



RE curriculum

EYFS, KS1 and KS2



RE curriculum EYFS, KS1 and KS2

At Pakeman, we are a one and a half form entry school and therefore we have a Year A / Year B cycle of topics in nursery, KS1 and KS2 (this is not needed in 2 Plus or reception). In KS1 and KS2 we use the NATRE (National Association of Teachers of Religious Education) RE scheme of work. In 2 Plus, nursery and reception we use Development Matters.

For each NATRE unit of work, children should be taught the key knowledge, key skills and key vocabulary. Please ensure that this information is fully covered in the series of lessons that you plan. As children move through the school, they will build on prior knowledge, skills and vocabulary.

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RE Topic Map KS1 and KS2 (Year A / Year B cycle)

The NATRE **units** of work are listed below for KS1 and KS2. In EYFS, we cover RE knowledge, skills and vocabulary through our **topics** and RE-related **mini-themes**.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-Plus	Topic: All About Me Mini-theme 1: Families / Diwali	Topic: Nursery Rhymes Mini-theme 2: Christmas / Hannukah	Topic: Favourite Stories Mini-theme 3: Lunar New Year	Topic: Transport Mini-theme 4: Eid / Easter	Topic: Down at the Farm	Topic: Under the Sea
Nursery (Year A)	Topic: Marvellous Me Mini-theme 1: Settling-in / Families / Diwali	Topic: Building & Construction Mini-theme 2: Christmas / Hannukah	Topic: Making Music Mini-theme 3: Lunar New Year	Topic: Pirates Mini-theme 4: Eid / Easter	Topic: Shopping	Topic: Pets
Nursery (Year B)	Topic: Marvellous Me Mini-theme 1: Settling-in / Families / Diwali	Topic: Building & Construction Mini-theme 2: Christmas / Hannukah	Topic: Songs & Rhymes Mini-theme 3: Lunar New Year / Ramadan	Topic: Dinosaurs Mini-theme 4: Eid / Easter	Topic: People Who Help Us	Topic: On Safari
Reception	Topic: Who Am I? Mini-theme 1: Settling-in / Diwali / Harvest Festival	Topic: Bears Mini-theme 2: Christmas / Hannukah	Topic: What We Eat Mini-theme 3: New Year's Day / Lunar New Year / Ramadan	Topic: Traditional Tales Mini-theme 4: Eid / Easter	Topic: Spring	Topic: Adventures
Year 1 and year 2 (Year A)	PSHE Unit of Work	Unit 1: What does it mean to belong to a faith community?	PSHE Unit of Work	Unit 2: Who is Jewish and how do they live?	PSHE Unit of Work	Unit 3: How should we care for others and the world and why does it matter?
Year 1 and year 2 (Year B)	PSHE Unit of Work	Unit 1: Who do Christians say made the world	PSHE Unit of Work	Unit 2: Who is a Muslim and how do they live it? Part 1	PSHE Unit of Work	Unit 3: What makes some places sacred to believers?
Year 3 and year 4 (Year A)	PSHE Unit of Work	Unit 1: How do festivals and family life show what matters to Jewish people?	PSHE Unit of Work	Unit 2: What is the 'trinity' and why is it important for Christians?	PSHE Unit of Work	Unit 3: How and why do people try to make the world a better place?
Year 3 and year 4 (Year B)	PSHE Unit of Work	Unit 1: What do Hindus believe God is like?	PSHE Unit of Work	Unit 2: How do festivals and worship show what matters to a Muslim?	PSHE Unit of Work	Unit 3: How and why do people mark the significant events of life?
Year 5 and year 6 (Year A)	PSHE Unit of Work	Unit 1: Why is the torah so important to Jewish people?	PSHE Unit of Work	Unit 2: Why do some people believe in God and some people do not?	PSHE Unit of Work	Unit 3: Why do Christians believe that Jesus was the Messiah?
Year 5 and year 6 (Year B)	PSHE Unit of Work	Unit 1: Why do Hindus want to be good?	PSHE Unit of Work	Unit 2: What matters most to humanists and Christians?	PSHE Unit of Work	Unit 3: What does it mean to be a Muslim in Britain today?

