




# THE VAYNOR CURRICULUM

## RELIGIOUS EDUCATION SEQUENCE



Schools have a statutory duty to teach R.E. with the curriculum being determined by the local Standing Advisory Council on Religious Education (SACRE) which is responsible for producing the locally agreed syllabus for R.E.

### INTENT

 <p><b>Love for Learning:</b> By developing children's personal ability to understand who they are, who they want to become and how to achieve that through knowledge of religions, beliefs and cultures. Empowering children to have vision and strong personal beliefs and for them to understand that they have the right to be themselves.</p>	 <p><b>Enquiring Minds:</b> By giving children opportunities to explore world religions, beliefs and cultures and not limit experiences for them is crucial to be able to choose their own pathway of faith. We will give them personal experiences and share other's experiences to enhance their understanding of diverse cultures of the world. We will encourage children to ask questions about meaning, purpose and truth, identity and values.</p>	 <p><b>World Wise:</b> Children will develop their sense of belonging through understanding local, national and global faiths. Understanding how faiths and beliefs shape communities across the world is fundamental for children to have a wider perspective of their place in the world.</p>
---	--	--

These three **strands** run through the whole curriculum:

**Believing** (*Religious beliefs, teachings, sources; questions about meaning, purpose and truth*)

**Expressing** (*Religious and spiritual forms of expression; questions about identity and truth*)

**Living** (*Religious practices and ways of living; questions about values and commitments*)

	Believing	Expressing	Living
<b>EYFS</b>	<p><b>Which stories are special and why?</b> Talk about some religious stories. Recognise some religious words, e.g. about God. Identify some of their own feelings in the stories they hear. Identify a sacred text e.g. Bible, Qur'an. Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do. Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. <i>Noah and the Ark, Christmas nativity story, Creation story, Rama, and Sita, Hannukah story</i></p> <p><b>Which people are special and why?</b> Talk about people who are special to them.</p>	<p><b>Which places are special and why?</b> Talk about somewhere that is special to themselves, saying why. Be aware that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Identify some significant features of sacred places. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p><b>Which times are special and why?</b> Give examples of special occasions and suggest features of a good celebration. Recall simple stories connected with Christmas/Easter and a festival from another faith e.g., Diwali.</p>	<p><b>Where do we belong?</b> Re-tell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives that made them feel special. Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p><b>What is special about our world and why?</b> Talk about things they find interesting, puzzling, or wonderful and also about their own experiences and feelings about the world. Re-tell stories, talking about what they say about the world, God, human beings.</p>

	<p>Say what makes their family and friends special to them.</p> <p>Identify some of the qualities of a good friend.</p> <p>Reflect on the question 'Am I a good friend?'</p> <p>Recall and talk about stories of Jesus as a friend.</p> <p>Recall stories about special people in other religions and talk about what we can learn from them.</p>	<p>Say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</p> <p><i>Diwali, Holi, Christmas, Easter, Hannukah</i></p>	<p>Think about the wonders of the natural world, expressing ideas and feelings.</p> <p>Express ideas about how to look after animals and plants.</p> <p>Talk about what people do to spoil the world and what they do to look after it.</p> <p><i>Links with Science and environmental activities such as welly walks, litter picking, looking after our planet, gardening, and growing.</i></p>
<p><b>Year 1</b></p>	<p><b>What do Christians believe God is like?</b></p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Re-tell stories that show what Christians might think about God, in words, drama and pictures; pupils suggesting what the story means.</p> <p>Talk about issues of good and bad, right, and wrong arising from the stories.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p> <p><b>Who do Christians say made the world?</b></p> <p>Talk about Christian beliefs of creation.</p> <p>Ask some questions about creation and offer some ideas of their own.</p> <p>Re-tell stories that show how Christians/Jews believe the world was created.</p> <p>Talk about how people should live and care for the world.</p> <p>Talk about how Christians say thank you to God for creation – harvest.</p> <p><b>Who is Jewish and how do they live?</b></p> <p>Talk about how the mezuzah in the home reminds Jewish people about God.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat.</p> <p>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p>	<p><b>How and why do we celebrate special and sacred times?</b></p> <p>Identify some ways Christians celebrate Christmas/Easter.</p> <p>Re-tell stories connected with Christmas/ Easter and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with the Christian festivals of Christmas and Easter.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p>	<p><b>What does it mean to belong to a faith community?</b></p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</p> <p>Identify two ways people show they belong to each other when they get married.</p> <p>Respond to examples of co-operation between different people.</p> <p><b>How should we care for the world and for others and why does it matter?</b></p> <p>Talk about how we should care for others and what Christians believe about caring for others.</p> <p>Re-tell stories that show how Christians believe we should treat each other.</p> <p>Talk about issues of good and bad, right, and wrong arising from the stories.</p> <p>Talk about Christian/Jewish beliefs about the creation of the world.</p> <p>Talk about how Jewish people care for others.</p> <p>Suggest ways people should care for the world.</p>

