



RE – Curriculum Overview

Resilience

Curiosity

Respectfulness

Creativity

Independence

Confidence

RE – Curriculum Overview

Vision

Across the school we aim to develop children's skills of enquiry, reasoned argument and reflection. We are a multi-faith school and offer a rich and varied curriculum to reflect this. We believe children learn best from real experiences in order to capture their imaginations and encourage curiosity.

We try to enhance our curriculum in many ways to ensure this is how children learn and respect different religions. The whole school ethos is to encourage children enquire and ask questions in order to impact on their spiritual, moral, social and cultural development. During religious education lessons, children are challenged to push themselves to think outside of their comfort zones and explore their skills, beliefs and ideas; asking questions at all times whilst experiencing practical lessons.

Intent

All pupils should know about and understand a range of religions and worldviews; Express ideas and insights about the nature significance and impact of religions and worldviews; Gain and deploy the skills needed to engage seriously with religions and world views. Children are taught about a range of religions and learn to respect and ask questions about different religions, traditions and cultures around the world. Across the school year we aim to make R.E relevant by studying and celebrating real events, from holding a whole school Diwali day, learning about various aspects of the Hindi culture to celebrate with our community in this special occasion to looking at Saints days in assemblies or exploring real artefacts from a focused religion during lessons.

The principal aim of our religious education is to:

- Enable pupils to understand and reflect upon the religious and spiritual beliefs, practices, insights and experiences that are expressed in humanity's search for meaning in life;*
- Provide opportunities for pupils to explore and express their own responses and personal beliefs.*

RE in EYFS Nursery

EYFS Nursery	Overview	Key Learning	Vocabulary
	Festivals, Celebrations, Stories Starting point and throughout the year: Explore children's own celebrations, eg birthdays, new siblings. Explore children's own religions and festivals. Festivals should be celebrated at the correct time of the year. Explore and value special objects /things that children show or do which have a special religious or cultural meaning for them. Read relevant stories linked to different cultures and religions. Use art, music, dance, and role-play to engage children. Experience times of quiet reflection to develop own thoughts and ideas.	Sticky Knowledge Experience Festivals, Celebrations and Stories about eg: Harvest, Diwali, Fireworks, Poppy Day, Hannukah, Christmas Valentine's Day, Shrove Tuesday, Holi Spring Festival, Mother's Day, Easter Eid, Father's Day, Raksha Bandhan	

RE in EYFS Reception

EYFS Reception	Overview	Key Learning	Vocabulary
	- Follow the Bromley Agreed Syllabus - Children answer enquiry questions relating to thinking, believing and living and then reflect how their views affect the way they see the world, and themselves as part of a community. - Three focus areas of Festivals and Celebrations, Growing Together and Caring and Taking Care - Collective worship during assemblies - Discuss and share family celebrations such as Christmas and birthdays. - Who lives and works in our community? - Children explore alternative festivals and celebrations through topic learning eg Diwali, Easter, Holi, Chinese New Year, Halloween, Hannukah Harvest Festival, Christingle and Bonfire night. - Children attend the workshops set up from RE Subject lead to explore handing religious artefacts - National festivals explored including Remembrance Day. - Share stories from around the world – discuss similarities and differences seen. - Looking at RE through Art. - Sharing bible stories - Role playing stories from the bible. - Music and songs	By the end of EYFS, children will develop Sticky Knowledge and Skills regarding: <u>Festivals and Celebrations</u> Know that people have special celebrations e.g. birthdays, new siblings, Christenings, Weddings etc. Know that some people believe in different religions and celebrate festivals: Harvest, Hindu Festival: Diwali, Jewish Festival: Hannukah, Christian Festival: Christmas, Jewish festival; Purim, Christian Festival: Easter, Sikh festival; Baisakhi, Buddhist festival: Wesak, Islam Festival: Eid-ul-Fit, Hindu festival; Raksha Bandhan Know how to explore and value special objects and things. <u>Growing Together</u> Can discuss the ideas of rules that different faith groups have. Know that many faiths teach us to live good and honest lives. Know that I belong to different communities. Know that friends are important and Jesus had 12 special friends. Know that some people get baptised and have naming ceremonies. <u>Caring and Taking Care</u> Know that different faiths have creation stories. Know and can name people who care and help us in our lives. Know how people care for others, including faith groups. Know how to care for babies and how Jesus was a special baby for Christians and his mother Mary. Know how to care and look after our world and know that Christians believe Jesus grew up to help people.	- Faith, community, festivals, celebrations, baptised - God/Creation, Jesus, Christmas, Heaven, God, Wise men, Shepherds, Nativity, Human, God, Saviour, World - Muslims, Islam, Hindus, Hinduism, Christianity, Christians, Believe. The diagram consists of four overlapping circles arranged in a square pattern. Each circle contains one of the four words: 'Believing' (top), 'Reflecting' (right), 'Thinking' (left), and 'Living' (bottom). The circles overlap in the center, creating a small square area where all four words intersect.

