I can describe the symbolism involved in a Christian wedding. I can explain why death is a rite of passage, and 				<ul style="list-style-type: none"> I can locate Nazareth on a map I can describe who Mary and Joseph were I can use a route planner to describe Mary and Joseph's journey and understand the challenges they faced. I can explain the role of King Herod in the Nativity story and why King Herod wanted to find Jesus. I can re-enact the Nativity story explaining the role of the angel Gabriel, shepherds and wise men and the symbolism behind it. I can identify symbolism in the Nativity story. I can name the six major world religions I know that the Bible is split in to two parts, the old testament and the new testament. I can identify that the story of Abraham, Isaac and Jacob is common to the Bible, the Torah and the Qur'an. I can place Jacob in time and place. I can describe who the Israelites were. I can retell the story of Joseph I can reflect on the story of Joseph and consider what the story teaches people. I can make suggestions about what Joseph's beliefs about God say about his character. I can describe why Joseph was important in the Torah and the Bible I can explain how the Israelites came to be in Egypt and how they became slaves. I can recall key points from the story of how the Israelites came to be in the Promised land. I can suggest ways in which the story of the Israelites can help Jews and Christians today. <ul style="list-style-type: none"> I can describe what Islam means I can recall the Five Pillars of Islam and why they are important to Muslims I can describe Islamic celebrations (Ramadan and Eid) I can explain what happens at an Islamic naming ceremony and explain what the names represent. I can explain what happens during a Muslim Marriage I can explain some of the religious requirements for Muslims when they marry a person. I can explain what happens at a Muslim funeral ceremony. I can express ways to comfort a Muslim person who is mourning a death I can describe what the Hajj is and why it is an important rite of passage. I can consider how Muslims may feel after completing Hajj. I can reflect on Hajj as a pilgrimage and identify places that are important to me. I can compare similarities and differences between Christian and Muslim rites of passage.

		<ul style="list-style-type: none"> describe the symbolism involved in a funeral service I can reflect on what I think happens when you die. I can retell key events in my own life and describe their significance. I can describe the concept of 'life as a journey'. 			
Key Subject Specific Vocabulary to be taught		Baptism, Chrism oil, Communion, Crucifixion, Disciple, Holy Communion, Holy Spirit, Marriage, Rite of Passage, Sacrament, The Last supper.	Bethlehem, Census, Frankincense, Jerusalem, Manger, Myrrh, Nazareth, Saviour, Worship.	Pharoah, Israelite, Hebrew, Famine, Ten Commandments	Islam, Muslim, Allah, Prophets, Muhammad, Mecca, Hajj, Ramadan, Fast, Mosque, Pilgrimage.
Core Activities		Create a 3D paper dice with a question about death, roll with a partner and discuss the answers.	Create a Kahoot quiz for their classmates about The Nativity.	Create a family tree for Jacob. Role play Joseph reading Pharos dream.	Visit a Mosque. Create own aspirational life, rites of passage.
Assessment Activities/Key Questions		Choose a rite of passage and explain the process by preforming a news report.	Using an existing tune from a carol write new lyrics based on the Nativity story.	Create a cartoon strip for the story of the Israelites in Ancient Egypt.	Create a symbol for Islam, with justification.
Year 5/6		Topic Heading:	Forgiveness	Pilgrimage	Buddhism
	Link to themes/ key concepts	LAR: How different religions view forgiveness. SHE: What it means to forgive thinking about times when we have forgiven or not forgiven people.	LAR: The different journeys followers of different religions take. SHE: Aspirations for life, what they want to achieve.	LAR: Buddhism. SHE: What values do I hold?	
	Key Knowledge (This is what they will learn over the topic sessions and what they will be assessed on)	Forgiveness is the action of forgiving or being forgiven. The Lord prayer teaches followers to pray for what they need. The Ten Commandments are rules given by God and that to break these rules is a sin, if they follow the Ten Commandments, God will look after them.	A pilgrimage is a special journey to a place that is important for religious reasons. Christians who go on pilgrimages to places that are in the Bible including Bethlehem and Jerusalem. Every 12 years Hindus share the ritual of bathing where the holiest river, the river Ganges, meets the river Yamanua.	Buddhism is based on teachings of Siddhārtha Gautama, who, became known as the Buddha after finding enlightenment. There are three universal truths. There are four noble truths. The truth of suffering, cause of suffering, end of suffering and the path that leads to the end of	

