



## Religious Education Curriculum

<b>Curriculum Intent</b>	<p><u>Intent</u></p> <p>At Field Junior School, we aim to nurture our pupils' curiosity about, engagement with and understanding of other people's beliefs and cultures. Our curriculum vision is to equip pupils with a balance of knowledge about people's belief systems, cultures and ways of life in the world around them and skills to enable them to further understand and investigate religion, worldviews and culture.</p> <p>Following the Locally Agreed Syllabus, within our school, RE is taught as an academic subject which encourages children to build knowledge and understanding about worldviews, followed by engaging in respectful discussions in a safe and inclusive environment where pupils embrace difference and explore personal and critical responses. Each pupil's individuality and community experience are valued and drawn upon as pupils are encouraged to contribute their developing thoughts and ideas, whilst accepting those of others. A range of resources, including artefacts, visitors and trips are used to contextualise the concepts of RE and staff model respectful challenging and questioning to deepen pupils' thinking. Group work, discussion and time for independent thinking and reflection are evident in lessons where there are opportunities to ask questions, express their opinion, build on each other's ideas, develop answers and solutions to their own questions and redirect misconceptions, engaging pupils both academically and personally. Our curriculum is designed to ensure that our pupils leave the key stage religiously, theologically and philosophically literate, with children having an understanding of worldviews, appreciating that not all people of one religion will have the same practices and beliefs. Our progressive curriculum is combined with recognition of a range of celebrations of religious events in school, which build a sense of community and understanding amongst our pupils and staff.</p> <p>Our full curriculum reflects the diversity of cultures in our local area and backgrounds of our own pupils and aims to give pupils a wider understanding of the world and people around them, preparing our pupils for adulthood as members of a cohesive, multi-cultural community, whether they choose to commit to a religious or non-religious outlook within their own lives.</p> <p>In line with legal rights, parents are permitted to withdraw their children from RE teaching.</p> <p><u>Equal Opportunities</u></p> <p>All children regardless of age, gender, disability, race or religion should have access to high quality RE provision.</p>
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	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<p><b>Sources of wisdom</b> (investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority, reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities)</p>	<p>Islam:</p> <ul style="list-style-type: none"> <li>To understand what many Muslims believe about the origins and authority of the Qur'an</li> </ul> <p>Christianity:</p> <ul style="list-style-type: none"> <li>To investigate, interpret and respond personally to the parable of The Good Samaritan and link to charity</li> <li>To describe and understand the impact of Jesus' life on Christians (focusing on two stories)</li> </ul>	<p>Hinduism:</p> <ul style="list-style-type: none"> <li>To investigate what stories and images of the deities teach us about Hindu beliefs</li> </ul> <p>Christianity:</p> <ul style="list-style-type: none"> <li>To interpret and respond to hymns and understand how they impact Christian beliefs and teaching</li> </ul>	<p>Judaism:</p> <ul style="list-style-type: none"> <li>To investigate and respond to key figures in the Jewish faith (Moses, Esther)</li> </ul>	<p>Comparison:</p> <ul style="list-style-type: none"> <li>To reflect upon what defines wisdom and give personal responses</li> <li>To reflect upon how and why individuals are seen as sources of wisdom (e.g. Dalai Lama, Martin Luther King Jr, Gandhi) and give personal responses</li> </ul>
<p><b>Symbols and actions</b> (explore and describe practices and symbols and their deeper meaning in order to understand different ways of expressing meaning)</p>	<p>Sikhism:</p> <ul style="list-style-type: none"> <li>To understand how many Sikhs demonstrate their faith through the 5Ks and the challenges they may face and give personal responses</li> </ul>	<p>Sikhism:</p> <ul style="list-style-type: none"> <li>How and why is it important to share food as part of Sikh worship?</li> <li>To understand, explore and describe what Sewa is and why it is important in Sikhism</li> </ul>	<p>Judaism:</p> <ul style="list-style-type: none"> <li>To explore how Passover is celebrated and describe how Passover is connected to freedom</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>To explore the themes Easter and Passover have in common</li> </ul>	<p>Buddhism:</p> <ul style="list-style-type: none"> <li>To understand why the Buddha, the Dharma and the Sangha are seen as the Three Jewels for some Buddhists</li> </ul>
<p><b>Prayer, worship and reflections</b> (Research and explore varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer,</p>	<p>Comparison:</p> <ul style="list-style-type: none"> <li>Explore why and where worshippers connect to prayer and worship (Mosque, musalla, church)</li> </ul>	<p>Hinduism:</p> <ul style="list-style-type: none"> <li>To research and explore how the design of a Mandir shows how a community prays, worships and reflects</li> </ul>	<p>Christianity:</p> <ul style="list-style-type: none"> <li>To research and explore how church buildings communicate Christian belief</li> </ul>	



