



Curriculum Synopsis: Religious Education (RE)



EYFS

In the EYFS, children develop early RE awareness in curriculum areas for personal, social and emotional development (ELG 5 – building relationships) by learning about other cultures and communities and beginning to understand and accept these, as well as understanding the world (ELG 13 – past and present and ELG 14 – people, culture and communities), through explorative topics and focus stories and texts which look closely at different cultures and comparisons between them.

Children in the EYFS will encounter Christianity and other faiths during short whole class sessions, with understanding embedded through carefully planned and enhanced continuous provision; e.g. domestic role play which does not only have westernised food, but other foods eaten in different cultures. The children will find out about different faith celebrations and begin to develop an understanding of their self, their own community, and their place within it. We explore festivals and celebrations which the children in our school community celebrate; usually birthdays, Christmas, Eid, Diwali, Chinese New Year and Easter; but these may differ year to year as we may add more to be in line with other pupils' beliefs and celebrations.

On a smaller level than big festivals and celebrations we will also get to know each other and our own personal and familial values and traditions, such as having dinner together every night or on weekends, only eating certain foods, different daily dress, having wider family over for celebrations or wearing special dress on weekends when visiting different places of worship.

We reflect the children and families' beliefs and traditions and support children to feel like an accepted and valued member of the EYFS and Lakeside community, confident to express themselves and celebrate their individuality.

Yr 1

During the autumn term the children in Year 1 will find out about the Christian Faith, answering the key question "what it means to be Christian and what Christians believe." The children will learn about special Christian Symbols and images that are used to express ideas about God. The children will also find out about the importance of Christmas to Christians, learning about the Christmas Story and discussing ways in which Christians celebrate this special day. We will find out more about this festival in year 3.

During spring 1, the children will explore the key question "What can we learn from the sacred books" The children will find out what the bible can teach Christians and what the Qur'an can teach Muslims.

During spring 2 the children will find out about the Muslim Faith, answering the key question "Who is Muslim and what do they believe?" The children will learn about how Muslim's believe in God (Allah) and follow the example of the Prophet and Muhammad. The children will learn about special Muslim celebrations and the ways in which they are celebrated

During summer 1, the children will learn about the Muslim festival of Eid, The children will learn about what a sacrifice is and discovering the sacrifices Muslims make at Eid. We will be discovering how important Eid is for Muslims and why and how it is celebrated.

During summer 2 the children in year 1 will talk about the question... "How should we care for others and the world, and why does it matter?" The children will be applying this year's learning about Christianity and Islamic religions to understand what religions offer its followers, such as through times of good and bad, happiness and sadness.

Yr 2

During autumn 1, the children in year 2 will be learning about the importance of different celebrations in different religions. The children will look at Harvest Festival (Christianity) and Sukkot (Judaism) and learn the importance of these celebrations and how they celebrate these.

During autumn 2, the children in year 2 will be learning about the importance of the Jewish faith, and what people in the Jewish faith believe. Their artefacts used in their religion, the things they celebrate and why. We will also look at the reasons behind why they believe.

During spring 1 the children in year 2 will be learning about the importance of caring for others by looking at a range of stories from different religions. We will use these to reflect on our own behaviour and learn why it is important to take care good care of the people we meet and the places we visit.

During spring 1 the children in year 2 will be learning about what makes some places sacred. We will be learning about Synagogues, Mosques and Churches – their features, symbols and special objects and discussing what makes them similar and different.

During summer 1, the children in year 2 will be learning about what it means to belong to a faith community. We will be looking at different ceremony's including Aqiqah, Bat/Bar Mitzvah Christian Wedding, weddings from different religions and Christians. Children will be reflecting and sharing their experiences of ceremonies.

During summer 2, the children in year 2 will be learning about what we can learn from sacred books. We will be listening to different religious stories and discussing the key messages from the stories and why they might be important to people to follow those religions.



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Yr 3

During autumn 1 the children in year 3 will be exploring the key question "Why is Jesus inspiring to some people?" by listening to the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus. The children will suggest some ideas about good ways to treat others, arising from their learning. During autumn 2 the children in year 3 will be learning about festivals and celebrations from different world faiths in particular Diwali and Christmas. This will continue the children's learning from year one. The children will be thinking about and discussing how we celebrate important occasions in our own lives and learning about how Christians celebrate Christmas and Hindus celebrate Diwali. The children will compare the similarities and differences in these celebrations.

During spring 1, the children in year 3 will be exploring the key question 'Why do people pray?' The children will be looking at a variety of different religions, discussing how they pray, what sacred places of worship they may visit and think about our own beliefs in relation to this.

For spring 2, the children in year 3 will be exploring the key question "what can we learn from Christianity about what is right and wrong?". The children will explore this question alongside learning about the Easter Story and what forgiveness means.