Pakeman Primary School
RE curriculum – 2 Plus

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	All About Me	Nursery Rhymes	Favourite Stories	Transport	Down at the Farm	Under the Sea
RE-related mini themes	Families Diwali	Christmas Hannukah	Lunar New Year	Eid Easter		
Key skills (overarching)	<ul style="list-style-type: none"> • Make connections between the features of their family and other families • Notice differences between people • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on 					
Key knowledge (overarching)	<ul style="list-style-type: none"> • Describe their family and comment on other families • Begin to understand some differences between themselves and others 					
Key knowledge (topic specific)	<p>We take part in different celebrations.</p> <p>We celebrate festivals with our family.</p> <p>Diwali is the festival of light.</p>	<p>Some people celebrate Christmas with their families.</p> <p>Some people celebrate Hannukah with their families.</p> <p>Many people share special food with their family when they celebrate.</p>	<p>Many people decorate their homes when they celebrate.</p> <p>Some people celebrate Lunar New Year with their families.</p>	<p>Some people celebrate Eid with their families.</p> <p>Some people celebrate Easter with their families.</p>		
Key vocabulary (topic specific)	celebrate family Diwali festival light candle fireworks	Christmas Jesus angel Hannukah special gift Star of David	decorate lunar lantern red gold dragon	Eid mosque crescent moon Eid Mubarak Easter church cross		

Pakeman Primary School
RE curriculum – Nursery
Year A

<u>Year A</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	Marvellous Me	Building & Construction	Making Music	Pirates	Shopping	Pets
RE-related mini themes	Settling-in Families Diwali	Christmas Hannukah	Lunar New Year	Eid Easter		
Key skills (overarching)	<ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people 					
Key knowledge (overarching)	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community 					
Key knowledge (topic specific)	<p>It is important to follow the class and school rules.</p> <p>We can be friends with people who have differences to us.</p> <p>Diwali is the festival of light.</p> <p>People light candles called divas during Diwali.</p> <p>The Diwali story tells us why people</p>	<p>Our friends might not celebrate the same festivals as us, and that is ok.</p> <p>Christmas celebrates the birth of Jesus.</p> <p>People who celebrate Christmas decorate their homes, exchange gifts and have a special dinner with their families.</p> <p>Hannukah is also a festival of lights.</p>	<p>Dragon and lion dances are performed in the streets.</p> <p>Red is a lucky colour during Lunar New Year celebrations.</p> <p>People give red envelopes as gifts.</p>	<p>There are two Eid celebrations.</p> <p>It is important to help and give to others during Eid.</p> <p>People give gifts and share food during Eid.</p> <p>Easter is about celebrating new life.</p> <p>People who celebrate Christmas also celebrate</p>		

	light divas during Diwali.	Families light the menorah together each night.		Easter with their families.		
(topic specific)	friendship differences kindness Diwali Diva Rama Sita rangoli fireworks	festival God Christmas Jesus manger decorate giving gift Hannukah menorah Star of David	Lunar New Year China lucky dragon dance envelope firecracker	Eid mosque pray crescent moon share give charity Easter church new life cross		