Year 1	Overview	Key Learning	Vocabulary
Autumn	Follow the Bromley Agreed Syllabus and unit plans. Children engage with enquiry questions relating to thinking, believing and living; and then reflect how their views affect the way they see the world, and themselves as part of a community. 1a Where did the world come from? This unit looks at the religious belief in a God who created the world and all living things (Genesis and Brahman). It also investigates the way Judaism remembers the story (Shabbat). Planned Learning: By the end of this unit, children should be able to... - Recall the belief that God created the world in 6 days and rested, as an example, on the 7th day, and recognise that this shows belief in god as Creator in Judaism, Christianity and Islam. - That Jewish people remember this Genesis creation story and many have a day of rest from work each week starting on Friday night to Saturday (Shabbat), and recall some of the items on the table on Friday night and what they symbolise. - Recall other creation stories from different religions e.g. Sikhism - Recall Hindu belief in Creation by a supreme being, Brahman, and that an essence of him is present in all living things (Atman) and therefore the belief in Ahimsa. - Compare with other non-religious/own beliefs regarding creation Christmas Unit This unit looks at the journeys that people in the Nativity made and what Christmas means to us.	Sticky Knowledge and Skills: What is RE? Show interest in RE and make contributions in RE. What are 'Big Questions'? Draw/write a Big Question with/without support. Where do some people believe the world came from? 2 lessons Draw/label some Days of Creation from the Genesis story and use some RE vocabulary to describe the Days of Creation. Draw/label some creations in our world from the Genesis story. Express awe and wonder in God's creations. How do Jewish people remember the Creation story? Show Shabbat as a day of rest and include important images / symbols that show a religious meaning. What do Hindus believe about where the world came from? Show different sides of self like the many different gods and goddesses that represent Brahman. Know that one part of Brahman is as A Creator who created the world and everything in it. What do others believe about where the world came from? (optional) (Sikhs, Iroquois) Know what the Iroquois/ Haudenosaunee people and Sikh's believe about creation. Talk about some similarities and differences in creation stories. What do others say about where the world came from? (Scientists) Know what scientists believe about creation. What do you think about where the world came from? Reflect upon what scientists and religions believe and give own view. Respond creatively to ideas about where the world came from. How do the journeys tell the Christmas story? Say why the people in the Nativity made their journeys, how people in the journeys felt and why the journeys were hard. What does Christmas mean to us? Draw / label and explain Christmas objects/symbols and events that are special for Christians.	- Creation; beliefs about God as Creator and Provider; designer, Genesis, Supreme Being, - Brahman, Brahma, Vishnu, Shiva, Atman, Ahimsa, - Native American Tribes - Iroquois / Haudenosaunee, myths - Christianity, Judaism, Islam, Sikhism, scientific theory - gratitude, thanks, Sabbath (Shabbat)/day of rest. - Mary, Joseph, Jesus, Herod, Shepherds, Magi, Bethlehem, Egypt, Nazareth, Journey Nativity, Christingle, Advent

Follow the Bromley Agreed Syllabus and unit plans.

Children engage with enquiry questions relating to thinking, believing and living; and then reflect how their views affect the way they see the world, and themselves as part of a community.

1b Who do we thank?

Planned Learning:

By the end of this unit, children should...

