

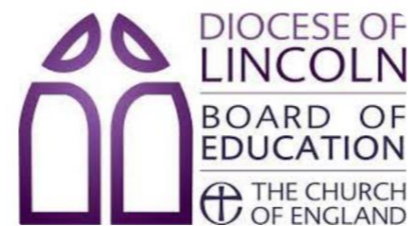


Subject Overview Skegness Infant and Junior Academies

Subject – Religious Education



Our Curriculum Partners for Religious Education



Knowing More and Remembering More

Children’s responses are taken at the start and end of the unit, with each lesson linking back to that question and children becoming able to answer the question with an extra layer of knowledge and at a greater level of depth. Children are encouraged to reflect on previous learning and use that to explain their current understanding. Additional opportunities on interactive programmes, such as Bedrock and Kahoot, enable children to revisit key topic vocabulary.

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
		Time Travellers	Above and beyond	Telling Tales	A World Apart	Blue Planet	This is Me	
Reception		<p>Sense of self-link to PSED</p> <p>Begin to understand that their choices can be different or the same as their peers.</p> <p>Know that their preferences should be respected by others.</p> <p>Participate in conversations and consider and evaluate different viewpoints.</p> <p>Recount-Literacy</p> <p>Recount and retell experiences in sequence. People and Communities</p> <p>Know that there are special places of worship.</p> <p>Name different beliefs and practices of Christianity.</p> <p>Respond and order some religious stories from the bible.</p> <p>Now why religious venues are special and who goes there.</p> <p>Comments on a wide range of celebrations-Diwali, Christmas Eid and their own experiences.</p> <p>EAD-creating with materials</p> <p>Build simple models which replicate those in real life using a variety of resources</p>						
Year 1	Disciplinary vocabulary:	<p>Time Travellers Topic Overview</p> <p>Christianity</p> <p>Key Criteria</p> <p>To explore a range of religious stories and sacred writings and talk about their meanings. Reflect on how spiritual and moral values relate to their own behaviours.</p> <p>Recognise that religious teachings and ideas make a difference to individuals, families and the local community.</p> <p>Key Vocabulary</p>	<p>Above and Beyond Topic Overview</p> <p>Christianity</p> <p>Key Criteria</p> <p>What is a church? What are the key features of a church and how do they connect with Christian beliefs about God, the world and human beings?</p>	<p>Telling Tales Topic Overview</p> <p>Islam</p> <p>Key Criteria</p> <p>What do different Muslims do to express their beliefs? What celebrations are important to Muslims? What are the different practices associated with</p>	<p>A World Apart Topic Overview</p> <p>Islam</p> <p>Key Criteria</p> <p>How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith from the Qur'an? Festivals: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha</p> <p>Key Vocabulary</p> <p>Respect-link to school values Celebration</p>	<p>Blue Planet Topic Overview</p> <p>Judaism</p> <p>Key Criteria</p> <p>What is the relevance of the Torah scroll? How do Jewish people show respect to the Torah - Ner Tamid?</p> <p>Tzitzit + the 10 commandments</p>	<p>This is Me Topic Overview</p> <p>Christianity</p> <p>Key Criteria</p> <p>What is the importance of the Paschal candle? Key Vocabulary</p> <p>Symbol Paschal candle Candle Baptism Christening</p>	