Pakeman Primary School
RE curriculum – Nursery
Year B

<u>Year B</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	Marvellous Me	Building & Construction	Songs & Rhymes	Dinosaurs	People Who Help Us	On Safari
RE-related mini themes	Settling-in Families Diwali	Christmas Hannukah	Lunar New Year Ramadan	Eid Easter		
Key skills (overarching)	<ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people 					
Key Knowledge (overarching)	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community 					
Key knowledge (topic specific)	<p>It is important to follow the class and school rules.</p> <p>We can be friends with people who have differences to us.</p> <p>Diwali is the festival of light.</p> <p>People light candles called divas during Diwali.</p> <p>The Diwali story tells us why people light divas during Diwali.</p>	<p>Our friends might not celebrate the same festivals as us, and that is ok.</p> <p>Christmas celebrates the birth of Jesus.</p> <p>People who celebrate Christmas decorate their homes, exchange gifts and have a special dinner with their families.</p> <p>Hannukah is also a festival of lights.</p>	<p>Dragon and lion dances are performed in the streets.</p> <p>Red is a lucky colour during Lunar New Year celebrations.</p> <p>People give red envelopes as gifts.</p>	<p>There are two Eid celebrations.</p> <p>It is important to help and give to others during Eid.</p> <p>People give gifts and share food during Eid.</p> <p>Easter is about celebrating new life.</p> <p>People who celebrate Christmas also celebrate Easter with their families.</p>		

		Families light the menorah together each night.				
Key vocabulary (topic specific)	friendship differences kindness Diwali Diva Rama Sita rangoli fireworks	festival God Christmas Jesus manger decorate giving gift Hannukah menorah Star of David	Lunar New Year China lucky dragon dance envelope firecracker	Eid mosque pray crescent moon share give charity Easter church new life cross		

Pakeman Primary School
RE curriculum - Reception

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	Who Am I?	Bears	What We Eat	Traditional Tales	Spring	Adventures
RE-related mini themes	Settling-in Diwali Harvest Festival	Christmas Hannukah	New Year's Day Lunar New Year Ramadan	Eid Easter		
Key skills (overarching)	<ul style="list-style-type: none"> • See themselves as a valuable individual • Think about the perspectives of others • Show sensitivity to their own and others' needs 					
Key knowledge (overarching)	<ul style="list-style-type: none"> • Name and describe people who are familiar to them • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways • Talk about members of their immediate family and community • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class 					
Key knowledge (topic specific)	<p>It is important to be a responsible member of the class and school.</p> <p>It is important to be kind to others.</p> <p>Charity means giving to others.</p> <p>Diwali is a Hindu and Sikh festival.</p> <p>Many people celebrate Diwali by</p>	<p>Christmas is a Christian celebration.</p> <p>Nativities are performed to retell the story of the birth of Jesus.</p> <p>Many people celebrate Christmas by decorating, wearing new clothes, singing carols and sharing</p>	<p>New Year's Day is the start of a new year.</p> <p>People make new year resolutions to help them become better at something.</p> <p>Lunar New Year celebrates the new year in China and other nearby countries.</p>	<p>Eid is a Muslim celebration.</p> <p>There are two Eid celebrations.</p> <p>During Ramadan adults fast.</p> <p>Eid al-Fitr celebrates the end of Ramadan.</p> <p>Eid al-Adha encourages people to give to charity.</p>		

	<p>lighting divas, decorating, wearing new clothes, sharing food and gifts with their families.</p>	<p>food and gifts with their families.</p> <p>Hannukah is a Jewish celebration.</p> <p>Many people celebrate Hannukah by lighting the menorah, singing, and sharing food and gifts with their families.</p> <p>There are similarities and differences in the way festivals are celebrated.</p> <p>It is important to be respectful of others and their differences.</p>	<p>Many people celebrate Lunar New Year by decorating with red and gold, wearing new clothes and sharing food and gifts with their families.</p>	<p>Many people celebrate Eid by decorating, wearing new clothes, and sharing food and gifts with their families.</p> <p>Easter is a Christian celebration, like Christmas.</p> <p>Many people celebrate Easter by decorating bonnets, sharing food and chocolate eggs with their families.</p>		
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Key vocabulary (topic specific)	important responsible kind charity giving sharing harvest Diwali Hindu Sikh temple	festival Christmas Christian God Jesus nativity church Hannukah menorah synagogue Star of David similar different respect	new year resolution improve lunar China lucky dragon dance envelope firecracker	Eid al-Fitr Eid al-Adha Ramadan fast mosque pray crescent moon share give charity Easter church new life cross bonnet		
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Pakeman Primary School
RE curriculum - Year 1/2
Year A

