



Lodge Farm curriculum for Religious Education

INTENT:

Our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. Our lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives. Religious education will be taught through celebrations and festivals throughout the year. Drawing upon the experiences and beliefs of children in the setting, in order to make the learning relevant and purposeful. Adults will set up provocation areas which will give children the opportunity to explore and reflect upon religious artefacts.

Year Group	End of Year Intended Knowledge What will the children know?	End of Year Intended Skills What will the children be able to do?
EYFS	<p>Religious education will be taught through celebrations and festivals throughout the year. Drawing upon the experiences and beliefs of children in the setting, in order to make the learning relevant and purposeful. Adults will set up provocation areas which will give children the opportunity to explore and reflect upon religious artefacts.</p> <p><u>Harvest</u> Find out about what happens at harvest time</p> <p><u>Diwali</u> Find out how and why people celebrate Diwali Talk about, prepare and participate in tasting foods Produce dance, artwork and/or music in response to learning about the celebration.</p> <p><u>Christmas</u> Explore how Christians celebrate the birth of Jesus and discuss and compare how different pupils celebrate Christmas. State why people give presents at Christmas and how we can show thanks.</p> <p><u>Easter</u> Understand what Christians eat at Easter to remind them of the story. Know what Christians do at Easter to remember Jesus. State why give/receive eggs at Easter.</p> <p><u>Eid</u> Find out and discuss how people celebrate Eid.</p> <p><u>Reflection</u> Experience through the senses, candles, incense, flowers, water, foods and religious artefacts used in sacred spaces</p>	<p>Beliefs and practices <i>Share</i> their own beliefs, ideas and values <i>(PSED: making relationships, self-confidence and self-awareness, managing feelings and behaviour; Understanding of the world: people and communities)</i></p> <p>Sources of wisdom <i>Listen</i> and <i>respond</i> to a range of stories that engage them including faith stories <i>(Communication and language: listening and attention, speaking; Understanding of the world: people and communities)</i></p> <p>Symbols and actions <i>Directly experience</i> religion, its symbols and actions. <i>Engage</i> with artefacts, people and places. <i>Explore</i> local places of importance, including at least one place of significance, for a religious family. They should <i>share</i> their own experiences of places which are important to them <i>(Understanding of the world: people and communities)</i></p> <p>Prayer, worship and reflection <i>Learn about</i> key figures in their own lives and key members of a local religious group. <i>Listen</i> and <i>respond</i> to visitors from faith communities. <i>Talk about</i> prayer and worship and experience times of quiet and stillness <i>(Understanding of the world: people and communities)</i></p> <p>Identity and belonging to a family <i>Explore</i> how people know that they belong to a family and other groups, including religious groups <i>(PSED: making relationships, self-confidence and self-awareness, managing feelings and behaviour)</i></p>

	<p>Share a stilling exercise in which children can experience quiet reflection and silence Listen to sounds, music, voices and instruments and listen in silence to their own thoughts</p> <p><u>Natural World</u> Discuss and explore what is happening in the natural world throughout the seasons. Note and express through art, music and dance the feelings of awe and wonder that come from the natural world. State what the good and bad ways of treating the world.</p>	<p>Ultimate questions <i>Experience</i> aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. <i>Ask questions</i> that are philosophically challenging and consider answers <i>(Understanding of the world: expressive arts and design: being imaginative)</i></p> <p>Human responsibility and values <i>Explore</i> some of the ways in which people express care and concern for each other and the importance of this for relationships. They should <i>develop</i> an awareness of their own value and that of others <i>(Communication and language: speaking)</i></p> <p>Justice and fairness <i>Understand</i> what is right and wrong and why. Consider the consequences of their words and actions for themselves and others <i>(PSED: making relationships, managing feelings and behaviour)</i></p>
Year 1	<p><u>Belonging</u> Know what is important to themselves and their family.</p> <p><u>Baptism</u> Understand how and why people celebrate the birth of a new baby. Compare Christianity and Islam birth ceremonies and know why people have special ways of welcoming babies.</p> <p><u>Divali</u> Investigate how Divali is celebrated and look at the traditions and customs of some families.</p> <p><u>Christmas</u> Use drama to recreate the Christmas story Explore what Christmas matter to Christians? (UC Incarnation 1.3)</p>	<p>Beliefs and practices <i>Recall</i> and <i>name</i> different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p> <p>Sources of wisdom <i>Retell</i> and <i>suggest</i> meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings. and sources of wisdom and recognising the traditions from which they come</p> <p>Symbols and actions <i>Recognise</i> how and why symbols and actions express religious</p>

