



Dovedale Primary School

Religious Education (RE) Curriculum



Religious and Non-religious coverage

Believing strand highlighted in yellow, Expressing stand highlighted in pink and Living highlighted in blue.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS *Discovering their own sense of self and their place within the community by touching upon Christians and where appropriate other religions .	F5 – Where do we belong? -Understanding that belonging means we feel loved, respected and special within part of a group (family, friends, school, local community) -How do our own families welcome us into the world? -Explore how Christians welcome new life through baptism.	F4 – Which times are special and why? -Important celebrations in children's own lives – birthdays, christenings etc. -Similarities and differences between children's own special times and their friends/teachers etc. -Special celebrations for Christians e.g. Christmas.	F2 – Which people are special and why? -Important people in the children's own lives – why are they special to them? -Significant people in the children's local community – headteacher, police officer etc. What part of their job makes them special? -Meet a person with a religious faith (vicar or parent) and explore who is important to them.	F3 – Which places are special and why? -Explore places which make the children feel happy and safe. Are there any similarities and differences between their special places and those of their friends/teachers etc? -Consider a special place for members of different faiths e.g. A church building for Christians, a mosque for Muslims and a Synagogue for Jews.	F6 – What is special about our world? -Unpick what the children think is wonderful about the world and what forms this opinion. -Explore why people say the world is special. E.g. Christians think God created the world. -Share simple versions of creation stories e.g. 'In the beginning' by Steve Turner. -Discuss ways in which our world can become a mess and how we should look after everything that was created.	F1 – What stories are special and why? -Explore the children's favourite stories/books – what do they like about them? How do their special stories differ from their peers? -Show examples of special books (Bible for Christians, Torah for Jews and Qu'ran for Muslims) and discuss how these holy books help people understand more about their God and how people and the world work. -Choose a simple Bible story and read it from a few children's Bibles – how are they similar/different?
Year 1 *Discovering and exploring Christians and Muslims as discrete religions before comparing the two.	1.1 – Who is a Christian and what do they believe? (Part 1) - Talk about Christians believing in God. -Recognise objects that are significant to Christians; Cross, Candles, Bible etc. - Re-tell 'The Lost Son' to show what Christians think about God. Explore how Christians believe God is all-powerful, loving, close to every person and forgiving.	1.6 – How and why do we celebrate special and sacred times? - Consider importance and value of celebrations in children's own lives. -Learn about festivals such as Harvest and Christmas and identify how Christians celebrate them. Read stories associated with both festivals and unpick the meanings linked with them.	1.2 – Who is a Muslim and what do they believe? - Talk about Muslims believing in God (Allah), making links with some of the 99 Names of Allah. -Retell the story 'Prophet and the Ants' and/or 'The Crying Camel' to help show what Muslims thought about the Prophet Muhammad. -Recognise objects that are significant to Muslims; prayer beads, prayer mat, Qur'an and	1.6 – How and why do we celebrate special and sacred times? -Explore Ramadan as an important celebration for Muslims for a month of fasting, prayer, reflection and community. -Learn about festivals such as Eid-ul-Fitr as the completion of a month of fasting. Explore what happens in a Muslim household during Eid-ul-Fitr.	1.7 – What does it mean to belong to a faith community? - Make links with belonging in their own live. What groups do they attend and how do they know they belong there? Why is belonging to family and school so important? -Find out and explore symbols of belonging with Christians (baptismal candles, christening clothes, crosses as badges, bibles etc) and compare with symbols of belonging for Muslims. -Explore rituals for Christians (baptisms, weddings etc) and compare with the same rituals for Muslims as well as for non-religious communities – what is the same/different with promises made or with symbols throughout the celebrations (e.g. rings, gifts etc)	

