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| Newbridge Primary School | | **Religious Education at Newbridge Primary School** | | | | | | | “We are **religious investigators**; this means we are learning how religions are similar and different.” | | | | | | | | |
| **Belonging** | | | **Believing** | | | | | **Expressing** | | | **Thinking and Feeling** | | | | **Religion and Me** | | |
| This thread is used to help children understand what it means to belong to a specific religion. It is used to explicitly teach the core beliefs and practices of a new religion not yet encountered, allowing them to apply this knowledge and make links to other religions when considering the other threads. | | | This thread is used to help children understand what different religions believe and why. Children will look at different religious texts, learn about important religious figures and stories and consider differing perspectives on key questions, such as life after death. | | | | | This thread is used to help children understand what people do as a part of their religion. Children will look at different ways religion can be expressed, such as through art, music and architecture, and also consider how different religions celebrate key events. | | | This thread is used to help children understand and respect differing perspectives on key questions. They will learn to evaluate opposing opinions, and empathise with people who may hold different opinions to their own. | | | | This thread is used to help children form their own opinions and perspectives on the big questions in life. Children will reflect on what they have learned in RE, and use that knowledge to develop and express their own spiritual, moral, social and cultural perspectives. | | |
| **Curriculum Thread** | EYFS | | | KS1 | | | | | | LKS2 | | | | UKS2 | | | |
| **EYFS** | | | **Year 1** | **Year 2** | | | | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | |
| *Belonging* | * I can create a picture of who is special to me * I can share who is special to me and why they are special * I can talk about what makes us happy or sad * I can talk about things I like doing and places I like to visit * I can talk about groups I belong to * I can understand that I belong to the Newbridge community * I can investigate the Newbridge rules * I can explain whether the rules are being followed in different scenarios * I take part in activities where I have to work with others * I can answer big questions * I can investigate what a religion is * I can investigate different ways in which people show their religion | | | **Christianity**   * I can express my feelings about an important person to me * I can investigate Christian views about God * I can investigate Christian songs of praise * I can empathise with how Christians feel when singing about God * I can investigate stories about God from the Bible * I can analyse how God acts in a story compared to how Christians view him   **Judaism**   * I can investigate what Jews believe about G-d * I can investigate the Jewish covenant * I can investigate a story about Abraham * I can investigate what the Torah is | | **Christianity**   * I can investigate different ways in which Christians connect with God * I can investigate who Jesus was * I can investigate Jesus’ parables * I can interpret the meaning of parables * I can investigate how Christians help others   **Judaism**   * I can investigate the story of Moses * I can investigate a Synagogue * I can investigate what Shabbat is | | | | **Islam**   * I can investigate what Muslims believe about God * I can investigate what items and places are special to Muslims * I can analyse differences between a mosque and a church * I can investigate who Muhammad was * I can interpret what Muhammad was like based on a story about him * I can investigate what the Qur’an is * I can evaluate which of the messages in the Qur’an I think are the most/least important   **Hinduism**   * I can investigate the Hindu concept of God * I can analyse a poem about Brahman * I can investigate the Hindu deities * I can analyse differences between the Hindu deities and the Christian/Jewish/Muslim concepts of God/G-d/Allah * I can investigate avatars in Hinduism * I can analyse differencesbetween Hindu avatars, Jesus and Muhammad | | | **Islam**   * I can investigate the life of Muhammad * I can explain why Muhammad is important to Muslims * I can investigate how Muslims pray * I can investigate how the Qur’an affects Muslim’s lives   **Hinduism**   * I can investigate the Hindu concept of God * I can interpret the meaning behind a story about Brahman * I can investigate the Hindu deities * I can investigate the ways in which a Hindu shows their belief | **Sikhism**   * I can investigate Sikh beliefs and practices * I can investigate what a Guru is in Sikhism * I can investigate Guru Nanak * I can interpret the meaning in stories with Guru Nanak | | | **Sikhism**   * I can investigate the 5 Ks * I can investigate what a Gurdwara is * I can analyse similarities/differences between a Gurdwara and a Mosque * I can investigate the Sikh practise of Langar |
| *Coverage and knowledge* | T1 – Who am I?  T3 – What does it mean to be a Newbridge citizen?  T4 – What does it mean to belong to a religion? | | | T1 – What does it mean to be a Christian?  T5 – What does it mean to be Jewish? | | | T1 – What does it mean to be a Christian?  T3 – What does it mean to be Jewish? | | | T1 – What does it mean to be a Muslim?  T4 – What does it mean to be a Hindu? | | | T1 – What does it mean to be a Muslim?  T3 – What does it mean to be a Hindu? | T1 – What does it mean to be a Sikh? | | | T1 – What does it mean to be a Sikh? |