		<p>Moral Bible stories</p> <p>Key enrichment experiences: Harvest Festival Food collection and year group learn and sing songs about Harvest Visit to local church for Harvest Festival?</p>	<p>What makes a Christian church a special place? What other kinds of spaces do Christians worship in?</p> <p>Key Vocabulary Candle Church Worship Christians Community Christmas Christingle Community Shared practices</p> <p>Key enrichment experiences Nativity</p>	<p>these celebrations and what do they tell us about Muslim beliefs about God, human beings and the world?</p> <p>Key Vocabulary Qur'an Muslims Allah Respect Community</p> <p>Key enrichment experiences World Religion Day joint project with SJA.</p>	<p>Prayer mats Worship Ramadam Fasting Eid Easter</p> <p>Key enrichment experiences Easter craft workshop</p>	<p>Key vocabulary Jewish Community Torah Tallit Respect Ten commandments Synagogue Tzitzit</p> <p>Key enrichment experiences</p> <p>Visit to local church- St Matthew's</p>	<p>Ceremony Wedding Lord's Prayer Last Supper Prophets Holy communion Altar Bible Kindness</p>
<p>Year 2</p>		<p>Thankfulness</p> <p>Make links with compulsory units on Life Journey: saying thank you for the birth of a new baby.</p> <p>Think about the importance of gratitude (saying thank you) - do you only have to say thank you if you believe in God?</p> <p>Saying Thankyou for the harvest</p> <p>To explore different ways in which Christians around the world celebrate harvest</p> <p>To be able to connect with beliefs about God as creator and human beings as stewards (i.e. there to look after God's creation</p> <p>To know that in India, harvest time occurs in late December and early January, so for Indian Christians, harvest time is around the time they are celebrating the birth of Jesus at Christmas - explore the painting Dalit Madonna (Jyoti Sahi), which shows Mary and baby Jesus and is full of imagery of harvest time.</p> <p>To be able to make connections with the gifts of the created world (fruit, vegetables, flowers, etc.) and the gift of Jesus' Thankfulness</p>	<p>Thankfulness Life Journey-Islam</p> <p>Vocabulary Imam Qur'an Prayer Mat Sukkot Mitzvot Belonging Covenant Christmas</p>	<p>Being Human-Islam</p> <p>What does the Qur'an say about how Muslims should treat others and live their lives?</p> <p>-Imam (Faith) -Sha'adah -Akhlq (moral conduct) -Serving others, supporting the poor e.g. Zakah, almsgiving)</p> <p>How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?</p> <p>-Stories about Muhammed and other prophets e.g Ibrahim</p>	<p>Life Journey - Islam</p> <p>What do Muslims do to celebrate birth?</p> <p>-Birth of a baby as a blessing aqiqah ceremony -Why belonging is special -Call to prayer -Adhaan -Shaving of head, weighing of hair</p> <p>What does it mean and why does it matter to belong?</p>	<p>Being Human-Christianity</p> <p>What does the Bible say about how Christians should treat others and live their lives?</p> <p>-Parables (Good Samaritan, creation people should look after what God has made) -Adam and Eve - choices -Humans are created equal - Jesus' teaching (teach others as special and equal e.g. greatest commandment, golden rule)</p>	<p>Life Journey-Christianity</p> <p>What do Christians do to celebrate birth?</p> <p>-Birth (Christening, dedication) meaning of actions and symbols.</p> <p>What does it mean and why does it matter to belong?</p> <p>What belonging means to Christians in the locality</p> <p>Church's role in bringing people together e.g. during key festivals</p>

