



Shebbear Community School - RE Curriculum Overview 2021/22

What do we want our children to have learned by the time they leave Shebbear Community School in Year 6?

Experiences - Widening the Children's knowledge of RE

- Children to have visited a Christian place of worship each year **and** at least two other faiths by the time they have left Shebbear Community School.
- Children to have attended services at the Church and the Chapel in Shebbear.
- Assemblies to be linked to units but also times of year e.g. Ramadan, Easter
- Visitors from a variety of faiths and non- faith visit assemblies.
- The children will have a good understanding of a range of World religions including Christianity
- This will help the children consider their own faith and beliefs

Curriculum Allocation

Christianity should represent 50% of allocated time within the curriculum.

The remaining 50% should be represented by other faiths such as Sikhism, Buddhism, Islam and non-faiths such as Humanism.

RE in the EYFS

Children in the EYFS are taught RE alongside their peers in years 1 and 2 in Teddy Class. Learning tasks are adapted in class so that they meet the requirements of the EYFS curriculum. Knowledge and Understanding of the World and PSED are key themes within the EYFS curriculum and teachers plan accordingly to ensure that these aspects are met and delivered effectively. The provision is also extended through pupil attendance in whole school assemblies where guest speakers and teacher led assemblies help to deepen pupil's knowledge and understanding of key religions. This provision will provide the children with the opportunity to start thinking about what is important to them. It enables them to question how they can be kind others, be helpful and overall develop a personal moral compass.

Curriculum Overview

Years 1 and 2

Year 1 of 2					
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Judaism Unit 1.7 Who is Jewish and how do they live?	Christianity – Unit 1.2 Who do Christians say made the world? Christmas Story	Islam Unit 1.6 Who is a Muslim and how do they live?	Christianity – Easter Unit 1.5 Why does Easter matter to Christians?	Places of worship Explore different places of worship	Christianity Unit 1.1 What do Christians believe God is like?

Year 2 of 2					
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What are holy books and why are they special?	Christianity Unit 1.3 Why does Christmas matter to Christians?	Hinduism Unit 2.7 (LKS2) What does it mean to be a Hindu in Britain today?	Christianity - Unit 1.8 What makes some places sacred to believers?	Christianity Unit 1.9 How should we care for the world?	Christianity - Unit 1.4 What is the good news that Jesus brings?

Years 3 and 4

Year 1 of 2					
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Judaism Unit 2.10 How do festivals and family life show what matters to Jewish people.	Christianity Creation story Unit 2.1 What do Christians learn from the Creation story? Christmas Story	Islam Unit 2.9 How do festivals and worship show what matters to Muslims?	Christianity – Easter Why do Christians call the day Jesus died ‘Good Friday’? Easter Story	Sikhism The origins and traditions of Sikhism https://tinyurl.com/25wvxd5b	Christianity L2.3 What is the ‘Trinity’ and why is it important for Christians?

Year 2 of 2					
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Buddhism The origins and traditions of Buddhism https://tinyurl.com/yc28w5nu	Christianity – Unit 2.2 What is it like for someone to follow God? Christmas Story	Hinduism Unit 2.8 What do Hindus believe God is like?	Christianity - L2.6 - For Christians, what was the impact of the Pentecost? Easter Story	Non-faiths Unit 2.10 (UKS2) What matters most to Humanists and other faiths? There will also be an opportunity in this unit to look at Rastafarian beliefs	Christianity Unit 2.11 How and why do people mark significant events of life? (Link to other religions and non-religious)

Years 5/6

Year 1 of 2					
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Judaism Unit 2.9 Why is the Torah so important to Jewish people?	Christianity Unit 2.2 Creation & Science – conflicting or complementary? Christmas Story	Islam Unit 2.8 What does it mean to be a Muslim in Britain today?	Christianity - Unit 2.1 What does it mean if Christians believe God is holy and loving? Easter Story	Sikhism What is important to a Sikh in Britain today? https://tinyurl.com/4e84y8u5	Christianity Unit 2.4 How do Christians decide how to live? 'What would Jesus do?'

Year 2 of 2					
Autumn		Spring		Summer	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Buddhism The Buddhist way of life https://tinyurl.com/2p8vtx2c https://tinyurl.com/2p84b6w6	Christianity - Unit 2.3 Why do Christians believe that God was the Messiah? Christmas Story	Hinduism Unit 2.7 Why do Hindus want to be good?	Christianity Unit 2.5 What do Christians believe Jesus did to 'save' people? Easter Story	Scientology/ Humanism Other faiths 2.11 Why do some people believe in God and others not?	Christianity Unit 2.6 For Christians, what kind of king is Jesus?

