

Wadsworth Fields Curriculum RE

All the units referred to in this plan are described in detail in the Nottinghamshire agreed syllabus for RE.

	Foundation Stage Understanding of the World	Year 1/2	Year 3/4	Year 5/6
Topics:	<p>F1 Which stories are special and why?</p> <p>F2 Which people are special and why?</p> <p>F3 What places are special and why?</p> <p>F4 What times are special and why?</p> <p>F5 Belonging: who are we and how do we belong?</p> <p>F6 Our wonderful world: how can we care for living things and the earth?</p>	<p>1.1 Celebrations and festivals -Who celebrates what and why?</p> <p>1.2 Myself and caring for others How do we show that we care for each other and why does it matter?</p> <p>1.3 Beliefs and teachings- Stories of Jesus</p> <p>1.4 Symbols in religious worship and practise – In what ways are churches and synagogues important to believers?</p> <p>2.1 Leaders- What makes some people inspiring leaders?</p> <p>2.2 Believing What do Jewish people believe?</p> <p>2.3 Belonging- What does it mean to belong?</p> <p>2.4 Story How and why are some stories important in religion?</p>	<p>Topics:</p> <p>3.1 Beliefs and questions (Christianity)</p> <p>3.2 Religion, family and community: Prayer (Islam and Christianity)</p> <p>3.3 Worship and sacred places (Christianity, Islam, Hinduism)</p> <p>3.4 Inspirational people from the past (Jesus, Moses and Muhammad)</p> <p>4.1 The journey of life and death (Hinduism, Christianity and Islam)</p> <p>4.2 Symbols and religious expression – pilgrimage (Islam, Hinduism, Christianity)</p> <p>4.3 Spiritual expression: Christianity, music and worship: what can we learn?</p> <p>4.4 Religion, family and community: worship, celebration, way of living (Hinduism)</p>	<p>Topics:</p> <p>5.1 Inspirational people in today's world.</p> <p>5.2 Religion and the individual (Christmas, Easter, Pentecost, Eucharist)</p> <p>5.3 Beliefs and questions (Islam and Hinduism)</p> <p>5.4 Beliefs in action in the world - arts and architecture, charity and generosity (Christianity, Judaism and Hinduism)</p> <p>6.1 Teachings, wisdom and authority - sacred texts and words of wisdom</p> <p>6.2 Religion, worldview, family and community - local study</p> <p>6.3 Beliefs in action in the world - social justice, the environment, fairness</p> <p>6.4 Beliefs in action in the world – kinder transport</p>

<p><u>Knowledge</u></p>	<p>To know about similarities between themselves and others To know about their own cultures and beliefs and those of other people To find out about places that matter in different cultures and beliefs</p>	<p>Children will focus on Christianity and Judaism:</p> <p>1.1 Pupils will learn about annual or weekly celebrations, including Christmas, Easter, Shabbat and Hannukah. They will learn about the food, worship, celebrations, artifacts and stories. Festivals from other faiths can be introduced.</p> <p>1.2 Pupils will learn about their uniqueness as a person in a family and community, and explore characteristics such as goodness, kindness, generosity and sharing. They will hear religious stories and teaching eg The Lost sheep, Jewish psalm 23</p> <p>1.3 Pupils will learn some stories of Jesus and why they matter to Christians because of who they believe Jesus was: God come to earth with the power to help people</p> <p>1.4 Pupils will study churches and synagogues to learn about the use of a place of worship, including the use of symbols, artefacts, music, holy books. They will learn about weddings in both faiths.</p> <p>2.1 Pupils will study some stories of Moses and why he was a great leader. They will learn some stories of Jesus and St Peter and what made them great leaders. They will consider what makes a leader</p> <p>2.2 Pupils will learn some Jewish people's ideas about God and creation.</p> <p>2.3 Pupils will learn about belonging to a family, school and community, and gain knowledge about ways of belonging in Christianity eg baptism, the golden rule and belonging to humanity</p> <p>2.4 Pupils will learn Jewish and Christian stories about for example Noah, Abraham and Sarah, Jacob, Joseph. King David, Queen Esther. They</p>	<p>3.1 Christian festivals of Easter, Pentecost, and Christmas. Know about key beliefs eg creator God, resurrection. Know the creation story and link to belief. Know how Christianity and Science have different answers to some questions.</p> <p>3.2 Prayer and worship, and the meanings of symbols, words and actions such as bowing down, liturgy, ritual etc. Look at beliefs about worship and God and at similarities and differences in the practise and meaning of prayer in these communities.</p> <p>3.3 Places of worship, relating the meanings of symbols and actions used to religious teachings. Know how the architecture, furniture and the use of the buildings express the community's beliefs and way of life.