

Reception and Foundation Stage

Children will learn about festivals from a cross- section of faiths including Rosh Hashanah (Judaism), Sukkah (Judaism), Diwali (Hinduism), Christmas (Christianity), Holi (Hinduism), Easter (Christianity) and Wesak (Buddhism). See here for more information: T:\Infants\Reception\EYFS Curriculum Information\Progression of skills

Believing

In Years 1 and 2, children need to explore the following questions:

- Does everybody believe the same thing about God?

Recognise and give simple accounts of the core beliefs

For instance:

Christianity - What did Jesus teach people about God? What does the Bible tell us about God? Look at the different names used for God - Father, Creator - what does this tell us?

What do children think about God?

<https://www.youtube.com/watch?v=dM3iSrhcOnQ>

Hinduism - What do Hindus believe about God?

How are beliefs revealed in murtis? Introduce the concept of Brahman and how there are different gods and goddesses which represents aspects of Brahman. What do the ideas which the gods/goddesses represent tell us about Brahman?

In KS2, children need to explore the following areas:

In Years 3 and 4, children need to explore the following questions:

- How can music and the arts help express and communicate religious beliefs?

Describe a range of ways that believers express their core beliefs and make the links between belief and expression.

For instance:

Christianity - How have Christians expressed some of their most difficult ideas, beliefs and personal experiences through the arts? Explore Christian music (hymns and contemporary songs for example, Candi Stanton 'You Got The Love' or Mary Mary 'Shackles'), art and psalms.

Islam - How have Muslims used the arts to express important ideas, beliefs and personal experiences? Look at Art designs on prayer mats - what the symbols mean and how it relates to faith. Exploring the Islamic Call to prayer.

In Years 5 and 6, children need to explore the following questions:

- How do religious leaders and sacred texts contribute to believers' understanding of their faith?

Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.

For instance:

Christianity - What is the role of a contemporary church leader? Study some contemporary Christian leaders such as the Pope and the Archbishop of Canterbury. How do they impact on and help believers? Has social media helped them to reach out to more people? The Pope is on Twitter and Archbishop of Canterbury has an Instagram account. How do they lead Christians?

Sikhism - How do Sikhs use Guru Granth Sahib to learn about God, the world and human life? Are different types of writing in Guru Granth Sahib true in different ways? Is personal spiritual experience more important than Guru Granth Sahib for Sikhs understanding their religion? Focus on the Sikh holy book - the Guru Granth Sahib which contains the teachings of six of the ten Gurus.

<ul style="list-style-type: none"> • <u>Why do stories and symbols play important roles in religions?</u> <i>Retell a range of religious stories and explain how the link to the core beliefs and practices.</i> For instance: Christianity - Why is/are the Christian Bible/Biblical stories important/sacred to Christians? Story of Noah and the flood. Importance of the symbols of the rainbow (God's promise to protect the world) and of the dove (sign of peace and hope). What stories did Jesus tell and why did he tell them? Sikhism - Why are the stories of the lives of the Gurus so important to Sikhs? Or discuss the 5 Ks and what they symbolise (kara = bracelet which means to behave well and to follow the faith). The story of Duni Chand and the Silver Needle which illustrates that it is good to be kind and share what we have with others. https://www.youtube.com/watch?v=tCVzaDGx5DM 	<ul style="list-style-type: none"> • <u>How do religious leaders and sacred texts contribute to believers' understanding of their faith?</u> <i>Explain the significance of religious leaders and sacred texts.</i> For instance: Christianity - Are different types of writing in the Christian Bible true in different ways? Explore the different books in the Bible and how these help with different aspects of faith (for example, the Psalms are for praise and worship, whereas the Book of Numbers contains more historical information). How does the Bible help Christians with their faith? Hinduism - How do Hindus interpret their holy writings for today? How do Hindus use their holy writings to learn about God, the world and human life? Bhagabad, Gita, Ramayana, Puranas (stories) and Vedas. 	<ul style="list-style-type: none"> • <u>How might beliefs and community shape a person's identity?</u> <i>Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.</i> For instance: Christianity - How might a Christian background influence a child's sense of identity? Look at some people whose faith has changed their identity. Stormzy's faith is described in his song 'I'm Blinded by Your Grace, Pt 2'. Consider the contrasts within the title of his album 'Gang Sign & Prayer'. https://www.premierchristianity.com/Blog/Stormzy-the-chart-topping-rapper-who-wears-his-faith-on-his-sleeve Hinduism - How might a Hindu background influence a child's sense of identity? Look at Dharma which is the religious and moral law outlining conduct. How does this impact on identity? Does everyone act in the same way or is there diversity in the interpretation?

Belonging

In Year 1 and 2, children need to explore the following questions:

- How do some religions demonstrate that everyone is special?

Recognise and give simple accounts of the core beliefs.