| *Vocabulary* | special, family, friends, teacher  happy, sad, Newbridge, respectful, responsible, safe, team, Big Questions  religion | | | God, Christian(ity), Bible  Judaism, Jew(ish), Star of David, Synagogue, Torah, Rabbi  Abraham | | | Christian(ity), Church, God, Bible, Jesus, parable  Judaism, Jew(ish), Torah, Moses, Synagogue, Torah, Rabbi, Shabbat | | | Islam, Muslim, Allah, Mosque, Muhammad, Qur’an,  Hindu(ism), Brahman, Brahma, Vishnu, Shiva, Vedas | | | Muhammad, Islam, Muslim, Allah, Mosque, Qur’an, Hijab, Niqab, Burka, Halal, Haram  Hindu(ism), Brahman, Brahma, Vishnu, Shiva, deities, puja, Mandir, murti | Sikh(ism), Guru, Guru Nanak | | | Sikhism, Khalsa, 5Ks, Gurdwara, Mosque, Langar |
| *Believing* | * I investigate the festival of Diwali * I can investigate the festival of Christmas * I can investigate the story of Jesus calming the storm * I can investigate the story of David and Goliath * I can investigate the story of Jesus feeding the 5000 | | | * I can investigate the Christmas story * I can investigate the creation story in the Bible * I can investigate the story of Adam and Eve in the Bible * I can I can analyse how God acts in the story compared to how Christians view him * I can interpret what is happening in images about the Creation story * I can investigate parables told by Jesus I can interpret the meaning behind the parables * I can investigate the Palm Sunday story in the Bible * I can investigate Christian practices on Palm Sunday * I can make links and analyse differences between different Palm Sunday celebrations | | | * I can investigate the Christmas story * I can investigate how Christians celebrate Christmas * I can make links between Christian celebrations and the Christmas story * I can express what Christmas means to me * I can investigate the Palm Sunday story in the Bible * I can investigate the Easter story in the Bible * I can investigate Christian practices on Easter * I can investigate the creation story in the Bible/Torah * I can make links between the Bible and the Torah * I can investigate the story of David and Goliath * I can investigate a story about Jesus * I can analyse differences between the Bible and the Torah | | | * I can express why a book is special to me * I can investigate different religious books * I can investigate stories from different religions * I can interpret the morals from different religious stories | | | * I can investigate the Christmas story * I can investigate who the gospels were * I can analyse differences between the Christmas stories * I can investigate a Christingle service * I can interpret meaning from a Christingle | * I can investigate the Hindu beliefs in samsara, karma and moksha * I can critically analyse the Hindu beliefs in samsara, karma and moksha * I can investigate what dharma is * I can reflect on how myself and others would follow their dharma * I can investigate Hindu funeral practices * I can investigate the events of Holy Week * I can investigate the gospels of Matthew, Mark, Luke and John * I can make links and analyse differences in their retelling of the Easter story * I can investigate Anglican and Orthodox Christian Easter practices * I can make links and analyse differences between the practices * I can interpret the symbolism found around Easter | | | * I can investigate different religious texts * I can investigate what the Golden Rule is * I can interpret how the Golden Rule is followed in different stories * I can reflect on how the Golden Rule applies to me |
| *Coverage and knowledge* | T2 – How do people celebrate special times?  T5 – How are stories important to religions? | | | T2 – Why is Jesus important?  T3 – How are stories important to religions?  T4 – Why is Jesus important? | | | T2 – Why is Jesus important?  T4 – Why is Jesus important?  T5 – How are stories important to religions? | | | T5 – Why do religious books matter? | | | T2 – Why is Jesus important? | T2 – What do people learn from religious teachings?  T4 – Why is Jesus important? | | | T3 – What can people learn from religious teachings? |
| *Vocabulary* | Diwali, Christmas, Jesus, David and Goliath | | | Jesus, Christmas, Bible, Creation story, Adam and Eve, Garden of Eden  parable, Palm Sunday, Messiah | | | Christmas, Jesus  Jesus, Palm Sunday, Messiah, Easter  Bible, Old Testament, Torah, New Testament | | | Bible, Torah, Qur’an, Vedas, moral | | | Christmas, Jesus, Gospels, New Testament, Bible, Christingle | samsara, karma, moksha, dharma, funeral, cremation,  Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday, Gospel, Matthew, Mark, Luke, John  Anglican, Orthodox | | | Bible, Torah, Qur’an, Devas, Guru Granth Sahib, Golden Rule, |
| *Expressing* | * I investigate the festival of Diwali * I can investigate the festival of Christmas * I can investigate what makes school special * I can investigate what makes a church special * I can express what makes a place special to me | | | * I can investigate the inside of a church * I can make links/analyse differences between how different churches are decorated * I can investigate the inside of a synagogue * I can analyse differences between a church and a synagogue * I can make links between the similarities in a church and a synagogue | | | * I can investigate what a baptism is * I can investigate and Bar/Bat Mitzvah * I can analyse differences between a Bar/Bat Mitzvah * I can investigate Jewish and Christian weddings * I can analyse differences between Jewish and Christian weddings | | | * I can investigate El Salvadoran crosses * I can interpret the meaning of El Salvadoran crosses * I can express things important to me in the style of an El