	<p><u>Celebrations</u> Revisit the Easter story and discuss why it is important to Christians. Pupils explore stories and/or celebrations from Easter and Eid finding out what the festival stories mean, how and why they are celebrated, for example, through welcoming visitors to talk about their festivals.</p> <p><u>Rules and Responsibilities</u> Pupils explore what rules an individual or organisation might need and why. Pupils explore through drama how their choices can affect their behaviour</p> <p><u>Stories and Parables</u> Explore how and why are some stories important for religious people. Read the parable of 'The Lost sheep.' Discuss and respond to the values represented within the parable and by the different characters. Pupils learn about the traditional language used in Holy Books and why a service or responses may be in that language. Share stories that encourage the children to think about what type of person the prophet Muhammad (PBUH) was through his actions towards the care of animals. For example, the Muslim stories of 'The Crying Camel', 'The Tiny Ants' and 'Seven New Kittens'</p> <p><u>Thankfulness</u> Experience thanking and being thanked, praising and being praised, and notice some ways Christian or Muslim people believe they can thank and praise God (Allah) The 5 pillars of Islam- Discuss why Zakat is important to so many Muslim people. Learn about sakkat and why it is important. Understand why Muslim people go on pilgrimages.</p> <p><u>Holy Books</u> Understand why the Qur'an holy is sacred for Muslims. Learn how Muslims look after and read their holy and sacred book. Discuss why some books called holy or sacred.</p> <p><u>Prayer</u></p>	<p>meaning, appreciating some similarities between communities</p> <p>Prayer, worship and reflection <i>Respond</i> and <i>reflect</i> on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community</p> <p>Identity and belonging <i>Notice</i> and <i>talk</i> about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives</p> <p>Ultimate questions <i>Explore</i> questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media</p> <p>Human responsibility and values <i>Respond</i> to stories and real life examples of how and why people show care and concern for humanity and the world</p> <p>Justice and fairness <i>Reflect</i> on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others</p>
--	---	--

	<p>Pupils use photos or religious artefacts identifying the group to which these belong. Understand why some people pray to God/Allah for help.</p>	
Year 2	<p><u>Religions studies: Christianity and Judaism</u></p> <p><u>Rules and Responsibilities</u> Pupils explore what rules an individual or organisation might need and why</p> <p><u>Light and Divali</u> Explore symbols of different religious traditions, looking for similarities such as light, water and trees Pupils compare their own feelings when in light or in darkness, using a lit candle as a focus. Visit a church to look at the candles and stained glass windows. Consider how the light influences the atmosphere for celebration/personal reflection</p> <p><u>Beliefs and Practises</u> Children to ask and answer ‘how’ and ‘why’ questions about people’s religious practice Pupils find out and respond to questions about how people with different religious and worldviews celebrate the fruitfulness of the earth. For example, in Harvest festivals and through generosity to those in need.</p> <p><u>Community</u> Pupils investigate what the local council provides for their community throughout the year.</p> <p><u>Places of worship</u> Children to look at pictures of a Synagogue (if visiting is not possible) Learn about the features of a synagogue and what they are used for. Make comparisons between a church and synagogue</p> <p><u>Celebrations- Easter/Purim</u></p>	<p>Beliefs and practices <i>Recall</i> and <i>name</i> different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p> <p>Sources of wisdom <i>Retell</i> and <i>suggest</i> meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings. and sources of wisdom and recognising the traditions from which they come</p> <p>Symbols and actions <i>Recognise</i> how and why symbols and actions express religious meaning, appreciating some similarities between communities</p> <p>Prayer, worship and reflection <i>Respond</i> and <i>reflect</i> on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community</p> <p>Identity and belonging <i>Notice</i> and <i>talk</i> about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives</p> <p>Ultimate questions <i>Explore</i> questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media</p>

	<p>Purim- Pupils explore stories and/or celebrations from Easter and Judaism finding out what the festival stories mean, how and why they are celebrated, for example, through welcoming visitors to talk about their festivals</p> <p><u>Holy Books and prayer</u> Find out why the Torah is sacred for Jewish people Discuss why Jewish people look after and read their holy and sacred book. Pupils find out why the Torah is read using a yad (hand pointer). Explore 'The Lord's Prayer' through images Pupils learn about the traditional language used in Holy Books and why a service or responses may be in that language. For example, the Ramayana and the story of Rama and Sita.</p> <p><u>Parables and Stories</u> Find out why some stories are important for religious people. Pupils consider why certain types of characters are shared by many religious stories. Read the Parables of 'The Good Samaritan' and 'The Prodigal Son.'</p> <p><u>Key questions/difficult answers</u> Pupils look at how different people have expressed their ideas about God. Think and share with others their own ideas about God</p>	<p>Human responsibility and values <i>Respond</i> to stories and real life examples of how and why people show care and concern for humanity and the world</p> <p>Justice and fairness <i>Reflect</i> on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others</p>
Year 3	<p><u>Religions studies: Christianity and Islam</u></p> <p><u>Christianity and events in the life of Jesus</u> Understand who Jesus was and what he When Jesus left understand what the impact of the Pentecost was (UC Kingdom of God 2a.6) Learn about Trinity (UC Incarnation 2a.3)</p> <p><u>Stories and Psalms</u></p>	<p>Justice and fairness Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.</p> <p>Beliefs and practices Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked</p> <p>Sources of wisdom</p>

