



The World around us (RE) curriculum

Key Stage 2

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

***currently being amended and due to be reviewed by Summer 1**

Year 3/4

Cycle one

| Cycle | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Pupils should know... (core knowledge and concepts to be learned) | <p><u>Sikhi</u></p> <p>To explain who founded Sikhism and where</p> <p>To explain the main beliefs in Sikhism.</p> | <p><u>Nativity</u></p> <p>To explain where Nazareth is and who Mary and Joseph were.</p> <p>To explain the journey Mary and Joseph went on to Bethlehem.</p> | <p><u>Sikhism</u></p> <p>To understand who founded Sikhism and where</p> <p>To explain the main beliefs in Sikhism</p> | <p><u>Good Friday</u></p> <p>To recall the Easter Story</p> <p>To explain the importance of Jesus' words at The Last Supper.</p> | <p><u>Hindu Dharma</u></p> <p>To explain who founded Hinduism and where</p> <p>To explain the main beliefs in Hinduism</p> | <p><u>Islam</u></p> <p>To explain where Islam was founded and who founded the Muslim faith.</p> <p>To explain the key beliefs held by Muslims</p> |



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| | <p>To explain what makes the Gurdwara a special place for Sikhs.</p> <p>To identify and describe some special Sikh festivals.</p> <p>To explain what the Sikh holy book is and how it is used</p> <p>To identify and explain the meanings of Sikh symbols</p> | <p>To explain where Jesus was born and why he was born there.</p> <p>To explain how the shepherds heard about Jesus' birth and the message they told Mary and Joseph</p> <p>To retell the story of the Wise Men</p> <p>To explain why King Herod wanted to find Jesus and how Jesus managed to stay safe</p> | <p>To explain what makes the Gurdwara a special place for Sikhs</p> <p>To name and describe some Sikh festivals</p> <p>To explain what the Sikh holy book is and how it is used</p> <p>To name and explain the meaning of Sikh symbols</p> | <p>To explain how prayer is related to Good Friday</p> <p>To relate Jesus' example of self-giving love to an example from World War Two.</p> <p>To explain the importance, in Christianity, of the cross and the resurrection going together.</p> <p>To explain why Easter eggs are given at Easter</p> | <p>To explain which places are special to Hindus</p> <p>To identify and describe some special Hindu festivals</p> <p>To explain that Hindus have multiple holy books</p> <p>To identify and explain the meanings of Hindu symbols</p> | <p>To explain the key features in a Muslim's place of worship</p> <p>To name and explain the key Muslim festivals</p> <p>To explain what the Muslim holy book is and how it is used</p> <p>To identify the main symbol associated with Islam</p> |
| Pupils should be able to do... (Skills being developed) | | | | | | |
| Key vocabulary | | | | | | |
| Cycle two | | | | | | |
| Pupils should | <u>Christianity</u> | <u>Bible</u> | <u>Pilgrimages</u> | <u>Buddhism</u> | <u>People of faith</u> | <u>Faith today</u> |



