

Subject Intent Statement

Religious Education

Our intent for the teaching of Religious Education at Brockholes Wood Primary School is to support pupils' personal search for meaning by engaging enquiry into the question 'What is it to be human?' Pupils will explore the answers offered by various faiths and celebrate the differences in belief that are held in school and within society as a whole. Our curriculum is designed to ensure all pupils know about and understand a range of religions and worldviews, gain the skills needed to reflect and engage in religions and worldviews.

RE Subject Implementation Content and Coverage

RE Curriculum

Christianity makes up 50% of the curriculum for RE for every year group

Termly blocks: Christian Church, Christian God, Christian Jesus, Islam, Hindu Dharma and another religion – Sikhism, Judaism or Buddhism.

Sikhism (Reception, Y3 and Y4), Judaism (Y1, Y2 and Y5) and Buddhism (Y6)

Key Concepts: Shared Human Experience, Belief and Values, Living Religious Traditions, Search for Personal Meaning

EYFS (Preschool)

- To have a sense of own immediate family and relations
- In pretend play, imitate everyday actions and events from own family and cultural background
- Learn that they have similarities and differences that connect them to, and distinguish them from, others.
- Remember and talk about significant events in their own experience
- Recognise and describe special times or events for family and friends Show interest in different occupations and ways of life
- Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
- Enjoy joining in with family customs and routines.
- Talk about past and present events in their own lives.

	Christian Church	Christian God	Christian Jesus	Islam	Hindu Dharma	Sikhism	Judaism/Buddhism
Reception	Christianity Church – Autumn 1: Children to discuss their family members. Bring in photos of themselves and their families. Talk about relationships. Read stories about families. E.g. – “My Dad is Brilliant”. Ask how are families different How are they the same. Look at images of Churches, visit a local church look at Christians around the world and what they wear. Look at people who work in churches. Discuss what the children think it means to be a good family member.	Christianity God Autumn 2: Explore idea of giving gifts. Make thankyou cards, use role play to act out giving and receiving, Look at miracles in stories – Nativity, The Small Miracle by Paul Gallico. Think about why gifts are given at Christmas. Create a nativity scene.	Christianity Jesus - Spring 1: Understand that love is shown in kind actions and words. Talk about and paint people they love. Use key vocabulary – The Golden Rule – do to others as you would do to them. Speak to Christians involved in charity work.	Islam – Summer 2: Investigate identity and belonging arising from being part of the Muslim community and its beliefs. Explore how belief in Allah unites Muslims. Reflect on who people and they are as part of a community.	Hindu Dharma – Spring 2: Look at secular celebrations of New Year. Discuss class rules celebrations. Look at the Hindu celebration of Holi why Hindus celebrate Holi. Plan a Holi party. Consider the meaning of Holi – Thinking about new beginnings.	Sikh Dharma – Summer 1: Consider the importance of the Sikh belief that God created people equally. Study service of Sewa and the meal of Langar in the Gurdwara. Reflect on how they serve others and if they treat each other fairly.	
	Christian Church	Christian God	Christian Jesus	Islam	Hindu Dharma	Sikhism	Judaism

