

# Religious Education



AIM  
Federation of Schools

# Religious Education

Our curriculum for religious education aims to ensure that all pupils:

- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.

## Key Knowledge:

Our CT 'Know and Remembers'

We ensure that children know and remember key facts and information so that they can be successful in the subject they are learning. Children learn best when they are able to connect, retrieve and rehearse. Our lessons ensure that children have the opportunity to do all three of these things through carefully planned sequences of learning.

## Key Skills:

Our CT Skills

Skills is a learned ability to do something well. Children at the Coastal Together Federation learn skills alongside knowledge. They have opportunities to practice and rehearse skills so that they are able to apply and make links between learning.

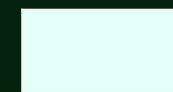


# Religious Education Coverage

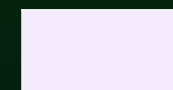


Key Stage	Reception	Year 1/2	Year 3/4	Year 5/6
Religions and worldviews	1. Christianity 2. At least one other religion, religious belief or worldview.	In-depth investigation of: 1. Christianity 2. One other principal world religion.  And encountering : 3. At least one other principal religion or worldview reflected in the local context.	In-depth investigation of: 1. Christianity 2. One other principal world religion.  And encountering: 3. At least one other religion, or worldview.	In-depth investigation of: 1. Christianity 2. One other principal world religion.  And encountering: 3. At least one other religion, or worldview.
School Contextualising Factors	RE at EYFS will prepare children for the multi-disciplinary approach. Pupils begin to explore religion and worldviews in terms of special people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.	Schools should consider the following factors when deciding what to study as 2 and 3:  · Understanding of the beliefs and practices of a Dharmic tradition, e.g. Hinduism.  · Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam.  · The local context.  · Provide foundations for KS2.	Schools should consider the following factors when deciding what to study as 2 and 3:  · Understanding of the beliefs and practices of a 'non-Abrahamic' tradition, e.g. Sikhism.  · Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam.  · The local context.  · Build upon learning at KS1, provide foundations for KS3.	
Weighting of religions and beliefs	No weighting is specified in EYFS.	More time should be spent on Christianity than any other individual religion or worldview. A minimum of 50% of allocated curriculum time should be spent on (1) and a minimum of 25% on (2). The remainder on (3).	More time should be spent on Christianity than any other individual religion or worldview. A minimum of 35% of allocated curriculum time should be spent on (1) and a minimum of 20% on each of (2). The remainder on (3).	

Key Stage	Reception	Year 1/2	Year 3/4	Year 5/6
Year A - Religions	Christianity	Christianity (4 days)	Christianity (3 days)	Christianity (3 days)
	Hinduism	Judaism (2 days)	Buddhism (3 days)	Islam (3 days)
Year B - Religions	Christianity	Christianity (3 days)	Christianity (2 days)	Christianity (3 days)
	Hinduism	Judaism (2 days)	Buddhism (2 days)	Islam (2 days)
		Hinduism (2 days)	Sikhism (2 days)	Humanism (2 days)



Encountering



In-depth investigation

# Core Questions



Key Stage	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5	Enquiry 6
EYFS	What is Diwali?	What is Christmas?		What is the Easter story?		What is the story of Noah?
KS1 Year A	How do Christians belong to their faith family? (Christianity)	What does the nativity story teach Christians about Jesus? (Christianity)	How do worship gatherings/ceremonies give Jews a sense of identity and belonging? (Judaism)	How do Jewish people show they care? (Judaism)	What do Jewish people celebrate? (Judaism)	How do people decide what is right and wrong? (Judaism and Christianity)
KS1 Year B	Why is light an important symbol for Christians and Hindus? (Christianity and Hinduism)	How does a celebration bring a community together? (Christianity and Hinduism)	What happens in a church? (Christianity)	What does the cross mean to Christians? (Christianity)	What can we learn from sacred books? (Christianity)	How did the universe come to be? (Christianity and Hinduism)
LKS2 Year A	Who is God? (Christianity)	How do Christians believe the world was started? (Christianity)	What is the Bible and how do people interpret it? (Christianity)	What do Buddhists believe about God? (Buddhism)	Why is there suffering in the world? (Buddhism)	How do people express commitment to a religion in different ways? (Buddhism and Christianity)
LKS2 Year B	What does it mean to be a Sikh? (Sikhism)	How do Sikhs contribute to society and culture? (Sikhism)	What do Christians learn from the teachings of Jesus? (Christianity)	Why do Christians call the day Jesus died 'Good Friday'? (Christianity)	Why is water significant to Buddhists? (Buddhism)	What kind of world should we live in? (Christianity, Buddhism and Sikhism)
UKS2 Year A	One narrative, many beliefs: Why do people interpret things differently? (Christianity)	How do Christians explain the suffering in the world? (Christianity)	How do beliefs shape identity for Muslims? (Islam)	How do Muslims express commitment to their religion in different ways? (Islam)	How has belief in Islam impacted on art through history? (Islam)	How Christians contribute to society and culture across the world? (Christianity)
UKS2 Year B	What do we mean by religion? What makes a religion a religion? (Christianity and Multi)	What does it mean to be human? Is being happy the greatest purpose in life? (Christianity and Humanism)	What does it mean to be a Christian? (Christianity)	What does sacrifice mean? (Multi and Humanism)	What differences does the resurrection make for Christians? (Christianity)	Was Jesus the Messiah? (Christianity)