- Have an opportunity to consider the world around them, have an appreciation of nature and consider if it has a 'design'
- Have an appreciation of the effort/processes involved in providing their food and recall how different religions show gratitude to God in different ways:
 - that Jewish people say blessings (**brachot**) over food and saying Grace in Christianity
 - That Christians celebrate with a **Harvest** festival
 - that Hindus make offerings/sacrifice of thanks in a **Puja** ceremony, and recall some of the items on the Puja tray and what they symbolise/beliefs they show
- Recall that, according to the Genesis story, man and woman were made on the 6th day and instructed by God to look after the world and animals as 'stewards' and consider some of the ways this is enacted and is still required whether or not there is a belief in Creation.
- Revisit the account of the creation of humans in Genesis, and consider the hierarchy and relationships between animals/people; make links with Hindu belief in **Atman** and **Ahimsa**.
- Identify examples of stewardship e.g. Muhammad stories of the Ants and the Sad Camel.

Easter

This unit looks at events in Holy Week and how the Easter story can be shown in artwork.

Sticky Knowledge and Skills:

What makes our world wonderful? 1-2 lessons

Select pictures to show appreciation of natural and man-made things.

Express views/feelings when seeing something wonderful.

Make a thank you card for food and show a spiritual view of thankfulness in the card.

Show how religious people say thank you their food.

How do some Christians celebrate Harvest?

Talk about ways to share food and essentials.

Talk about how Christians share food and essentials at Harvest time.

How do some Jewish people celebrate Harvest? 1-2 lessons

Represent a Sukkah using some natural materials as Jewish people did long ago.

Understand that the natural elements of the Sukkah and lulav remind Jewish people to be grateful for the natural things that grow and their food.

How do some Hindus say thank you?

labelling some items for Puja and saying what some items mean.

Knowing that Puja enables Hindus to thank God, pray, give and share Prashad foods.

Are people more important than animals? 1-2 lessons

Express a simple response to a big question.

Express my own views and feelings to a big question.

Express a response linked to learning experiences about sources of information /religious views.

Why should we be grateful and careful for our world?

Draw/write simple word ideas of thanks.

Write explanations of thanks and care for our world - some linked to learning about religions.

What is Holy Week?

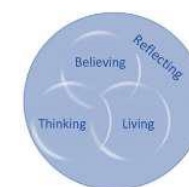
Make palm branches in role play of Jesus' entry into Jerusalem (Palm Sunday).

Imagine what people might have said or thought as Jesus rode past on Palm Sunday.

How is the Easter story shown in artwork?

Link parts of the Easter story to artwork, annotate artwork and design artwork to convey the Easter Story.

- **Creation; Design**, Showing gratitude for food; **sacrifice/offerings** and blessings, stewardship
- share, Harvest, thank you, thankful, thankfulness
- Sukkot, Thanksgiving Jewish Harvest, Sukkah
- Hindus, Puja Ritual, Puja Tray, Prashad, thank you, worship, pray, share, show respect, bell, Diva Lamp, Incense, Holy Water, Tilak, Fruit, Flowers, Aarti Lamp
- creation, Stewards of Creation Dominion, Atman / Soul Ahimsa
- care, thanks



- Lent, Palm Sunday, Passover feast, Easter, Holy Week, Crucifixion, Resurrection, Heaven, Christians, Blessed, Sins forgiven Alleluia (Praise the Lord) Hosanna (Saviour, save, rescue, I pray) Palm Sunday, Maundy Thursday, Good Friday, Holy Saturday

Follow the Bromley Agreed Syllabus and unit plans.

Children engage with enquiry questions relating to thinking, believing and living; and then reflect how their views affect the way they see the world, and themselves as part of a community.

1c How do we know they are special?

Planned Learning:

By the end of this unit, children should be able to...

