

ST MARY'S, WELHAM GREEN



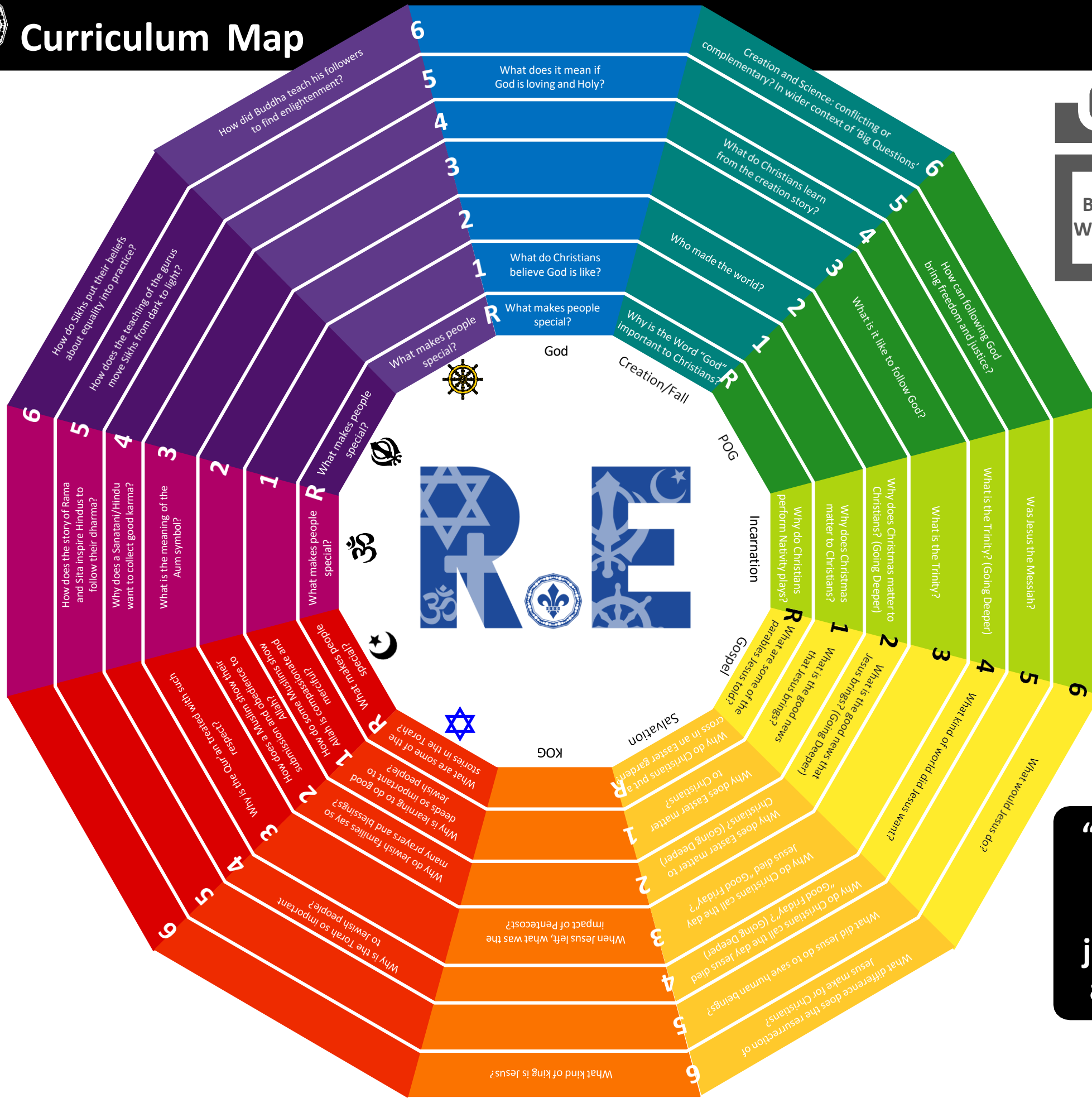
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“Exploring religion and belief in the modern world; joyfully, creatively and confidently.”



# Curriculum Map

"Flourish for the future"



