

Reception

Through RE in EYFS, children will encounter religions and world views through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories and be introduced to subject specific words and use their senses to explore beliefs, practices and forms of expression. Children will ask questions and reflect on their own feelings and experiences. Children will use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Year	Strand	Focus	Rationale	Prior Knowledge
Reception	Believing	F1 What stories are special and why?	Children are introduced to stories which are special. They discuss why the stories are special and who they are special to. They will be introduced to the bible as the special book of Christians and any other religious books which children may know will be discussed. This unit will be a pre-cursor to subsequent units where the special books of different faiths are discussed. It also acts as an introduction to the idea of there being different faiths.	
	Expressing	F3 What places are special and why?	Children are introduced to places which are special. They will discuss why these places are special and who they are special to. This will lead to learning about places which are spiritually significant. This will lead in to later learning about places of worship in different faiths.	This will link back to the previous unit discussing the concept of 'special' linked to religion.
	Living	F5 Being special: Where do we belong?	Children will continue with the concept of 'special' and discuss it linked to how they are special and how they belong. Children will consider how people are shown they belong and how we welcome people. They will be introduced to the idea of baptism to welcome children into a faith.	The concept of 'special' is continued from previous units and it builds on the special stories and special places studied so far.

Key Stage 1

Our KS1 R.E curriculum is designed to build on the Early Years curriculum where the children began to develop their emerging moral and cultural awareness.

In Key stage I children will engage in systematic enquiry into important human questions, which are addressed by worldviews. Learning will focus on Christianity and Islam as according to the demographics of religion and belief in our local area, Middlesbrough.

Year	Strand	Focus	Rationale	Prior Knowledge
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Year 1	Believing	<p>1.1 Who is a Christian and what do they believe?</p> <p>Christianity Islam</p>	<p>Following on from the learning that took place in EYFS, where the children were introduced to holy books and learned stories from and about the bible, children will develop an understanding of how Christians use these teachings to live their lives, (treating people kindly.) Children will be able to articulate their own feelings and answer questions to develop a deepening understanding of other's beliefs and practices as well as their own. They will also interpret the meaning of Christian symbols, prayers and images to express their own ideas of God.</p>	<p>Understanding the world around them and gain the ability to value the differences of others within their own community. Develop their emerging moral and cultural awareness through EYFS curriculum</p>
	Expressing	<p>1.5 What makes some places sacred?</p> <p>Christianity Islam</p>	<p>This will give children the opportunity to recognise the special/sacred places Christians and Muslims worship and discuss what people do there and for what they are used. It continues to develop the children's understanding of symbols, objects and architecture, studied in unit 1.1, and their connection to worship. It also provides the opportunity to explore the similarities and differences between Christian and Muslim places of worship to demonstrate diversity in our community. This allows them to begin to be aware of the different places and different ways God can be worshipped. Through discussing places that are special to them and their families, the children will develop connections to theirs and other's beliefs Children will visit a local church (Catholic cathedral) to develop their understanding of a sacred place.</p>	<p>Builds on previous EYFS learning. From unit F3 - What places are special and why?</p> <p>Continuing to develop children's knowledge and understanding of symbols, objects and architecture from unit 1.1</p>

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	Living	<p>1.8 How should we care for others and the world?</p> <p>Christianity Islam</p>	<p>Here children will introduced to the idea that each person is unique and important by using the Christian and Muslim stories of creation. The children consider what special gifts they have and how they could be used to help others. This will help the children to see issues from the points of view of others and help to deepen their understanding of those whose religious belief of helping others and the world are important to them This will encourage them to raise questions and begin to express their own views in response to questions about their ideas.</p>	<p>Builds on previous knowledge from EYFS Unit F6 – what is special about this world?</p> <p>Continuing the concept of helping others from unit 1.1 and the Christian beliefs about Jesus</p>
Year 2	Believing	<p>1.2 Who is a Muslim and what do they believe?</p> <p>Christianity Islam</p>	<p>In this unit, children will be able to identify and discuss Muslim beliefs. They will make links with some of the 99 names of Allah. Through art and poetry, they will express their own ideas about God and the Prophet Mohammed and identify some ways Muslims mark Ramadan and celebrate Eid-up-Fit., allowing them to appreciate the similarities within the Muslim and Christian faiths and make connections to their own beliefs.</p>	<p>Children will use prior knowledge from unit 1.1: To identify the differences and similarities within the Muslim and Christian faiths and make connections to their own beliefs.</p>
	Expressing	<p>1.6 How and why do we celebrate special and sacred times</p> <p>Christianity Islam</p>	<p>To enable the children to make connections between religion and the pupil's own experiences, they will identify and consider the importance of celebration and remembrance in their own lives. They will explore Christian celebrations (Easter, Christmas and Harvest festival.) and Muslim Celebrations. (Eid–ul-Fitr) and suggest meanings for symbols and actions used in religious celebrations and making links to religious stories.</p>	<p>Builds upon learning from unit 1.2: Muslim celebrations of and Eid-ul-Fitr.</p> <p>Continuing to develop children’s knowledge and understanding of symbols, objects and architecture from unit 1.2</p>