Y1	<p>Christianity Church (Summer 2): Explore how the rite of baptism shows that Christians belong to God’s family. Identify symbols linked to baptism. Reflect on why some Christians want their baby baptised. Watch videos of infants being baptised. Visit churches identify the font</p>	<p>Christianity God: (Autumn 1) Explore the Christian Term ‘father’ to address God especially in prayer. Consider importance of prayer in Christian life Reflect on the need for loving relationships comfort and someone to talk to – read the Lord’s prayer. Watch clips of people praying.</p>	<p>Christianity Jesus (Autumn 2): Explore Nativity story – why is Jesus a special baby. Understand the concept of giving and receiving gifts and the concept of incarnation. Consider why humans might be vulnerable and need help.</p>	<p>Islam (Spring 1): Explore belief of Allah as creator. Understand how Muhammad is a role model to Muslims. How do the teachings of the prophet influence why a Muslim might care for natural world? Consider own responsibility to the planet.</p>	<p>Hindu Dharma (Summer 1): Explore concept of one God (Brahman) study images of the deities in Hinduism. Consider the idea of identity and how people can be seen in different ways – the roles they have.</p>		<p>Judaism (Spring 2): Explore Jewish beliefs about God. Learn about the story of Noah and the symbol of the rainbow. Investigate the festival of Sukkot as a reminder to the Jewish community to be thankful to God for all he has done. Reflect on their own values about the importance of being someone who is trusted by others.</p>
	Christian Church	Christian God	Christian Jesus	Islam	Hindu Dharma	Sikhism	Judaism
Y2	<p>Christianity Church (Spring 1): Suggest beliefs and values that might unite the Christian Community – places of worship. Identify symbols (images and actions) used in Christian worship. Talk about symbols used (Catholic and Anglican Church) identify signs and symbols in the world around them (school logo). Talk about communities that they belong to and how they show their commitment to these communities.</p>	<p>Christianity God (Autumn 1): Retell story of Genesis. Suggest why Christians might think it is important to look after the world and ways that Christians might express their concern for the natural world (Harvest festival) Identify ways in which humans use the natural world. Reflect on their own use of the world’s resources. Ask questions about what they can do to show that they care about the world.</p>	<p>Christianity Jesus (Autumn 2) Suggest what Christians mean when they refer to Jesus as ‘(light of the world’ Holman Hunt) Identify ways in which Christians might use light as part of celebrations (advent candles, Christingle, Carol singing) Ask questions about the value of sources of light in their own lives. Talk about people who provide comfort security and hope.</p>	<p>Islam (Spring 2): Suggest why Muslims believe that it is important to respect God know that submission to God is an important aspect of Islamic life. Describe the rituals of prayer</p>	<p>Hindu Dharma (Summer 1): Know that Hindus believe in one God (Brahman) who can be worshipped in many forms. Suggest why Hindus might believe that it is important to show devotion to the deities. Suggest why worship in the home might be important and describe meaning and symbolism of items (arti lamp, puja tray) Talk about qualities that make some people special identify ways in which humans show their gratitude. Reflect on who they should show gratitude to.</p>		<p>Judaism (Summer 2) Retell some of the stories from this religious tradition (eg. In Judaism – the story of the flood, Jonah and the whale and the story of Abraham) and explain what these teach believers about God. Investigate special days and celebrations within religions (eg. The Sabbath Day for Jews) and talk about how these are a time to focus on God and to pass on religious beliefs and values. Talk about how a religion might provide moral guidance and authority (eg. how Jewish people might be guided by the Torah and the Ten Commandments). Make comparisons with their own beliefs and values and those of the religions and beliefs that they have studied.</p>