**"Exploring religion and belief in the modern world; joyfully, creatively and confidently."**



# Curriculum Map

*"Flourish for the future"*  
*"Exploring religion and belief in the modern world – joyfully, creatively and confidently."*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	What makes people special?	Why do Christians perform Nativity plays?	What are some of the parables Jesus told?	Why do Christians put a cross in an Easter garden?	Why is the Word "God" important to Christians?	Which stories are special and why? (With focus on stories in the Torah)
1	What do Christians believe God is like?	Why does Christmas matter to Christians?	What is the good news that Jesus brings?	Why does Easter matter to Christians?	How do some Muslims show Allah is compassionate and merciful?	Why is learning to do good deeds so important to Jewish people?
2	Who made the world?	Why does Christmas matter to Christians? (Deeper)	What is the good news that Jesus brings? (Deeper)	Why does Easter matter to Christians? (Deeper)	Why do Jewish families say so many prayers and blessings?	How does a Muslim show their submission and obedience to Allah?
3	What is it like to follow God?	What is the Trinity?	What is the meaning of the Aum symbol?	Why do Christians call the day Jesus died "Good Friday"?	When Jesus left, what was the impact of Pentecost?	Why is the Qur'an treated with such respect?
4	What do Christians learn from the creation story?	What is the Trinity? (Deeper)	What kind of world did Jesus want?	Why do Christians call the day Jesus died "Good Friday"? (Deeper)	Why does a Sanatani/Hindu want to collect good karma?	Why is the Torah so important to Jewish people?
5	What does it mean if God is loving and Holy?	Was Jesus the Messiah?	How can following God bring freedom and justice?	What did Jesus do to save human beings?	How does the teaching of the gurus move Sikhs from dark to light?	How does the story of Rama and Sita inspire Hindus to follow their dharma?
6	Creation and Science: conflicting or complementary? <small>In wider context of 'Big Questions'</small>	What kind of king is Jesus?	What would Jesus do?	What difference does the resurrection of Jesus make for Christians?	How do Sikhs put their beliefs about equality into practice?	How did Buddha teach his followers to find enlightenment?

## Big Questions & Worldviews Week

Year 1 – How should we treat the environment?

Year 2 – What do we believe about God?

Year 3 – How do you view the world?

Year 4 – Where do ideas about God come from?

Year 5 - What influences how we dress?

Year 6 -What can we learn from psychology and theology about the





The teaching of Religious Education (RE) is given a high importance in North Mymms St. Mary's curriculum. We intend to support children in **"exploring religion and belief in the modern world – joyfully, creatively and confidently."** We do this through a systematic, spiralling curriculum.

Pupils will spend between 5 and 10% of curriculum time studying RE. One third of this time will be spent studying religions such as Islam, Hinduism, Sikhism, Judaism, Buddhism and two-thirds will be spent on the study of Christianity.

When teaching Christianity, we follow the Church of England's 'Understanding Christianity' syllabus. This syllabus was written with a desire to see pupils leave primary school with a coherent understanding of Christian belief and practice, as part of a wider religious, theological and cultural literacy. We have adapted Understanding Christianity's hermeneutical approach and model of "text-connections-impact" along with the Hertfordshire Agreed RE Syllabus and The Emmanuel Project, when teaching about other religions and worldviews.

Our curriculum reflects our local community and our school community. The Welwyn Hatfield area has a higher proportion of practising Muslims and Hindus than the national average whilst Hertfordshire has a higher proportion of Sikhs and Jewish people than the wider UK. Hence giving a greater prominence to these religions in the makeup of our curriculum so that children can respect the religious and cultural differences of others and contribute to a cohesive and compassionate society.

We also want to reflect the diversity between and within religions and belief systems. As well as a 'Big Questions and Worldviews week', in each unit there is space for enquiry and reflection. In this space a variety of religions can be reflected on (including those outside the six principle we study) as well as worldviews including Atheism and Humanism.

Strong links are made with our School Vision, "Flourish for the future", alongside the twelve values that are the bedrock of our Christian Collective Worship.



The Understanding Christianity Big Frieze. Created by children at St Mary's, Welham Green.



## EYFS: What makes people special?

### Vocabulary:

God, Christian, Bible, church, vicar/priest/minister (+ other religious vocabulary as dictated by class makeup and discussion)

### Children know:

- some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Christians believe in one God
- Christians often go to a church many of which are led by a Vicar.

At North Mymms St. Mary's RE (demonstrated through the three characteristics of effective learning), supports the three prime areas of learning and their associated ELGs as well as Understanding the World (ELG: Past and Present, ELG: People, Culture and Communities and ELG: Natural World) and Expressive Arts and Design (ELG: Creating with materials and ELG: Being Imaginative and Expressive)

### Texts:

## Year 1: What do Christians believe God is like?

### Vocabulary:

As EYFS + parable, meaning, belief, forgiveness

### Pupils know:

- Christians believe in God, and that they find out about God in the Bible.
- Christians believe God is loving, kind, fair and forgiving, and also Lord and King.
- Some stories show these Christian beliefs.
- Christians worship God and try to live in ways that please him.

Texts: Luke 15:1–2, 11–32

## Year 5: What does it mean if God is loving and Holy?

### Vocabulary:

As EYFS/Year 1 + omnipotent, omniscient, eternal, worship, holy, sin, injustice, fall, grace

### Pupils know:

- Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.
- Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Creation/Fall) but also loving, forgiving, and full of grace.
- Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.
- Christians believe getting to know God is like getting to know a person rather than learning information.

Texts: Psalm 103, Isaiah 6:1–5, I John 4:7–13

"Fundamental to Christian belief is the existence of God, Father, Son and Holy Spirit."