Key: Knowledge Outcomes and Skills in RE

Red – Knowledge and skills taught and learned in Year 1 and 2.

Orange – Knowledge and skills taught and learned in Year 3 and 4 (plus year 1 and 2 skills)

Green – Knowledge and skills taught and learned in Year 5 and 6 (plus year 1,2,3 and 4 skills).

<u>Christianity Knowledge and Skills Outcomes</u>		
<u>Places of Worship</u>	<u>Holy Book & Key Stories (Knowledge)</u>	<u>Festivals/ Dates</u>
<ul style="list-style-type: none"> To know that Christians worship in a Church/ Chapel/ Cathedral. Many Christians worship in churches. Some groups meet in homes and other buildings. 'Church' means the gathering of Christians as well as the building in which Christians worship. Their leaders are called priests or ministers. Many churches hold a service called Communion, Eucharist or Mass, in which bread and wine are shared together, just as Jesus did with his followers before his death. 	<ul style="list-style-type: none"> Identify that the Bible is the holy book. Introduce pupils to the Bible – Old Testament and New Testament, books, chapters and verses. Teach them how to find their way around using book-chapter-verse. Explain that the stories of the Old Testament happened. Identify what a parable is Can retell the story of the 'Lost Sheep'. Can retell the Creation Story Can place the concepts of God and Creation on a timeline of the Bible's 'big story' Recognise that the story of 'the Fall' in Genesis 3 Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians 	<ul style="list-style-type: none"> Welcoming ceremony is Baptism, Dedication Weddings Funerals Easter Day Good Friday Christmas Harvest Palm Sunday Advent Trinity

	<ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and Recognise a link with the idea of Salvation (Jesus rescuing people) Explain the place of Incarnation and Messiah within the 'big story' of the Bible Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper 	
<u>Key People</u>	<u>Key Beliefs</u>	<u>Vocabulary acquired</u>
<ul style="list-style-type: none"> God Jesus Joseph Mary Noah Judas 	<p>Christians believe there is only one God, but that he is revealed in three different forms:</p> <ul style="list-style-type: none"> God the Father God the Son The Holy Spirit <p>Christians model themselves on the life and teachings of Jesus Christ. Jesus taught people to love God and love their neighbour.</p> <p>Christians believe that God sent Jesus to live as a human being in order to save humanity from the consequences of its sins - the bad things humanity had chosen to do which had separated them from God.</p> <p>Christians believe that through the death and resurrection of Jesus this broken relationship with God is restored.</p>	<p>God</p> <p>Creation</p> <p>Fall</p> <p>People of God</p> <p>Incarnation</p> <p>Gospel</p> <p>Salvation</p> <p>Kingdom of God</p>

Judaism Knowledge and Skills Outcomes

Places of Worship

Jews worship God in a **synagogue**. Jewish people attend services at the synagogue on Saturdays during **Shabbat**.

Shabbat (the Sabbath) is the most important time of the week for Jews. It begins on Friday evenings and ends at sunset on Saturdays. During Shabbat, Jews remember that God created the world and on the seventh day he rested. Jews believe God's day of rest was a Saturday.

Holy Book & Key Stories/ Knowledge

The Jewish holy book is known as the **Tanakh** or **Hebrew Bible**. The word Tanakh comes from the first letters of the three different parts of the book:

- **The Torah (T)** which is the first five books of the Hebrew Bible. The Christian Bible also begins with these books, in the part which Christians call the Old Testament.
- **The Nevi'im (N)** which are the books of the Jewish prophets such as Joshua and Isaiah.
- **Ketuvim (K)** which is a collection other important writings.

Festivals

Rosh Hashanah and Yom Kippur.
 Pesach/Passover
 Bar Mitzvah
 Bat Mitzvah
 Weddings
 Hannukah
 Pentecost
 Sukkot
 Chanukah

<p>The services in the synagogue are led by a religious leader called a rabbi, which means 'Teacher' in Hebrew.</p>	<p>The Torah has 613 commandments which are called mitzvah. They are the rules that Jews try to follow. The most important ones are the Ten Commandments given to Moses.</p> <p>The Torah is so special that people are not allowed to touch it. It is kept in a safe place called an ark in the Jewish temple and when people read from the Torah, they use a special pointer stick called a yad to follow the words.</p> <ul style="list-style-type: none"> • Can retell the Creation Story • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like 	
<p><u>Key People</u></p>	<p><u>Key Beliefs</u></p>	<p><u>Vocabulary acquired</u></p>

