



Religious Education Curriculum

Reception – Year 6

Overview of Religious Education Content

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
R		Why do Christians give gifts at Christmas?		Which places are special for Christians and Muslims?		What can we learn from the stories in the Bible?
Y1	PSHE	<p>Introduction to Islam What does it mean to be a Muslim? - Learning the vocabulary of Allah, Muslim, mosque, Islam - Looking at halal food, Ramadan and Eid festival</p> <p>What does God look like in Islam? - Looking at Muslim ideas on Creation and stewardship - Investigating Islamic ideas about Allah through art - Learning about Islamic prayer</p>	PSHE	<p>Introduction to Christianity What does it mean to be a Christian? - Learning what it means to believe in God - Looking at Christian prayer, church worship and baptism - Talking about what God looks like in Christianity</p> <p>Who was Jesus and why is he so important to Christians? - Introducing Jesus as the Son of God - Looking at miracles, parables and the story of Christmas through Bible stories - Learning about the importance of symbols in Christianity</p>	PSHE	<p>Islam: Practices What is the Hajj? - Learning about the idea of pilgrimage and the Hajj pilgrimage for Muslims - Looking at the different areas and activities that take place during the Hajj</p> <p>What happens inside a mosque? - Learning about what a mosque is and what happens in one - Looking at wudu and salat - Using Google StreetView to tour significant mosques</p>
Y2	PSHE	<p>Sacred Texts: Islam (part 1) What is the Qur'an? - Learning about what a sacred text is - Looking at where Muslims live and what languages they speak - Looking at some quotes and rules found in the Qur'an</p> <p>Christianity: Practices (part 1) What is the meaning of Christmas? - Learning the story of Christmas in detail through storytelling, drama and discussion - Looking at religious art based on the Nativity</p>	PSHE	<p>Sacred Texts: Islam (part 2) Why is Muhammad so important? - Learning who Muhammad is and why his life is so important to Muslims - Reading and discussing the stories of Muhammad's life and their impact on Muslims</p> <p>Christianity: Practices (part 2) What is the meaning of Easter? - Learning the story of Easter in detail through storytelling, drama and discussion - Looking at religious art based on Easter</p>	PSHE	<p>Sacred Texts: Christianity and Festivals Who were the people of the Old Testament? - Looking at characters in the Old Testament through storytelling. - Stories include: Adam and Eve, Abraham and Moses</p> <p>What religious festivals take place in our community? - Learning basic information about Hinduism, Sikhism, Judaism and Buddhism - Looking at religious festivals taking place in the UK and why they are important to people</p>
Y3	PSHE	<p>Introduction to Judaism Judaism: Beliefs - Looking at the demographics of Judaism in London and globally - Learning the key ideas behind Judaism including covenant, Tanakh, mitzvot and Shabbat - Looking at the Temple in Jerusalem and its destruction</p>	PSHE	<p>Christianity: Teachings and Action What evidence of Christianity is there in London? - Looking at the history of St Paul's Cathedral and Catholic churches - Looking at Christian art in the National Gallery - Learning about baptism and evangelism</p> <p>What did Jesus teach about the poor?</p>	PSHE	<p>Islam: Visual Art What does Islamic art teach us about Allah? - Learning about Islamic ideas of Allah through repeating tile patterns, decorate Qur'ans and Arabic calligraphy - Designing a repeating tile pattern using symmetry</p>