- Understanding Christianity Teacher Handbook Page 14



## EYFS: Why is the word God important to Christians?

### Vocabulary:

God, Christian, creator, creative, creation, Bible, church

### Children know:

- Christians believe that God's name is important and it should be respected
- Christian believe God created the universe
- The church is a Christian place of worship

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**Texts:** Genesis 1:1-2:4, Exodus 20:7, John 4:24, John 1:18, Psalm 24:1, Acts 17:24-28, Matthew 13:45-46

## Year 2: Who made the world?

### Vocabulary:

As EYFS + Genesis, sustain, harvest, generosity, thankfulness

### Pupils know:

- Christians believe that God created the universe.
- Christians believe the Earth and everything in it are important to God.
- Christian believe God has a unique relationship with human beings as their Creator and Sustainer.
- Christians believe humans should care for the world because it belongs to God.

**Texts:** Genesis 1:1-2:3

## Year 4: What do Christians learn from the creation story?

### Vocabulary:

As EYFS/Year 2 + Ten Commandments, the fall,

### Pupils know:

- Christians believe God the Creator cares for the creation, including human beings.
- As human beings are part of God's good creation, they do best when they listen to God.
- The Bible shows that God wants to help people to be close to him— he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).
- [Building on from EYFS: Christians believe God made our wonderful world and so we should look after it.]
- The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').

**Texts:** Genesis 1-3

## Year 6: Creation and Science: conflicting or complementary?

### Vocabulary:

As EYFS/Year 2/Year 4 + controversy, interpretation, cosmology, evolution,

### Pupils know:

- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.
- These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?
- There are many scientists throughout history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

**Texts:** Genesis 1:1-2:3, Psalm 8

**"The universe and human life are God's good creation. Humans are made in the image of God."**

- Understanding Christianity Teacher Handbook Page 14





## Year 3: What is it like to follow God?

### Vocabulary:

Genesis, Old Testament, New Testament, Covenant, promise, Israel

### Pupils know:

- The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.
- The People of God try to live in the way God wants, following his commands and worshipping him.
- They believe He promises to stay with them, and Bible stories show how God keeps his promises.

**Texts:** Genesis 6:5-9:17 The Story of Noah

## Year 5: How can following God bring freedom and justice?

### Vocabulary:

As Year 3+ Pentateuch (first five books of the Bible) Exodus, commandment, slavery

### Pupils know:

- The Old Testament pieces together the story of the People of God.
- The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.
- Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.

**Texts:** Story of Moses: Birth narrative, Exodus 2:1–10, The killing of the taskmaster and fleeing Egypt, Exodus 2:11–15, Burning bush, Exodus 3:1 — Exodus 4:17, The ten plagues, Exodus 7:14 — Exodus 12:32 (select appropriate parts for your class), Leading the children of Israel out of Egypt Exodus 12:33–42, Crossing the Reed Sea, Exodus 14:1–31 and you could also use Exodus 15:1–20, Covenant at Sinai. Very long, so use Exodus 19:3–6 and Exodus 20:1–21.

**"The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets, who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' — a rescuer."**

Understanding Christianity Teacher Handbook Page 14





## EYFS: Why do Christians perform Nativity plays?

### Vocabulary:

Nativity, Jesus, Mary, Joseph, Christian, Shepherds, Wise Men, Bethlehem, Christmas

### Children know:

- Christians believe God came to Earth in human form as Jesus.
- Christians believe Jesus came to show that all people are precious and special to God.

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**Texts:** Luke 2:1-20 The Birth of Jesus and the Shepherds / Matthew 2 - The Wise Men

## Year 1: Why does Christmas matter to Christians?

### Vocabulary:

As EYFS + angels, advent

### Pupils know:

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).
- Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.

**Texts:** Luke 1:26-38, 2:1-20

## Year 2: Why does Christmas matter to Christians? (Deeper)

### Vocabulary:

As EYFS/Year 1 + Magi, Incarnation

### Pupils know:

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).
- Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.

**Texts:** Matthew 1:18-25 and Matthew 2:1-12

## Year 3: What is the Trinity?

### Vocabulary:

As EYFS/Year 1/Year 2 + Trinity, Baptism, Gospel, Grace, Holy Spirit

### Pupils know:

- Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.
- Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.
- Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.
- Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

**Texts:** Matthew 3:11-17, 2 Corinthians 13:14

## Year 4: What is the Trinity? (Deeper)

### Vocabulary:

As EYFS/Year 1/Year 2/Year 3

### Pupils know:

- Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.
- Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.
- Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief.
- Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

**Texts:** Genesis 1:1-5, John 1:1-14, Psalm 139

## Year 5: Was Jesus the Messiah?

### Vocabulary:

As EYFS/Year 1/Year 2/Year 3 + prophecy, Messiah, saviour

### Pupils know:

- Jesus was Jewish.
- Christians believe Jesus is God in the flesh.
- They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.
- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)
- Christians see Jesus as their Saviour (links with previous learning on Salvation).