	Look at art to recognise some symbols and images used to express ideas about God.	-Explore what these events mean for the children's lives themselves.	stand, compass and headscarf – why are these important?		-Explore whether religions always need to be discrete/separate – do they ever work together? E.g. charity work or to remember special events (Christian Aid and Islamic Relief and/or Remembrance Day)	
Year 2 *Exploring Christians and Muslims with an introduction for Jewish people. Focus on comparing and contrasting religions.	1.1 – Who is a Christian and what do they believe? (Part 2) - Read 'In the beginning' from the Lion Storyteller Bible to show the importance of God to Christians and how they believe God created the world. -Explore child friendly Bible stories to show the importance of Jesus to Christians and then use these stories to describe some of the beliefs that Christians hold about Jesus – e.g. he was kind to people in need, he performed miracle and that Jesus was the son of God. -Investigate how Christians follow teaching from the Bible about how to live their lives; prayer and worship, treating others kindly etc. -Experience some prayers Christians use and the idea of worship.	1.3 – Who is Jewish and what do they believe? -Talk about Jewish people believing in God and how Jewish people believe that God is one, creator and cares for people. -Explore a Mezuzah – how is it used? Why do Jews have it in their home? -Find out what Jewish people do in the home on Shabbat – focusing on the preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest etc. -Recognise that some Jewish people call it 'day of delight' and celebrate Gods creation.	1.6 – How and why do we celebrate special and sacred times? -Learn that Easter is a festival within Christianity. -Learn about the significance of festivals to the Jewish way of life and what they mean; Shabbat – God as a creator, Pesach – freedom, Chanukah – hope and dedication. -Identify similarities and differences between Christian and Jewish festivals.	1.5 – What makes some places sacred? -Talk about the words 'sacred' and 'holy' and unpick what the children consider to be special to them and their families. -Explore the main features of places of worship for Christians and other religions by visiting some places of worship. -Explore signs, symbols and artefacts for and how they help in worship. E.g. Christians – church altar, cross, crucifix, font, candles, symbol of light etc. Jewish – synagogue, ark, Torah scroll, kippah etc. Muslims – mosque, calligraphy, prayer mat, prayer beads etc. -Notice similarities and differences between the places of worship.	1.4 – How can we learn from sacred books -Talk about some books being more special than others because they are sacred or holy, meaning people believe they are from God. Introduce sacred texts for Christians – Bible Muslims – Holy Qur'an Jewish – Tenakh And investigate how these books are used and treated in each religion. Explore and retell stories which explain why texts are sacred.	1.8 – How should we care for others in the world and why does it matter? -Introduce uniqueness and individuality – what's important about you/your peers/your family? -Listen to and retell stories which show how religions teach people that they are valuable e.g. The Good Samaritan. -Identify and talk about issues of the good and bad, right and wrong which arise from stories. -Explore different religious scriptures/texts about 'The Golden Rule' and think about what would happen if this belief/idea was followed more.
Year 3 *Connecting knowledge of Christians with an introduction of Hindus. *small touch upon Muslims.	2.7 – What does it mean to be a Christian in Britain today? (Part 1) -Describe examples of what Christians do to show their faith at home; what objects might you find in a Christian's home and why? What things/events/celebrations do Christian families do during the week?	2.8 – What does it mean to be a Hindu in Britain today? (Part 1) -Describe examples of what Hindus do to show their faith within their families; what objects might you find in a Hindu's home and why? What things/events/celebrations do Hindu's do during the week?	2.2 – Why is the bible so important to Christians today? -Discuss sources of guidance/wisdom in the children's own lives – who helps them how to live? -Introduce the Bible as a guide for Christians and provide a brief introduction to the Christian Bible through	2.5 – Why are festivals important to religious communities? -Consider the real meaning behind the story of Easter and why it is a key Christian festival. -Consider the real meaning behind the story of Diwali as a key Hindu festival.	2.1 – What do different people believe about God? -Describe some of the ways in which Christians and Hindus speak about their God. -Study art for Christians and murtis for Hindus to unpick how God his represented. -Read and retell stories which help understand relationships	2.4 – Why do people pray? -Discover what is meant by the term 'prayer' and explore what a Christian, Hindu and Muslim prayer is like. -Describe similarities and differences between how Christians, Hindus and Muslims pray.

