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?*  Celebrations  Harvest | **Christianity Hinduism**  *KQ: Special times: How and why do we celebrate?*  Celebrations  Christmas, Diwali | **Christianity Islam**  *KQ: Special stories: Why are some stories special? What special messages can we learn from stories?*  Stories from the Bible  Story of The Night of Power and the Qur’an.  Chinese New Year, Shrove Tuesday, | **Christianity**  *KQ: Special times: How and why do we celebrate?*  Easter  Easter, Mother’s Day | **Christianity Islam**  *KQ: Special Places: What is special about our world?*  Our special world  The Creation Story  Stories about Mohammed (pbuh)  Eid | **Christianity Hinduism Islam**  *KQ: What buildings and places are special to different people?*  Church  Mosque  Mandir |
| KS1 | | | | | | |
| KS1 National Framework for Religious Education  Throughout 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 responses  identify 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 promise  Noah and Abraham  Trusting in God | **Christianity- Jesus**  *KQ: Why is Jesus special to Christians?*  The Nativity Story  Beliefs about Jesus as God incarnate  Christmas | **Hindu Dharma-**  *KQ: What do Hindus believe about God?*  One God in many forms  God in all things  Expressing ideas about God | **Christianity- God**  *KQ; Why do Christians say that God is the father?*  God the father  The importance of prayer for Christians | **Islam**  *KQ: How might beliefs about creation affect the way people treat the world?*  God as creator  Care for the planet | **Christianity- Church**  *KQ: How might some people show that they belong to God?*  Baptism  Belonging |
| 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?*  Creation  Care for the planet  Harvest | **Christianity- Jesus**  *KQ: Why do Christians say that Jesus is the light of the world?*  Jesus is the light of the world  Symbolism of light  Advent and Christmas celebrations | **Hindu Dharma**  *KQ: How might people express their devotion?*  Devotion  Worship in the home and temple | **Christianity- Church**  *KQ: What unites the Christian community?*  Worship  The Church  Use of symbolism | **Islam**  *KQ: Why do Muslims believe it is important to obey God?*  Submission and gratitude  Prayer  ls | **Judaism**  *KQ: What aspects of life really matter?*  Moses  Ten Commandments  The Sabbath |
| LKS2 | | | | | | |
| KS2 National Framework for Religious Education  Throughout 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 duty  Hindu scriptures (The Ramayana) | **Christianity- God**  *KQ: How and why have some people served God?*  Prophets  Service to God  Inspirational People | **Sikhism**  *KQ: Why are the Gurus important to Sikhs?*  Guru Nanak  The ten gurus  Balsakhi | **Christianity- Jesus**  *KQ: What does it mean to be a disciple of Jesus?*  Discipleship  Following the example of Jesus  Helping 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 Spirit  Gifts of the Spirit  Pentecost |
| 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?*  Vishnu  Rama and Sita  Diwali | **Christianity- God**  *KQ: How and why might Christians use the Bible?*  The Bible  Christian life- guided by wisdom, teachings and authority | **Sikhism**  *KQ: How do Sikhs express their beliefs and values?*  The five K’s  Equality  The Gurdwara | **Christianity- Jesus**  *KQ: Is sacrifice an important part of religious life?*  Jesus in the wilderness  Lent  Sacrifice | **Islam**  *KQ: Why do Muslims fast during Ramadan?*  The five pillars of Islam  Ramadan | **Christianity- Church**  *KQ: What does love your neighbour really mean?*  Parables  Love 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?*  Sin  Adam and Eve’s disobedience  Temptation and morality | **Christianity-Church**  *KQ: How do people decide what to believe?*  The Trinity  Use of symbols and metaphors  The worldwide church | **Judaism**  *KQ: Do people need laws to guide them?*  The Torah  The Synagogue | **Christianity- Jesus**  *KQ: What do we mean by a miracle?*  Miracles of Jesus  Pilgrimage | **Hindu Dharma**  *KQ: What might Hindus learn from stories about Krishna?*  Krishna  Holi | **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?*  Reincarnation  Karma  The 4 Ashramas | **Christianity- God**  *KQ: How do Christians mark the turning points on the journey of life?*  Christian rites of passage  Denominational differences | **Buddhism**  *KQ: What do you mean by a good life?*  The Buddha  The four noble truths  The Eightfold path | **Christianity-Jesus**  *KQ: Why do Christians believe Good Friday is good?*  Holy Week  The Eucharist  Denominational 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 Ummah  Hajj |