<p>Abraham Jews believe a man called Abraham was the the first person to make a covenant with God. Abraham was a Hebrew. Jews believe God named Abraham's grandson Israel. After this, the Hebrews became known as the Israelites. Abraham is considered the father of the Jewish people and the Israelites are his descendants.</p> <p>Moses Later, a man named Moses saved the Jewish people from persecution in Egypt when he led them to safety across the Red Sea. After this, the Jews lived in the desert where God gave Moses a set of rules which they should live by, including the Ten Commandments. Moses is the most important Jewish prophet.</p>	<p>Jews believe that there is only one God. They believe they have a special agreement with God called a covenant. Jews promise to obey God's laws to say thank you to him for looking after them.</p>	<p>God Creation Fall Moses Abraham Synagogue Rabbi</p>
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<u>Islam Knowledge and Skills Outcomes</u>		
<u>Places of Worship</u>	<u>Holy Book & Key Stories/ Knowledge</u>	<u>Festivals</u>
<p>Muslims worship in a building called a mosque. On Friday at noon, the most important of the weekly services is held.</p> <p>When Muslims pray, they must always face Makkah in Saudi Arabia. Many Muslim men will wear a small cap called a taqiyah when they pray.</p>	<p>The Muslim holy book is called the Qur'an. Muslims believe this to be the word of Allah as dictated to Muhammad.</p> <p>They also have the Sunnah, which Muslims believe to be the practical example of Prophet Muhammad.</p> <p>Recognise the words of the Shahadah and that it is very important for Muslims</p>	<p>Ramadam Eid ul-Adha Maulid Al-Nabi</p>

	<p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message).</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)</p> <p>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p>	
<p><u>Key People</u></p>	<p><u>Key Beliefs</u></p>	<p><u>Vocabulary acquired</u></p>
<p>Muhammad is so respected that it is usual for Muslims to say 'peace be upon him' whenever they mention his name.</p> <p>Muhammad is believed by Muslims to be the last prophet sent by God (Allah). They believe God sent prophets to mankind to teach them how to live according to His law.</p> <p>Jesus (Isa), Moses (Musa) and Abraham (Ibrahim) are other respected prophets.</p>	<p>Muslims believe that Islam was revealed over 1,400 years ago in Makkah, Arabia through a man called Muhammad.</p> <p>Five Pillars of Islam</p> <p>The Five Pillars of Islam are an important part of Muslim life. They are five things that a Muslim must do so they can live a good and responsible life. They include:</p> <ul style="list-style-type: none"> • The declaration of faith (Shahada) • Praying five times a day (Salat) • Giving money to charity (Zakah) • Fasting during the month of Ramadan (Sawm) 	<p>Muslim Prayer Shahadah Makkah Muhammed Mosque</p>

	<ul style="list-style-type: none"> • A pilgrimage to Makkah at least once in a lifetime (Hajj) 	
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<u>Hinduism Knowledge and Skills Outcomes</u>		
<u>Places of Worship</u>	<u>Holy Book & Key Stories/ Knowledge</u>	<u>Festivals</u>
<p>Hindus worship in a temple called a Mandir. Mandirs vary in size from small village shrines to large buildings, surrounded by walls.</p> <p>People can also visit the Mandir at any time to pray and participate in the bhajans (religious songs). Hindus also worship at home and often have a special room with a shrine to particular gods.</p>	<p>Hinduism does not have a single holy book, but many ancient texts and scriptures.</p> <ul style="list-style-type: none"> • The Vedas - a collection of hymns praising the Vedic gods. Veda means 'knowledge'. • The Ramayana - long epic poems about Rama and Sita. • The Mahabharata - which includes the Bhagavad Gita. • The Puranas - a collection of stories about the different incarnations and the lives of saints. <p>Identify some Hindu deities and say how they help Hindus describe God</p> <ul style="list-style-type: none"> • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) <p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</p>	<p>Sacred thread ceremony.</p> <p>Diwali</p> <p>Holi</p>

	<ul style="list-style-type: none"> • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. <p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <ul style="list-style-type: none"> • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. 	
<u>Key People</u>	<u>Key Beliefs</u>	<u>Vocabulary acquired</u>
Brahman Vishnu Shiva	<p>Central to Hinduism is the belief in a supreme God Brahman. Brahman is present everywhere and there is a part of Brahman in everyone.</p> <p>Brahman takes many forms. Especially three forms called the Trimurti.</p> <ul style="list-style-type: none"> • Brahma is the creator of the world and all creatures. He is usually shown with four heads. • Vishnu is the preserver of the world. His role is to return to the earth in troubled times and restore the balance of good and evil. He has blue skin and four arms. • Shiva is the destroyer of the universe. Shiva destroys the universe in order to re-create it. Shiva has blue skin, a third eye and carries a trident. <p>Hindus believe that life is a cycle of birth, death, and rebirth. They also believe that the next life depends on how the previous life was lived.</p>	Karma Dharma Hindu Moksha