	<p>Learn how psalms, poems, hymns and stories affect followers in different ways. Read the story of the Good Samaritan and discuss what it means today.</p> <p><u>Christmas</u> Consider what is significant about myrrh in the events of Christmas and Easter. Pupils consider why this was an important gift and how it relates to events in the Christmas and Easter stories Explore how Advent and Christmas, Lent and Easter are celebrated around the world.</p> <p><u>Islamic beliefs and traditions</u></p> <p>Pupils visit a place of worship or invite a visitor of faith and belief to explore their marking of life's journey (birth, faith commitment, marriage and death) and explore what it means to live as a Muslim in Britain today. Explore how the Five Pillars guide and support many Muslims in their daily lives Explore whether or not a place of pilgrimage needs to have a spiritual connection Pupils make some connections between Hajj for Muslims and pilgrimage to Lourdes, or 'the Holy Land' for Christians and Jews, describing the motives people have for making spiritual journeys.</p> <p><u>Easter</u> Revisit the Easter story, sequencing key events and feeling. Learn the events that Christians are remembering and believing when they celebrate Easter/ Pentecost.</p> <p><u>Community</u> Pupils develop imaginative and creative ways of expressing some of their own community</p>	<p>Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers.</p> <p>Symbols and actions Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.</p> <p>Prayer, worship and reflection Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.</p> <p>Identity and belonging Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</p> <p>Ultimate questions Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections</p> <p>Human responsibility and values Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.</p>
--	--	--

	<p>Pupils discuss and apply ideas from different religious codes and worldviews for living to compile a charter of their own moral values, highlighting respect for all</p> <p><u>Justice and Fairness</u> Explore, discuss and reflect upon key questions such as.... Who decides what is right and what is wrong? Does fairness mean everyone gets the same? Pupils apply their own ideas about justice and fairness to the work of development charities such as Christian Aid, Islamic Relief, Oxfam or local religious charity groups.</p>	
Year 4	<p>Religions studied: Christianity and Sikhism</p> <p><u>Christianity, prayer and the teaching of Jesus</u> Explore stories that illustrate the importance of justice and fairness. For example, 'Parable of The Sheep and The Goats', (Matthew 25: 31-36), 'Zaccheus the Tax Collector' (Luke 19: 1-10) and 'The Widow's Mite' (Mark 12: 41-43)</p> <p><u>Light and Diwali</u> Revisit Diwali, how and why it is celebrated. Pupils discover how celebrating Hindu Diwali brings their community together and expresses their commitment.</p> <p>Pupils explore the power of light and how it is used to convey meaning in different religions</p> <p>Pupils discover how celebrating Sikh Bandi Chor Divas brings their community together and expresses their commitment.</p> <p><u>Christmas</u> Find out what the difference is between the sacred and secular Christmas. Explore how Advent and Christmas is celebrated around the world. Children to reflect upon what is more important for Christians: Christmas or Easter?</p>	<p>Justice and fairness Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.</p> <p>Beliefs and practices Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked</p> <p>Sources of wisdom Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers.</p> <p>Symbols and actions Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.</p> <p>Prayer, worship and reflection Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.</p>

	<p><u>Sikhism</u> Find out how Sikh communities welcome new babies. Learn the significance of the Guru Granth Sahib, Karah Parshad, honey and other traditions when a Sikh baby is born. Pupils visit a place of worship, watch clips of practising Sikhs or invite a visitor of faith and belief to explore their marking of life’s journey (birth, faith commitment, marriage and death) and explore what it means to live as a Sikh in Britain today. Pupils make connections between, for example, the Kumbha Mela for Hindus, Hajj for Muslims, visiting the Golden Temple (Harimandir) at Amristar for Sikhs, and/or a journey to a sacred place. Learn about the 5 K’s. How do some Sikh people use the 5K’s to express commitment to their faith? Find out about ‘Khalsa’ and why is it so important to many Sikhs.</p> <p><u>Worship and religious artefacts</u> Reflect upon how and why religious artefacts help believers to understand and connect to their faith. Pupils consider how architecture expresses how a community communicates through prayer, worship and reflection, for example, in the design of churches, Mosques, Mandirs or Gurdwaras.</p> <p><u>Identity and belonging</u> Pupils discuss and debate reasons why different people have different ideas about God/gods. Pupils explore some of the ways in which religions name and describe the attributes of God. For example, the 99 Names of Allah, the Christians belief in God as Trinity – Father, Son and Holy Spirit, or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver) and Shiva (destroyer) Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of a range of ultimate questions, focusing, for example, on creation, God and heaven</p>	<p>Identity and belonging Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</p> <p>Ultimate questions Respond to a range of challenging ‘if’ and ‘why’ questions about making sense of the world, expressing personal reflections</p> <p>Human responsibility and values Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.</p>
Year 5	<u>Religions studies: Christianity and Judaism</u>	Beliefs and practices