	Christian Church	Christian God	Christian Jesus	Islam	Hindu Dharma	Sikhism	
Y3	<p>Christian Church (Summer 1) Discuss what it means to be a successful human and think about the skills, talents and attributes that make us proud. To identify Christian values and what the Holy Spirit means, including the symbols. Describe how and why Pentecost is celebrated. Identify Christian values in the gifts and fruits of the Holy Spirit. Discuss their own sense of value. Reflect on people that they value in their lives and how they show their appreciation. (family)</p>	<p>Christianity God (Autumn 2) Identify Christian beliefs and values contained within stories of the prophets. Moses, Abraham, Jonah Identify people who listened to, followed God, and describe why some might devote their lives to serving God. Discuss what the qualities of inspirational people are and discuss what makes a good role model and why. (Salvation Army.)</p>	<p>Christianity Jesus (Spring 1) Know what is meant by discipleship. Identify beliefs and values within religious teachings (Luke 5 1-11 Matthew 9-13). Study Christian charitable organisations (Christian Aid, Oxfam). Understand what it means to have charisma (X factor) Reflect on their own leadership qualities.</p>	<p>Islam (Autumn 1) Describe how a Muslim might try to follow the example of Muhammad. Suggest why charity of Zakat might be important to Muslims and how they are charitable. Identify characteristics of a good role model and their positive impact. Reflect on their own aspirations for themselves and others and how they can make life better.</p>	<p>Hinduism (Summer 2) Develop understanding of importance of duty and commitment (dharma) Discuss how Hindus celebrate (Raksha Bandhan). Identify aspects of the celebration, which remind Hindus of their dharma. Identify stories that contain teachings of dharma (Rama and Sita). Consider what our duties are reflect on their own duties to themselves and families.</p>	<p>Sikhism (Spring 2) Identify Sikh beliefs and values in the lives of the Gurus (Guru Nanak) Describe how and why the Guru Granth Sahib (visit Gurdwara) is treated with great respect. Identify people and ideas that inspire commitment. (sporting heroes) Reflect on their own commitments. Ask questions about the value of commitments.</p>	
	Christian Church	Christian God	Christian Jesus	Islam	Hindu Dharma	Sikhism	
Y4	<p>Christianity Church (Summer 2): retell parables of Jesus. Suggest ways Christians put teachings into actions. (Good Samaritan). Explain importance of love (St Matthew’s Gospel) Explain how and why people might use stories to learn wisdom and guidance. Discuss examples of wisdom and guidance that they have learnt from stories consider what messages/ words of wisdom they would want to pass on. (fables)</p>	<p>Christianity God (Autumn 2): Explore different Christian beliefs about the bible. Explain why Christians might have different views about how to interpret the Bible. Who else do Christians look at as authority figures (church leaders, prayer, conscience.) describe the different sources of authority that humans might look to (police, head teacher, judge, lollipop man/woman) reflect on their own understanding of morality.</p>	<p>Christianity Jesus (Spring 2) Retell story of Jesus in the Wilderness. Suggest why sacrifice might be an important. Describe what a Christian might do during Lent. Explain sacrificial love (Oscar Romero) discuss why people make sacrifices for others. Give examples of acts of sacrifice and consider the value of it.</p>	<p>Islam (Summer 1): Explore teachings from the Qur’an (Ramadan) discuss how and why Muslims fast at Ramadan. Discuss the importance of showing commitment to a belief value or community. Consider role of sacrifice (Hajj) debate importance of commitment (five pillars of Islam)</p>	<p>Hindu Dharma (Autumn 1) Explore teachings of good versus Evil (Rama and Sita) Describe moral guidance from the story. Make links between actions of Rama and the belief that he is an avatar of Vishnu. Discuss importance of light in celebrations (Diwali) share stories of good versus evil. Reflect on their own concept of ‘goodness’ What gives</p>	<p>Sikhism (Spring 1): Discuss the different ways that people might show their beliefs values and commitments in public. Use subject specific language to describe how and why Sikhs show their religious commitments and values. Investigate symbolism of the 5K’s worn by Sikh Khalsa. Discuss own thoughts and feelings about equality and justice.</p>	