Salvadoran cross * I can investigate different Christian songs of praise * I can interpret what is meant in the song lyrics * I can empathise with how Christians may feel singing these songs * I can investigate the Islamic practice of calligraphy | | | * I can empathise with people who go to places of worship * I can express places which are special to me * I can investigate different places of worship * I can analyse differences between Anglican and Catholic churches | * I can investigate the Golden Temple * I can investigate the Sikh practices that occur at the Golden Temple * I can investigate the importance of the river Ganges * I can investigate the city of Varanasi * I can empathise with how Hindus would feel visiting Varanasi * I can investigate the Hajj to Mecca * I can make links and analyse differences between different pilgrimages * I can investigate what The Renaissance is * I can interpret what is happening in religious Renaissance paintings * I can investigate the use of stained-glass windows in religious settings * I can investigate the use of murtis in Hinduism * I can analyse differences between murtis and Christian depictions of God | | | * I can investigate different types of religious clothing * I can analyse similarities/differences between religious clothing * I can investigate what mehndi is * I can investigate different examples of religious art/festivals * I can interpret meaning from religious art/festival |
| *Coverage and knowledge* | T2 – How do people celebrate special times?  T6 – What makes a place special? | | | T6 – What makes a place special? | | | T6 – How do we celebrate special times? | | | T3 – How do people express their religion? | | | T4 – What makes a place special? | T3 – What makes a place special?  T6 – How do people express their religion? | | | T2 – How do people express their religion? |
| *Vocabulary* | Diwali, Christmas, church | | | church, cross, synagogue | | | Baptism, Bar/Bat Mitzvah, Wedding | | | El Salvadoran Cross, calligraphy | | | Church, Synagogue, Mosque, Mandir, Anglican, Catholic | Pilgrimage, Yatra, Golden Temple, River Ganges, Varanasi, Hajj, Mecca, Ka’bah  The Renaissance, Sistine Chapel, stained-glass window, murti | | | 5 Ks, Hijab, Burka, Niqab, Kippah, Sari, Mehndi, Holi |
| *Thinking and Feeling* |  | | |  | | |  | | | * I can investigate the story of Moses * I can evaluate whether the plagues on the Egyptians were fair * I can investigate the Ten Commandments * I can evaluate which of the commandments are important to my life * I can express how we should live our lives * I can investigate the story of Adam and Eve I can express my opinion on original sin * I can investigate what karma is * I can reflect on my own views about karma * I can reflect on whether I think a scenario is good or bad | | | * I can investigate the 5 pillars of Islam | * I can investigate what protected characteristics are * I can investigate the parable of the Good Samaritan * I can interpret what is meant by the phrase “Love your neighbour” * I can investigate the meaning of ummah * I can express my own views on we can be a part of our Newbridge community | | | * I can investigate the Ten Commandments * I can evaluate which of the commandments are important to my life * I can interpret how a Christian/Jew would follow the Ten Commandments * I can investigate the mitzvot * I can evaluate which of the mitzvot would be difficult to follow * I can empathise with those following the mitzvot * I can investigate the 5 Pillars of Islam * I can interpret how a Muslim would follow the pillars * I can analyse why Muslims follow the pillars * I can investigate the life of William Wilberforce * I can investigate the Spanish Inquisition * I can investigate the life of Mahatma Gandhi * I can investigate the Indian Caste system * I can evaluate how people can use religion for right and wrong |
| *Coverage and knowledge* |  | | |  | | |  | | | T2 – What rules do people live by?  T6 – How do people decide between right and wrong? | | | T5 & 6 – What rules do people live by? | T5 – How do people decide between right and wrong? | | | T4 – What rules do people live by?  T5 & 6 – How do people decide between right and wrong? |
| *Vocabulary* |  | | |  | | |  | | | Moses, Ten Commandments, Torah,  sin, original sin, Adam and Eve, karma | | | Pillars of Islam, Shahada, Salah/Salat, Mosque, Zakah/Zakat, Sawm, Hajj, Mecca, Ka’bah | protected characteristics, discrimination, Ummah | | | Moses, Ten Commandments, Torah, Mitzvot, Mitzvah, 5 Pillars of Islam  William Wilberforce, Slave Trade, Spanish Inquisition, Mahatma Gandhi, Ahimsa, Caste System |
| *Religion and Me* | It is expected that children will develop their understanding of ‘Religion and Me’ at all times in each RE lesson. | | | It is expected that children will develop their understanding of ‘Religion and Me’ at all times in each RE lesson. | | | It is expected that children will develop their understanding of ‘Religion and Me’ at all times in each RE lesson. | | | It is expected that children will develop their understanding of ‘Religion and Me’ at all times in each RE lesson. | | | It is expected that children will develop their understanding of ‘Religion and Me’ at all times in each RE lesson. | It is expected that children will develop their understanding of ‘Religion and Me’ at all times in each RE lesson. | | | It is expected that children will develop their understanding of ‘Religion and Me’ at all times in each RE lesson. |
| *Coverage and knowledge* | All lessons | | | All lessons | | | All lessons | | | All lessons | | | All lessons | All lessons | | | All lessons |
| *Vocabulary* |  | | |  | | | | | |  | | | |  | | | |