		Key enrichments experiences Harvest Festival Celebrations				How can Christian faith and beliefs be seen in the actions of inspirational Christians? -Examples from the Bible e.g. Daniel, Noah, David, Esther, Jonah, Mary, the disciples	
Year 3		<p>God - Hinduism Believing</p> <p>Links can be made with the KS 1 religions Christianity and Islam.</p> <p><u>How are deities and key figures described in Hindu sacred texts and stories?</u></p> <p>-To know Hinduism is a monotheistic religion (belief in one ultimate reality) - Brahman, the ultimate reality, is the life force in all things - Trimurti-Brahma (creator -the beginning of life), Vishnu (preserver -the sustaining of life), Shiva(destroyer -the end of life) -representing the cycle of life (helping Hindus worship Brahman, the ultimate reality) -Creation story -To know the symbol of the lotus flower and its association with Brahma, Vishnu, and the story of creation To know other deities as a means of understanding more about Brahman, the ultimate reality, e.g. Lakshmi, Hanuman, Ganesh</p> <p><u>What might Hindus understand about the Divine through these stories?</u></p> <p>- To know the atman travels continuously through the cycle of life: samsara (birth, life, death, reincarnation) - To know the goal is for the atman to break free from this cycle of life (moksha) - To know that human beings can achieve moksha through fulfilling their dharma(duty) -the actions (karma) they carry out help them do this; good action (karma) help humans fulfil their dharma(duty) and achieve moksha, bad action (karma) prevent humans from fulfilling their dharma(duty) and achieving moksha - Story of Rama and Sita in the Ramayana-a story about doing -or not doing -your duty (dharma), the story of Arjuna and Krishna in the Mahabharata-a story about doing your duty</p>	<p>God- Islam Believing</p> <p>Pupils build on their learning about Muslim beliefs about Allah (God) in KS1. Compare and contrast with beliefs of the Hindu gods.</p> <p><u>What do the main concepts in Islam reveal about the nature of Allah?</u></p> <p>Islam is a monotheistic religion (belief in one ultimate reality - Allah) God is a creator who has created the universe to be in harmony. (Muslim- literally, 'in submission' to the will of God); has created human beings to be 'abd(servant) and khalifa(regent) to help him keep things in harmony; has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world, the Qur'an and the prophets) to help</p>	<p>God - Christianity Believing</p> <p>Pupils build on their knowledge about Christian beliefs about God in KS1</p> <p><u>What are the key beliefs of the Christian religion?</u></p> <p>To understand the key beliefs of the Christian religion. Christians believe that Jesus was the son of God. Christians believe that God sent his son to earth to save humanity from the consequences of its sins. Christians believe that Jesus gave his life on the cross (the crucifixion) To understand the Holy Trinity - God the Father, God the Son and God the Holy Spirit.</p> <p><u>How do symbols in the Bible help Christians relate to God?</u></p> <p>To understand that Christians believe in believe in one God,</p>	<p>God - Christianity Believing</p> <p>Pupils further explore different ways in which Christians use symbols to articulate their belief and how they compare with Hinduism and Islam.</p> <p><u>What visual symbols and symbolic acts can be seen in a Christian church?</u></p> <p>To understand the story of Abraham (Genesi 18:1 -14) https://www.youtube.com/watch?v=t5ES1Y5xFD4</p> <p><u>Why artwork is/was important in Christianity to represent the trinity?</u></p> <p>The Philosophers' Cafe. To discuss and understand why artwork is so important to those of Christian faith, what it represents and why it is still important today. Look at artworks which represent the Holy trinity. Early paintings of the Trinity tended to use the image of the "Old Testament Trinity" depicting the three angels visiting Abraham. In the late 15th century, images of the Father, Son and Holy Spirit began to emerge.</p> <p>Understand that Christians refer to the Trinity in many ways during worship; explore several of these.</p> <p>Christians show their belief in the Trinity when they repeat the Nicene Creed in every service of Holy Communion. Another way is by crossing themselves when they enter a church or when the name of the Trinity is mentioned. A third way is that baptisms and marriages are performed in the name of the Trinity.</p> <p>Key vocabulary - Creation, Abraham, Father, son and holy spirit, representation, holy communion and Nicene Creed.</p>	<p>The Big Questions</p> <p>Pupils will explore what it means to 'live a good life.' Opportunity to look at guidelines and laws in various religious/ non-religious worldviews. Pupils will explore whether 'good' means the same thing to everybody.</p> <p><u>Does the word 'good' mean different things to different people?</u></p> <p>To take part in a discussion about what being 'good' means to the pupils and if they think that other people feel the same way. A written outcome explaining their own thoughts to be completed.</p> <p><u>Why do people make good or bad choices and what are the consequences of these choices?</u></p> <p>An exploration into the question as a group activity and shared outcome with their peers.</p>	<p>The Big Questions</p> <p>Pupils will continue to explore what it means to 'live a good life.' Opportunity to look at guidelines and laws in various religious/ non-religious worldviews. Pupils will explore whether 'good' means the same thing to everybody.</p> <p>This term, children will explore the following questions with the teacher and in groups. They will be given both the opportunity to discuss, research and produce written outcomes to reach their own informed conclusion.</p> <p><u>How do Christians aim live a good life?</u> <u>What are the actions of a Christian and what makes an action good or bad?</u> <u>Do I recognise the ways in which people can live a good life?</u></p> <p>Key vocabulary - aspire, impact,</p>