- Recall the **nativity** story, recognising how this shows **Jesus** to be **special**, that Jesus is believed by Christians to be the **incarnation** of God (the Creator and Judge) on Earth, and that he died as a **sacrifice** for people's **sins** (bad actions) on the **cross/crucifix** so God could forgive them for their sins/ wrongdoing.
- Revise the Hindu belief in Brahman and **Ahimsa**. Know that **Avatars** (deities) are the **incarnation** of some of Brahman's essence on earth. Identify features from their birth stories that show them as special for example: **Ganesha** being made of clay (and make links with **Genesis**), and being brought back to life by Shiva, or the blinding light shining when **Krishna** was born, and the gods intervened to save his life when he was born
- Children can also learn about other special people in different religions and recount their birth stories (e.g. **Guru Nanak** in Sikhism, **Muhammad** in Islam), and identify features from these which also show them as special. These might include:
 - When pregnant with **Muhammad** his mother dreamed of giving birth to light that enveloped the whole world; Muhammad being born fully supporting his head with his hands; during his birth the royal palace shaking and pillars collapsed, and the donkey of his adoptive nurse becoming healthy and strong when she carried him
 - A great light also shining as **Guru Nanak** was born and he was smiling
 - Zoroastrian 'Immortals'
 - Make links between symbolism of light shown in images of the above special people (e.g. halo)

Sticky Knowledge and Skills:

What makes a person special? 1-2 lessons

Make a list of words that describes why a person is special

Give reasons for words used to describe why a person is special.

How can we show that a person is special through pictures?

Use simple labels to identify religious/special things in a picture.

Explain why things in a picture show a religious figure is special.

Who was Jesus?

Say one thing that makes Jesus special for Christians.

Give some reasons why Jesus is special for Christians.

How can we tell from the Nativity story that Christians believe Jesus is special?

Say what happened in a part of the Nativity Story.

Use special words heard in the Nativity Story/The Bible to explain why Christians believe Jesus is special.

What makes Muhammad special to Muslims?

Say one thing that makes Muhammad special for Muslims.

Give several reasons why Muhammad is special for Muslims.

How do the birth stories show that Sikhs believe Guru Nanak is special?

Say one special thing that happened when Nanak was born.

Say who predicted that Nanak would become a Guru.

Say what changed Nanak's life forever one day down by the river so that he became a spiritual teacher.

How might the birth stories of an Avatar help Hindus try to be better people? 2 lessons

Identify values and characteristics of Krishna that Hindu people admire about him.

Understand how reading about stories of Avatars inspires Hindus to behave/also show these values.

How can we show they are special?

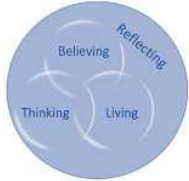
Show similarities between the special people studied.

Show links between values/characteristic of special people studied and someone I know.

- Leader, generous, kind, humble, loving, wise, honest, considerate, generous, good, forgiving, caring, strong, brave, helpful, spiritual, role model, compassionate, kind, wise, protector, miracles
- symbols, halo, cross, dove, heart, rosary beads, angels
- The Holy Trinity, God the Father, God the Son, The Holy Spirit, Son of God, incarnation, human form, sacrifice, sin//wrongdoing, resurrected, rescue, save, forgive, healer, Jesus, The Messiah/Saviour, God's gift to mankind, King of the Jews
- Muhammad, Allah, prophet, Islam
- Guru Nanak, spiritual teacher / Guru, Sikh, light, special, baby
- Brahman (God), Atman, Trimurti-Brahma, Vishnu, Shiva, Avatars – gods and goddesses, Reincarnation, Murtis of Avatars