		<p>Teshuvah means 'return.' Jews believe if you confess your sins and ask for forgiveness, you can return to God's path.</p> <p>Yom Kippur is the holiest day of the year for Jews, a day of atonement, where Jews ask for forgiveness from God.</p> <p>Buddhists believe that forgiveness and love can overcome hate.</p> <p>Buddhists do not pray to Buddha or ask his forgiveness; instead, they follow the Eightfold Path.</p>	<p>Hajj is the pilgrimage Muslims partake in travelling across the world to visit Mecca.</p>	<p>suffering.</p> <p>Buddhists believe in Karma, actions are driven by intention and lead to consequences.</p>
	Objectives to be covered	<ul style="list-style-type: none"> • I can define what is meant by the term forgiveness. • I can describe the feelings that people may experience when they forgive and are forgiven • I can recall the ten commandments and comment on their importance to Jews and Christians. • I can reflect on what the Lord's Prayer and the Ten Commandments teach Christians about forgiveness • I can explain the process of 'teshuva' • I can compare and contrast different world religions views on forgiveness. • I can describe the act of confession and the important of repentance of Catholics. • I can explain how Yom Kippur is celebrated and its significance to Jews. • I can explore Buddhist attitudes towards forgiveness, including how the eightfold path influences them. 	<ul style="list-style-type: none"> • I can describe ways people on a religious pilgrimage might explain their journey and its impact on their lives • I can discuss and present my own views on challenging questions about what makes a pilgrimage 'the journey of a lifetime' for some people • I can explain with reasons why a person today might choose to spend their savings on going on a pilgrimage, or sponsor someone else to do a pilgrimage, and consider it very worthwhile • I can make connections between a journey to a pilgrimage site and the values and commitments of pilgrims and the pupils' own values and commitments • I can recall places of pilgrimage, and their significance in different religions including Lourdes, The Vatican, Hajj, The River Ganges and Bethlehem. • I can make connections between similarities and differences between pilgrimages in different religions. • I can explain with reasons the potential impact on a person's life of going on a religious pilgrimage. • I can reflect on my own attitudes towards pilgrimage and identify places that are important to me and why I'd like to visit. 	<ul style="list-style-type: none"> • I can describe where and how Buddhism started • I can retell the story of how Prince Siddhartha became Buddha • I can describe how Buddhists do not worship a god like most other World religions. • I can explain the meaning of the three universal truths. • I can reflect on the five moral precepts and my own opinions of what is right and wrong. • I can describe the four noble truths. • I can explain the importance of the Eightfold Path to Buddhists. • I can describe the Buddhist concepts of Karma and rebirth and can offer my own opinions. • I can describe the Buddhist place of worship and the different worship activities that take place there. • I can describe the meaning of different symbols associated with Buddhism. • I can explain what happens in a Vesak celebration. • I can make connections between Buddhism and other religions, describing similarities and differences. • I can reflect on the significance of Buddhist teachings in relation to my own life, and give me opinions clearly and respectfully.
	Key Subject Specific Vocabulary to be taught	Atonement, Confess, Covenant, Dhammapada, Eightfold path, Meditation, Repent, Rosh Hashanah, Sin.	Pilgrimage, Holy, Miracle, Sacred, Guru, Hajj	Chattra, Dharma, Eightfold Path, Karma, Meditate, Puja, Reincarnation, Shrine, Tripitaka, Wesak.
	Core Activities	Take on the role of a magazines Agony Aunt and write a reply to a boy who is struggling to forgive a friend.	Write a postcard or email home as if written by a pilgrim, using empathy.	<p>Visit to a Buddhist temple.</p> <p>Take part in a Meditation session and discuss how it made them feel.</p>
	Assessment Activities/Key	Create and explain a universal symbol for forgiveness and explain reasons behind it.	Create two maps where pilgrimages take place across two religions.	Make a Buddhism fact board game.

Questions