<u>Year A</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	Toys	Heroes	Kings and Queens	Celebrations	Classroom adventures	Minibeasts
RE Unit of Work	PSHE Unit of Work	Unit 1: What does it mean to belong to a faith community?	PSHE Unit of Work	Unit 2: Who is Jewish and how do they live?	PSHE Unit of Work	Unit 3: How should we care for others and the world and why does it matter?
Key skills (overarching)	1.Critical Thinking: <ul style="list-style-type: none"> Begin to compare similarities and differences between religions and beliefs Respond to questions about meaning, values, and purpose raised by religious stories and practices 2.Personal Application: <ul style="list-style-type: none"> Reflect on their own feelings and experiences when learning about others' beliefs Share examples of special times or places in their lives and relate them to religious traditions 					
Key knowledge (overarching)	<ul style="list-style-type: none"> Recall key facts about major world religions (e.g., Christianity, Islam, Judaism) Identify key practices, stories, and places of worship (e.g., a church, mosque, synagogue) 					
Key knowledge (topic specific)		1.Many people in the world belong to a faith community. A faith community is a group of people who believe the same things as each other about God or the religion they follow. 2. People within the faith community will often have special events to welcome		1. Jewish people have many items in their homes which help them show that they follow the Jewish faith. 2. A mezuzah is a box on Jewish doorposts that contains the Shema,		1. Christian and Jewish people believe that God created the world and the people in it. They believe that God created people in His Image. 2. Everyone who is religious or non-religious believes we should take care of

		<p>people such as an aqiqah in Islam or a baptism in Christianity.</p> <p>3. Faith communities have symbols that show their religion. For example, the ichthus is a symbol that represents Christianity worldwide</p> <p>4. In Judaism, a mezuzah or seder plate shows that someone belongs to the Jewish faith. There are also special rules about what can and cannot be done on Shabbat</p> <p>5. In Islam, people show their beliefs about Allah and Muhammad through their clothing and actions. Many Muslims have calligraphy at home to express their faith.</p>		<p>an important prayer. Jews touch it as a reminder of their faith</p> <p>3. Sometimes there will be a Star of David on a mezuzah box or somewhere else in a Jewish home to show people that the home is a Jewish home.</p> <p>4. Some Jewish people will also keep Shabbat when they will not work or travel and will have a special meal to remember the day God rested when he had created the world.</p> <p>5. Jewish people will also have celebrations and festivals throughout the year to remember specific events and important times.</p> <p>6. One of those is the festival of Chanukah which helps Jewish people</p>		<p>the world and everyone in it.</p> <p>3. In the Bible and the Torah there are many stories and teachings about how we should take care for planet, which is known as stewardship.</p> <p>4. In the book of Psalms, Jewish people are told how much God loves and cares for them and in the Gospels, Christians are taught that God loves and cares for them as well.</p> <p>5. People want to show how much they love and care for each other and they do this through helping other people by giving help like Mother Teresa did or by giving tzedakah.</p> <p>6. Many Jewish people believe the festival of Sukkot is about helping others just as God helped</p>
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		6. People will often show they belong to each other to having a wedding ceremony which each faith community will celebrate in a different way.		remember when there was only enough oil to keep the temple menorah lit for one day, but it stayed alight for eight days.		the Jewish people when they left Egypt.
Key vocabulary (topic specific)		community Muhammad (PBUH) Allah Shabbat Ichthus faith wedding baptism Aqiqah parable		synagogue Torah Jewish Mezuzah Shabbat Shema God Chanukah dreidel Star of David		community world psalm stewardship love Genesis religious non-religious Christian Jewish
Week 1		LO: To understand that you can belong to different groups and places		LO: To understand what the mezuzah reminds Jewish people about in their daily lives and faith		LO: To learn what Christians believe about caring for others.
Week 2		LO: To learn about how Muslims and Christians show they are part of a group		LO: To learn about why the mezuzah is important to Jewish people		LO: To learn what Jewish people believe about being unique and special to God
Week 3		LO: To understand what 'belonging' is		LO: To understand how and why Jewish people celebrate Shabbat		LO: To understand Jewish beliefs about caring for others