		<p>(dharma), even when it is challenging to do so; the ways in which this links with the idea of Brahman, the ultimate reality, and the cycle of life</p> <p><u>What is the purpose of visual symbols in the mandir?</u></p> <p>The aum symbol: a symbol of Brahman and the atman; some Hindus believe it to be the first sound of creation (the beginning of the life cycle); the use of the aum sound during meditation and in Hindu holy texts, e.g. the Upanishads</p> <p>Key Vocabulary- Hinduism, Santana Dharma, duty, monotheistic, Brahman, Trimurti, Brahma, Preserver, Shiva, destroyer, Vishnu, creator, Atman, Samsara, Moksha, karma, reincarnation, soul, dharma, Mandir, aum</p> <p>Key enrichment experience- Harvest- link with karma.</p>	<p>humans follow this path.</p> <p>Shahadah (statement of belief): "There is no God but God, and Muhammad is his prophet"</p> <p>Salat (prayer five times a day): incorporates the Shahadah, involves all Muslims praying together in harmony.</p> <p>Zakat (charitable giving): 2.5% of disposable income annually</p> <p>Sawm (fasting during the month of Ramadan</p> <p><u>What is the purpose of visual symbols in a mosque?</u></p> <p>Hajj-Mecca-Pilgrimage</p> <p>Key vocabulary - Pilgrimage, Mecca, Fasting, prophet, monotheistic.</p>	<p>the Father almighty, maker of heaven and earth, of all things visible and invisible.</p> <p>I believe in one Lord Jesus Christ, Understand the reasoning behind the cross, bread and wine, doves, the bible, the baptismal font and symbols within the places of worship.</p> <p>Understand the meaning of the Fruits of the Spirit</p> <p>Understand the importance of Baptism.</p> <p>Key Vocabulary - Symbol, baptism, sin, holy trinity, consequence and worship.</p> <p>Key enrichment activity - Visit to local places of Christian worship.</p>	<p>Key enrichment activity - Visit from a representative of the Christian faith within our local community.</p>	<p>Over the following weeks, children will explore the following questions with the teacher and in groups.</p> <p>They will be given both the opportunity to discuss, research and produce written outcomes to reach their own informed conclusion.</p> <p><u>What are the 'laws' that Christians live by.?</u></p> <p><u>What does goodness mean in different world religions and views?</u></p> <p><u>What are some of the views of alternative faiths e.g. Humanism?</u></p> <p><u>What are my own thoughts and views about what goodness means to me?</u></p> <p>Key vocabulary - Humanism, consequence, alternative.</p>	<p>religious law, religious guidance.</p>
<p>Year 4</p>		<p>Community - Hinduism Living</p> <p>Pupils will understand how Hindu belief is expressed personally and collectively. They will explore how Hindu Worship and celebration builds a sense of community.</p> <p><u>Can I recall the key Hindu beliefs?</u></p> <p><u>How do Hindu's worship in the home?</u></p> <p><u>I can understand how Hindu's worship in a Mandir.</u></p> <p><u>Can I retell the story of Rama and Sita?</u></p> <p>https://www.youtube.com/watch?v=uRpNNF4fB4g</p>	<p>Community - Islam Living</p> <p>Pupils will understand how Islamic belief is expressed personally and collectively. They will explore how Muslim Worship and celebration builds a sense of community.</p>	<p>Community - Christianity Living</p> <p>Pupils will understand how Christian belief is expressed personally and collectively. They will explore how Christian Worship and celebration builds a sense of community.</p>	<p>Community - Christianity Living</p> <p>Pupils will understand how Christian belief is expressed personally and collectively. They will explore how Christian Worship and celebration builds a sense of community.</p> <p><u>How do communal events for Christians give them a sense of belonging?</u></p> <p><u>What happens at a Holy communion and why is it of significance to Christians?</u></p> <p><u>What happens at a Baptism and why is it of significance to Christians?</u></p>	<p>Pilgrimage - Believing, Living Thinking.</p> <p>Pupils will understand what a pilgrimage is and what it involves. They will explore why it is important to those of faith.</p> <p><u>What does Pilgrimage mean?</u></p>	<p>Pilgrimage - Believing, Living Thinking.</p> <p>Pupils will understand what a pilgrimage is and what it involves. They will explore why it is important to those of faith.</p> <p><u>Understanding a Hindu's journey to the Ganges</u></p>