During summer 1, the children in year 3 will be exploring the key question "What do different people believe about God?" The children will be looking at a variety of different religions and how God is represented in each religion. The children will also be looking to see if they can spot similarities and differences between the representations and descriptions of God in each of these religions.

During summer 2, the children in year 3 will be asking the key question "why do some people think that life is a journey and what significant experiences mark this?"

Yr 4

During autumn 1, the children in year 4 will be exploring the key question "what does it mean to be a Christian in Britain today?" Through exploring this question, the children will be able to describe some examples of what Christians do to show and express their faith. They will also discuss the links between the actions of Christians helping others and ways in which people of other faiths and beliefs help others.

During autumn 2 the children will be focusing their attentions on this key question – what does it mean to be a Hindu in Britain today? Through exploring this question, the children will be able to describe some examples of what Hindus do to show and express their faith. The children will also be able to suggest reasons as to why being a Hindu is a good thing in Britain today and reasons why it might be hard sometimes.

During spring 1, the children in year 4 will be discussing the key question "Why is the bible important for Christians today?" Therefore, we will be looking at the bible and comparing it to other religious texts to understand why people find them sacred. We will be looking at passages from the bible and what they mean to Christians in today's world. This will give us an understanding to enable us to answer the question for the unit.

During spring 2 the children in year 4 will be exploring the key question "Why are religious festivals important to religious communities?". The children will look at this with a particular focus on Easter and its significance for Christians. We will look at some of the stories around Easter and compare it to other religions.

During summer 1, the children in year 4 will be discussing the key question: 'What is right and wrong?' The children will attempt to answer this questions with a particular view to Hinduism and looking at the religious view of morality.

The final key question that the children in year 4 will be focusing on this half term is 'Is it better to express your beliefs in arts and architecture or in charity and generosity?' The children will be looking at Islam to help us answer this with a focus on religious buildings and artwork and how these reflect the artist's feelings and beliefs. The children will also look at how art is created with a religious focus and how charities are linked to religions.



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Yr 5

During Autumn 1, the children in year 5 will be exploring the Key question "Why do some people believe God exists?" The children will find out about how many people in the world and in our local area believe in God – using global statistics and the UK census. The Children will discuss why we think so many people believe in God. They will explore some of the names of God and metaphors for God in the bible as well as consider why some people do not believe in god.

During Autumn 2 the children in year 5 will continue to explore the Key question "Why do some people believe God exists?" The children will consider ways in which Christians read the Genesis account of creation. They will consider a variety of creation stories from other religions and time periods. Then we will find out about Christians who are also scientists. The children will then explore what impact believing in God might make on the way someone lives his or her everyday life. The children will discuss and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today. This

During spring 1 the children in year 5 will explore the key question "What does it mean to be a Muslim in Britain today?" The children will learn about the practice, meaning and significance of the Five Pillars of Islam to investigate how Muslims in Britain practice them today. They will also learn about the design and purpose of a mosque and explain how it reflects Muslim beliefs. reflecting on the knowledge gained, we will consider what beliefs, practices and values are significant in pupils' own lives.

During spring 2 the key question the children in year 5 will focus on is: 'If God is everywhere, why go to a place of worship?' The children will be discovering what makes a place special and making connections between the people who use a place for religious reasons and the place itself.

During the summer term the key question that the children in year 5 will discuss is: 'Is it better to express your religion in arts and architecture or charity and generosity?' The children will be exploring how people express their religion using the arts and the importance of generosity in religion. Then, children will compare the aspects within different religions and weigh up which has a greater impact – art or charity? This will be further explored in year 6

Yr 6

During the autumn term the children in year 6 will find answers to the key question "What matters most to Christians and Humanists?" The children will be looking at the similarities and differences of Christianity and Humanism. The children will be looking at the beliefs by which Christians live their life and how this is different to Humanists who do not believe in a god but have a strict moral code that they live by.

During spring 1, the children in year 6 will be exploring the key question "What religions say when life gets hard." The children will compare the different world faiths and find out what people believe when they die including judgement and reincarnation.

During spring 2 the children in year 6 will be discussing the key question 'What difference does it make to believe in ahimsa (harmlessness), grace and /or Ummah (Community)?' This will outline the challenges of being a Hindu, Christian or Muslim in Britain today. The children will consider the similarities and differences between beliefs and behaviour in different faiths.

During summer 1 the children in year 6 will be thinking about the key question "If God is everywhere, why go to a place of worship?" The children will be learning about what a place of worship is considered to be and how different types of Christians have different religious rituals. The children will also be looking at the similarities and differences for Hindus when they worship at home or at the Mandir. They will also be looking at the differences between orthodox and reform Jewish Synagogues.

Building on the learning from Summer term in Year 5, in Summer 2 the question 'Is it better to express your beliefs in arts and architecture or in charity and generosity?' is explored, with a focus on Christianity.