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# **Religious Education**

## ***Curriculum***

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## Intent

Here, at Maple Primary School, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them.

The aims of Religious Education in our school are:

- To help children to acquire and develop knowledge and understanding of Christianity and the other principal religions/world views represented in *Great Britain*.
- To appreciate the way that religious beliefs shape life and behaviour.
- To develop the ability to make reasoned and informed judgements about religious and moral issues.
- To enhance their spiritual, moral, social and cultural development.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school.

At Maple Primary, Religious Education plays an important role, along with all other curriculum areas, particularly PSHE, in promoting the spiritual, moral, social, and cultural development of our children.



## **Implementation**

At Maple, we use the Herts Agreed Syllabus for Religious Education 2017-2022 as the basis for our curriculum. It has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions/world views will be studied:

- Christianity
- Islam
- Judaism
- Hinduism
- Sikhism
- Buddhism
- Humanism

The children's learning is further enhanced with faith visitors, visits to places of worship and assemblies.

As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity is studied in each school year.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely.

All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community.

We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.



## **Impact**

The children at Maple Primary School enjoy learning about other religions and why people choose, or choose not to follow a religion.

Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world.

Through R.E. our children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community.

Through R.E. children will be able to express their views on different world beliefs and also express their own beliefs and views.

R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way.



# Religious Education

## Curriculum Map

	Reception	Year 1	Year 2	Year 3 (Linked to Christianity and Islam)	Year 4	Year 5	Year 6
Autumn	<p>Religious stories</p> <p>Exploring places, artefacts, dress, food and music</p> <p>Jesus' birthday story</p> <p><b>Festivals</b> Harvest Christmas Diwali</p> <p><u>Key Skills</u> Explore different ways of living, including beliefs and festivals.</p> <p>Listen and respond to religious stories.</p> <p>Communicate about people, places and religious symbols and artefacts.</p>	<p>Being thankful and harvest traditions</p> <p>Giving to charity</p> <p>Festivals of light</p> <p><u>Key Skills</u> Respond to faith stories and examples of showing care and concern for humanity and the world</p> <p>Give at least one example of belief and practice, such as a festival, worship and/or ritual and share some meanings behind them</p>	<p>Muslim &amp; Christian signs &amp; symbolic actions (visit to the Abbey) Harvest Muslim prayer &amp; action Christmas</p> <p><u>Key Skills</u> -Give examples of different beliefs &amp; practices, including festivals, worship, rituals &amp; ways of life &amp; explain some meanings behind them. -Give examples of symbols &amp; actions explaining how &amp; why they express religious meaning; notice some similarities between communities.</p>	<p>Beliefs and practices; Symbols and actions Marking festivals, traditions and key events in life Symbolic expression in prayer and worship</p> <p>Advent and Christmas traditions around the world.</p> <p><u>Key Skills</u> Describe using specific religious vocabulary the impact of Celebrations and key moments in life in some religious communities</p>	<p>Marking festivals, pilgrimage, traditions and key events in life</p> <p><u>Key Skills</u> Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.</p> <p>Symbolic expression in prayer and worship</p> <p><u>Key Skills</u> Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate</p>	<p>Celebrations, key events in life and pilgrimage</p> <p><u>Key Skills</u> Using religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage</p> <p>Symbolic ways of expressing meaning Exploring the incarnation through the Christmas story Describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities</p>	<p>Celebrations and key events in life Symbolic ways of expressing meaning Exploring the annunciation in a sacred and secular Christmas</p> <p><u>Key Skills</u> Pupils identify and describe key features of religions, including beliefs, teachings and their meaning.</p> <p>Ask questions about matters of right and wrong and suggest answers which show understanding of moral and religious teachings.</p>

						<p>meaning to individual followers. Describe some similarities between communities.</p> <p>Exploring the Trinity at Christmas - Incarnation</p> <p><u>Key Skills</u> -Understand the Trinity.</p>		
Spring	<p>Exploring wedding ceremonies</p> <p>Creation, awe and wonder of the natural world</p> <p>Remembering Jesus at Easter</p> <p><b>Festivals</b> Chinese New Year Easter</p> <p><u>Key Skills</u> Show awareness of things and people that matter to them and link this to learning in Religious Education.</p> <p>Listen and respond to religious stories.</p>	<p>Belonging to a family and community</p> <p>Naming ceremonies</p> <p>Using artefacts to explore prayer and Worship</p> <p>The Easter Story</p> <p><u>Key Skills</u> <i>Talk about how and where some worshippers pray. Respond to periods of stillness and reflection</i></p> <p><i>Talk about things and people that matter to them and how people belong to groups including faith</i></p>	<p>Prayer</p> <p>Shabbat &amp; Passover</p> <p>Easter</p> <p><u>Key Skills</u> -Explore how &amp; where worshippers connect to prayer &amp; worship. -Participate in periods of stillness &amp; reflection. -Retell &amp; suggest meanings to some religious &amp; moral stories; think, talk and ask questions about some sacred writings &amp; sources of wisdom &amp; the</p>	<p>Belonging to a family, a community, challenges and religious leadership</p> <p><u>Key Skills</u> Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders</p> <p>Different ideas about God and gods, creation and ultimate Questions</p> <p><u>Key Skills</u></p>	<p>Belonging to a community, individual commitment and religious leadership</p> <p><u>Key Skills</u> <i>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</i></p> <p>Different ideas about God and gods, creation and ultimate questions</p>	<p>Belonging to a community, individual commitment and religious leadership</p> <p><u>Key Skills</u> <i>Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present</i></p> <p>Communicating beyond prayer and sacred spaces</p>	<p>Belonging to a community, individual commitment and religious leadership</p> <p>Communicating beyond prayer and sacred spaces</p> <p>The significance of Salvation</p> <p><u>Key Skills</u> Identify and describe religious practices and their meaning</p> <p>Ask questions and suggest own answers about the significant experiences of others, including religious</p>	