		<p>Judaism: Practices</p> <ul style="list-style-type: none"> - Learning about the synagogue, Bar/Bat Mitzvah, and the festivals of Hanukkah and Rosh Hashanah 		<ul style="list-style-type: none"> - Learning about Jesus's teachings on poverty and charity - Looking at life in a religious community and how people live out these teachings 		<p>What symbols are important in religion?</p> <ul style="list-style-type: none"> - Learning about the importance of symbols in different religions including the Star of David, ICHTHUS fish and Islamic star - Thinking about the meaning of symbols more generally and where we see them in our day-to-day lives
Y4	PSHE	<p>Introduction to Sikhism</p> <p>Sikhism: Beliefs</p> <ul style="list-style-type: none"> - Looking at the demographics of Sikhism in London and globally - Learning about the life of Guru Nanak, the Five Ks and Sikh beliefs about God and the afterlife <p>Sikhism: Practices</p> <ul style="list-style-type: none"> - Looking at the gurdwara, Sikh weddings, langar and the festival of Vaisakhi 	PSHE	<p>Christianity: Art and Stories</p> <p>What do stories in the Bible tell us about Christianity?</p> <ul style="list-style-type: none"> - Looking at more Bible stories through the Story Whoosh Bible - Using art to foster discussion about the stories and their importance to Christians <p>What does a church look like?</p> <ul style="list-style-type: none"> - Looking at different churches and the different architectural styles found in London - Learning about the different styles of worship which take place in churches. 	PSHE	<p>Islam: Teachings and Action</p> <p>What are the Five Pillars of Islam?</p> <ul style="list-style-type: none"> - Learning about the Five Pillars of Shahada, Salat, Sawm, Zakat and Hajj - Looking at each in turn and learning how they impact the life of Muslims <p>What does the UK's Muslim community look like?</p> <ul style="list-style-type: none"> - Learning about the demographics of Islam in London - Looking at the festival of Eid and the Grand Iftar and how they are celebrated in the UK
Y5	PSHE	<p>Introduction to Hinduism</p> <p>Hinduism: Beliefs</p> <ul style="list-style-type: none"> - Learning about Hindu beliefs in God – polytheistic and monotheistic, looking at different images of gods and goddesses - Learning about Hindu beliefs in life, death and rebirth <p>Hinduism: Practices</p> <ul style="list-style-type: none"> - Looking at Hindu temples, weddings and the festivals of Holi and Diwali 	PSHE	<p>Ethics, Christianity and War</p> <p>How do people make ethical decisions?</p> <ul style="list-style-type: none"> - Looking at how religious and non-religious people make moral decisions and conscience - Learning about the approaches to ethics of Aquinas, Augustine, hedonists and humanists <p>How do Christians respond to war?</p> <ul style="list-style-type: none"> - Learning about religious approaches to violence including Just War theory - Looking at case studies of war including the Falklands and World War 2 - Learning about military chaplains, Quakers and conscientious objectors 	PSHE	<p>Islam and Social Action</p> <p>How do Muslims help those in need?</p> <ul style="list-style-type: none"> - Learning about the Islamic practices of almsgiving and Zakat - Looking at religious and non-religious charities and how they use donations to help others <p>How do Muslims respond to climate change?</p> <ul style="list-style-type: none"> - Learning about stewardship and the Qur'an's approach to Creation - Looking at the Hajj and Cambridge Central Mosque and how those are responding to climate change
Y6	PSHE	<p>Religion around the World</p> <p>How is Christianity different around the world?</p> <ul style="list-style-type: none"> - Looking at different Christian denominations including Catholicism, Protestantism, Pentecostalism and Liberation Theology <p>What can we learn from historic faith leaders?</p>	PSHE	<p>Introduction to Buddhism</p> <p>Buddhism Beliefs and Practices</p> <ul style="list-style-type: none"> - Learning about the life of Buddha, the Four Noble Truths and the Eightfold Path <p>Noble Truths and the Eightfold Path</p> <ul style="list-style-type: none"> - Looking at Buddhist forms of meditation and Buddhist pilgrimage to different places in Buddha's life 	<p>Place Study</p> <p>Jerusalem: Place Study</p> <ul style="list-style-type: none"> - Going on a virtual trip to Jerusalem and learning about the city's Jewish, Christian and Islamic history and present - Learning about the Crusades and why Jerusalem has been fought over across the centuries - Creating a sketchbook which focuses on different religious and cultural details in the city 	PSHE

		- Looking at different problems facing the world today and how people of faith aim to solve those problems - Learning about the lives of Malala Yousafzai and St Oscar Romero and how they tackled the problems they found in their communities				
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The Aims of the Oldham Agreed Syllabus for RE

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary;
- explain how and why these beliefs are understood in different ways, by individuals and within communities;
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways;
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world;
- appreciate and appraise the significance of different ways of life and ways of expressing meaning.