	-Explore which objects and actions/events are most important to Christians and why. -Unpick how the morals of Christians are similar or differ with their family values and home rituals.	-Explore which objects and actions/events are most important to Hindu's and why. -Unpick how the morals of Hindu's are similar or differ with their family values and home rituals.	- testaments, chapters and verses, different types of writing etc. -Explore how the Bible tells people what God is like through a 'big story' which focuses on creation, fall, incarnation and salvation. Use stories to retell these aspects. -Look at examples of how Christians use the Bible, e.g. for everyday prayer, readings etc.	- Describe how believer express the meaning of Easter and Diwali through symbols, sounds, actions, stories and rituals. -Unpick similarities and differences between the ways in which both festivals are celebrated at home or in places of worship. -Consider any similarities and differences between how Easter and Diwali are celebrated.	- between their Gods. Use 'Moses and the burning bush' for Christianity and the poem 'who' by Sri Aurobindo for Hindus. -Examine similarities and differences between Christians and Hindus view of Gods.	-Consider that some people are spiritual but not religious and like to pray in their own way. -Consider the views of atheists who believe it is more use to be kind or help someone than to try pray for them. -Weight up value and impact of these ideas for themselves – do they think praying has an impact?
Year 4 *Connecting knowledge of Christians and Hindus with a discovery of non-religious responses through Humanists.	L2.7 – What does it mean to be a Christian in Britain today? (Part 2) - Describe examples of how Christians show their faith within church communities; what do they do together and why? -Explore at least 2 types of churches (Anglican, Baptist or Roman Catholic) and unpick the similarities and differences between what Christians do there. -Learn how Christians use their faith to help their local community and the worldwide community.	L2.8 – What does it mean to be a Hindu in Britain today? (Part 2) - Learn about Hindu's four aims of life and compare to the children's own personal goals for living. -Explore Hindu ideas of Karma – actions can bring good or bad. - Describe examples of how Hindus show their faith within their communities; what do they do together and why? -Learn how Hindus make a difference in the worldwide community.	L2.5 – Why are festivals important to religious communities? -Recap learning on Christian, Hindu and Muslim festivals through exploration of Easter, Diwali and Ramadan. -Consider questions about the deep meanings of festivals and allow children to form their own opinions. E.g. Easter – Is love stronger than death? Diwali – Does light conquer darkness? Ramadan/Eid – Does fasting make you a better person? How?	L2.3 – Why is Jesus inspiring to some people? -Consider what makes a person inspirational to others, identifying characteristics of a good role model. -Explore words and actions of Jesus in the Bible which inspire Christians today. E.g. parables of the kingdom of heaven and parables of forgiveness. -Use the events of Holy week and Easter to find out why Jesus is so important – how are they celebrated? -Explore what Christians believe are the most important attitudes and values through Jesus' teaching and compare with their own values.	L2.9 – What can we learn from religions about deciding what is right and wrong? -Explore teachings which act as a guide for living for Christians and Humanists. E.g. The ten commandments vs the golden rule. -Use religious stories to explore the idea of temptation and how it affects how people choose between good and bad. E.g. Genesis 3 and the fall.	L2.6 – Why do some people think that life is a journey and what significant experiences mark this? -Explore religious metaphor of life as a journey by looking at significant milestones. -Consider the value and meaning of ceremonies which mark milestones in life; Christians - confirmation and 'believers' 'baptism', first communion etc. Hindus – sacred thread ceremony. -Explore the rituals and promises made during the above ceremonies and compare and contrast with non-religious view e.g. Humanists.
Year 5 *Application of knowledge on Christians and Jewish people, connected with Humanists to enable children to	U2.1 – Why do some people think God exists? -Define the terms 'theist, atheist and agnostic' and use global statistics from the UK census to find out how many people in the local area and world believe in God.	U2.4 – If God is everywhere, why go to a place of worship? -Find out key features of worship and explore the differences between Anglican and Baptist churches. -Find out key features of worship and explore the differences between an Orthodox and Reform synagogue. -Introduce the Western Wall in Jerusalem and explore what this means to Jews worldwide.	U2.7– What matters most to Christians and Humanists? -Explore the negative behaviours and actions -Introduce how codes for living might help people to be good. Look at a Humanist	U2.2 – What would Jesus do? (Can we live by the values of Jesus in 21st century?) -Explore Jesus' teachings and how they inspire Christians today – to what extent do Jesus' values benefit today's word within school	U2.3 – What do religions say to us when life gets hard? (Part 1) <i>Christianity and Humanists</i>	

