SUBJECT: Religious Education- following Lancashire SACRE

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| EYFS |
| Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. **ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps. 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.  |
| EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Why are some things special?** | **Christianity** *KQ: Special times: How and why do we celebrate?*CelebrationsHarvest | **Christianity Hinduism***KQ: Special times: How and why do we celebrate?*CelebrationsChristmas, Diwali | **Christianity Islam***KQ: Special stories: Why are some stories special? What special messages can we learn from stories?*Stories from the BibleStory of The Night of Power and the Qur’an. Chinese New Year, Shrove Tuesday,  | **Christianity***KQ: Special times: How and why do we celebrate?* EasterEaster, Mother’s Day  | **Christianity Islam***KQ: Special Places: What is special about our world?*Our special worldThe Creation StoryStories about Mohammed (pbuh)Eid | **Christianity Hinduism Islam***KQ: What buildings and places are special to different people?*ChurchMosqueMandir |
| KS1 |
| KS1 National Framework for Religious EducationThroughout key stage 1, pupils explore Christianity and at least one other principal religion. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.**Learning about religion** Pupils should be taught to: explore a range of religious stories and sacred writings and talk about their meanings name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives explore how religious beliefs and ideas can be expressed through the arts and communicate their responsesidentify and suggest meanings for religious symbols and begin to use a range of religious words.**Learning from religion**Pupils should be taught to: reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness ask and respond imaginatively to puzzling questions, communicating their ideas identify what matters to them and others, including those with religious commitments, and communicate their responses reflect on how spiritual and moral values relate to their own behaviour recognise that religious teachings and ideas make a difference to individuals, families and the local community. |
| Year 1 and 2**Cycle A** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic **What do people say about God?** | **Judaism***KQ: Why might some people put their trust in God?*God’s promiseNoah and AbrahamTrusting in God | **Christianity- Jesus***KQ: Why is Jesus special to Christians?*The Nativity StoryBeliefs about Jesus as God incarnateChristmas | **Hindu Dharma-** *KQ: What do Hindus believe about God?* One God in many formsGod in all thingsExpressing ideas about God  | **Christianity- God***KQ; Why do Christians say that God is the father?*God the fatherThe importance of prayer for Christians | **Islam***KQ: How might beliefs about creation affect the way people treat the world?*God as creatorCare for the planet | **Christianity- Church***KQ: How might some people show that they belong to God?*BaptismBelonging |
| Year 1 and 2**Cycle B** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic**How do we respond to the things that really matter?** | **Christianity- God***KQ: Does how we treat the world matter?*CreationCare for the planetHarvest | **Christianity- Jesus***KQ: Why do Christians say that Jesus is the light of the world?*Jesus is the light of the worldSymbolism of lightAdvent and Christmas celebrations | **Hindu Dharma***KQ: How might people express their devotion?*DevotionWorship in the home and temple | **Christianity- Church***KQ: What unites the Christian community?*WorshipThe ChurchUse of symbolism | **Islam***KQ: Why do Muslims believe it is important to obey God?*Submission and gratitudePrayerls | **Judaism***KQ: What aspects of life really matter?*MosesTen CommandmentsThe Sabbath |
| LKS2 |
| KS2 National Framework for Religious EducationThroughout key stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people’s viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.**Learning about religion** Pupils should be taught to:describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings identify and begin to describe the similarities and differences within and between religions investigate the significance of religion in the local, national and global communities consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them describe and begin to understand religious and other responses to ultimate and ethical questions use specialist vocabulary in communicating their knowledge and understanding use and interpret information about religions from a range of sources.**Learning from religion** Pupils should be taught to: reflect on what it means to belong to a faith community, communicating their own and others’ responses respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways discuss their own and others’ views of religious truth and belief, expressing their own ideas reflect on ideas of right and wrong and their own and others’ responses to them reflect on sources of inspiration in their own and others’ lives. |
| Year 3 and 4**Cycle A** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic**Who should we follow?** | **Hindu Dharma***KQ: Why is family an important part of Hindu life?*Religious dutyHindu scriptures (The Ramayana) | **Christianity- God***KQ: How and why have some people served God?*ProphetsService to GodInspirational People | **Sikhism***KQ: Why are the Gurus important to Sikhs?*Guru NanakThe ten gurusBalsakhi | **Christianity- Jesus***KQ: What does it mean to be a disciple of Jesus?*DiscipleshipFollowing the example of JesusHelping others | **Islam***KQ: Why is the Prophet Mohammed (pbuh) an example for Muslims?*The Prophet Mohammed (pbuh)Zakat | **Christianity- Church***KQ: What do Christians believe by the ‘Holy Spirit’.*The Holy SpiritGifts of the SpiritPentecost |
| Year 3 and 4**Cycle B** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic**How should we live our lives?** | **Hindu Dharma***KQ: What might a Hindu learn by celebrating Diwali?*VishnuRama and SitaDiwali | **Christianity- God***KQ: How and why might Christians use the Bible?*The BibleChristian life- guided by wisdom, teachings and authority | **Sikhism***KQ: How do Sikhs express their beliefs and values?*The five K’sEqualityThe Gurdwara | **Christianity- Jesus***KQ: Is sacrifice an important part of religious life?*Jesus in the wildernessLentSacrifice | **Islam***KQ: Why do Muslims fast during Ramadan?*The five pillars of IslamRamadan | **Christianity- Church***KQ: What does love your neighbour really mean?*ParablesLove for all |
| UKS2 |
| Year 5 and 6**Cycle A** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic**Where can people find guidance on how to live their lives?** | **Christianity- God***KQ: Why is it sometimes difficult to do the right thing?*SinAdam and Eve’s disobedienceTemptation and morality | **Christianity-Church***KQ: How do people decide what to believe?*The TrinityUse of symbols and metaphorsThe worldwide church | **Judaism***KQ: Do people need laws to guide them?*The TorahThe Synagogue | **Christianity- Jesus***KQ: What do we mean by a miracle?*Miracles of JesusPilgrimage | **Hindu Dharma***KQ: What might Hindus learn from stories about Krishna?*KrishnaHoli | **Islam***KQ: Why is the Qur’an so important to Muslims?*The Qur’an The Night of Power |
| Year 5 and 6**Cycle B** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic**In what ways is life like a journey?** | **Hindu Dharma***KQ: Is there one journey or many?*ReincarnationKarmaThe 4 Ashramas | **Christianity- God***KQ: How do Christians mark the turning points on the journey of life?*Christian rites of passageDenominational differences | **Buddhism***KQ: What do you mean by a good life?*The BuddhaThe four noble truthsThe Eightfold path | **Christianity-Jesus***KQ: Why do Christians believe Good Friday is good?*Holy WeekThe EucharistDenominational differences | **Christianity- Church***KQ: If life is like a journey, what’s the destination?*Salvation and forgiveness | **Islam***KQ: What is Hajj and why is it important to Muslims?*The UmmahHajj |