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	Living	<p>1.7 What does it mean to belong to a faith community?</p> <p>Christianity Islam</p>	<p>This is an opportunity for children to talk about what is special and of value about belonging to a group and its importance to them, and for them to show an awareness that some people belong to different religions. The children get the opportunity to explore questions about belonging and what belonging means to them. They will explore a range of Muslim and Christian ceremonies and analyse their similarities and differences. They will learn about their importance in bringing people together in peace and a deeper understanding of how they preserve their values and keep them part of their culture. They will consider the idea of belonging to another person and the promises they make to each other through marriage and develop their knowledge through family experiences.</p> <p>Children will gain the skills to respond to examples of co-operation between different people, and use this understanding to appreciate the similarities and differences between different groups. To build further on the children's learning, which signify belonging, they will use their prior knowledge of symbols to explore further..</p>	<p>F5 Being special: where do we belong?</p> <p>Continuing to develop children's knowledge and understanding of symbols, objects and architecture from unit 1.2</p>
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LOWER KEY STAGE 2

In Key stage 2, children will continue to engage in systematic enquiry into important human questions, which are addressed by worldviews. Learning will broaden to include Judaism, Hinduism and other world views such as Humanism alongside Christianity and Islam.

Year 3	Believing	<p>1.3 Who is Jewish and What do they believe.</p> <p>Christianity Islam Judaism</p>	<p>The children will be introduced, for the first time to the Jewish faith and the different ways they remember. They will explore Jewish life for themselves through artefacts and storytelling. Links will be made to the Jewish home (Shabbat, the mezuzah, and their own experience of home giving examples. Children will consider the importance and value of celebration and remembrance in their own lives and make connections to the Jewish celebrations of Sukkot, Chanukah and Pesach through stories and the meanings associated with them.</p>	<p>1.1 Who is a Christian and What do they believe?</p> <p>1.2 Who is a Muslim and what do they believe?</p>
	Expressing	<p>L2.5 Why are festivals important to religious communities?</p> <p>Christianity Islam Judaism</p>	<p>In this unit, children will investigate different religious and spiritual ways of life as shown through festival and celebration. We will focus on Easter, Pesach in Judaism and Eid ul Fitr in Islam. Pupils will begin to understand how celebration reminds believers of key beliefs and gives time to focus on beliefs and commitments and celebrating as a believing community.</p>	<p>1.6 How and why do we celebrate special times?</p>
	Living	<p>L2.8 What does it mean to be a Hindu in Britain today?</p> <p>Christianity, Islam, Judaism and Hinduism</p>	<p>Children will be introduced for the first time to the Hindu faith. This investigation enables pupils to learn about key aspects of Hindu belief and worship. What we call 'Hinduism' is the diverse way of life, spiritual practices and beliefs of the Indian people. We are focussing on British Hindus, and there is great diversity in British Hinduism as well as the original Indian Hinduism. We will find out some</p>	<p>F5: Where do we belong?</p> <p>1.7: What does it mean to be a faith community?</p>

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			key Hindu beliefs, and how these are expressed in thoughts and actions. We will also think about being a Hindu in Britain today.	
Year 4	Believing	L2.3 Why is Jesus inspiring to some people? Christianity	Pupils will be given the opportunity to investigate and learn in depth from Christianity by exploring different reasons why Jesus is considered an inspiring figure by Christians – and by many other people too. Through this investigation, children will engage in a systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.	This unit builds upon unit F2: Which people are special and why?
	Expressing	L2.6 Why do some people think life is a journey? Christianity, Islam, Judaism and Hinduism	The children will explore how and why people chose to mark significant moments in life. They will learn in depth from different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage pupils explore how and why people chose to mark significant moments in life.	FS: Which times are special and why? 1.6: How and why do we celebrate special and sacred events?
	Living	L2.7 What does it mean to be a Christian in Britain today? Christianity Islam Judaism	The children will explore objects that could be found in Christian homes and use them to make connections to what Christians do in the home and at church to show their faith. They will investigate ways Christians show their faith by choosing two local churches and make comparisons. Children will be introduced to the idea that there are many different Christian community's and will be able to explain concepts rituals and practices within these communities. They will make thoughtful judgements on why people work hard to help people using their	Children will use their prior knowledge on Christianity and belonging from unit F5 (where do we belong?) to expand their understanding of being a Christian in Britain today. This unit builds upon the knowledge acquired from units 1.1 and 1.7 (What does it mean to belong to a faith community)