<p><b>Year 2</b></p>	<p><b>Who is a Muslim and how do they live?</b>  Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.  Re-tell a story about the life of the Prophet Muhammad.  Recognise some objects used by Muslims and suggest why they are important.  Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p><b>Why does Christmas matter to Christians?</b>  Explain some Christian beliefs about God and Jesus.  Explain what Christmas means to us and how we celebrate.  Explain why and how Christians celebrate Christmas.  Retell and explain the meaning of the Nativity story.  Talk about what Advent is and why it is important to Christians.  Name key religious symbols used and recognised by Christians.</p> <p><b>Why does Easter matter to Christians?</b></p> <p><b>What is the “Good News” Christians believe Jesus brings?</b>  Talk about what a disciple is and how they helped Jesus.  Recognise that Jesus gives instructions to people about how to behave.  Explore ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news.  Explain ways that Christians try to help people in need.</p>	<p><b>How and why do we celebrate special and sacred times?</b>  Identify some ways Christians celebrate Harvest and some ways a festival is celebrated in another religion.  Re-tell stories connected with Harvest and a festival in another religion and say why these are important to believers.  Ask questions and suggest answers about stories to do with the Christian festival of Harvest and a story from a festival in another religion.  Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p>	<p><b>What makes some places sacred?</b>  Talk about our special places and what makes them special to us.  Name places for worship for Christians, Jews, and Muslims.  Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.  Talk about ways in which stories, objects, symbols, and actions used in churches, mosques and synagogues show what people believe.  Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel.  Ask questions about how people worship in sacred places.</p>
<p><b>Year 3</b></p>	<p><b>What do Christians learn from the creation story?</b>  Explain what happens in the Christian/Jewish creation story and how they believe the world was created.  Talk about how Christians try to look after the world.  Explain what they term ‘the Fall’ means and how Christians say sorry and ask for forgiveness.</p>	<p><b>How do festivals and worship show what matters to a Muslim? (<i>Ramadam &amp; Eid-ul-Fitr</i>)</b>  Ask questions and give ideas about how Muslims worship and celebrate festivals important to them.  Talk about and identify some beliefs about God in Islam.</p>	<p><b>How and why do people try to make the world a better place?</b>  Identify some beliefs about why the world is not always a good place (e.g., Christian ideas of sin).  Make links between religious beliefs and teachings and why people try to live and make the world a better place.</p>