develop their own responses.	-Explore a Christians idea of God and what they believe God is like – use the names of God and metaphors for God to clarify knowledge. -Explore reasons why people may not believe in God; family background, have not experienced the presence of God, unanswered prayers, no cures for terrible suffering and illnesses. -Discuss what impact believing in God might have on how someone lives – talk about benefits and challenges of believing/not believing in God in the 21st century.	- Learn about the destruction of the Jewish temple and explore what purpose modern synagogues serve in the absence of God. -Unpick as many different ways of worshipping they can find within Christianity.	- code for living (honesty, truth, kindness etc) how does this help people to behave? -Explore moral concepts, fairness, freedom, truth, honesty, kindness and peace. What do they look like in everyday life? -Discuss what the world would look like if the world followed a Humanist approach. -Explore Christian codes for living through ‘love God and love your neighbour’ -Discuss what the world would look like if we all followed a Christian approach.	- communities, local and national communities and the global community. -Read Luke 4:18-19 to find out what Jesus saw as his mission and find examples of where he fulfilled this. -Use some of Jesus’ stories and teachings to understand why Christians believe in the importance of love, forgiveness, justice and fairness, generosity and not being greedy. -Create moral dilemmas and apply knowledge of Jesus’ values to consider what he would do.	-Ask questions about life, death, suffering and what matters most in life. -Explore how ‘big questions’ do not have easy answers and how people offer different answers, -Explore how Christians help people to live even when times are tough. -Introduce what Christian believe about life after death and learn some key concepts (E.g. judgement, heaven, salvation through Jesus.) -Explore what non-religious believers imagine about life after death. -Look at examples of ‘art of heaven’ in which religious believers imagine the afterlife. How do these pieces of art reflect Christian beliefs?
Year 6 *Application of religious and non-religious views to enable children to develop their own ideas, question and responses and to appreciate and appraise the diversity within the world.	U2.6 – What does it mean to be a Muslim in Britain today? -Use a UK census to find out how many people in the local area and world believe are Muslim and why studying the religion is so important. -Explore the practice, meaning and significance of the Five Pillars of Islam. How do these affect the lives of Muslims, moment by moment daily, annually, in a lifetime? -Discuss the value and challenge for Muslims of following the Five pillars and how they might make a difference to individual Muslims and to the community. -Explore the idea of Shahadah – there is no God except Allah. -Consider the importance of the Holy Qur’an for Muslims: how it was revealed, how it is used, treated and learnt.	U2.8 – What difference does it make to believe in Ahimsa (harmlessness), Grace, and Ummah (community)? -Learn the meaning of harmless for Hindus. -Find out Gandhi practised ahimsa in the liberation of India. -Learn the Christians idea of Grace from God -Explore the duty of pilgrimage in Hinduism and learn that the worldwide Muslim community is called Ummah and how being part of this community is expressed.	U2.5 – Is it better to express your religion in arts and architecture or in charity and generosity? -Investigate for themselves examples of religious art and architecture and present what they find most impressive. -Introduce Christian and Muslim sacred buildings as great examples of religious art/architecture and explain the similarities and differences between them. -Discuss Muslim and Christian ideas from scriptures about the importance of being generous and charitable. -Connect ways in which art and actions can reveal what people believe about God. (e.g. cathedrals and mosques express greatness and perfection of God; actions suggest God is concerned with justice.) -Weigh up which has greater impact. What would a world be without great art or architecture? What would it be like without charity or generosity?	U2.3 – What do religions say to us when life gets hard? (part 2) <i>Hindus and Humanists</i> -Recap how there are difficult questions, situations etc that do not always have an easy answer. -Explore how Hindus help people to live even when times are tough. -Introduce what Hindus believe about life after death and learn some key concepts (E.g. karma, soul, samsara, reincarnation and moksha) -Look at examples of ‘art of heaven’ in which religious	

		-Discuss how life would change if we all followed ahimsa, grace and Ummah.		believers imagine the afterlife. How do these pieces of art reflect Hindus beliefs? Compare Christians, Hindus and Humanists views and beliefs on how to handle difficult situations and life after death.
--	--	---	--	--