**Texts:** Matthew 1:18-24, 2:1-12 + Range of prophecies from the Old Testament

**"The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans."**

- Understanding Christianity Teacher Handbook Page 15





## EYFS: What are some of the parables Jesus told?

### Vocabulary:

parables, Jesus, disciples

### Children know:

- Pupils know that parables are stories with meaning and can recall examples of them giving detail (i.e. The Lost Sheep, The Wise and Foolish Builders, The Prodigal Son)
- They know that parables have meanings, that Jesus told them and that they can be found in the Bible.
- They discuss why parables are special

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**Texts:** Parables of the Lost Sheep and the Prodigal Son

## Year 1: What is the good news Jesus brings?

### Vocabulary:

As EYFS + repentance, forgiveness, gospel, disciples

### Pupils know:

- Christians believe Jesus brings good news for all people.
- For Christians, this good news includes being loved by God, and being forgiven for bad things.
- Christians believe Jesus is a friend to the poor and friendless.
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

**Texts:** Matthew 9:9-13 & Luke 6:37-38

## Year 2: What is the good new Jesus brings? (Deeper)

### Vocabulary:

As EYFS/Year 1 + peace and reflection

### Pupils know:

- Christians believe Jesus brings good news for all people.
- For Christians, this good news includes being loved by God, and being forgiven for bad things.
- Christians believe Jesus is a friend to the poor and friendless.
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

**Texts:** John 14:27, Luke 11:9-13 & Matthew 13:45-46

## Year 4: What kind of world did Jesus want?

### Vocabulary:

As EYFS/Year 1/Year 2 + calling, Matthew, Mark, Luke, John, synoptic

### Pupils know:

- Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.
- Jesus shows love and forgiveness to unlikely people.
- Christians try to be like Jesus - they want to know him better and better.
- Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

**Texts:** Matthew 4:18-22 & Mark 1:40-44

## Year 6: What would Jesus do?

### Vocabulary:

As EYFS/Year 1/Year 2/Year 3 + interpretation, Sermon on the mount

### Pupils know:

- The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.
- Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.
- Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.

**Texts:** Matthew 5-7 The Sermon on the Mount, Luke 7:1-10, Matthew 7:24-27

"Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus' example and teaching emphasise loving one's neighbour – particularly the weak and vulnerable – as part of loving God."

- Understanding Christianity The Big Frieze Page 3



## EYFS: Why do Christians put a cross in an Easter garden?

### Vocabulary:

parables, Jesus, disciples

### Children know:

- Pupils know that parables are stories with meaning and can recall examples of them giving detail (i.e. The Lost Sheep, The Wise and Foolish Builders, The Prodigal Son)
- They know that parables have meanings, that Jesus told them and that they can be found in the Bible.
- They discuss why parables are special

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**Texts:** Parables of the Lost Sheep and the Prodigal Son

## Year 1: Why does Easter matter to Christians?

### Vocabulary:

As EYFS + repentance, forgiveness, gospel, disciples

### Pupils know:

- Christians believe Jesus brings good news for all people.
- For Christians, this good news includes being loved by God, and being forgiven for bad things.
- Christians believe Jesus is a friend to the poor and friendless.
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

**Texts:** Matthew 9:9-13 & Luke 6:27-28

## Year 2: Why does Easter matter to Christians? (Deeper)

### Vocabulary:

As EYFS/Year 1 + peace and reflection

### Pupils know:

- Christians believe Jesus brings good news for all people.
- For Christians, this good news includes being loved by God, and being forgiven for bad things.
- Christians believe Jesus is a friend to the poor and friendless.
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

**Texts:** John 14:27, Luke 11:9-13 & Matthew 13:45-46

## Year 3: Why do Christians call the day Jesus died "Good Friday"?

### Vocabulary:

As EYFS/Year 1/Year 2 + calling, Matthew, Mark, Luke, John, synoptic

### Pupils know:

- Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.
- Jesus shows love and forgiveness to unlikely people.
- Christians try to be like Jesus - they want to know him better and better.
- Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

**Texts:** Matthew 4:18-22 & Mark 1:40-44

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### Vocabulary:

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### Pupils know:

- Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.
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**Texts:** Matthew 4:18-22 & Mark 1:40-44

## Year 5: What did Jesus do to save human beings?

### Vocabulary:

As EYFS/Year 1/Year 2 + calling, Matthew, Mark, Luke, John, synoptic

### Pupils know:

- Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.
- Jesus shows love and forgiveness to unlikely people.
- Christians try to be like Jesus - they want to know him better and better.
- Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

**Texts:** Matthew 4:18-22 & Mark 1:40-44

## Year 6: What difference does the resurrection of Jesus make for Christians?

### Vocabulary:

As EYFS/Year 1/Year 2/Year 3 + interpretation, Sermon on the mount

### Pupils know:

- The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.
- Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.
- Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.