</p> <p>3.4 Moses (Exodus, 10 commandments) and the Passover. Jesus as God's son, the importance of his teaching and how key events in his life are celebrated. Muhammed, connecting Muslim belief and wisdom to stories from the Qur'an.</p> <p>4.1 Describe how religions view life as a journey. Know how life events are celebrated and describe views of life after death.</p> <p>4.2 Know about some pilgrimages and why people go on them. Name some different forms of worship, prayer and meditation and what people get from it.</p>	<p>5.1 Definition of inspiration. Know who the following people are in depth: Martin Luther King and William Booth and name Ghandi, Mother Teresa and William Wilberforce</p> <p>5.2 Deeper meanings of Christmas and Easter traditions. Know what Pentecost and Eucharist is. Know how the Bible is organised and how to find information in it.</p> <p>5.3 Know Muslim and Hindu beliefs about God. Know about Alms giving – Muslim daily prayer and zakat. Know about Ahimsa – Hindu teaching about harmlessness.</p> <p>5.4 Know how buildings can put the spirituality of a religion into visual forms (Mosque/Church)</p> <p>6.1 Define wisdom. Know the Shema (Torah) 1 Corinthians 13 (Bible) 1st Surah (Qur'an) 10 Commandments (Bible) Romans 12 (Torah) 5 precepts (Tripitaka)</p> <p>6.2 Know religious buildings and communities in Nottingham</p> <p>6.3 Know why believers are compelled to give to charity. Name a variety of faith based charities e.g. Christian Aid, Muslim Hands and Islamic Relief.</p> <p>6.4 Know what the holocaust was and the persecution of Jewish people. Know who resisted and how we can be upstanders today</p>
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		will gain knowledge of the Jewish bible and the importnae of the Tora	<p>4.3 Know some Christian pieces of music and their value to believers. Know how music can express spirituality and feelings and can have a strong effect on listeners.</p> <p>How Hindus express their faith. The deeper meanings of some Hindu festivals.</p>	
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<p style="text-align: center;">Concepts/vocab</p>	<p>Celebrations to include: Harvest , Autumn Diwali – mendhi patterns, rangoli patterns, the story of Rama, Sita, Hanuman, the festival of light, fireworks, mosque Christmas – the nativity story Christmas around the world – Norway, Sweden, Mexico, Australia Chinese New Year – Dragon dance, money wallets, red, lucky colour, animals race Easter – Jesus and the Easter story, eggs, new life Eid – Allah, Muhammad, mosque, Qur'an, ramadan, charity, thinking of others</p>	<p>1.1 Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus 1.2 Religion, Christian, Jewish, Humanist, synagogue, church. symbol, God 1.3 Religion, Christian, church, bible, symbol, thankful, faith, belief, Easter, God 1.4 Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, altar, font, Bible, sacred, holiness, sacred, God 2.1 religion, Christian, Jewish, Torah, bible, wise sayings, rules for living, cooperation 2.2 religion, Jewish, Judaism, synagogue, ark, Torah, bimah, shabbat, creation, worship, holiness, sacred 2.3 religion, Christian. church, symbol, bible, golden rule, belonging, worship, holiness, sacred 2.4 Religion, Christian, Jewish, Humanist, synagogue, church, symbol, Torah, Bible, courage, persistence, forgiving, God, creator</p>	<p>3.1: religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest, commitment, values 3.2: religion, Muslim, Islam, mosque, Qur'an, Prophet, Christna, spiritual, liturgy, prayer, mosque, church, commitment, values 3.3: religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, prayer, sacred, commitment, values 3.4: religion, Muslim, Jewish, Christian, spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New testament, role-model, commitment, values 4.1: religion, Muslim, Hindu, Christian, Humanist, beliefs, life after death, destiny, worship, ritual, soul, spiritual, commitment, values, heaven , paradise 4.2: religion, Muslim, Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values 4.3: religion, Christian, spiritual, worship, devotion, belief, self-expression 4.4: religion, Hindu, murtis, gods and goddesses, reincarnation, moksha, karma, dharma, spiritual, festivals, ritual, symbol, aum symbol, community, values</p>	<p>5.1: religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values 5.2: religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment 5.3: 5 pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct) murtis, Brahman, gods and goddesses, ahimsa (harmlessness) atheist, agnostic 5.4: Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment, values, compassion 6.1: Religion, moral codes, Ten commandments, Letters of St Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist 6.2: Religion, interfaith, harmony, tolerance, respects, moral values, religious plurality 6.3: Religion, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith 6.4: Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander</p>