	<p><u>Knowing some key Jewish beliefs and practices</u> Find out what it mean to live as a Jew in Britain today. Pupils to make some connections between Hajj for Muslims (covered at LKS2) and pilgrimage to Lourdes, or ‘the Holy Land’ for Christians and Jews describing the motives people have for making spiritual journeys</p> <p>Pupils to consider how some texts are seen as sources of wisdom in different traditions. They interpret what the texts teach and respond to them with ideas of their own. For example, the Shema, Deuteronomy 6 in the Torah,</p> <p>Pupils explore and compare the lives of key leaders from Jewish contemporary life, describing the challenges they have faced and the commitments by which they live</p> <p><u>Understanding Christianity</u></p> <p>Pupils develop understanding of Christian concepts through exploring: annunciation, incarnation, temptation, resurrection, salvation and ascension</p> <p><u>Christian beliefs and key questions</u></p> <p>Explore and debate key questions such as... What did Jesus do to save human beings? (UC Salvation 2b.6) How are the gifts of the Spirit used today? What do the miracles of Jesus teach Christians today?</p> <p><u>Prayer and reflection</u> Pupils find out about prayer, reflection, meditation and stillness in different religions and worldviews Explore if the practice of meditation is the same as praying</p> <p><u>Humanism</u></p>	<p>Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</p> <p>Sources of wisdom Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers</p> <p>Symbols and actions Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities</p> <p>Prayer, worship and reflection Through enquiry and experience, demonstrate worshippers’ connection to prayer, faith and sacred spaces</p> <p>Identity and belonging Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others’ lives</p> <p>Ultimate questions Present a range of views and answers to challenging questions about belonging, meaning and truth Human responsibility and values Explain how diverse communities an live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief</p> <p>Justice and fairness</p>
--	---	--

	<p>Pupils to find out about humanists and their core beliefs</p>	<p>Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices</p>
<p>Year 6</p>	<p><u>Religions studies: Christianity, Hinduism and Buddhism</u></p> <p><u>Knowing some key Hindu beliefs and practices</u> Explore the words of key prayers in the Hindu Gayatri Pupils discover how celebrating Hindu Diwali brings their community together and expresses their commitment</p> <p>There is always room in the world for more fairness, peace and justice.’ Discuss these important ideas in the light of faith stories, for example, the Hindu story of ‘How Ganesh got the Elephant Head’</p> <p><u>Sacred and secular Christmas</u> Find out the difference between the sacred and secular Christmas. Explore different symbols of Christmas e.g. candle, tree, advent calendars etc</p> <p><u>Knowing some key Buddhist beliefs and practices</u> Learn what stories and images of the Buddha tell us about the inspiration for Buddhist beliefs.</p> <p>Pupils explore and compare the lives of key leaders from Buddhist contemporary life, describing the challenges they have faced and the commitments by which they live Considering the Eightfold Path, how do Buddhists try to follow the Buddha’s example?</p> <p><u>Human responsibilities and values</u> Linking to Maths and Geography, pupils use local and national census statistics to develop an accurate understanding of the religious plurality of their locality and of Britain today</p>	<p>Beliefs and practices Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</p> <p>Sources of wisdom Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers</p> <p>Symbols and actions Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities</p> <p>Prayer, worship and reflection Through enquiry and experience, demonstrate worshippers’ connection to prayer, faith and sacred spaces</p> <p>Identity and belonging Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others’ lives</p> <p>Ultimate questions Present a range of views and answers to challenging questions about belonging, meaning and truth Human responsibility and values</p>

	<p>Share developing views about values such as fairness and equality and love, caring, sharing and human rights</p> <p><u>Expressive and visual arts in religions</u></p> <p>Using a range of artefacts, art, drama and song, explore the different ways people express meaning. Pupils consider how religious faith is expressed in poetry, film, stained glass and drama</p> <p><u>Suffering and happiness</u></p> <p>Explore different religious responses to justice and fairness. For example, Christianity (Hebrews 13 V6), Judaism (Tenakh Micah 6 V8) and Islam, (Qur'an 16:90)</p> <p>Pupils write persuasively about the reasons why people who have a particular religious background or non-religious worldview try to help people who are vulnerable for example, victims of natural disasters or prejudice, people who live with disabilities or people affected by war.</p>	<p>Explain how diverse communities an live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief</p> <p>Justice and fairness Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices</p>
--	--	---