**Texts:** Matthew 5-7 The Sermon on the Mount, Luke 7:1-10, Matthew 7:24-27

**"Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored."**

- Understanding Christianity Teacher Handbook Page 15





## Year 3: When Jesus left, what was the impact of Pentecost?

### Vocabulary:

Pentecost, Holy Spirit, Trinity, Church,

### Pupils know:

- Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').
- Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.
- Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.
- Christians celebrate Pentecost as the beginning of the Church.

**Texts:** Acts 2: 1–15, 22 and 37–41

## Year 6: What kind of king is Jesus?

### Vocabulary:

As Year 3 + parables, courageous advocacy, social justice

### Pupils know:

- Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.
- The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.
- Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.

**Texts:** Lord's Prayer based on Matthew 6:9–13 and Luke 11:2–4, Jesus' parables of the Kingdom Luke 14:12-24, Matthew 21:33-46 & Matthew 18:21-35

**"The idea of the 'Kingdom of God' reflects God's ideal for human life in the world — a vision of life lived in the way God intended for human beings. Christians look forward to a time when God's rule is fulfilled at some future point, in a restored, transformed heaven and earth."**

- Understanding Christianity Teacher Handbook Page 15





## EYFS: What makes people special?

### Vocabulary:

God, Christian, Bible, church, vicar/priest/minister (+ other religious vocabulary as dictated by class makeup and discussion)

### Children know:

- some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Christians believe in one God
- Christians often go to a church many of which are led by a Vicar.

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### Texts:

## Year 1: Why is learning to do good deeds so important to Jewish people?

### Vocabulary:

As EYFS + Jewish, Mitzvah (Mitzvot), Tikkun Olam, Tzedakah Box, Shabbat, synagogue, Torah

### Pupils know:

- Mitzvah is the Jewish word for good deed or action. It is something God asks all Jews to do.
- Jews believe it's a mitzvah (good deed) to:
  - HELP others in need.
  - WELCOME others.
  - GIVE money to help other people
  - CARE for the world.
- Mitzvahs make a Jewish person feel like they belong.

### Texts:

 The story of Ruth

## Year 2: Why do Jewish families say so many prayers and blessings?

### Vocabulary:

As EYFS/Year 1 + Shabbat, Sukkah, Sukkot, Kippah, Tallit, Havdalah Ceremony, Tefillah, Berakhot

### Pupils know:

- Jewish people:
  - Say prayers and blessings to God because it reminds them how great God is.
  - Say thank you to God for all he provides.
  - Have a day of rest each week called Shabbat.
  - Pray at both home and the synagogue.
  - Sometimes wear special clothes.

### Texts:

 Creation story and ten commandments from the Torah

## Year 4: Why is the Torah such a joy for the Jewish Community?

### Vocabulary:

As EYFS/Year 1/ Year 2+ Bimah, Mezuzah, Simchat Torah, Aron Kodesh, Hebrew

### Pupils know:

- The Torah is an important book for Jews.
- Jewish people believe:
  - The Torah is a very important book, so important, that when they get to the end, they start to read it all over again.
  - The Torah was given to the Jewish people from God.
  - The Torah contains rules from God on how we should live.
  - The Torah should be treated with respect.

### Texts:

 Story of Moses

**"[Our learning] focuses on what it means to be one of the approximately 280,000 Jewish People in Britain today... trying to encompass key Jewish beliefs, and ideas on the importance of belief in one God, the Torah, the community and the land."**

- Inspiring RE No. 7 Jewish People, Page 1



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### Children know:

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### Texts:

## Year 1: What do Muslims celebrate at Eid-ul-Fitr?

### Vocabulary:

As EYFS + Allah, Mosque, Ramadan, sawm, Eid-ul-Fitr, fasting, generosity, Eid-Mubarak

### Pupils know:

- Muslims fast everyday in a month called 'Ramadan'
- 'fasting' in Arabic is 'sawm'
- Muslims do this to think about people in the world who are hungry
- the festival at the end of the fasting month, Eid-ul-Fitr, encourages generosity towards others

**Texts:** Nabila's first fast & Nabila's Eid-ul-Fitr

## Year 2: How do the five pillars help Muslims express their faith?

### Vocabulary:

As EYFS/Year 1 + Five Pillars, Ibadah, Shahadah, Salah, Zakah, Hajj, Prophet Muhammed (PBUH)

### Pupils know:

- 'Ibadah' means worship and any action that is performed with the intention of obeying Allah
- the five pillars of Islam, which help Muslims to ensure that their lives are dedicated to the worship of Allah, are part of Ibadah
- the Five Pillars of Islam are a structure for the spiritual life of Muslims

**Texts:** Hadith 3, Bilal the first muezzin

## Year 3: Why is the Qur'an treated with such respect?

### Vocabulary:

As EYFS/Year 1/ Year 2+ Angel Jibril, Qur'an, arabic, respect

### Pupils know:

- the Muslim scriptures, the Qu'ran, are highly prized and treated with respect.
- following what the scriptures require is a higher way of respecting them than other signs of respect to the Muslim scriptures, but all these signs of honour matter to Muslims
- how the Birmingham Qur'an is an example of British Islam's impact and place in our plural society.