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<p style="text-align: center;">Skills</p>	<p>To listen to stories from different communities and responding with relevant comments</p> <p>To watch videos about religious celebrations and ways of life and using talk to organise clarify thinking</p> <p>To represent ideas or stories through song, art work, imaginative play or dance.</p> <p>To take turns in discussions and respect their own and other's beliefs</p> <p>To develop an awareness of their own needs and the feelings of others</p> <p>To create and describe patterns (rangoli / mendhi)</p>	<p>Knowing the meaning of an artefact, symbol or religious practise.</p> <p>Year 1: Describe the meaning of an artefact, symbol or religious practise to an individual</p> <p>Year 2: Use factual knowledge to suggest meaning in religious practise Explain the meaning and relate it to a believer's relationship with God</p> <p>Discussion skills.</p> <p>Year 1 : Discuss an idea in a group or class, sharing and expressing their own ideas.</p> <p>Year 2 : Develop discussion skills by using their knowledge of religious practise to develop their ideas.</p> <p>Thinking skills:</p> <p>Year 1 : Explore questions about belonging, meaning and truth so that they can express their own ideas Infer meaning from stories</p> <p>Year 2 : Explore questions about belonging, meaning and truth so that they can describe their own opinion in relation to another point of view Use factual knowledge to suggest what makes ancient stories valuable to people today</p>	<p>Seeing meaning in rituals, symbols, stories, practices and ideas:</p> <p>Year 3: Practise the skills of seeing meanings and explaining them to others</p> <p>Year 4: Infer meanings and explain them to others</p> <p>Observe, name and remember aspects of worship:</p> <p>Year 3: Observe 3 similarities and differences between mosques, synagogues and churches</p> <p>Year 4: Observe 4 similarities and differences between mosques, synagogues and churches</p> <p>Infer beliefs and values from stories</p> <p>Year 3: Practise the skill of inferring beliefs and ideas about values from stories</p> <p>Year 4: Infer beliefs and ideas about values from stories</p> <p>Express understanding and handling of varied perspectives</p> <p>Year 3: Explain some differences between different religious views</p> <p>Year 4: Develop the ability to recognise different reasonable ideas, and to handle varied perspectives</p> <p>Discussion skills</p> <p>Year 3:</p>	<p>Research skills:</p> <p>Year 5: Gather and use information they have researched</p> <p>Year 6: Gather, weigh up and use information they have researched</p> <p>Expressing and communicating ideas</p> <p>Year 5: Express ideas thoughtfully in RE Express respectful attitudes to people different from themselves</p> <p>Year 6: Explain diverse ideas and viewpoints clearly in various forms Express respectful attitudes to people different from themselves</p> <p>Thinking about key questions</p> <p>Year 5: Use information to address key questions, developing their ability to make sense of key concepts</p> <p>Year 6: Respond thoughtfully to a range of sources of wisdoms, beliefs and teachings from a variety of religions and world views</p> <p>Discussion skills</p> <p>Year 5: Express ideas informed by knowledge and contrast them with different views</p> <p>Year 6: Express their own ideas and listen and respond respectfully to the views of others</p>
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			Express opinions about religions, beliefs and ideas Year 4: Give thoughtful responses using different forms of expression in RE	
Cultural capital	Harvest festival in school – donations from families are given to foodbank Nativity celebration concert	Visits to local churches Mock wedding and celebrations. Weekly visitors from local places of worship Harvest festival in school – donations from families are given to foodbank Nativity celebration Christmas nativity trip Festival calendar –assemblies with LCB	Visit from a Vicar Talk from a Muslim Christmas concert for parents Knowing some sacred music Harvest festival in school - donations from families are given to foodbank Weekly visitors from local places of worship Christmas story- adaptation through time Learning about religious traditions Christmas customs in France Festival calendar –assemblies with LCB	Visit from a vicar Talk from a Muslim Visit to National Holocaust Centre Harvest festival in school – donations from families are given to foodbank Weekly visitors from local places of worship. Finding about local places of worship Knowing about some religious architecture and art Festival calendar –assemblies with LCB