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses;
- challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response;
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Reception

Term: YR T1	Topic Title:
Objectives	Key Knowledge and Vocabulary
	N/A
Term: YR T2	Topic Title: Why do Christians give gifts at Christmas?
Objectives	Key Knowledge and Vocabulary
<p>To discuss their experiences of giving and receiving presents.</p> <p>To find out about the story of Jesus' birth.</p> <p>To think about a gift a Christian might give to baby Jesus.</p> <p>To think about presents that can be given that you can't see.</p> <p>To explore the Christian belief that Jesus is God's gift to the world.</p>	<p><u>Presents</u></p> <p>Know that a present is something that you give to someone or receive from someone - it is also called a gift.</p> <p>Know that people give presents on birthdays, Christmas, Eid, weddings, anniversaries, when babies are born and other celebrations</p> <p>Know that sometimes presents can be special because they are something you really wanted or something you love, or because they were given to you by someone who is important to you.</p> <p>Know that presents can be things you can't see including a hug, a kind word, friendship or help.</p> <p>Know that Christians give gifts at Christmas because it reminds them of the time that Jesus was born on Christmas day over 2000 years ago.</p> <p><u>The Nativity</u></p> <p>Know the following story and related vocabulary -</p> <p>Two thousand years ago in a town called Nazareth there lived a woman called Mary. Mary was engaged to be married to a carpenter called Joseph.</p> <p>One day, an angel came to Mary and told her that she had been chosen by God to have a special baby. The baby would be God's son and he would be called Jesus.</p> <p>When it was nearly time for Mary to have her baby, Mary and Joseph had to travel a long way to the town of Bethlehem. This was because they had to be counted for the census and pay a special tax.</p> <p>They set off on the long journey to Bethlehem on a donkey.</p>

When Mary and Joseph got to Bethlehem, there was nowhere for them to stay as the town was so busy. Finally, they found an **innkeeper** who said they could stay in his **stable** with the animals. The time had come for the baby to arrive. He was born in the stable and laid in a **manger**. Meanwhile, three **shepherds** were watching their sheep when an angel appeared to them and told them that the Son of God had been born and they would find him in Bethlehem. The shepherds hurried to Bethlehem to see the special baby. They found Mary, Joseph and baby Jesus in the stable. Mary had wrapped the baby in strips of cloth. They worshipped him and gave thanks to God. Three **wise** men from the East had also heard about this special baby. They saw a bright star in the sky and knew that if they followed the star, they would find the new-born king who was the Son of God. They followed the star and reached baby Jesus in the stable. They bought him **precious** gifts of **gold, frankincense and myrrh**. When **King Herod** heard that a special baby had been born who would be the king of kings, he got very angry. He ordered all the baby boys to be killed so Mary and Joseph took Jesus away to Egypt where he would be safe.

Study the two works of art below and identify the angels, the animals, Jesus, Mary



Giotto di Bondone, *Nativity Scene* in the Lower Church of San Francesco d'Assisi (1304 und 1306)



The Adoration of the Magi, 1423, Gentile da Fabriano

Know that Christians believe that Jesus is the Son of God and that God gave Jesus as a gift to the world. Jesus brought **hope** to the world. Jesus showed people how to behave, how to love each other and live in **peace**. This brought **joy** to the world

Know that God is the name given to the spirit or being who is worshipped as the creator and ruler of the world, especially by Jews, Christians, and Muslims. Know that different people have different ideas about God and that some people do not believe there is a God.

Listen to carol singers sing [In The Bleak Midwinter](#) which describes the story of the Nativity (text written by Christina Rossetti and music by Gustav Holst). In particular, study the final verse -

In The Bleak Midwinter

In the bleak midwinter, frosty wind made moan,
Earth stood hard as iron, water like a stone;
Snow had fallen, snow on snow, snow on snow,
In the bleak midwinter, long ago.

Our God, Heaven cannot hold Him, nor earth sustain;
Heaven and earth shall flee away when He comes to reign.
In the bleak midwinter a stable place sufficed
The Lord God Almighty, Jesus Christ.

Enough for Him, whom cherubim, worship night and day,
Breastful of milk, and a mangerful of hay;
Enough for Him, whom angels fall before,
The ox and ass and camel which adore.

Angels and archangels may have gathered there,
Cherubim and seraphim thronged the air;
But His mother only, in her maiden bliss,
Worshipped the beloved with a kiss.

What can I give Him, poor as I am?
If I were a shepherd, I would bring a lamb;
If I were a Wise Man, I would do my part;
Yet what I can I give Him: give my heart.