	<p><b>What is it like for someone to follow God?</b> Talk about the meaning of a covenant. Explain the meaning of the rainbow in the story of Noah. Give examples of people who make promises, and the promises people make. Talk about promises we make. Explain the importance of rules and what happens when they are broken/consequences. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p><b>What kind of world did Jesus want?</b> Explain what a disciple is, and the qualities Jesus looked for when choosing them. Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. Explain the kind of world they would like to see and why.</p>	<p>Make clear links between beliefs about God and worship (e.g., how God is worth worshipping; how Muslims submit to God). Make links between Muslim beliefs about God and ways in which Muslims worship (e.g., in prayer and fasting, as a family and as a community, at home and in the mosque). <b>How do festivals and family life show what matters to Jewish people? (Tu B'Shivat)</b> Ask questions and give ideas about how Jews worship and celebrate festivals important to them. Explain some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make connections between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. Offer informed suggestions about the meaning of the Exodus story for Jews today. Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation, and freedom at festivals)</p>	<p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g., tikkun and the charity Tzedek). Describe some examples of how people try to live to make the world a better place (e.g., individuals and organisations). Identify some differences in how people put their beliefs into action. Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>
<p><b>Year 4</b></p>	<p><b>What is the 'Trinity' and why is it important to Christians?</b> Talk about what a Gospel is and give an example of the kinds of stories it contains. Ask questions and offer suggestions about what texts about baptism and Trinity might mean. Talk about how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Express some ideas of what Christians believe God is like.</p> <p><b>What do Hindus believe God is like?</b> Explore some Hindu deities and say how they help Hindus describe God.</p>	<p><b>Why do some people think life is a journey?</b> Suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in Christian, and Jewish ceremonies of commitment/love and say what these rituals mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. Suggest reasons why marking the milestones of life are important to Christians, and Jewish people. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p><b>Why are festivals important to religious</b></p>	<p><b>What does it mean to be a Hindu in Britain today?</b> Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>

Make links between some Hindu stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali).

Talk about different ways in which Hindus worship.

**Why do Christians call the day Jesus died 'Good Friday'?**

Make connections between some of Jesus' teachings and the way Christians live today.

Describe how Christians celebrate Holy Week and Easter Sunday.

Identify the most important parts of Easter for Christians and say why they are important.

Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.

**When Jesus left what was the impact of Pentecost?**

Make connections between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth.

Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.

Give examples of what Pentecost means to some Christians now.

Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now.

Describe how Christians show their beliefs about the Holy Spirit in worship.

Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.

**communities?**

***\*Ongoing throughout other topics taught\****

Make connections between stories, symbols, and beliefs with what happens in at least two festivals.

Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.

Ask questions and give ideas about what matters most to believers in festivals.

Identify similarities and differences in the way festivals are celebrated within and between religions, for example festivals of light.