# What will we cover?

## EYFS - MIS and Freethorpe



Area of Curriculum	Autumn 1 'All About Me'	Autumn 2 'Places'	Spring 1 'People'	Spring 2 'Past and Present'	Summer 1 'Growing'	Summer 2 'All Creatures Great and Small'
RE/ Celebrations	Birthdays	Birthdays	Birthdays	Birthdays	Birthdays	Birthdays
	Harvest (Christianity)	Christmas (Christianity)	Chinese New Year	Easter (Christianity)		
	Diwali (Hinduism)	Diwali (Hinduism)	Holi (Hinduism)			
	Can I discuss the characteristics of other religions and cultures?	Can I identify a church?	Can I discuss the characteristics of other religions and cultures?	Can I discuss the characteristics of other religions and cultures?	Can I discuss the characteristics of other religions and cultures?	
Taught through direct teaching	Can I ask a visitor questions about their religion?	Can I discuss the characteristics of other religions and cultures?	Can I ask a visitor questions about their religion?	Can I ask a visitor questions about their religion?	Can I ask a visitor questions about their religion?	
	Can I tell you about someone else and what they believe and celebrate?	Can I ask a visitor questions about their religion?	Can I tell you about someone else and what they believe and celebrate?	Can I talk about my beliefs and celebrations with passion?		
	Can I celebrate differences with a positive attitude?	Can I talk about my beliefs and celebrations with passion?	Can I celebrate differences with a positive attitude?			
Taught through continuous provision/enhanced provision	Role Play/Home Corner Small World Blocks Transient Art/Art					



# What will we cover?

## KS1 - Year A



### Key Knowledge

#### Autumn Term

How do Christians belong to their faith family?  
(Christianity)

- Christians go to church for worship (Recap from Year B)
- Babies are introduced into the Christian faith through christenings/naming
- The promises, the sign, the water, prayers and welcome, a candle are all covered in christenings
- Children are baptised with Holy water.

What does the nativity story teach Christians about Jesus?  
(Christianity)

- The birth of Jesus Christ (Matthew 2:1-20)
- The celebration of Christmas:
  - candles - advent wreath (eternal life, four white candles/red candle)
  - Christingle and it's symbolism (orange, candle, red band, sticks, nuts and fruit/sweets)
  - giving and hospitality
  - mass/going to church

#### Spring Term

How do worship gatherings/ceremonies give Jews a sense of identity and belonging?  
(Judaism)

- A synagogue is a place where Jewish people go to worship, pray, study the Torah and come together.
- The word synagogue means bringing together
- Synagogues have many rooms and a large hall for people to gather.
- In a synagogue, you may find:
  - the Star of David, The ark, The Torah, the Ner Tamid, The Bimah, The Mezuzah, a Rabbi

How do Jewish people show they care?  
(Judaism)

- Jewish people believe in one God.
- Jewish people try to look after others in their community and also show care for people at the synagogue
- They will collect money (Tzedakah) or hold different activities for good causes.
- Some Jewish people take part in tikkun olam which means 'repair the world' - they do this to help the environment.
- Shabbat is a special time for Jewish people - it happens once a week where they rest and spend time with family and friends.