For instance:

Christianity - Does belonging to the Christian community make a difference to people? The Story of the Good Samaritan and its link to one of the central messages of Christianity which is to love your neighbour as yourself, meaning that everyone is valued and should therefore take care of others.

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-the-good-samaritan-and-the-lost-sheep/zr7wxyt>

What does it mean to belong to a Christian family?

Sikhism - Does belonging to the Sikh community make a difference to people? Investigate the idea of the langar (free kitchen) in Gurdwara and how it helps to promote equality as everyone should be treated the same.

- Why are religious celebrations important to some people but not to others?

Describe some festivals, celebrations and practices and say how they reflect the core beliefs.

For instance:

Christianity - How and why do Christians celebrate important festival times? The birth of Jesus/Christmas. Illustrating the belief that

In KS2, children need to explore the following areas:

In Years 3 and 4, children need to explore the following questions:

- To what extent does participating in worship and/or prayer generate a sense of belonging?
Recognise how religious identity can be shaped by family, community and practice.

For instance:

Hinduism - Why do Hindus believe it is important to worship and sometimes worship together? How are shrines used for worship? Learn about Puja ceremony and about worship in the mandir or temple. Investigate what worship means and how it is demonstrated. Is it different for the settings?

Christianity - How are churches used for worship? Why do Christians pray and does it bring people together?

Reflect on the Lord's prayer

<https://www.youtube.com/watch?v=nCxqjEz5hJ4>

Think about how people pray for each other at the end of church services (ministering to each other). Look at the rise of the 24/7 prayer movement and how prayer rooms bring people together to prayer for communities, cities and places.

In Years 5 and 5, children need to explore the following questions:

- What difference might it make to believe in God as creator?
Describe and explain what motivates and inspires believers and how this can be reflected in actions/practices.

For instance:

Christianity - How and why do Christians respond to global issues of human rights, fairness, social justice and the importance of the environment? Consider how Christians believe that God created all people to be equal. The intervention of Christians in key social and political reform such as the abolition of slavery.

<https://www.assemblies.org.uk/pri/660/william-wilberforce-and-the-abolition-of-slavery>

- **Judaism** - How does Judaism motivate Jews to make the world a better place? Investigate the idea of Tzedekah - charitable giving to those who need help, believing in making the world a better place, fairer and more just. Look at the picture 'From Home to Home' by Julie Tzedekah - how does this depict Tzedekah?

- To what extent does participating in worship and/or prayer generate a sense of belonging?

Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.

For instance:

Christianity - Why and where do Christians go on pilgrimage? Could include Israel (Bethlehem, Jerusalem), Lourdes, Rome.

Islam - Why and where do Muslims go on pilgrimage? Hajj pilgrimage to Mecca which demonstrates the solidarity of the Muslim people and their submission to Allah.

	<p>Jesus is the son of God, as told by the angels visiting the shepherds and the Kings bringing their gifts. This is contrasted with the humble surroundings of his birth, which indicates that Jesus came to serve rather than be served.</p>		
	<p>Judaism - How and why do Jews celebrate important festival times? How are religious celebrations important to Jews? The story of Hannukah https://www.youtube.com/watch?v=zsXQfCeMHs8 Illustrating the miracle of the provision of the oil and shows how God is in control. Sukkot - linking the festival to the story of the Jews living in the wilderness for 40 years and God's provision for them at this time with food and drink. Link to the belief that God is a provider.</p>	<ul style="list-style-type: none"> • <u>Do Rites of Passage always help a believer to feel connected to God and/or community?</u> <i>Describe a range of ways that believers express their core beliefs and make the links between belief and expression.</i> For instance: Christianity - How and why do Christians mark milestones in their life journey? Reflect on baptism, covering its meaning and how it confirms a person's commitment to God and their faith. Church weddings. Judaism - How and why do Jews mark milestones in their life journey? Bar Mitzvah and Bat Mitzvah celebrations. 	

Behaving

In Year 1 and 2, children need to explore the following questions:

- **Why do some people follow religious leaders and teaching?**

Recognise the roles of religious leaders and sacred texts.

For instance:

Judaism - Why and how is the Torah important to Jews? How do Jews show reverence for the Torah and holy writings and show how important they are for them? Learn about the Torah (make connections with the fact that it is the same as the first five books of the Bible - Old Testament). Illustrate that the role of the Torah is to instruct people how to live in the way which God thinks is best for them. This could also include Moses as a key religious leader in both Judaism and Christianity.

<https://www.bbc.co.uk/bitesize/articles/zf4grj6>

Christianity - Why and how is Jesus important to Christians? Focus on Jesus as a leader and a teacher. Why do people follow Jesus? Could use some of the parables to show how Jesus taught his message.

Could also discuss some of the ways in which Jesus taught his message by showing people the way to behave - for example, how he was kind to everyone, even people who were not respected at the time - Zacchaeus, the tax collector.

In KS2, children need to explore the following areas:

In Years 3 and 4, children need to explore the following questions:

- **How might beliefs and community shape a person's identity?**

Recognise how religious identity can be shaped by family, community and practice.