		<p><u>I can design and create my own Diwali lamp (DT links)</u></p> <p><u>What happens at the festival of Holi?</u></p> <p>Key vocabulary - Worship, Diwali, expression, Mandir.</p>	<p><u>Can I recall the key facts of Islamic belief?</u></p> <p><u>What are the five pillars and how do they relate to Muslim belief?</u></p> <p><u>I can show my understanding of the Five Pillars and the way they relate to Muslim beliefs. (focus on Zakat)</u></p> <p><u>What role does the mosque (masjid) play as a centre of the community?</u> (eg. its role in providing education (the madrassah), welfare (by distributing zakat) and engaging with the wider local community)</p> <p>Key vocabulary - Community, welfare, personal, collective, five pillars.</p>	<p><u>Can I recall the key facts of Christian belief?</u></p> <p><u>What are the different denominations of the Christian Faith?</u></p> <p><u>What denominations of Christian faith are represented in our local area?</u></p> <p>Study/ visit churches within the local area and explore the similarities and difference between the different denominations.</p> <p>Key vocabulary - denominations, community, belonging, similarities and differences.</p> <p>Key enrichment activities - Visits to local places of worship.</p>	<p><u>What happens at a wedding and why is it of significance to Christians?</u></p> <p><u>Why and how do Christians celebrate Easter?</u></p> <p>Key vocabulary - Communal, Holy Communion, Baptism, Marriage, Easter.</p>	<p><u>Understanding a Jewish pilgrimage to Jerusalem.</u></p> <p><u>Understanding a Muslims Pilgrimage to Makkah.</u></p> <p>Key vocabulary - Pilgrimage, Jerusalem, Makkah.</p>	<p><u>Understanding a Christian pilgrimage to Lourdes.</u></p> <p><u>Understanding the environmental impact of pilgrimage.</u></p> <p>Key vocabulary - Ganges, Lourdes, environmental.</p>
Year 5		<p>Being Human - Hinduism</p> <p>Pupils will learn how Hindu's reflect their faith in the way they live. They will understand what Karma is and how a Hindu may seek to achieve moksha.</p> <p><u>What are the key Hindu beliefs? (recap)</u></p> <p><u>What is Karma?</u></p> <p><u>I understand the importance of dharma in Hinduism and can identify my duties.</u></p> <p><u>I can identify ways in which Hindus might try and fulfil their dharma, carrying out good actions and avoiding bad actions</u></p>	<p>Being Human - Islam</p> <p>Pupils will learn how the Quran teaches Muslims how to treat others? They will understand how Muslim teachings guide the way they aspire to act in the world.</p> <p><u>What are the key beliefs of Islam? (recap the five pillars)</u></p>	<p>Being Human - Christianity</p> <p>Pupils will understand how the Bible teaches Christians to treat others and what this looks like in practice.</p> <p><u>In what ways does the Bible teach Christians to treat others?</u></p>	<p>Being Human - Christianity</p> <p>Pupils will understand how the Bible teaches Christians to treat others and what this looks like in practice.</p> <p><u>What are the values of love and respect? I can write an acrostic poem to explore these concepts.</u></p> <p><u>What are the Beatitudes and Sermon on the mount?</u></p> <p><u>What is the 'Greatest Commandment' and what are my thoughts on this?</u></p> <p>Key vocabulary - Beatitudes, Sermon, Mount.</p>	<p>Expressing belief through the Arts</p> <p>Pupils will learn how religious people value creativity. They will learn connections between human beings and human creativity.</p> <p><u>How do religious and non-religious people understand the value of creativity?</u></p>	<p>Expressing belief through the Arts</p> <p>Pupils will learn how religious people value creativity. They will learn connections between human beings and human creativity.</p> <p><u>Use art to create an image of Christ.</u></p> <p><u>Use dance to perform Banghra.</u></p>