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			Prior knowledge from unit 1.8 to support in this learning. The children will make links between religion and their own experiences by identifying what we do as a school to help and support our community and why and give their own reactions about religious practices responding thoughtfully to ideas about local, national and worldwide Communities.	
UPPER KEY STAGE 2				
Year 5	Believing	<p>U2.1 Why do some people believe God exists?</p> <p>Christianity, Islam, Judaism and Hinduism non-religious e.g. Humanist</p>	This unit enables pupils to learn in depth from different religious and non-religious groups about their beliefs in God. Pupils enquire into the key question- raising questions about the nature and existence of God focussing on Christian ideas about God. Pupils will consider why people do or do not believe in God and the impact that might have on the way they live their everyday life. This investigation provides an opportunity to meet Christians, agnostics and atheists and ask questions about why they do or do not believe in God.	<p>1.1-3 Who is Christian/Muslim/Jewish and what do they believe.</p> <p>L2.1: What do different people believe about God?</p>
	Expressing	<p>U2.4 If God is everywhere, why go to a place of worship?</p> <p>Christianity, Islam, Judaism and Hinduism</p>	Children will learn in depth from different religious and spiritual ways of life about worship, drawing out more detail, history and diversity through focussing on places of worship. Pupils learn about the various purposes of a place of worship as well as how believers see these places. Pupils think about the idea of God's presence on earth and in believers' lives. Opportunities to debate are given, to offer pupils a chance to reflect for themselves on the value and purpose of worship in religion	<p>F3: Which places are special and why?</p> <p>1.7: What makes some places sacred?</p> <p>L2.5: Why do people pray?</p>

	Living	<p>U2.6 What does it mean to be a Muslim in Britain today?</p> <p>Christianity, Islam, Judaism and Hinduism</p>	<p>Children will extend their knowledge and understanding of their community and Britain by using the 2011 census to find out how many Muslims live in their local area and Britain. Using prior knowledge to support their learning, children will be able to describe the Five Pillars of Islam and give connections to the Prophet Mohamed giving examples of how these affect everyday lives of individual Muslims, and the Muslim community. Children will make links to their beliefs, practices and values in their own lives. Children will identify reasons why the Holy Qur'an is important to Muslims and how it makes a difference to how they live. Here children will share examples of stories and teachings from the Qur'an as a form of guidance for Muslims and compare them to the forms of guidance experienced by the pupils. Children will use their prior knowledge of the design and purpose of a mosque to explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.</p>	<p>F5: Where do we belong?</p> <p>1.2: Who is a Muslim and what do they believe?</p> <p>1.7: What does it mean to belong to a faith community?</p> <p>L2.7: What does it mean to be a Christian in Britain today?</p> <p>L2.8: What does it mean to be a Hindu in Brittan today?</p>
Year 6	Believing	<p>U2.3 What do religions say to us when life gets hard?</p> <p>Christianity, Islam, Judaism, Hinduism and Humanism</p>	<p>This unit enables the children to learn in depth about hard times, from different religious and spiritual ways of life, focusing on death. It allows them to talk about the ideas of grief and death whilst the activities enable pupils to share their ideas, but do not force children to do so. The children will explore ways in which religions help people to live, even when times are tough. Through this unit the children will be introduced to the idea that most religions teach about some kind of afterlife and the key concepts of Christianity (judgement, heaven, salvation) and Hinduism(Karma, Soul, samsarah,reincarnation and moksha); also one non-religious view about what happens after death. The children will be able to explain some differences and similarities between beliefs about life after death,</p>	

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			and how these beliefs might make a difference to how someone lives their life. Children will be given the opportunity to reflect upon and express clearly their own ideas, concerns about death and the idea of life beyond.	
	Expressing	<p>U2.5 Is it better to express religion in arts or charity?</p> <p>Christianity, Islam, Judaism, Hinduism and Humanism</p>	<p>This unit enables the pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as a way of expressing their devotion to God and worship and the practice of generosity and worship. The children will respond with their own ideas to the title question, investigate, and examine the title question from different perspectives, including their own. The children will compare Christian and Muslim ideas about art and make connections in which art and actions can reveal what people believe about God. The children will be able to discuss Muslim and Christian ideas from the scriptures about the importance of being generous and charitable to both those who give and those who receive.</p>	1.2 Who is a Muslim and what do they believe.
	Living	<p>U2.7 What matters most to Christians and to Humanists?</p> <p>Christianity, and non-religious, e.g. Humanists.</p>	<p>This investigation allows the pupils to learn in depth from Christianity and Humanism. Pupils will reflect on the question: why do people do good and bad things. Making links with the values founding stories and texts After looking at a Humanist code for living and the Christian code for living (The Good Samaritan) the children will begin to suggest reasons why it might be helpful to follow a moral code offering different points of view. Children will be able to express their own ideas about some of the big moral concepts such as fairness, honesty, freedom, truth, and peace in the light of their learning.</p>	<p>1.8: How should we care for others in the world, and why does it matter?</p> <p>L2.9 What can we learn from religions about deciding right and wrong?</p>