RE in Year 2

Year 2	Overview	Key Learning	Vocabulary
Autumn	Follow the Bromley Agreed Syllabus and unit plans. Children engage with enquiry questions relating to thinking, believing and living; and then reflect how their views affect the way they see the world, and themselves as part of a community. 2a How do people show their beliefs and values? Planned Learning: By the end of this unit, children should be able to... • Revise the Jewish (as well as Christian and Muslim) belief that God created humans as per the Genesis story. Recall other beliefs Jewish people have about God, including as Judge and Provider. Identify symbolic items worn by Jewish people and make links with their key beliefs about God: - o including the belief in God being Creator (blue stripes on prayer shawl or 'Tallit') - o and as Law Giver and Judge of their actions (kippah on head, and 613 laws in the Torah, represented by strings/knots on Tallit) • Recall that Muslims also believe in the 6 days of Creation (as per Genesis), and have 99 names for God (or Allah, in Arabic), showing his other actions and characteristics, including as Judge and Merciful in forgiving their sins (bad actions). Recall the 5 pillars of Islam and identify how these reflect their beliefs about Allah and the importance of supporting the community/ Ummah. • Recall previously learnt nativity story, know that Christians wear the cross/crucifix to remind them of the belief that Jesus is the incarnation of God (the Creator and Judge) on Earth, and that at Easter they celebrate his sacrifice for people's sins (bad actions) so God could forgive them for their sins/wrongdoing. • Recount the 5 K's and make links with key Sikh beliefs in one God, including as Creator of all humankind, and make links with the importance of equality in Sikhism. • Exploration of what symbols from non-religious symbols (e.g. organisations/communities they belong to/know about- including school) are showing. Christmas Unit This unit looks at how Christians show their beliefs and values at Christmas and how people express caring at Christmas.	Sticky Knowledge and Skills: How can we show what is important to us through symbols? 2 lessons Annotate images/pictures with key words and describe activities connected with symbols shown. Describe values that are important through symbols shown and „ Draw own symbol with simple labels for the image, what the colours represent and explain about particular activities and values they represent. What do Jewish people wear to show their beliefs about God? Label and describe what some Jewish items look like and where they are worn. Also what items symbolise for Jewish people. How do Sikh symbols show what is important to them? Draw, label and describe the 5Ks. Also what the 5ks symbolise for Sikhs. How do some Muslims dress / show they belong to their community? 2 lessons Know some of the 99 names/characteristics of Allah. Talk about the Pillars of Islam and what they mean. Write words/simple sentences about items of clothing that show they belong to their community. Link clothing with key beliefs about God and other values they show/represent. Why must we always show respect to others for what they choose to wear? Reflect upon why we must show respect to others for what they choose to wear. How do Christians show their beliefs and values at Christmas? Think of some words that represent Christmas and add words to show Christian activities, beliefs and values at Christmas. How do we show Caring at Christmas? Make a wish for someone at Christmas and show how people express caring at Christmas.	• Identity; symbols and actions of belonging; beliefs about God and Allah; incarnation and sacrifice of Jesus • Christianity, symbols, incarnation, resurrection, cross, crucifix, sacrifice, sins, forgiven, miracle, dove, fish, Holy Trinity • Judaism, tallit, tzitzit, kippah, Shabbat, symbolise, mitzvot, teffilin • Sikhism, kesh, kacchera, kara, kirpan, kanga, Khanda • Allah, 99 names, prayer, charity, fasting, Hajj, hijab, taqiyah, tasbih, Ummah  • hope, peace, joy, love, advent, light, excitement, wonder, loneliness, joy, sadness, celebrate, saviour, Christingle, Christmas, caring.

Follow the Bromley Agreed Syllabus and unit plans.

Children engage with enquiry questions relating to thinking, believing and living; and then reflect how their views affect the way they see the world, and themselves as part of a community.

2b What is Human?

Planned Learning:

By the end of this unit, children should...

- Recall the creation story of **Genesis**, including the **Christian** and **Jewish** belief in the **creation** of man and woman and instruction by God of stewardship
- Know the basic beliefs about the **Soul** in Baha'i, Judaism, Christianity and Islam, and explain these with correct terms and making links with learning about 'sins' and the belief about God as Judge (2a)
- Revise the Hindu belief in **Brahman's** presence in all living things (**Atman**) and the belief in **Ahimsa** to compare with the above
- Have an opportunity to explore the comparisons with other beliefs (including their own/non- religious) about the soul; consider the impact of these beliefs on the differences and relationships with humans and animals, and the responsibility of **stewardship**
- Describe Anicca (Buddhism), and make links and comparisons with the beliefs about the Soul in Judaism, Christianity, Islam and Hinduism

Easter Unit

This unit looks at how Christians prepare for Easter.

Sticky Knowledge and Skills:

Who am I?

Describe some things that make me unique.

Think of things that influence my identity such as beliefs and culture.

When am I?

Identify the different roles I have now.

Identify what my identity/roles might look like in the future.

Where does life come from?

Express a response about where some religions say life comes from.

Express my own view about where life comes from.

Express how people, who might not believe there is a God explain life.

How might some believers look after their souls?

Show that generic good behaviours are essential.

Express religious beliefs, values and practices of believers.

What is a human?

Talk about identities, souls, and different beliefs that describe what is a human.