#### Summer Term

What do Jewish people celebrate?  
(Judaism)

- Pesach - celebration of the Jews escape from slavery
- Moses and the King of Egypt
- The foods on the Seder plate - karpas, maror, baytsah, z'roah, charoset

How do people decide what is right and wrong?  
(Judaism and Christianity)

- Jewish people, follow the Torah which helps them stay close to God. The Torah is a handwritten scroll which contains stories, rules and teachings which guide them.
- Christian people, follow the Bible
- Commandments
- Right and Wrong: The Story of Noah (Genesis 6:9-17)

# What will we cover?

## KS1 - Year B



### Key Knowledge

#### Autumn Term

Why is light an important symbol for Christians and Hindus?  
(Christianity and Hinduism)

- In Hinduism, light is symbolic of the gods and goddesses
- Diwali - festival of lights (to scare away darkness/evil spirits and celebrate triumph of good over evil).
- In Christianity light is symbolic of Jesus Christ, who referred to himself as the light of the world.
- Candles - Christianity: to represent Christ/the uncreated eternal light/lit for prayers/ceremonies
- Could touch on the Jewish faith - Hanukkah

How does a celebration bring a community together?  
(Christianity and Hinduism)

- Christian Weddings
  - Christians believe that marriage is one of God's gifts.
  - Christian weddings take place in a church
  - The bride and groom exchange rings which show their eternal love
  - They say vows and declarations in front of God and guests
- Hindu Weddings (Vivaha)
  - Tradition of saptapad
  - Panigrahana
  - Henna
  - Hasta Melaap

#### Spring Term

What happens in a church?  
(Christianity)

- A church is a place where Christians come to worship and learn about God
- There are lots of different churches all over the world, some new and old
- In a church you will find:
  - an altar, the cross, the lectern, the pulpit, the bible, seating, a font, statues, organ and musical instruments,

What does the cross mean to Christians?  
(Christianity)

- The main symbol for Christianity is the cross
- It is a symbol of the crucifixion of Jesus giving his life for everyone
- Palm Cross
- Hot Cross Buns

(Do not need to go into details about the Easter Story - covered at KS2)

#### Summer Term

What can we learn from sacred books?  
(Christianity)

- The bible is like a library it has 66 books in it
- The bible is about people's lives, stories, the life of Jesus
- The bible is broken up into two parts: the old testament and the new testament
- Bibles may be found in a church, in a home, in a bookshop, in church seating, in a court of law, in a library
- Anyone can read the Bible at any time

How did the universe come to be?  
(Christianity and Hinduism)

- For Christians and Jews they believe God created the world.
- Genesis Story 1 (not Adam and Eve)
- For Hindus the universe was created by Brahma, the creator who made the universe out of himself.

# What will we cover?

## LKS2 - Year A



### Key Knowledge

#### Autumn Term

##### Who is God? (Christianity)

- Christians believe in the Trinity - that is, in God as Father, Son and Holy Spirit.
- Christians believe that God took human form as Jesus Christ and that God is present today through the work of the Holy Spirit and evident in the actions of believers.
- Human beings can get to know God through prayer, worship, love, and mystical experiences
- Prayer

Disciples - Jesus taught them how to pray and encouraged them to address God as the Father.

##### How do Christians believe the world was started? (Christianity)

- Christians believe in one God, whom they call Father as Jesus Christ taught them
- Christians recognise Jesus as the Son of God who was sent to save mankind from death and sin
- Genesis 1: Creation of the World (Recap from KS1)
- Genesis 2: Creation of Humans - Adam and Eve
- The fall - Sin
- Stewardship and dominion
- Caring for the land and animals

#### Spring Term

##### What is the Bible and how do people interpret it? (Christianity)

- The bible is a Holy Book it covers stories about the life of Jesus
- 66 Books - 39 old testament and 27 new testament
- How to find things in a bible - name, chapters, verse
- Interpretation - what is being said (message), how it is being said (the context), what it means (the interpretation)
- Stories from the bible
- The Commandments

##### What do Buddhists believe about God? (Buddhism)

- Buddhists do not believe in any kind of deity or god
- Buddhists worship the Buddha (Siddhartha Gautama)
- Buddhists believe that the human life cycle is a cycle of suffering and rebirth
- Nirvana is a state of enlightenment
- Triple Jewel - **the Buddha**, the Dhamma and the Sangha

#### Summer Term

##### Why is there suffering in the world? (Buddhism)

- Triple Jewel - the Buddha, **the Dhamma** and the Sangha
- The fundamental truths - the four noble truths
- Know what Dukkha, Samudaya, Nirodha and Marga means
- The Middle Way
- The Eightfold Path
- 5 Moral Precepts

##### How do people express commitment to a religion in different ways? (Buddhism and Christianity)

- Triple Jewel - the Buddha, the Dhamma and **the Sangha**
- Daily life of a Buddhist monk
- Buddhists reflect on their lives through meditation and mindfulness
- Pilgrimage - Bodhgaya