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	Christian Church	Christian God	Christian Jesus	Islam	Hindu Dharma	Sikhism	Judaism
Y5	<p>Christian Church (Summer 1) Describe what Christians mean when they talk about on God in Trinity. Identify the beliefs contained within the Apostle's Creed. Describe the role of places like Taizé where Christians from different backgrounds might come together to worship. Consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life. Raise meaningful questions about things that puzzle them.</p>	<p>Christianity God (Autumn 2): Describe Christian beliefs and teachings from Genesis- story of Adam and Eve. Suggest ways story might be understood by Christians. Analyse Lord's prayer. Suggest what might lead Christians into temptation in the modern world and how and why they might try to resist these temptations. Discuss and debate things that they consider true that others might disagree with. (parent stealing to feed family,)</p>	<p>Christianity Jesus: (Spring 2) Describe Christian beliefs about miracles as signs of the divinity of Jesus. Think about real life miracles that have happened around the world and explain what these might reveal to Christian about the nature of Jesus. Describe why some Christians might go on pilgrimage to places where miracles are meant to have happened. Explain differences between fact, opinion and belief. Reflect on how they make decisions about what is not true.</p>	<p>Islam (Autumn 1): Make links between beliefs and sacred texts, including stories and various religious sources. Suggest meanings for a range of living religious traditions (guru Granth Sahib Wudu) describe the impact of religion in people in terms of beliefs values and personal meaning. Apply their ideas to their own and other peoples' lives ask important questions about religion and beliefs and compare the different viewpoints within a faith group.</p>	<p>Hindu Dharma (Spring 1) Make links between story of Prince Prahlad and Hindu beliefs. Explain Hindu belief that God is present in all people Discuss variety of ways Hindu festivals are celebrated (Holi) Explain how festivals are a way to help communities. Consider how stories might have a message called a 'universal truth' (empirical truth, historical truth, spiritual truth)</p>		<p>Judaism (Summer 2): Make links between beliefs and sacred texts (torah) Explain impact of Jewish beliefs and differing forms of worship. Interpret the deeper meaning of symbolism – contained in stories images and actions. Consider the role of rules and guidance in uniting communities. Explain where people might seek wisdom and guidance. Consider the role of rules and guidance in uniting communities. (visit to a synagogue)</p>
	Christian Church/ Christian God	Christian God	Christian Jesus	Islam	Hindu Dharma	Sikhism	Buddhism
Y6	<p>Christianity Church (Autumn 2): Explain how beliefs about the death and resurrection underpin some of the beliefs of Christians. Explore Christian's ideas about forgiveness, atonement, confession and repentance. Discuss differing ideas and opinions about the purpose of human life. Discuss importance of saying sorry. Raise questions about the meaning and purpose of life, explain their own ideas and opinions, and reflect on the benefits and difficulties of forgiveness.</p>	<p>Christianity God (Autumn 2): Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God. Explain how these rituals might differ between different denominations (infant baptism and believers' baptism.) consider the value of celebrating landmarks in life for individuals and communities.</p>	<p>Jesus (Spring 1) Retell events leading up to and including death of Jesus. How are these events being comfort to Christians? Explain how and why Christians and other individuals and communities might celebrate the events of Holy Week. Use religious vocabulary to describe and explain the Eucharist. Explain different Christian beliefs about the Eucharist and its importance. Consider being part of a community on the 'Journey of life'. Raise questions to the extent that they believe suffering makes you stronger</p>	<p>Islam (Summer 1) Analyse the five pillars of Islam and how they are linked. Explain the importance of the Ummah for Muslims and that this is a community of diverse members. Describe and explain the importance of Hajj and how a person might change since becoming a hajji. Consider what support people might need on life's journey. Ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far.</p>	<p>Hindu Dharma (Autumn 1): Analyse Hindu beliefs about samsara karma and moksha and how these are linked. Explain how belief in reincarnation might affect the way in which a Hindu vies the 'Journey of Life; Describe and explain the four ashramas in the life of a Hindu. Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of ashrama. Discuss the special milestones that we might celebrate during a person's lifetime and how rights responsibilities and relationships are and with</p>		<p>Buddhism (Summer 2): Explain Christian beliefs of life after death. Explore Christian ideas of forgiveness of sin. Discuss ideas and opinions about the purpose of human life. Raise questions about meaning and purpose in life.</p>