		<p><u>I understand the way in which the principle of ahimsa relates to karma, samsara, moksha and vegetarianism in Hinduism. The role of yoga, meditation and renunciation in helping Hindus focus on Brahman and their dharma; sadhus and sadhvi (men and women who have renounced worldly life)</u></p> <p>Key vocabulary - Dharma, duties, karma, principle of ahimsa, samsara, moksha, sadhus, Sadhvi</p>	<p><u>What is the Shariah law of Islam?</u> Formulate classroom rules inspired by Shariah Law.</p> <p><u>I can write inspirational quotes based on the teachings of the Prophet Muhammad.</u></p> <p><u>What work do Muslim charities, such as Islamic Relief and the Red Crescent carry out?</u> <u>I can identify the way in which their work connects with Muslims beliefs about God, the world and human beings.</u></p> <p><u>In which ways in which the beliefs of some famous Muslims impact on their lives?</u></p> <p>Key vocabulary - Islamic relief charity, Shariah Law</p>	<p><u>How is this expressed in practice?</u></p> <p><u>How are human beings made in the image of God and what are the implications of this for how humans should treat each other?</u> (Genesis 1:26-27)</p> <p><u>What are the ten commandments?</u></p> <p><u>Which three of the ten commandments are most relevant to me?</u></p> <p>Key vocabulary - Commandments, implications, The Bible.</p>		<p><u>How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?</u></p> <p>- <u>How do religious and non-religious people express their beliefs creatively?</u></p> <p><u>Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE)</u></p> <p><u>I can create a Musical expression inspired by -</u></p> <p><u>Islam Zikr - a chant</u></p> <p><u>I can create a Musical expression inspired by -</u></p> <p><u>Judaism - a chant</u></p> <p>Key vocabulary - Creativity, chant, musical expression.</p>	<p><u>Use drama to retell the story of Diwali.</u></p> <p>Revisit key vocabulary from terms 1-5</p>
Year 6		<p>Do you have to believe in God to be good? Pupils will explore this question in detail. They will produce written outcomes presenting their arguments and debate the topic.</p> <p><u>Do you have to believe in God to be good?</u></p> <p><u>What is Humanism?</u></p> <p><u>What is Atheism?</u></p> <p>Key vocabulary - Belief, Humanism, Atheism.</p>	<p>Do you have to believe in God to be good? Pupils will explore this question in detail. They will produce written outcomes presenting their arguments and debate the topic</p>	<p>Life Journey - Hinduism/Islam Living Pupils will explore the following questions: How do Hindus show they belong? How do Muslims show they belong? Research rites of passage and the</p>	<p>Life Journey - Christianity Hinduism/Islam Living Pupils will explore the following questions: How do Hindus show they belong? How do Muslims show they belong? Research rites of passage and the impact that religion has on people's lives.</p> <p><u>What happens during the ceremonies which mark the rites of passage for a Hindu?</u></p> <p><u>What happens during the ceremonies which mark the rites of passage for a Muslim?</u></p>	<p>Life Journey - Christianity Living How do Christians show they belong?</p> <p><u>I can further explore a Christians rite of passage.</u> <u>Revisit Christian ceremonies to explore the importance of them.</u></p>	<p>Life Journey - Christianity Living Pupils will explore the different kinds of evidence that religions use to support their beliefs and claims focusing mainly on the Christian religion. Pupils will be given the opportunity to research, present</p>

			<p><u>I can retell the story of Siddharta Gautama and his discovery of the Four Noble Truths.</u></p> <p><u>I can identify ways that I can use the Eightfold Path (a way of escaping suffering and the cycle of birth, death and rebirth for Buddhists) to help me make good choices.</u></p> <p>Key vocabulary - Four noble truths, Eightfold path, rebirth.</p>	<p>impact that religion has on people's lives.</p> <p>What are the Hindu rites of passage?</p> <p>What are the Muslim rites of passage?</p> <p>Key vocabulary - Rites of passage.</p>	<p><u>What are the similarities and differences?</u></p>	<p><u>What are the similarities and differences of the ceremonies that mark a Christians rite of passage with those from other religions?</u></p>	<p>findings, discuss and debate this topic.</p> <p><u>What are the types of evidence that Christians draw their belief/ claims from?</u></p> <p><u>What are the types of evidence that Muslims/ Hindu's draw their belief/ claims from?</u></p> <p><u>I can present my findings to a group and discuss my own thoughts and opinions successfully with others showing respect.</u></p>
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