Week 4		LO: To understand how different cultures and beliefs show that all people are valuable		LO: To explore the key stories that Jewish people tell from the Torah		LO: To explore how religious and non-religious people show care for others
Week 5		LO: To learn about Christian and Muslim birth ceremonies		LO: To explore what the story of Chanukah means to Jewish people		LO: To learn what Christians and Jewish people believe about how the world began and how we should care for it
Week 6		LO: To complete an end of unit assessment		LO: To complete an end of unit assessment		LO: To complete an end of unit assessment

Pakeman Primary School
RE curriculum - Year 1/2
Year B

<u>Year B</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	This is me!	Animals	Explorers	The Circus	Inventions	Holidays
RE Unit of Work	PSHE Unit of Work	Unit 1: Who do Christians say made the world	PSHE Unit of Work	Unit 2: Who is a Muslim and how do they live it? Part 1	PSHE Unit of Work	Unit 3: What makes some places sacred to believers?
Key skills (overarching)	1.Critical Thinking: <ul style="list-style-type: none"> Begin to compare similarities and differences between religions and beliefs Respond to questions about meaning, values, and purpose raised by religious stories and practices 2.Personal Application: <ul style="list-style-type: none"> Reflect on their own feelings and experiences when learning about others' beliefs Share examples of special times or places in their lives and relate them to religious traditions 					
Key knowledge (overarching)	<ul style="list-style-type: none"> Recall key facts about major world religions (e.g., Christianity, Islam, Judaism) Identify key practices, stories, and places of worship (e.g., a church, mosque, synagogue) 					
Key knowledge (topic specific)		1. The first book of the Bible is the book of Genesis which in Chapters 1 and 2 tells Christians the story of how God created the world and everyone in it. This is known as the Story of Creation. 2. The story of creation tells Christians how God made the world in		1. Muslims believe there is only one God, and nothing is equal to God (Tawhid). There are no pictures of Allah instead attributes of are explored through the 99 names. 2. Muslim will worship Allah through praying five		1. Places of worship are important for many religions. They allow people to come together and worship as a community. 2. Places of worship are special, sacred spaces where religious people go to worship God.