# What will we cover?

## LKS2 - Year B



### Key Knowledge

#### Autumn Term

What does it mean to be a Sikh?  
(Sikhism)

- Sikhs believe in one god who guides and protects them
- They believe that everyone is equal before God
- Sikhs believe that your actions are important and you should lead a good life.
- Guru Nanak - founder of Sikhism
- Know that Guru means teacher
- The five k's
- Worship in a Gurdwara

How do Sikhs contribute to society and culture?  
(Sikhism)

- Cycle of Samsara
- Waheguru
- Sewa - 'self service'
- Langar

#### Spring Term

What do Christians learn from the teachings of Jesus?  
(Christianity)

- The Golden Rule - treat other people as they would like to be treated
- Morality
- Parables - The Good Samaritan (Luke 10:25-37)
- Miracles

Why do Christians call the day Jesus died 'Good Friday'?  
(Christianity)

- Recap the symbolism of a cross from KS1.
- Easter Story
- Good Friday is a day Christians commemorate Jesus Christ's crucifixion
- Christians believe that when Jesus was executed he sacrificed his own life so that everyone can be forgiven for their sins.
- Understand that it wasn't a good day for Jesus but Christians call it good because it is a holy day/died for everyone's forgiveness

#### Summer Term

Why is water significant to Buddhists?  
(Buddhism)

- Water is seen as a life giver in Buddhism
- Water symbolises purity, clarity and calmness
- Holy water across religions
- Death in Buddhism - Buddhists believe that after dying, the body returns to the four elements - earth, water, air and fire, while the soul reincarnates.

What kind of world should we live in?  
(Christianity and Buddhism)

- Kindness - Parable - The Popularity Principle (Proverbs 3:3-6)/The Elephant Nalagiri
- Forgiveness - Parable of the unforgiving servant (Matthew 18:21-35)/Buddha's story of forgiveness
- Karma - Buddhism

# What will we cover?

## UKS2 - Year A



### Key Knowledge

#### Autumn Term

One narrative, many beliefs: Why do people interpret things differently?  
(Christianity)

- Branches of Christianity
- Christians believe in one God and they believe that Jesus Christ was his son who died in order to bring humans salvation from sin.
- Christianity is the largest of the world religions, with approximately 2.4 billion followers (one third of the world's population) across the globe.
- Christianity began as a branch of Judaism, and Jesus himself was a Jew.
- The various groups or branches within Christianity are referred to as denominations
- Three main dominations: Roman Catholic, Orthodox, Protestant

How do Christians explain the suffering in the world?  
(Christianity)

- Suffering is a product of the fall, a consequence of human sin against God (Romans 5:12; 1 Corinthians 15:21).
- Evil and suffering can sometimes make people question their religious beliefs.
- Evil and suffering could make Christians question God's omnipotence, omnibenevolence, or his omniscience. For example: why doesn't God stop natural disasters, why doesn't he stop suffering, wouldn't he know that people were going to do something evil and stop them?)
- Christians may give one or more of the following answers:
  - *God has given people free will - he has shown them how they should obey the ten commandments and follow Jesus' life*
  - *God has a plan for people's lives*
  - *God wants people to follow the example of Jesus and help those who are suffering*
  - *Christians pray for those who suffer and try and help them*
  - *Evil and suffering in this life is preparation for Heaven - it allows people a chance to become better people.*
- Praying and Helping (Matthew 25:31-46)

#### Spring Term

How do beliefs shape identity for Muslims?  
(Islam)

- Faith - two main branches of Islam (Sunni and Shi'a)
- Muslims believe in the oneness of Allah and follow the teachings of the Qur'an and Sunnah. Sunni and Shi'a Muslims agree on the importance of the prophets.
- The attributes of Allah
- The six articles of faith/the five roots of Usul ad-Din

How do Muslims express commitment to their religion in different ways?  
(Islam)

- Islam means submission to God.
- Muslims believe in one God and follow the teachings of the Prophet Muhammad (Allah's messenger)
- Life of the Prophet Muhammad
- The five pillars of Islam
- Shahadah
- Salah - Five daily prayers (Fajr, Zuhr, Asr, Maghrib, Isha)
- Ramadan - Sawm

#### Summer Term

How has belief in Islam impacted on art through history?  
(Islam)

- Non-figural because Muslims believe that the depiction of the human form is idolatry and thereby a sin against God, forbidden in the Qur'an.
- Calligraphy and architectural elements are given important religious significance in Islamic art.
- Vegetal patterns/geometric patterns