Use knowledge of this story to act out during continuous provision with puppets/small world

End of unit outcome: Retell the Christmas story

Term: YR T3	Topic Title:
Objectives	Key Knowledge and Vocabulary
	N/A
Term: YR T4	Topic Title: Which places are special for Christians and Muslims?
Objectives	Key Knowledge and Vocabulary
<p>To discuss what places are special to them.</p> <p>To know which places are special near us</p> <p>To know the special places that Christians and Muslims go</p> <p>To know what makes a church and a mosque special.</p>	<p>Context of study <i>This is the first time that pupils will begin to learn about places of worship. This thread continues throughout the curriculum up to Year 6.</i></p> <p><u>Special Places</u> Know that some buildings are special to people as they are places where they can worship God. Know that different people believe different things - some people are Muslims, some are Christians, some are Hindus, some are Sikhs Know how to contribute to a group discussion on special places</p> <p><u>The Church</u> Know that a Christian's place of worship is called a church. Know that the building by school is Corpus Christi Church. Know that people often pray inside their places of worship Know that praying is a time of quiet thinking about your beliefs and a way of feeling close to God. Know that churches can look different from each other (use a range of pictures including the ones below) Know that common external features include churchyard, gravestones, spire, cross, porch, trees, large decorated windows (additional background information here)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Corpus Christi Church, Chadderton</p> </div> <div style="text-align: center;">  <p>St Matthew's Church, Chadderton</p> </div> </div>

Know that people **attend** churches for different reasons- to pray, to get **married**, to be **baptised**
 Know that people who love each other get married in a special ceremony called a **wedding**. This is when two people agree to share their lives with each other.
 Know that being baptised happens at a special ceremony called a **baptism** when water is put on someone's head or they are covered with water as a sign that their **sins** have been **forgiven** and that they have become a member of the Christian Church.
 Know that a sin is something bad that a person might have done.

Know that inside a Christian church you will find the following (identify these from pictures) -

Church Feature	Description
altar	a holy table in a church.
candles	lighting a candle is a way of showing that God brings light
font	a bowl (usually made of stone) which holds the water used for baptisms (a religious ceremony where you are welcomed into the church by splashing water on your head, often as a baby)
stained glass windows	a window made of coloured glass, often showing religious pictures and usually seen in churches
pews	a long wooden seat with a back- often in rows in a church facing the front
pulpit	a small raised platform with a rail around it in a church, where a member of the church stands to speak.
bells (some churches)	Bells are rung in some churches to tell people the time of the next religious service or at a special celebration such as a wedding. (Listen to examples of bells ringing - here)
organ (some churches)	A large musical instrument like a piano with pipes of different lengths through which air is forced. to make a sound

	(Listen to examples of organ music here)
cross	A religious symbol used to remember Jesus on the cross
bible	The special holy book which Christians and Jewish people read. Compare with the Quran in Islam.
priest/vicar	A holy person who leads the services at a church

The Mosque

Know that someone who is a **Muslim** follows the religion of **Islam**.

Know that a Muslim's place of **worship** is called a **mosque** - this is a special building for Muslims.

Know that people **pray** inside the mosque.

Know that special celebrations like weddings happen in a mosque.

Know that praying is a time of quiet thinking about your **beliefs** and a way of feeling close to God.

Know that on Fridays there are communal prayers at the mosque.

Know that mosques can look different from each other (use a range of pictures including the ones below)

Know that when you enter a mosque you must wash and remove your shoes as a sign of respect.

Know that common features include the following...

Feature	Description
Qu'ran	is the holy book on which the religion of Islam is based.
Prayer Mat	the small carpet on which Muslims kneel while saying prayers
Wash Room	a special room in a mosque where Muslims wash before praying (called wudu)
Imam	a religious leader, especially the leader of a Muslim community or the person who leads the prayers in a mosque.
Crescent Moon	A common symbol used in Islam

and star	
Minaret	a tall thin tower which is part of a mosque.



Oldham Central Masjid



The Blue Mosque, Istanbul

Know that special buildings like mosques and churches are places that should be respected by everyone.

End of unit outcome: To verbally answer-
What is a church?
What is a mosque?

Term: YR T5	Topic Title:
Objectives	Key Knowledge and Vocabulary
	N/A
Term: YR T6	Topic Title: What can we learn from the stories in the Bible?
Objectives	Key Knowledge and Vocabulary
	<i>Context for Study</i>

This unit familiarises children with a range of significant stories from the bible which will support their understanding of what they already know about Christianity and will prepare them for further units of study in Y1 and 2.

Know the story of Noah and the Flood

Know the story of David and Goliath

Know the story of Jonah

Know the story of Daniel and the Lion

(See PowerPoint in curriculum folder)