**Texts:** Examples from the Birmingham Qur'an

**"Muslims [use Ibadah] to mean both worship and any action that is performed with the intention of obeying Allah. Thus worship and belief-in-action are inextricably linked by language. This concept includes the five pillars of Islam, which help Muslims to ensure that their lives are dedicated to the worship of Allah."**

- Inspiring RE No. 1 Muslims, Page 15





## EYFS: What makes people special?

### Vocabulary:

God, Christian, Bible, church, vicar/priest/minister (+ other religious vocabulary as dictated by class makeup and discussion)

### Children know:

- some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Christians believe in one God
- Christians often go to a church many of which are led by a Vicar.

At North Mymms St. Mary's RE (demonstrated through the three characteristics of effective learning), supports the three prime areas of learning and their associated ELGs as well as Understanding the World (ELG: Past and Present, ELG: People, Culture and Communities and ELG: Natural World) and Expressive Arts and Design (ELG: Creating with materials and ELG: Being Imaginative and Expressive)

### Texts:

## Year 3: What is the meaning of the Aum symbol?

### Vocabulary:

As EYFS + Aum, artefact, religion, deity, god, goddesses, Brahman, shrine, mandir (temple)

### Pupils know:

- how a Hindu/Sanatani artefact might be used in worship and why and about a meaning in a Hindu story.
- some ways that Hindu/Sanatani people put their religion into action; for example, in stories about gods and goddesses or in what they choose to eat (such as by linking vegetarianism and harmlessness).
- the Hindu/Sanatani Dharma symbol Aum is important to Hindus and has symbolic meaning.
- many Hindus/Sanatani worship at a shrine in the home or mandir, and the symbol Aum is a word used to calm the mind for meditation and worship.
- Hindus/Sanatani also teach that Aum was the first sound that began the creation of our universe.

**Texts:** The Salt and Water Story (Chandogya Upanishad 6.12) , Man in the Well (Book 11, Chapter 5 of the Mahabharata) , The blind men and the Elephant, Creation narratives

## Year 4: Why does a Sanatani/Hindu want to collect good karma?

### Vocabulary:

As EYFS/Year 3 +

Dharma, Sanatan Dharma, karma, duties, sewa, mandir (temple), moksha, atman, reincarnation, samsara, chitram moksha

### Pupils know:

- how Hindus do Sewa or acts of kindness and encourage others to do the same
- a traditional Hindu story showing the importance of karma
- how in religious terms to describe how 'Snakes and Ladders' represents some important Hindu/Sanatani beliefs
- the Hindu/Sanatani beliefs of samsara and moksha

**Texts:** Stories from the Panchatantra

## Year 5: How does the story of Rama and Sita inspire Hindus to follow their dharma?

### Vocabulary:

As EYFS/Year 3/ Year 4 + Rama, Sita, Ramayana, Ravana, Hanuman, dharma, Raksha Bandhan, murti, ashrama, divas, Diwali, rakhi

### Pupils know:

- The Ramayana is an important story in the lives of many Hindus.
- The story involves the incarnations of the gods Vishnu and Lakshmi as Rama and Sita, come to destroy the demon Ravana and bring peace to the earth.
- The story is very long (24,000 verses) and there are many different retellings of it.
- Each character can inspire Hindus to learn about devotion to God, dharma (duty) and karma.
- what a Hindu might learn from the story of Rama and Sita.
- some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali.
- why Hindu children are encouraged to 'Be as Rama' or 'as Sita.'

**Texts:** Rama and Sita from the Ramayana

"There are more than 800,000 Hindus/Sanatani in Britain today. Many Hindus use the term 'Sanatan Dharma' ('eternal way'), to describe something of the all-encompassing nature of living a Hindu way of life. [Hindu/Sanatani Dharma] is probably the oldest world religion, with its roots in the Indus Valley civilisation."

- Inspiring RE No. 8 Hindus, Page 1



## EYFS: What makes people special?

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### Texts:

## Year 5: How does the teaching of the gurus move Sikhs from dark to light?

### Vocabulary:

As EYFS + gurdwara, gurus, Guru Granth Sahib, Guru Nanak, Sikh, Sikhi, Waheguru, Ik Onkar

### Pupils know:

- Sikhs worship in a gurdwara
- the Guru Granth Sahib is treated very respectfully because it is seen as a living Guru in Sikhism
- Sikhs believe in one God 'Waheguru.'
- We are all children of God.
- Guru Nanak was the first Guru. The Guru Granth Sahib the last.
- Sikhs are encouraged to listen and meditate on its words to know God better.

