

IN UNITY WE SUCCEED

# RELIGIOUS EDUCATION

2023 - 2024

N - 11 CURRICULUM RELIGIOUS EDUCATION



N - YEAR 11

**FCAT**  
The best we can be

• RESILIENCE • INTEGRITY • EXCELLENCE • PRIDE • AMBITION • RESPECT

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b> <b>UNDER REVIEW</b>	<ul style="list-style-type: none"> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> <li>Begin to make sense of their own life-story and family's history and talks about it.</li> <li>Shows interest in the lives of people who are familiar to them</li> <li>Enjoys joining in with family customs and routines</li> </ul>					
<b>Reception</b> Hinduism Christianity Islam Sikhism Judaism	What makes people special? Christianity Judaism	What is Christmas? Christianity	How do people celebrate? Hinduism	What is Easter? Christianity	What can we learn from stories? Hinduism Christianity Islam Sikhism	What makes places special? Christianity Islam Judaism
<b>Year 1</b> Christianity Judaism	I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation. Christianity	I can talk about a gift that is special to me I can remember some of the Christmas story. I can suggest a gift I would give to Jesus. Christianity	I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend. I can talk about a person I admire. Christianity	I can talk about a person I admire. I can recall parts of the Easter story I can recognise some symbols in the Easter story. I can start to show understanding that Jesus is special to Christians and say why. Christianity	I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why. I can start to make a connection between being Jewish and	I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thoughts on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur. Judaism

					decisions about behaviour.	
					<b>Judaism</b>	
Year 2	<p>I can tell you when I have been kind to others even when it was difficult.</p> <p>I can retell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>I can say if I think Christians should be kind and give a reason.</p>	<p>I can say how I could help solve a problem by showing love.</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p>	<p>I can explain how it felt to have to stop doing something to reach the target we had set.</p> <p>I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>I can start to think through how praying 5 times a day might help in some ways more than others.</p>	<p>I can say what I believe happens to you when you die and tell you how I remember people close to me.</p> <p>I can recall what Christians believe happened on Easter Sunday.</p> <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p>	<p>I can understand how meeting in a certain place could make me feel like I belong.</p> <p>I can explain what happens when Muslims pray alone or at the mosque.</p> <p>I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p>	<p>I can tell you about a special journey and why it was special to me.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p>
	<b>Christianity</b> <b>Islam</b>	<b>Christianity</b>	<b>Islam</b>	<b>Christianity</b>	<b>Islam</b>	<b>Islam</b>
Year 3	<p>I can tell you three important actions I could take to support a group I belong to.</p> <p>I can discuss my understanding of my group's symbol.</p> <p>I can describe some of the ways Hindus celebrate Diwali and start to explain how I</p>	<p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>I can start to explain the Christian belief that Jesus was God in human form and</p>	<p>I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.</p> <p>I can explain one Christian viewpoint</p>	<p>I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important.</p> <p>I can start to reflect on whether I agree</p>	<p>I can explain some of the different roles I play whilst still being me.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that</p>	<p>I can explain why water is important.</p> <p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River</p>
	<b>Christianity</b> <b>Hinduism</b>					

	<p>think Hindu children might feel at Diwali. I can start to say why Diwali might bring a sense of belonging to Hindus.</p> <p><b>Hinduism</b></p>	<p>why God gave him to the world. I can start to tell you what Christmas means to Christians and what it means to me.</p> <p><b>Christianity</b></p>	<p>about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.</p> <p><b>Christianity</b></p>	<p>with Christian beliefs about Jesus' death.</p> <p><b>Christianity</b></p>	<p>Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> <p><b>Hinduism</b></p>	<p>Ganges.</p> <p><b>Hinduism</b></p>
<p>Year 4</p> <p><b>Christianity</b> <b>Buddhism</b></p>	<p>I can start to show an understanding of why people think it is difficult to be happy all the time. I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists.</p> <p><b>Buddhism</b></p>	<p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p><b>Christianity</b></p>	<p>I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p> <p><b>Buddhism</b></p>	<p>I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.</p> <p><b>Christianity</b></p>	<p>I can describe one of my 'good' choices and the consequences of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p> <p><b>Buddhism</b></p>	<p>I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.</p> <p><b>Christianity</b></p>

<p style="text-align: center;">Year 5</p> <p>Christianity Sikhism</p>	<p>I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>Sikhism</p>	<p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>Christianity</p>	<p>I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p> <p>Sikhism</p>	<p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>Christianity</p>	<p>I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.</p> <p>Sikhism</p>	<p>I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p> <p>Christianity</p>
<p style="text-align: center;">Year 6</p> <p>Christianity Islam</p>	<p>I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be</p>	<p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. I can describe some of the ways that Christians would</p>	<p>I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my</p>	<p>I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion</p>	<p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how</p>	<p>I can give examples of times when I misinterpreted something. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>Islam</p>