<u>Sikhism Knowledge and Skills Outcomes</u>		
<u>Places of Worship</u>	<u>Holy Book & Key Stories/ knowledge</u>	<u>Festivals</u>
<ul style="list-style-type: none"> The Sikh place of worship is called a Gurdwara which means 'Gateway to the Guru'. A Gurdwara is any building where the Guru Granth Sahib is kept. 	<p>The Sikh holy book is called the Guru Granth Sahib. The tenth Guru, Guru Gobind Singh, said that after him there would be no other living gurus. Instead, Sikhs could look at their holy book for guidance. This is why Sikhs call their holy book a Guru.</p> <p>Explain the key beliefs of Sikhism (e.g. about God and the Gurus; Nam Simran, Kirat karna and Vand chhakna) and their importance for Sikhs living in Britain today</p> <p>Explain how Sikhs interpret the Mool Mantar and what it tells them about God, life and how to live.</p>	<p>Vaisakhi is a spring festival which happens on the 13 or 14 April every year.</p> <p>It was originally a harvest festival in the Punjab until it became Sikhism's most important festival.</p>
<u>Key People</u>	<u>Key Beliefs</u>	<u>Vocabulary acquired</u>
<p>Guru Nanak Guru Nanak is the founder of Sikhism. Guru means 'Teacher'. Sikhism is still based on his teachings and those of the nine Sikh Gurus who followed him.</p>	<p>Sikhs believe in one God who guides and protects them. They believe everyone is equal before God. Sikhs believe that your actions are important and you should lead a good life. They believe the way to do this is:</p> <ul style="list-style-type: none"> Keep God in your heart and mind at all times Live honestly and work hard Treat everyone equally Be generous to those less fortunate than you Serve others 	<p>Guru Nanak Gurdwara Vaisakhi</p>

<u>Buddhism Knowledge and Skills Outcomes</u>		
<u>Places of Worship</u>	<u>Holy Book & Key Stories</u>	<u>Festivals</u>
<p>In Buddhist countries there are many temples. People bring flowers and incense for the shrine and food for the monks.</p> <p>When entering a temple, Buddhists will take off their shoes, put their hands together and bow to the image of the Buddha. They may also use prayer beads called malas.</p>	<p>The Buddhist scriptures are known as the Tipitaka which means 'three baskets'. This is because the original writings were made on palm leaves and stored in baskets.</p>	<p>Wesak</p>
<u>Key People</u>	<u>Key Beliefs</u>	<u>Vocabulary acquired</u>
<p>Siddhattha Gotama was a prince who lived a life of luxury. When he was 29, Siddhattha went outside his palace and saw people suffering for the first time. He decided to leave his palace and live among holy men in search of truth. His search took him six years, but he became enlightened while meditating under a fig tree.</p> <p>Following this, Siddhattha became known as the Buddha, which means the 'awakened' or 'enlightened' one. From then on, he dedicated his life to spreading his teachings.</p>	<p>Describe how the life of the Buddha led to his teachings (dhamma)</p> <p>Explain the Buddhist dhamma (i.e. universal truths, noble truths, noble path)</p> <p>Compare some varieties of Buddhist traditions and describe how they relate to the dhamma</p>	<p>Temple Tipitaka</p>

Non – religious groups Knowledge and Skills Outcomes (Humanists)

Places of Worship

Humanists do not have a regular place of worship. They do, however, hold talks, lectures and discussion groups all around the country.

Humanist also have ceremonies, celebrations or special occasions. Many Humanists hold naming ceremonies, non-religious weddings and funerals.

Holy Book & Key Stories

They do not follow a holy book.

Instead, Humanists value traits like reason and rely on science to explain the way things are. Humanists believe that people have one life to live - there is no afterlife. As a result they focus on being happy and making the most of their life. They also believe they have a duty to support others.

Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)

Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’)

- Make clear connections between Christian and Humanist ideas about being good and how people live
- Suggest reasons why it might be helpful to follow a moral code

Festivals

Key People

Key Beliefs

Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion.

Vocabulary acquired

‘theist’,
‘atheist’
‘agnostic’