**Texts:** Nanak in school, Nanak in the River

## Year 6: How do Sikhs put their beliefs about equality into practice?

### Vocabulary:

As EYFS/Year 5 + langar, patka, Singh, Kaur

### Pupils know:

- Sikhs believe everyone is equal.
- That Sikhs believe:
  - Guru Nanak taught that God was present in everyone.
  - Everybody is equal because God is in each heart.
  - All Sikh boys are called Singh, and girls Kaur. These extra names show all are equal and important to God.
- Eating together in the langar helps put equality in practice. No one is more important than anyone else.
- In the Gurdwara, worshipping together reminds Sikhs they are all equal.

**Texts:** Texts: Guru Amar Das and Emperor Akbar

**"Sikhism is 'only' 500 years old and has 25-30 million followers worldwide including about half a million in the UK. Guru Nanak is the founder of Sikhism. Many of the ten Gurus had their teachings gathered into the scriptures, the Guru Granth Sahib, which is revered as a 'living Guru' in Sikh spirituality today."**

- Inspiring RE No. 5 Sikhs, Page 10





## EYFS: What makes people special?

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### Texts:

## Year 6: Is it possible for everyone to be happy?

### Vocabulary:

As EYFS + Year 6, Buddhism, Buddha, Siddhatha Gotama, dharma, karma, nirvana, the eightfold path, four noble truths, meditation, enlightenment

### Pupils know:

- Enlightenment means having a fully awake understanding.
- Buddhists believe:
  - All humans have the potential to be enlightened or awakened spiritually.
  - The Buddha achieved enlightenment sitting under a Bodhi tree. He worked out what was wrong with humans – that we all experience suffering.
  - The Buddha explained his ideas as Four Noble Truths.
- Following the teachings of the Buddha found in the Eightfold Path is a way to end suffering.
- They can become enlightened through meditation.

### Texts:

The Life of the Buddha

**"The idea of the Eightfold Path appears in what is regarded as the first sermon of the founder of Buddhism, Siddhartha Gautama, known as the Buddha, which he delivered after his enlightenment. There he sets forth a middle way, the Eightfold Path, between the extremes of asceticism and sensual indulgence."**

- Encyclopaedia Britannica





## Year 1: How should we treat the environment?

### Vocabulary:

World, creation, Tu B’shevat, environment

### Pupils know:

- many people from different religious and non-religious worldviews want to look after the environment because of their beliefs and values
- many Christians believe it is important to look after the world because it is good
- the festival of Tu B’shevat helps many Jewish people to think about looking after the world
- Lots of people with a non-religious worldview work hard to protect the planet.

## Year 2: What do we believe about God?

### Vocabulary:

God, Trinity, Creator, Father, Jesus, Holy Spirit, Allah, Qu’ran, 99 names, Tawhid, Prophet Muhammad, Prophet Ibrahim, Hindu, supreme being, Brahman, deity, Brahma, Lashmi, Saraswati, Shiva, atman

### Pupils know:

- Christians believe in one God who created and loves the Earth and all people
- Allah is the Arabic word for God and many Muslims believe that God is one
- for many Hindus, Brahman is the supreme being
- Most Muslims believe God created the world and his influence can be seen in it
- Christians believe that Jesus shows what God is like
- Although Hindus may have images of different deities this does not necessarily mean they believe in many different gods and goddesses
- Ideas about Brahman can affect the way Hindus live their lives.
- Many Muslims believe that God cannot be seen, but they have 99 different names that describe what God is like.

## Year 3: How do you view the world?

### Vocabulary:

Worldview, justice, equality, education, climate activism, protest

### Pupils know:

- Everyone has a worldview, whether they realise it or not
- our worldview is shaped by our experience but also shapes how we see and respond to the world
- Aspects of some people’s worldviews are very clear from their actions
- Greta Thunberg’s concern for the future of our world affects how she lives every day
- Malala Yousafzai stood up fearlessly for girl’s rights to education in the face of great danger
- Marcus Rashford helps fight child food poverty as he remembers his own childhood

## Year 4: Where do ideas about God come from?

### Vocabulary:

God, deity, supreme being, avatar, atheist, agnostic, Trinity, Trimurti, monotheist, Bhagavad Gita, Bible

### Pupils know:

- messages can be received in many ways, people respond differently to them and they can have different impacts on how people live their lives
- some ways in which Christians, Hindus and non-religious people find out about God or a supreme being
- some ideas about God or a supreme being held by Christians, Hindus and non-religious people

## Year 5: What influences how we dress?

### Vocabulary:

Religious studies, sociology, outside influence (structure), personal choice (agency), Five Ks, hijab, symbol, cross, crucifix