	<p>more significant to some Muslims than others.</p> <p>I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p><b>Islam</b></p>	<p>celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p> <p><b>Christianity</b></p>	<p>own beliefs about whether anything is eternal.</p> <p><b>Christianity</b></p>	<p>today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p> <p><b>Christianity</b></p>	<p>believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p><b>Islam</b></p>	
<p><b>Year 7</b></p>	<p><b>Judaism</b></p> <p>Students will begin the unit on Judaism by studying the actions of the key prophets Abraham and Moses. Students will continue to study the events after the Exodus from Egypt and finish the unit by examining the importance of the Torah and the Synagogue.</p>	<p><b>Christianity</b></p> <p>During this unit students study key religious figures in Christianity such as Jesus, as well as examining places of worship and key Christian beliefs. Students will also examine the authority of the Bible and its importance to the Christian faith.</p>	<p><b>Islam</b></p> <p>When students study Islam they will start with an in-depth look into who Muhammad was and why he is so significant to the religion of Islam. Students will also examine places of worship as well as the key beliefs such as the Five Pillars of Islam.</p>	<p><b>Hinduism</b></p> <p>The unit on Hinduism begins looking at the Trimurti and the role of deities with Hinduism. Students will then move on to examine Hindu holy scripture as well as places of worship and key beliefs.</p>	<p><b>Sikhism</b></p> <p>Students will begin the unit on Sikhism by studying its founder, Guru Nanak, and the rest of the Ten Gurus. Students then examine places of worship and also how Sikhs show their faith and dedication to their religion and carry out the teachings of the Gurus.</p>	<p><b>Buddhism</b></p> <p>The first focus of the Buddhism topic is investigating who the Buddha actually was. This then moves on to look at his teachings and their significance to the religion of Buddhism. Then students study places of worship and also the differences between Buddhism and the other major world religions.</p>

<p style="text-align: center;">Year 8</p>	<p><b>Animal rights</b></p> <p>This topic studies the views of each religion on animal rights. Contentious issues such as animal testing is discussed and students will examine what differing beliefs there are towards animal rights between each faith.</p>	<p><b>The Afterlife</b></p> <p>Students will study this topic not only to study the different beliefs religions and cultures have towards the afterlife but also to understand how people deal with things such as loss and grief. This topic will provide students with insights into core religious practices, rituals and customs and allow them to compare them to civilisations in the past.</p>	<p><b>Parables</b></p> <p>This unit focuses on the stories told in religious texts, such as parables in the Bible. This allows students to examine the meanings behind these stories and what they can teach us. It also allows them to judge them in relation to modern society and whether what the parable aims to teach is still relevant today.</p>	<p><b>Peaceful word</b></p> <p>During this unit students will identify how religion promotes peace around the world and what actions it takes to remedy any conflict that may be going on. Students will also focus on the life of Mahatma Gandhi and investigate whether or not he was able to achieve his various goals for peace around the world for different groups of people.</p>	<p><b>Crime and Punishment</b></p> <p>This unit studies the links between religion and crime and punishment. Students will examine the percentage of people who follow a certain belief in prison in the UK and also look at capital punishment. Punishments within religion will also be studied.</p>	<p><b>Poverty</b></p> <p>Students will study the different types of poverty that exist and look at what religions do to help those in need. This includes charity work and the promotion of other organisations such as Fairtrade.</p>
<p style="text-align: center;">Year 9</p>	<p><b>Symbolism in religion</b></p> <p>When looking at symbols students will not only focus on the different symbols and images of each religion but also look at the idea of whether or not a person or place can truly be classed as symbolic for a</p>	<p><b>Festivals</b></p> <p>This unit focuses on some of the key religious festivals for the major world religions. Students will be able to understand the true reason why people celebrate these festivals as well as be able to examine similarities between</p>	<p><b>Social injustice</b></p> <p>When looking at social injustice students will examine how religions and their followers can be discriminated against and identify different types of discrimination. Students will study the actions of Martin Luther King Jr. and investigate how his</p>	<p><b>Evil and suffering</b></p> <p>This unit examines why we have evil in suffering in the world and how that might influence someone's view on religion and the idea of God, in particular. This is done by looking at religious stories as</p>	<p><b>Religion and Conflict</b></p> <p>Within this unit students will look at how religion has been linked to conflict in the past and if it is truly to blame for these events or not. Students also study the ways in which religion has</p>	<p><b>Ethics</b></p> <p>This unit will focus on what makes people act the way they do. It focuses on right and wrong and morals, and enables students to make judgments on whether something is truly right or whether it depends on the scenario it is in.</p>

	religion and why it may do so.	festivals in different religions.	religious upbringing shaped his actions later in life.	well as examining the idea of freewill and the reasons why evil and suffering take place	either prevented or resolved conflict in the past and how it continues to strive for peace in areas of conflict.	
<b>Year 10</b>	<p><b>Diversity</b></p> <p>The first half of this unit focuses on the Abrahamic faiths - Christianity, Islam and Judaism. Students will examine the spread of these religions and how this took place. Furthermore, students will examine different branches of these religions and their similarities and differences.</p>	<p><b>Diversity</b></p> <p>The second half of this unit focuses on the Eastern faiths - Hinduism, Sikhism and Buddhism. Students will examine the spread of these religions and how this took place. Furthermore, students will examine different branches of these religions and their similarities and differences.</p>	<p><b>Philosophy</b></p> <p>The first half of this unit focuses on the work of French philosopher Voltaire. Students will not only study some of Voltaire's philosophical questions and statements, but also examine what might have influenced Voltaire to have this view on society and religion.</p>	<p><b>Philosophy</b></p> <p>The second half of this unit focuses on the different branches of philosophy and will challenge students to answer questions related to creation, existence and miraculous events.</p>	<p><b>Modern Religion</b></p> <p>The first half of this unit focuses on religion in modern society. This is especially in relation to law, human rights and UK society in general. This is then used to compare life within the UK to that of the USA to determine how much religion shapes the two societies and find out whether the two are similar or not</p>	<p><b>Modern Religion</b></p> <p>The second half of this unit looks at important religious figures that are prominent in the world today and the effects they have on societies around the world. This includes the Dalai Lama and the Pope. When studying these important religious figures students will also look at their views on modern issues such as climate change and scientific development.</p>