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| <p>know...(core knowledge and concepts to be learned)</p> | <p>To explain who founded Christianity and where it was founded</p> <p>To explain the main beliefs of Christianity</p> <p>To identify Christian special places and explain why they are special</p> <p>To identify and explain the main Christian festivals</p> <p>To recognise how the Bible is organised and how to navigate around it</p> <p>To identify and explain the key symbols of Christianity</p> | <p>To discuss what makes an item sacred</p> <p>To identify and compare different books of the Bible and their authors.</p> <p>To explore different text types in the Bible.</p> <p>To understand how stories are used in the Bible to teach lessons</p> <p>To explain how Christians use the Bible and why it is important to them</p> <p>To compare a personal sacred item with the Christian sacred text of the Bible.</p> | <p>To explain the role of pilgrimage in Buddhism.</p> <p>To explain the role of pilgrimage in Christianity</p> <p>To explain the role of pilgrimage in Hinduism</p> <p>To explain the role of pilgrimage in Islam</p> <p>To explain the role of pilgrimage in Judaism</p> <p>To describe a special journey I have undertaken.</p> | <p>To explain who and where Buddhism was founded</p> <p>To explain the main beliefs held by Buddhists</p> <p>To explain which places are special for Buddhists</p> <p>To explain what happens at the major Buddhist festival</p> <p>To explain what the Buddhist holy book is and what is inside it</p> <p>To identify and explain the meaning of Buddhist symbols</p> | <p>To retell the story of Malala Yousafzai's life.</p> <p>To identify the Dalai Lama's beliefs</p> <p>To explore Rabbi Jonathan Sacks' beliefs</p> <p>To explain how Fauja Singh's faith helped him.</p> <p>To discuss what inspiration means.</p> <p>To examine the role of beliefs in my life.</p> | <p>To discuss and compare different faiths and beliefs</p> <p>To recognise and understand the beliefs of humanism</p> <p>To recognise why the main festivals of Christianity take place</p> <p>To understand why Islamic artefacts are important to Muslims</p> <p>To discuss how a Sikh might behave in different situations</p> <p>To explain the meaning of the Taoist story</p> |
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| | | | | | | To explain the actions of the Buddha |
| Pupils should be able to do... (Skills being developed) | | | | | | |
| Key vocabulary | | | | | | |
| Year 5/6 | | | | | | |
| Cycle one | | | | | | |
| Pupils should know... (core knowledge and concepts to be learned) | <u>Hurt and Healing</u> To understand what is meant by the term hurt To understand the themes of the story of Job To understand the themes of the story of Adam and Eve To identify how the four noble truths explain suffering | <u>The true meaning of Christmas</u> To understand the true meaning of Christmas for Christians To explain the importance of love at Christmas time in Christianity To explain how God took human form and its importance for Christians | <u>Worship</u> To consider how worth is determined and what has worth to me To reflect upon how music makes me feel and why it is used for religious worship To discuss why and how religious believers pray | <u>Forgiveness</u> To explore the concept of forgiveness To explore and discuss what Jews believe about forgiveness. To explore the significance of Yom Kippur for Jews To explore what Buddhists believe about forgiveness | <u>Peace</u> To explain the meaning of the word peace To explain how different religions view peace To state the similarities and differences between each religion's view on peace. To explain how some religions use | <u>Commitment</u> To understand what commitment means and how it can be demonstrated in different ways To explain how commitment is demonstrated in coming-of-age rituals To understand and explain why |



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| | <p>To recognise how humanists make sense of suffering</p> <p>To compare different viewpoints about suffering</p> <p>To understand what Sikhi teaches about suffering</p> | <p>To compare Christian and secular Christmas cards</p> <p>To understand the meaning of a popular Christmas carol</p> <p>To evaluate whether the true meaning of Christmas is now lost</p> | <p>To compare expressions of worship in art</p> <p>To investigate how artefacts are used as objects of worship in different religions</p> <p>To explore what religious freedom is and how people use it</p> | <p>To compare forgiveness in Buddhism and Judaism</p> <p>To create and explain a symbol for forgiveness.</p> | <p>inner peace to find peace and can reflect on this technique.</p> <p>To explain how religions focus on community cohesion to bring about peace.</p> <p>To recognise key peace symbols</p> | <p>people make sacrifices</p> <p>To summarise the importance of fasting in Islam</p> <p>To identify what happens at marriage ceremonies</p> <p>To reflect on how I show commitment in my own life</p> |
| Pupils should be able to do... (Skills being developed) | | | | | | |
| Key vocabulary | | | | | | |
| Cycle two | | | | | | |
| Pupils should know... (core knowledge and concepts to be learned) | <u>What matters most</u> | <u>Humanism</u> | <u>Creation stories</u> | <u>Free will and determination</u> | <u>Eternity</u> | <u>Justice and freedom</u> |
| Pupils should | | | | | | |



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| be able to do... (Skills being developed) | | | | | | |
| Key vocabulary | | | | | | |