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<p>reflection, meditation and stillness)</p>		<ul style="list-style-type: none"> <li>To research and explore how Hindu shrines and puja communicate faith</li> </ul> <p>Comparison</p> <ul style="list-style-type: none"> <li>To research and explore how the mandir, Hindu shrines and puja compare to the way in which Sikh faith is communicated through the Gurdwara</li> </ul>	<p>Buddhism:</p> <ul style="list-style-type: none"> <li>To explore how and why many Buddhists are compassionate to all beings and give personal responses</li> </ul>	
<p><b>Identity and belonging</b> (Explore and describe the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and consider why belonging to a community may be valuable in their own lives)</p>	<p>Islam:</p> <ul style="list-style-type: none"> <li>To explore and describe how Ramadan can be a challenge to some Muslims and give personal responses</li> <li>To explore and describe how the 5 Pillars guide and support many Muslims in their daily life</li> </ul> <p>Sikhism:</p> <ul style="list-style-type: none"> <li>To explore why Guru Nanak was an important religious leader</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>To explore and describe how celebrating religious festivals (Christmas, Hannuka, Diwali) bring religious communities</li> </ul>	<p>Comparison:</p> <ul style="list-style-type: none"> <li>To examine the role of religious leadership considering the Christian role of Father (comparing to Sikh Gurus)</li> </ul>	<p>Christianity:</p> <ul style="list-style-type: none"> <li>To explore the events of the last week of Jesus' life</li> </ul> <p>Judaism:</p> <ul style="list-style-type: none"> <li>To consider the challenges Jewish people may face when observing Shabbat and following Kosher laws and give personal responses</li> </ul> <p>Buddhism:</p> <ul style="list-style-type: none"> <li>To explore the life of the Buddha</li> <li>To consider how some Buddhists try to follow the Buddha's example using the Eightfold path</li> </ul>	<p>Buddhism:</p> <ul style="list-style-type: none"> <li>To consider what might be the most difficult aspect of being a Buddhist in Britain today and give personal responses</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>To consider what qualities leaders need to have</li> <li>To examine the role of personal heroes as leaders in our own lives</li> </ul>



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	together and give personal responses			
<p><b>Beliefs and practices</b> (Describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship and the rituals, which mark important points in life, including the joy of celebrations)</p>	<p>Christianity:</p> <ul style="list-style-type: none"> <li>Explore how Easter is celebrated around the world (not lent – Easter weekend only)</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>Discover more about the significance of pilgrimage (Islam Mecca and Christianity Lourdes)</li> </ul>	<p>Christianity:</p> <ul style="list-style-type: none"> <li>To explore how advent and Christmas are celebrated around the world including gift giving and its meaning and origins</li> </ul>	<p>Christianity:</p> <ul style="list-style-type: none"> <li>To explore and understand different ways of celebrating Easter and Lent (Catholic vs CofE including events of Holy Week)</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>To explore how ‘growing up’ is celebrated in different religions (naming ceremonies etc)</li> </ul>	<p>Christianity:</p> <ul style="list-style-type: none"> <li>To understand the difference between sacred and secular Christmas</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>To describe, make connects and reflect upon how Humanists mark rites of passage (e.g. birth, marriage, death)</li> </ul>
<p><b>Ultimate questions</b> (discuss and present thoughtfully through a range of media their own and others views and challenging questions about belonging, meaning, purpose and truth)</p>	<p>Islam:</p> <ul style="list-style-type: none"> <li>To understand what many Muslims believe about Allah (99 names)</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>To discuss what different views people have about how the world began and give personal responses</li> </ul>	<p>Hinduism:</p> <ul style="list-style-type: none"> <li>To understand what Hindus believe about god and why this varies</li> </ul> <p>Comparison:</p> <ul style="list-style-type: none"> <li>To discuss where different ideas about god come from in Christianity and Hinduism</li> </ul>		<p>Comparison:</p> <ul style="list-style-type: none"> <li>To discuss why people have different ideas about God (e.g. what God is like)</li> <li>To understand what different religious and non-religious groups believe about life after death</li> <li>To consider whether creation and science contradict or complement each other and give personal responses</li> <li>To discuss how people find answers to religious questions if they reject religion</li> </ul>



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<p><b>Justice and fairness</b> (discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair)</p>	<p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>To think about whether there is always more room for greater fairness, justice and peace in the world (Sikh story of The Milk and the Jasmine Flower) and give personal responses</li> </ul>	<p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>To discuss ethical questions and to reflect upon what is right or wrong (e.g. is there always room in the world for more fairness, peace and justice using Hindu story about how Ganesh got the elephant head; discuss message about justice in fairness in the widow's mite mark 12:41-43) and give personal responses</li> </ul> <p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>To understand why the Langar is important in Sikhism relating this to charity and the story of The Emperor and the Langar</li> </ul>	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>To reflect upon whether the Ten Commandments help Christians decide what is right and wrong</li> <li>To reflect on how Fair Trade (a Christian charity) represents Christian values and the teachings of Jesus</li> </ul>	<p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>To reflect on ideas about what is right, wrong, just and fair, considering our role as citizens</li> <li>To consider our role as citizens when living in multi-faith communities for the wellbeing of all</li> </ul>
<p><b>Human responsibility and values</b> (consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility)</p>	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>To consider what kind of world Jesus wanted</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>Discuss and apply ideas from different religious and world views to compile your own moral charter</li> </ul>	<p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>To consider and respond thoughtfully to rules many Hindus and Christians follow about caring for the world/each other</li> </ul>	<p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>To understand what some Christians believe about the relationship between humans, their environment and other creatures</li> </ul> <p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>To consider how humans could demonstrate responsibility for the environment</li> </ul>	<p><b>Comparison:</b></p> <ul style="list-style-type: none"> <li>To share our developing views about fairness, equality, love, caring, sharing and human rights</li> </ul>