For instance:

Sikhism - What might it mean to grow up in a Sikh family? How might a Sikh background influence a child's sense of identity? The Sikh community of men and women is known as the Khalsa. Becoming a Khalsa is a choice and commitment and this happens during the Amrit ceremony. Look at the choices which a person makes when going through the ceremony which may shape their identity. For example, physical identity is changed through not cutting hair and social identity may be influenced by other choices which they make to prioritise their faith.

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-taking-amrit/zj6d7nb>

Christianity - What might it mean to grow up in a Christian family? Holy Communion - what happens and why? Link to the Last Supper and the relevance. Look at the preparations of Catholic children getting ready for their first Communion - think about emotional, spiritual and physical preparation (for example, they wear special clothes for the service).

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-holy-communion/z7xhy9g>

- **To what extent do religious beliefs influence and encourage 'good' behaviour?**

Identify how core beliefs can guide lifestyle choices.

For instance:

Christianity - Do the teachings and example of Jesus provide a framework for leading a good life?

In Years 5 and 6, children need to explore the following questions:

- **To what extent do religious beliefs influence and encourage 'good' behaviour?**

Explain and demonstrate how and why believers show courage and commitment.

For instance:

Christianity - How has Christianity inspired the lives of some people? Explore how Martin Luther King retained his Christian values even in the midst of threat to his life. "Darkness cannot drive out darkness; only love can do that". Disciples in the Bible continued to preach despite persecution. Today, many people in world are not free to actively demonstrate their faith - for example, Christians living in communist countries face persecution yet still follow their faith.

Islam - By what rules, codes and traditions do Muslims believe they should live their lives? Discuss akhlaq (a code for attitude and ethical behaviour), how does this lead to good behaviour? Examine how famous people, choose to demonstrate their faith e.g. Nadiya Hussein. <https://www.thenational.ae/world/europe/nadiya-hussain-reveals-stresses-of-being-a-high-profile-british-muslim-1.738375>

Mo Farah "Having faith has kept me on the right path. If I hadn't had that it would have been different." <https://www.bigissue.com/interviews/letter-to-my-younger-self/mo-farah-interview-i-never-saw-different-colour/>

	<p>Kindness and love demonstrated as part of the Christian ethos. A study of how the lives of Christians such as Mother Teresa who have given their life in service and kindness for others.</p> <p>Sikhism - Do Sikhs rules, codes and traditions encourage Sikhs to behave well towards others? Story of Bhai Khanaya who reflected the universal brotherhood of Sikhism and helped people regardless of their faith. Vand cchakna - the Sikh way of caring and sharing. Sewa - understanding the value of caring for others (link to KS1 work on the langar).</p>	
		<ul style="list-style-type: none"> • <u>How well does faith help people cope with matters of life and death?</u> <i>Explain how beliefs, practices and community can support or determine responses to matters of life and death.</i> For instance: Christianity - What do Christians believe about life after death and why? Focus on the resurrection of Jesus, ideas about heaven and eternal life. Consider how this helps believers in their approach to death and how it motivates them to live their life in certain ways. Sikhism - What do Sikhs believe about life after death and why? How and why do Sikh's mark a person's death? What do Sikh's believe will happen after death - reincarnation. How does this guide someone's choices through life?

<ul style="list-style-type: none"> • <u>How do some people's religious beliefs encourage them to care for the world?</u> <i>Retell a range of religious stories, and explain how they link to the core beliefs and practices.</i> For example: Christianity - Should Christians take care of the world? Creation story linking to idea that God created Adam and Eve to steward the land and all the animals. Belief that people were created to take care of the world in which we live. Islam - Should Muslims take care of the world? Look at the story of the boy who threw stones at trees. Prophet Mohammed's lesson about taking care of the world around us. 		
<p>RE Inspired Units which could be used alongside the planning to enhance the topic. Each session is 1.5 hours long</p>		
<p>Autumn Term Y1 - Creation - does God want Christians to look after the world? Y2 - Christmas - Why did God give Jesus to the world?</p> <p>Spring Y1 - Jesus as a friend 'How does Jesus show friendship?'</p> <p>Summer Y2 - Stewardship - 'Should Christians take care of the world?'</p>	<p>Spring Y3 - Jesus' miracles - could Jesus really heal people? Y4 - Easter - is forgiveness always possible?</p> <p>Summer Y4 - Kindness 'is religion the most important influence in everyone's life?'</p>	<p>Spring Y5 - Easter: Is Christianity still a strong religion 2000 years after Jesus was on the Earth? Y6 - Is anything eternal?</p> <p>Summer Y5 - What is the best way for a Christian to show commitment to God? Do religious people live better lives? Does participating in worship help people to feel closer to God or to their faith community? Y6 - Faith in action - how and why do Christians respond to global issues of human rights, fairness, social justice and the importance of the environment?</p>