		<p>six days and then on the seventh day he rested.</p> <p>3. Although some Christians may disagree with the events of Creation, they all believe that God is responsible for creating everything in some way.</p> <p>4. Christians have a very strongly held belief that they should look after everything that God has created, and they should thank him for the world and everything in it.</p> <p>5. Christians can pray and worship God anytime, but the Harvest festival is special for thanking Him for Creation and all His gifts.</p> <p>6. Christians will be singing songs about God as creator and</p>		<p>times a day, known as salah, by reading the Qur'an and by going to the mosque.</p> <p>3. An important way for Muslims to worship Allah is to complete the 5 pillars. The Shahadah is the first pillar in Islam and many Muslims use the Shahadah to help them remember and think about Allah every day.</p> <p>4. The shahadah is whispered into a baby's ear after they are born and said by someone, usually in a mosque who wants to become a Muslim.</p> <p>5. The Shahadah declares that Muhammad is God's prophet. He received messages from God on the Night of Power, which are</p>		<p>3. A church is a holy building for Christians where they gather to worship God and celebrate important events in their lives.</p> <p>4. Jewish people gather to worship God in a synagogue, which means 'meeting place' and is sometimes called a shul or school. Many come together on Shabbat, the seventh day of the week, to rest and worship.</p> <p>5. The mosque is an important place of worship for Muslims, where they gather for salah every day and for Friday Prayers to worship Allah together.</p> <p>6. Places of worship have events that help people feel part of their community. These events celebrate important times in life, like</p>
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		about all he has given people.		<p>recorded in the Qur'an, the holy book of Muslims</p> <p>6. The Qur'an teaches Muslims about the Five Pillars. Most pray five times a day (Salah), give 2.5% of their income to the poor (Zakat), and fast during daylight in Ramadan (Sawm).</p>		joining a religion, getting married, or saying goodbye to someone.
Key vocabulary (topic specific)		<p>creation</p> <p>world</p> <p>belief</p> <p>thank</p> <p>harvest</p> <p>God</p> <p>believe</p> <p>Bible</p> <p>Genesis</p> <p>praise</p>		<p>Muslim</p> <p>prophet</p> <p>Shahadah</p> <p>Ramadan</p> <p>Allah</p> <p>Tawhid</p> <p>Islam</p> <p>Salah</p> <p>Zakah</p> <p>Hajj</p> <p>Sawm</p>		<p>Jewish</p> <p>holy</p> <p>Christian</p> <p>place of worship</p> <p>Muslim</p> <p>community</p> <p>sacred</p> <p>worship</p> <p>Church</p> <p>Mosque</p> <p>Shabbat</p> <p>Synagogue</p>
Week 1		LO: To learn about who Christians believe made the world		LO: To learn what Muslims believe about God		LO: To explore where believers go for sacred worship
Week 2		LO: To explore the similarities and differences between the Bible stories we read		LO: To learn the meanings of some of the 99 Names for God in Islam		LO: To learn which place of worship is sacred for Christians.

Week 3		LO: To learn if all Christians believe the same thing about how the world was made		LO: To learn what the Shahadah teaches about Muslim beliefs		LO: To learn which place of worship is sacred for Jewish people
Week 4		LO: To learn how Christians might say thank you to God		LO: To explore what Muslims believe the Prophet Muhammad was like.		LO: To explore what happens during worship at a church and a synagogue
Week 5		LO: To explore how stained-glass windows in churches helped people learn Bible stories		LO: To understand why the Prophet Muhammad is so important to Muslims.		LO: To understand which place of worship is sacred for Muslims
Week 6		LO: To complete an end of unit assessment		LO: To complete an end of unit assessment		LO: To complete an end of unit assessment

Pakeman Primary School
RE curriculum - Year 3/4
Year A

<u>Year A</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	Stone Age to Iron Age	Journeys	Anglo Saxons	Mountains	Time-travellers	Rainforests
RE Unit of Work	PSHE Unit of Work	Unit 1: How do festivals and family life show what matters to Jewish people?	PSHE Unit of Work	Unit 2: What is the 'trinity' and why is it important for Christians?	PSHE Unit of Work	Unit 3: How and why do people try to make the world a better place?
Key skills (overarching)	1.Critical Thinking: <ul style="list-style-type: none"> Ask and respond to deeper questions about why people believe and act as they do Recognize and discuss ethical and moral questions in religious stories or practices 2.Personal Application: <ul style="list-style-type: none"> Reflect on how religious values and teachings might influence their own lives or choices Begin to explore how their values align or differ from those they study 					
Key knowledge (overarching)	<ul style="list-style-type: none"> Describe key beliefs, practices, and symbols in at least three major world religions (e.g., Christianity, Hinduism, Islam) Begin to explore lesser-known religions and secular worldviews Understand the significance of religious texts and their impact on believers 					
Key knowledge (topic specific)		1. Jewish people rest on Shabbat, the seventh day of the week, because the Torah says that God rested on this day during Creation. 2. The Torah contains the Ten Commandments, and the fourth commandment is to rest on Shabbat.		1. At the time of Jesus, many people were waiting for a special person from God who would save them and help them be close to God again. They called this person the Messiah. 2. Jesus' cousin was John the Baptist. He told people about the Messiah		1. Many religious and non-religious beliefs explain what is wrong with the world and how to make it better. The Golden Rule is a guideline that everyone can follow. 2. In Jewish beliefs, Tikkun Olam means to mend or repair the world. This can be