### Pupils know:

- people can study religious dress using different disciplines
- people of the same religion may have different views about whether it is important to outwardly show faith through clothing/symbols
- for some religious believers, wearing clothes or other items that show their faith is very important, and some religions have specific rules about what to wear
- Religious studies experts will look at what sources of wisdom and authority say
- Sociologists would use the ideas of outside influence and personal choice to consider these issues

## Year 6: What can we learn from psychology and theology about the idea of God?

### Vocabulary:

psychology, theology, God, limitless, authoritarian, mystical, benevolent, ineffable, incarnations, incarnate, gospels, divine

### Pupils know:

- people can study ideas of God using different disciplines
- psychology can tell us about people’s ideas of God – what they think ‘God’ is like; these ideas may not match ‘official’ religious teachings
- theology uses the Bible to explore ideas of God, with a focus on how Jesus shows what God is like

“The idea [is] to enable teachers and students to look *through* a range of disciplinary lenses at the substantive content of religious and non-religious worldviews, and also to look *at* these disciplinary lenses or methods. A third purpose is to open students’ eyes to the lenses that they are already wearing as they look at the world – to recognise that they encounter the content of RE from within their own worldviews, and to help them become aware of how that shapes their own responses and understanding.

- Big Questions, Big Answers vol 1: Investigating God Page 3





# Progression of Skills

*"Flourish for the future"*

*"Exploring religion and belief in the modern world – joyfully, creatively and confidently."*

EYFS

KS1

LKS2

UKS2

## Emerging

## Expected

## Exceeding

Talk about ... things, places, times, feelings, what people do.  
Think about ...  
Recognise some ...  
Identify some ...  
Say what ...  
Recall some simple stories  
Recall what happens  
Get to know and use appropriate words to talk about their thoughts and feelings  
Give examples linked to their own lives  
Share and record occasions when things have happened in their lives  
Observe, notice and wonder

Say why something is special  
Retell a simple story  
Ask questions

Talk about the fact  
Recognise some simple facts  
Identify at least xxx objects

Talk about some simple ideas  
Retell a story  
Talk about issues  
Ask and suggest some good questions  
Offer ideas of their own  
Recognise some objects and suggest why these are important  
Identify some ways  
Identify ...  
Describe some ways  
Collect examples  
Give an account  
Use creative ways to express their own ideas

Make links between what xxx taught and what xxx believe.  
Respond thoughtfully  
Express own ideas about xxx in light of their learning  
Suggest their own ideas  
Suggest meanings  
Identify some similarities and differences  
Answer the title question thoughtfully  
Give examples of ways

Identify beliefs  
Retell and suggest the meanings of stories  
Recall and name  
Recognise

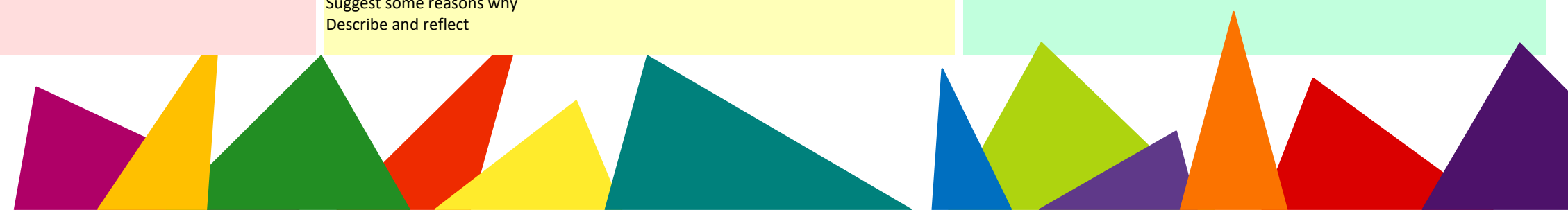
Describe some ways  
Ask questions and suggest some of their own responses  
Suggest why  
Identify how  
Make connections between stories  
Give examples of how and suggest reasons why  
Discuss their own and others ideas  
Explore and suggest ideas  
Link up some questions and answers

Identify some similarities and differences  
Discuss and present their own ideas about why  
Express their own understanding  
Present their own ideas about attitudes  
Make between key concepts and the big story of the Bible  
Consider and evaluate  
Suggest how and why  
Express ideas

Define the term  
Give two reasons  
Recall  
Find out  
Respond with their own ideas  
Identify the  
Describe

Outline clearly  
Give examples of ways  
Express thoughtfully  
Present different views  
Express their own understanding  
Explain the impact  
Express ideas  
Explain some similarities and differences between  
Explain some reasons why  
Make connections between  
Suggest some reasons why  
Describe and reflect

Explain how xxx disagree and interpret things differently  
Explain the links between ... giving reasons why  
Enquire into ... using evidence and examples  
Interpret a range of ...  
Investigate and explain ... expressing their own ideas  
Examine the title question from different perspectives including their own.  
Apply ideas ..  
Consider and evaluate





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YouVersion/Bible.com

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