How Christians contribute to society and culture across the world?  
(Christianity)

- Christians believe that it is part of their duty to act in a moral way. This involves helping others around them.
- The church plays a vital role in assisting Christians to help others (food banks/homelessness)
- Jesus taught the importance of helping others who are less fortunate (Matthew 25:35-36)
- Community Cohesion

# What will we cover?

## UKS2 - Year B



### Key Knowledge

#### Autumn Term

What do we mean by religion? What makes a religion a religion?  
(Christianity and Multi)

- The service and worship of God or the supernatural
- Recap on the Holy Trinity
- Trinity comes from the word 'tri' meaning three and 'unity' meaning one.
- Guidance
- Community
- Pilgrims

What does it mean to be human? Is being happy the greatest purpose in life?

(Christianity and Humanism)

- From discussion with individual cohorts

#### Spring Term

What does it mean to be a Christian?  
(Christianity)

- A Christian is someone who believes in Jesus Christ and follows his teachings.
- The Bible teaches that the sign and marker of a new life in Christ is baptism. In becoming a Christian, a person has changed the direction of their life. Instead of following their own desires and ambitions, they have said 'sorry' to God for all the wrong they have said and done and have committed themselves to go in a new direction, following Jesus and putting their trust in him.
- Baptism
- The baptism of Jesus (Matthew 3:13-17)
- Teachings of Jesus
- The Apostles' Creed

What does sacrifice mean?

(Multi and Humanism)

- Easter story - Palm Sunday, Maundy Thursday (Last supper/Garden of Gethsemane/Mark 14:22-24/John 13:27-28/Luke 22:19), Good Friday and Easter Sunday
- The passion of Christ
- Sacrifice - when someone gives up something valued, for the sake of others or other considerations
- Salvation - preserving (keeping) someone or something from harm, sorrow, ruin or loss.
- Jesus as the Saviour (Matthew 1:21/John 3:16)

#### Summer Term

What differences does the resurrection make for Christians?  
(Christianity)

- The Ascension
- The Gospel of Luke stated that 40 days after Jesus' resurrection, Jesus told his disciples that they must stay in Jerusalem and that they would receive the power of the Holy Spirit
- Christian beliefs in the afterlife
- Parable the Sheep and Goats (Matthew 25:31-46)
- Heaven and Hell

Was Jesus the Messiah?

(Christianity)

- Many Christians believe that Jesus is God Incarnate, which means God in the flesh.
- Many Christians hold different beliefs about Jesus (including his birth, crucifixion, death, resurrection and ascension).
- The term Messiah means 'anointed one' - This is a title given to the person believed to be the saviour, who has been chosen to bring salvation to humankind. Matthew Gospel (16:13-17)

# Religious Education Progression Map



Key Stage	Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Theology</b>  <i>Where beliefs come from</i>	<p><b>There are four strands for theology:</b></p> <ul style="list-style-type: none"> <li>• where beliefs come from</li> <li>• how beliefs change over time</li> <li>• how beliefs relate to each other</li> <li>• how beliefs shape the way believers see the world</li> </ul>	<p>Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.</p>	<p>Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.</p>	<p>Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority.</p>	<p>Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in which believers interpret sources of authority.</p>	<p>Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.</p>	<p>Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.</p>
<b>Philosophy</b>  <i>How and whether things make sense</i>	<p><b>There are three strands for philosophy:</b></p> <ul style="list-style-type: none"> <li>• the nature of knowledge, meaning and existence</li> <li>• how and whether things make sense</li> <li>• Issues of right and wrong, good and bad</li> </ul>	<p>Give a simple reason using the word 'because' when talking about religion and belief.</p>	<p>Give a reason to say why someone might hold a particular belief using the word 'because'.</p>	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view.</p>	<p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief. Give reasons for more than one point of view, providing pieces of evidence to support these views.</p>	<p>Explain, using a range of reasons, whether a position or argument is coherent and logical. Link a range of different pieces of evidence together to form a coherent argument.</p>	<p>Begin to analyse and evaluate whether a position or argument is coherent and logical, and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument.</p>
<b>Human/ Social Sciences</b>  <i>The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</i>	<p><b>There are three strands for human/social sciences:</b></p> <ul style="list-style-type: none"> <li>• The diverse nature of religion</li> <li>• Diverse ways in which people practice and express beliefs</li> <li>• The ways in which beliefs shape individual identity, and impact on communities and society and vice versa</li> </ul>	<p>Recognise that beliefs can have an impact on a believer's daily life, their family or local community</p>	<p>Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p>	<p>Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p>	<p>Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>