Key Concepts: Shared Human Experience, Belief and Values, Living Religious Traditions, Search for Personal Meaning			
Shared Human Experience	Belief and Values	Living Religious Traditions	Search For Personal Meaning
<p>EYFS</p> <p>Learn that they have similarities and differences that connect them to, and distinguish them from, others. Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>	<p>EYFS</p> <p>Enjoy joining in with family customs and routines. Recognise and describe special times or events for family and friends Show interest in different occupations and ways of life</p>	<p>others might change as we go through life. Ask and respond to questions about their own life journey</p>	
<p>Reception</p> <p>Talk about relationships. Read stories about families. E.g. – “My Dad is Brilliant”. Ask how are families different How are they the same Understand that love is shown in words and deeds Investigate identity</p>	<p>Reception -Christianity -Look at miracles in stories – Nativity</p> <p>Why do Hindus celebrate Holi? Sikh belief God created everyone equally. Belief in Allah unites Muslims</p>	<p>Reception -visit a local church look at Christians around the world and what they wear. Look at people who work in churches. Plan a Holi party Study service of Sewa and the meal of Langar in the Gurdwara.</p>	<p>Reception -Discuss what the children think it means to be a good family member</p> <p>How do you serve others and treat people equally? Reflect on who they are as part of a community.</p>
<p>Year 1</p> <p>Understand the concept of giving and receiving gifts</p>	<p>Year 1</p> <p>Rite of baptism show how Christians belong to a family Concept of one God Brahman Investigate Jewish beliefs about God. Explore Nativity story – why is Jesus a special baby Consider importance of prayer in Christian life</p>	<p>Year 1</p> <p>Watch babies being baptised Visit churches with fonts Learn about story of Noah and the Rainbow Read the Lord’s prayer. Watch clips of people praying. Judaism: Investigate the festival of Sukkot as a reminder to the Jewish community to be thankful to God for all he has done</p>	<p>Year 1</p> <p>Consider how people can be seen in different ways Consider why humans might be vulnerable and need help. Reflect on the need for loving relationships comfort and someone to talk to</p>
<p>Year 2</p> <p>Identify ways in which humans use the natural world. Reflect on their own use of the world’s resources Suggest beliefs and values that might unite Talk about qualities that make some people special identify ways in which humans show their gratitude</p>	<p>Year 2.</p> <p>Retell story of Genesis. Suggest why Christians might think it is important to look after the world Suggest why Hindus might believe that it is important to show devotion to the deities. Know that submission to God is an important aspect of Islamic life.</p>	<p>Year 2</p> <p>Ways that Christians might express their concern for the natural world (Harvest festival) Identify ways in which Christians might use light as part of celebrations (advent candles, Christingle, Carol singing Hinduism: Symbolism of items (arti lamp, puja tray) Islam: Describe the rituals of prayer</p>	<p>Year 2</p> <p>Ask questions about what they can do to show that they care about the world. Ask questions about the value of sources of light in their own lives. Talk about people who provide comfort security and hope. Reflect on who they should show gratitude to.</p>
<p>Year 3</p> <p>Identify characteristics of a good role model and their positive impact. Discuss what the qualities of inspirational people are and discuss what makes a good role model and why. (Salvation Army.)</p>	<p>Year 3</p> <p>Islam: Suggest why charity of Zakat might be important to Muslims and how they are charitable. Christians: Identify beliefs and values within religious teachings (Luke 5 1-11Matthew 9-13). Study Christian charitable organisations</p>	<p>Year 3</p> <p>Identify Christian beliefs and values contained within stories of the prophets. Moses, Abraham, Jonah Guru Granth Sahib (visit Gurdwara) is treated with great respect Christianity: Describe how and why Pentecost is</p>	<p>Year 3</p> <p>Reflect on their own aspirations for themselves and others and how they can make life better. Reflect on their own leadership qualities. Reflect on their own commitments. Ask questions about the value of commitments.</p>