		<p>Communicate about people, places and religious symbols and artefacts.</p>	<p><i>groups</i></p> <p><i>Give at least one example of a religious symbol or action and explain how it is used</i></p>	<p>traditions from which they come.</p> <p>-Explain the influence of rules.</p> <p>-Explore moral stories &amp; consider what is right and wrong just and fair</p>	<p>Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer</p> <p>Communicating through sacred spaces and prayer</p> <p><u>Key Skills</u> Ask and answer questions about places of prayer and worship and the impact they might make on faith communities</p> <p>Exploring Lent, Holy Week and Salvation</p> <p>Easter story</p>	<p><u>Key Skills</u> <i>Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.</i></p> <p>Communicating through sacred spaces and prayer</p> <p><u>Key Skills</u> <i>Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.</i></p> <p>Exploring Good Friday - Jesus' death and resurrection</p> <p><u>Key Skills</u> <i>Understand why Christians call the day Jesus died Good Friday.</i></p>	<p>Different ideas about God and gods, creation and ultimate questions</p> <p>Exploring themes in The Last Supper</p> <p><u>Key Skills</u> <i>Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences</i></p> <p>Pupils consider individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods</p> <p>Questions of meaning and purpose</p>	<p>believers.</p> <p>Pupils consider the difference between ultimate and non-ultimate questions and understand that religions may give followers the answers to some of the mysteries of life.</p>
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	Summer	<p>Sacred spaces, simple prayers and time to reflect</p> <p>Treating the world fairly and taking responsibility</p> <p>God and other big questions</p> <p><b>Festivals</b> Eid</p> <p>Communicate through talk or gesture about prayer. Experience periods of stillness and reflection.</p> <p>Understand what is right, wrong and fair.</p> <p>Explore how people show concern for each other and the world around them.</p> <p>Use imagination and curiosity to develop their wonder of the world and ask questions about it.</p>	<p>Sacred texts: who reads them, when and why</p> <p>Faith stories</p> <p>Big Questions about God</p> <p>Taking responsibility</p> <p>Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it</p> <p>Respond to faith stories and examples of showing care and concern for humanity and the world</p> <p>Respond to moral stories and demonstrate what it means to be right and wrong just and fair</p>	<p>Showing care &amp; concern</p> <p>Whose community?</p> <p>Who made the world &amp; other big questions</p> <p>-Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.</p> <p>- Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions.</p> <p>-Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this</p>	<p>Sacred texts and stories, their guidance and impact</p> <p><u>Key Skills</u> Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers</p> <p>Taking responsibility for living together, values and respect</p> <p><u>Key Skills</u> Recognise the importance of showing care and responsibility for the world, identifying the shared values in two communities</p> <p>Right and wrong, just and fair</p> <p><u>Key Skills</u> Explore moral stories and reflect</p>	<p>Sacred texts and stories, their guidance and impact</p> <p><u>Key Skills</u> 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. Taking responsibility for living together, values and respect</p> <p><u>Key Skills</u> Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.</p> <p>Right and wrong, just and fair</p> <p><u>Key Skills</u> Consider and discuss questions on matters that are important in the world including</p>	<p>Sacred texts and stories, their guidance and impact</p> <p><u>Key Skills</u> Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities</p> <p>Taking responsibility for living together, the world, values and respect</p> <p>Reflecting on ethics, what is right and wrong, just and Fair</p> <p><u>Key Skills</u> Identify and describe how people with religious and worldviews make choices about what is right and wrong</p> <p>Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups</p>	<p>Sacred texts and stories, their guidance and impact</p> <p>Taking responsibility for living together, the world, values and respect</p> <p>Different ideas about God and gods, creation and ultimate questions</p> <p>Reflecting on ethics, what is right and wrong, just and fair</p> <p><u>Key Skills</u> Explore other religious beliefs and communities and explore the basis for their different beliefs. Raise challenging questions and suggest answers from different perspectives.</p>
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					on why individuals make choices about what is right and wrong, just and fair	choices about what is right and what is wrong.	Describe the diversity of local and national communities. Identify some shared communal values and responsibilities	
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