***Easter, Diwali in Hinduism\* focus festivals in Year4\****

## Religious Education Vocabulary

EYFS	KEY STAGE 1	KEY STAGE 2
<p><b>Special stories</b> Religion Religious stories God Jesus Bible Christmas</p> <p><b>Special people</b> Family Friends Good friend Jesus Religions</p> <p><b>Sacred places</b> Special Valued Church Place of worship</p> <p><b>Special times</b> Special Place of worship Celebration Festival Christmas Easter Diwali</p> <p><b>Belonging</b> Belong Religious stories, Baptism Christian</p> <p><b>Our world</b> World Special God Human beings Wonders of the natural world Animals Plants Environment</p>	<p><b>Christianity</b> God creator parent /father Jesus Bible Christian miracle Gospel disciple New Testament Christmas resurrection Bible cross Easter crucifixion Good Friday saint Holy Week holy Last Supper church worship prayer church baptism symbol water candle cross worship Jesus disciple Christ Bible Lord New Testament teacher Gospel God baptism christening wedding marriage community. worship clergy</p> <p><b>Judaism</b> covenant promise land belief obey day of rest authority inspiration belonging goodness beliefs belonging values Sabbath rules history symbolism remembering lifestyle command prayer beliefs values belonging slavery authority freedom inspiration beliefs values belonging holy days celebration participation lifestyle</p> <p><b>Islam</b> Muslim, God (Allah), Shahadah, Five Pillars of Islam Prophet, Muhammad The Holy Qur'an worship prayer Ramadan</p>	<p><b>Christianity</b> trinity creed father son holy spirit incarnation Old Testament New Testament Gospels scripture psalm forgiveness church cathedral abbey anglican Roman Catholic Baptist methodist non- conformist hymn prayer psalm mass holy communion eucharist sacrament lectern pulpit sermon priest vicar rector minister baptism funeral pilgrim Eucharist chalice Last Supper Holy Communion Advent Christmas Lent Easter Ascension Pentecost commitment faith miracle mission parable disciple confirmation baptism faith belief sacrament marriage wedding denominations protestant roman catholic anglican methodist baptist evangelical Pentecostal faith belief commitment catholic</p> <p><b>Islam</b> Belief Faith Allah Angels Creator Guide Provider Revelation Muhammad Jibril Role model Qur'an Word of God Respect Responsibility Beliefs Action Pilgrimage Sacred Festival Hajj Mosque 5 Pillars Id-ul-Adha Id-ul-Fitr Ka'bah Wudu Shahadah statement of faith Salah Zakah Sawm Hajj Ramadan Makkah Aqiqah ceremony A stage in life Rites of passage Death Shahadah Adhan Star crescent Symbol Arabia Muhammad PbuH = peace be upon him The Night of Power Messenger Revelation Reflection Role model Life-changing experience Islam Muslim Submission Prayer Mosque Imam Worship Respect Qiblah Community Wudu marriage authority wedding belonging imam family responsibility faith commitment action authority obedience belief</p> <p><b>Judasim</b> ultimate questions beliefs values God as king/creator/ruler inspiration faith authority command responsibility new year faith holy day community repentance covenant commitment responsibility symbolism freedom authority slavery one people covenant inspiration law history belonging authority rules commandment commitment prayer values lifestyle faith authority rabbi belonging Ark community scroll Torah yad</p>

Looking after the world		obedience inspiration commitment commandments rules <b>Hinduism</b> Brahman Brahma Vishnu Shiva murtis Ganesh Lakshmi Krishna Saraswati Rama Sita Hanuman Ravana Lakshman festival diva celebration rangoli Divali good Holi evil Raksha Bandhan rakhi Om murtis fire light darkness puja ceremony arti lamp prashad bell honey joss sticks aum/om kum kum naming murtis samskar (namkara)
-------------------------	--	---

### SMSC in Religious Education

Spiritual	Social
<p>Children:  Use religious words and phrases to recognise and name features of religious life and practice.  Recall religious stories.  Recognise symbols and other verbal and visual forms of religious expression.  Suggest meanings for a range of forms of religious expression.  Talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and others.  Express their own and others' views on the challenges of belonging to a religion.</p>	<p>Children:  Work collaboratively to explore the practices and beliefs of different religions.  Ask and respond sensitively to, questions about their own and others' experiences and feelings.  Identify and describe the impact religion has on believers' lives.  Describe what inspires and influences themselves and others.  Express their own and others' views on the challenges of belonging to a religion.  Demonstrate personal qualities such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence.</p>
Moral	Cultural
<p>Children:  In relation to matters of right and wrong, they recognise their own values and those of others.  Make links between values and commitments and their own attitudes and behaviour.  Raise and suggest answers to questions of identity, belonging, meaning, purpose, truth, values, and commitments.  Explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions.  Model positive relationships and interactions (e.g. fairness, integrity, respect for other people) when exploring other religion.</p>	<p>Children:  Ask and respond sensitively to questions about their own and others' experiences.  Make links between beliefs and sources, including religious stories and sacred texts.  Identify and describe the impact religion has on believers' lives.  Express their own and others' views on the challenges of belonging to a religion.  Consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.</p>

### **British Values**

Pupils will show tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation for and respect for their own and other cultures.

To encourage respect for other people.

Enable pupils to develop their self-knowledge, self-esteem, and self-confidence.

To understand that the freedom to choose and hold other faiths and beliefs is protected in law.

Acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.