		<p>3. In the UK today, there are different groups of Jewish people. Orthodox Jews follow the Torah as it is, while Progressive Jews adapt the Torah to fit modern times.</p> <p>4. Jewish people celebrate many festivals to remember important events in their history. Rosh Hashanah, the Jewish New Year, may be celebrated differently based on a family's background</p> <p>5. Ten days after Rosh Hashanah is Yom Kippur, a day for Jewish people to ask for forgiveness. Many fast on this day to reflect on its meaning. The day ends with the Shema, an important prayer for Jewish people.</p> <p>6. A famous story in the Torah is about Moses leading the Jewish people to freedom from slavery in Egypt. This is</p>		<p>and baptized them to get ready for Him. He is called John the Baptist because the water symbolized washing away sins.</p> <p>3. Jesus was baptized by John the Baptist in the River Jordan to show He was the Messiah. During the baptism, a dove appeared, and God's voice said Jesus was His Son and that He was pleased with Him.</p> <p>4. These events during Jesus' baptism show the Christian belief in the Trinity, which means God the Father, God the Son (Jesus), and God the Holy Spirit. This is a very important belief for Christians.</p> <p>5. When people join Christianity, they are baptized with water, just like Jesus. Different Christian groups, or denominations, perform baptism in different ways</p>		<p>done through charity work, caring for the planet, and looking after the earth, as God asked people to do.</p> <p>3. Stewardship is important in Christianity and Islam because God wants people to care for the earth. Christians believe Jesus died to help people be close to God again.</p> <p>4. Muslims believe it is their duty to make the world better for everyone as a way to worship Allah. One of the five pillars of Islam, Zakat, requires them to give to charity to help those who are poorer.</p> <p>5. People with a Humanist worldview believe it is our duty to help everyone because we are human, not because of God's command, as they do not believe in a god.</p>
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		celebrated during Pesach with a special meal.		6. Some Christian groups baptize babies, while others wait until a person can choose to become a Christian. This is called a believer's baptism		
Key vocabulary (topic specific)		freedom Torah Yom Kippur Orthodox Pesach Shabbat Rosh Hashanah Shema progressive forgiveness		trinity Holy Spirit Messiah John the Baptist believer's baptism Father Jesus scripture infant baptism denomination		tikkun olam Jewish Muslim zakat stewardship steward salvation humanist golden rule Christian
Week 1		LO: To learn what many Jewish people do to mark Shabbat.		LO: To learn what happens in the biblical story of the baptism of Jesus		LO: To explore how and why people try to make the world a better place
Week 2		LO: To explore what Shabbat looks like in the UK today		LO: To explore how the Trinity is shown in the biblical story of the baptism of Jesus		LO: To understand how the 'Golden Rule' can help people decide how to make the world a better place.
Week 3		LO: To learn what different Jewish people celebrate at Rosh Hashanah.		LO: To understand why the biblical story of the baptism of Jesus is important for many Christians		LO: To learn how Jewish people try to make the world a better place.