How do Christians prepare for Easter? 2 lessons

Think of some sad or joyful things that Jesus or the 12 disciples might have felt at The Last Supper, Good Friday and Easter Sunday.

Explain what is special about events in Lent for Christians.

Explain how some Christians show their commitment to their religion on Holy Saturday evening.

- soul; Atman; sin; stewardship; creation; Ahimsa; physical and spiritual/non-physical; humanity
- Identity, unique, special, influences, Characteristics, Buddhism Buddhists - Buddha
- roles changes anicca
- life, soul, spirit, heart, Neshama/breath of life, eternal
- Hinduism, Atman/soul/spirit, eternal, Reincarnation/Samsara, karma/good and bad deeds



- Jesus, disciples/apostles, Shrove Tuesday, Lent, fasting, giving, praying, Ash Wednesday, Palm Sunday, Maunday Thursday, Good Friday, The Crucifixion, Holy Saturday, The Paschal Candle, Easter Sunday, The Resurrection

Follow the Bromley Agreed Syllabus and unit plans.

Children engage with enquiry questions relating to thinking, believing and living; and then reflect how their views affect the way they see the world, and themselves as part of a community.

2c Why do we celebrate births?

Planned Learning:

By the end of this unit, children should...

- Know that babies are welcomed/initiated into Christianity as followers of Jesus through infant baptism
- Recall the symbolic items/actions in the ceremony, identify the meanings (promises by godparents of commitment to following of Jesus) and beliefs behind these (including those of the cleansing of sin with water) and make links with previously learned Christian beliefs about God and Jesus and the soul. Children could also investigate and compare with adult baptism, or that of Jesus.
- Identify the features (items and actions) in other birth ceremonies from other religions and non-religious worldviews (including their own), and make links with key values, beliefs and traditions. Some children may be able to draw comparisons between these features and the values/beliefs shown. These include:
 - o Islam: Shaving of hair and equivalent weight given to charity, whispering of Adhan in ear at birth and death as part of first pillar Shahadah, as well as circumcision
 - o Shaving of hair in Hinduism and believed links to 'health' in Hinduism, feeding with sweet food and puja for purification of soul
 - o Sikh tradition of naming via the Guru Granth Sahib (the Sikh scriptures) and middle names of Kaur or Singh to show equality
 - o Jewish circumcision or 'Bris' as reminder of the Abraham/Isaac story as commitment to God
- Recall religious beliefs in creation of humans and the soul by God (1a, 1b, 2b) and above learning to consider the importance/value of celebrating births; compare to animals

Sticky Knowledge and Skills:

Where do some people believe we come from?

Know what birth rites are.

Identify the birth rites to celebrate the birth of a child.

Interpret and explain what it might mean to a Christian to be created in God's image.

Who is the most important person at an infant baptism?

Know what a baptism is.

Know the important role of Godparents in a baptism ceremony.

Identify the key features of a baptism.

What is most important about baptism for a Christian?

Know why Christians have a baptism.

Identify symbols and signs connected to baptism and what they represent.

How are adult baptisms different to infant baptisms?

Compare adult and infant baptisms.

Identify the superficial and emotional elements of a baptism.

How do Hindus celebrate a new life?

How do Muslims and Jewish people show commitment to God during their birth ceremonies?

Why is a name so important? (Sikh)

Know about different naming ceremonies for Hindus, Muslims, Jewish and Sikh people.

Understand the importance of traditions/names for different religions.

Attribute characteristics to a name.

How else might people celebrate the birth of new babies?

Know about a non-religious birth ceremony.

Explore similarities and differences in religious and a non-religious birth ceremony with regard to values, beliefs and commitments.

Why is it important to celebrate births?

Discuss/judge how much birth rites show identity, commitment and to whom, beliefs about purifying the soul.

- Genesis, Birth rites, babies, infant baptism.
- Parents, God Parents, witnesses, ceremony, promise, commitment
- spiritual development, light, Christian beliefs, cleansing or purification of the soul; naming as part of identity; signs of commitment
- free will, choice, independence, commitment
- Hindus, Muslims, Jewish and Sikh birth rites. Non-religious birth naming ceremonies, tradition, identity, similarities, differences