<p>Understand what it means to have charisma (X factor). Identify people and ideas that inspire commitment. (sporting heroes) Develop understanding of importance of duty and commitment</p>	<p>(Christian Aid, Oxfam). Sikhism: Identify Sikh beliefs and values in the lives of the Gurus (Guru Nanak) Hinduism: identify stories that contain teachings of dharma (Rama and Sita).</p>	<p>celebrated Discuss their own sense of value. Discuss how Hindus celebrate (Raksha Bandhan). Identify aspects of the celebration, which remind Hindus of their dharma.</p>	<p>Reflect on people that they value in their lives and how they show their appreciation. (family) Consider what our duties are reflect on their own duties to themselves and families.</p>
<p>Year 4 Discuss believe that good overcomes evil suggest people words or stories that might be inspiring when trying to overcome difficulties. Discuss why people have different views about right and wrong. Talk about our outward behaviour and how it reflects our inner beliefs. Consider attitudes and response to the concepts of sacrifice- why do people make sacrifices. Explain how stories contain messages of wisdom</p>	<p>Year 4 Hindu: Discuss importance of light in Hindu Celebrations (Diwali) Explore teachings of good versus Evil (Rama and Sita) Explore the Bible and why Christians view it as an important source of authority and moral guidance. What is the moral guidance found in stories of the Gurus. Christianity: Identify teachings of Jesus and why sacrifice is important to Christians. Islam Explore teachings about Ramadan Retell parables of Jesus (good Samaritan)</p>	<p>Year 4 Discuss why Hindus celebrate Diwali The importance of light in the celebration. Explain why Christians have different views when studying the bible. Use language to show how Sikhs show their religious commitments and values. Study lent discuss Christians who have been examples of sacrificial love (. Oscar Romero) and how they were motivated by their faith. Islam: Explain the importance of Ramadan in the context of the Five Pillars of Islam. Explain importance of love for all (agape)</p>	<p>Year 4 Reflect on their own concept of goodness – what gives you hope? Reflect on understanding of morality and where it comes from Reflect on their own concept of living a good life and how this influences the way that they treat others. Give examples of acts of sacrifice and consider its value Reflect on their own beliefs values and commitments. Discuss examples of wisdom and guidance that they have learnt from stories. – What messages would you want to pass on?</p>
<p>Year 5 Ask important questions about religion and belief. Christians: Consider different ways myths and stories are used to put forward a message a 'truth' Explain how festivals and celebrations might be helpful ways for communities to pass on values. Explain difference between fact, opinion and belief. Consider what is meant by sources of authority. Explain where people might seek wisdom and guidance.</p>	<p>Year 5 Make links between beliefs and sacred texts including stories and various religious sources. Suggest meanings for a range of living religious traditions e.g. Guru Granth Sahib Describe Christian beliefs about sin and forgiveness. (Genesis story) Hinduism: Make links between story of Prince Prahlad and Krishna Look at miracle stories what do they reveal about the nature of Jesus? Describe what Christians mean when they talk about God in Trinity. Judaism: Make links between beliefs and sacred texts. (Torah)</p>	<p>Year 5 Islam: Describe the impact of religion on people's terms of beliefs, values and personal meaning. Suggest meanings of Wudu before handling Qur'an. Describe and explain how Christians use the (Lord's prayer) What ways might celebrate festival of Holi Including theme of equality Is there anything that they accept as truth, which others may not agree with? Describe the role of places like Taizé Christian Church Judaism: Explain the differing forms of expression within the context of Jewish worship</p>	<p>Year 5 Ask important questions about religion and beliefs and compare different viewpoints within faith. Set up a class debate for and against Religious laws. Consider how you decide what is true and how there might be different types of truth. (empirical truth, historical truth, spiritual truth) Reflect on how they make decisions about what is/not true. Raise questions about what puzzles them. Consider the value of differing sources of guidance.</p>
<p>Year 6 Discuss special milestones that we might celebrate during a person's lifetime. Discuss how people change over the course of their lives. Discuss the various events that might happen on the journey of life and how people might change over the course of their life. Consider how people might mature and become more resilient. Discuss differing ideas and opinions about the purpose of human life. Discuss meaning of contentment raise questions about human experience.</p>	<p>Year 6 Analyse Hindu beliefs about (samsara, karma and moksha.) Christians: Explain how (sacraments) might reflect Christian beliefs Islam: Analyse the Five Pillars of Islam and the importance of Ummah for Muslims Christianity: retell the events leading up to death of Jesus. Explain Christian's beliefs about salvation. Analyse Buddhist beliefs and teachings (Prince Siddhartha) Buddhism: Look at teachings of four noble truths.</p>	<p>Year 6 Describe and explain the four ashramas in the life of a Hindu Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies. Islam: Describe the importance of Hajj and what it means for a Muslim to go on a Hajj Christianity: How and why do they celebrate Holy Week Analyse teachings about the importance of forgiveness. Buddhism: Describe what is involved in living the eight-fold path of Buddhism. Consider importance of daily meditation.</p>	<p>Year 6 Ask and respond thoughtfully to questions about their own journey of life. Discuss where they might find wisdom and guidance. How far have they changed so far over their journey in life? Raise questions and discuss the extent to which they agree that suffering makes you stronger. Reflect on the benefits and difficulties of forgiveness Ask and respond to questions about their own happiness. Discuss potential barriers that they can do to overcome this.</p>



Brockholes Wood Community Primary School

'Shaping little lives into Bright Futures'