Week 4		LO: To learn what happens at Yom Kippur		LO: To explore the similarities and differences between infant baptism and believer's baptism		LO: To learn who is inspired by Jesus' example of sacrifice
Week 5		LO: To learn the story of Pesach		LO: To explore what might affect a Christian's decisions about baptism		LO: To learn how Muslims try to make the world a better place.
Week 6		LO: To complete an end of unit assessment		LO: To complete an end of unit assessment		LO: To complete an end of unit assessment

Pakeman Primary School
RE curriculum - Year 3/4
Year B

<u>Year B</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	Ancient Egypt	Energy and Power	Romans	Active Planet	Chocolate	Europe
RE Unit of Work	PSHE Unit of Work	Unit 1: What do Hindus believe God is like?	PSHE Unit of Work	Unit 2: How do festivals and worship show what matters to a Muslim?	PSHE Unit of Work	Unit 3: How and why do people mark the significant events of life?
Key skills (overarching)	1.Critical Thinking: <ul style="list-style-type: none"> Ask and respond to deeper questions about why people believe and act as they do Recognize and discuss ethical and moral questions in religious stories or practices 2.Personal Application: <ul style="list-style-type: none"> Reflect on how religious values and teachings might influence their own lives or choices Begin to explore how their values align or differ from those they study 					
Key knowledge (overarching)	<ul style="list-style-type: none"> Describe key beliefs, practices, and symbols in at least three major world religions (e.g., Christianity, Hinduism, Islam) Begin to explore lesser-known religions and secular worldviews Understand the significance of religious texts and their impact on believers 					
Key knowledge (topic specific)		1. The Hindu tradition is diverse and always changing. According to the 2021 Census, 1.7% of the UK population are Hindus. 2. The ultimate reality in Hinduism is called Brahman, who is the source of everything in the universe. The atman is a spark of		1. The words Islam, Muslims, and Salaam all come from the root SLM, which means peace. Islam means to submit to Allah by trusting Him with everything. 2. To know what to do, Muslims read the Qur'an, which was given to Prophet		1. Many religious worldviews have ceremonies to celebrate important moments in a person's religious journey. 2. These ceremonies happen at different times in life and show a person's commitment to their religion.

		<p>Brahman found in every living creature.</p> <p>3. The namaste greeting recognizes the spark of Brahman inside every living creature. The Aum symbol represents Brahman and the first sound in the creation of the universe.</p> <p>4. Brahman appears in many forms called deities. For many Hindus, the three most important deities are the Trimurti. Brahma is the creator deity who made the universe.</p> <p>5. Vishnu is the preserver deity who keeps the universe running, and Shiva is the destroyer deity, making way for new things in the cycle of life and death.</p> <p>6. Lakshmi is another important deity for Hindus. During Diwali, many Hindus place</p>		<p>Muhammad on the Night of Power. The first chapter of the Qur'an teaches Muslims about the oneness of Allah called tawhid.</p> <p>3. Muslims also express this belief when they say the Shahadah, their statement of faith, which is the first of the Five Pillars of Islam. The pillars are actions that Muslims strive to complete to worship Allah.</p> <p>4. One pillar is called Salah, and this is when a Muslim will pray five times a day facing the Kaba in Makkah. Another pillar is called Sawm, and this is when a Muslim is fasting during the month of Ramadan, if they can.</p> <p>5. Muslims give money to charity called Zakah, which is 2.5%</p>		<p>3. Baptism is an important ceremony in Christianity that celebrates someone becoming a member of the Christian community. This can happen for babies or for older people who want to join the Church.</p> <p>4. When Jewish boys turn thirteen, they have a Bar Mitzvah, and girls have a Bat Mitzvah at twelve. This ceremony shows they are now responsible for their religious life.</p> <p>5. Many Hindu boys and some Hindu girls have a Sacred Thread ceremony to show they are taking responsibility for their religious life.</p> <p>6. Many religious people choose to have a religious wedding ceremony to mark their marriage, representing the next</p>
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		statues of Lakshmi outside their homes, hoping she will visit and bring good fortune for the new year.		of their wealth to help the poorest. 6. At least once in their life, a Muslim should go on a pilgrimage to Makkah in Saudi Arabia. All five pillars show that Muslims submit to Allah by doing what He wants		stage in their lives and showing commitment to their partner.
Key vocabulary (topic specific)		Hindu Brahman deity Namaste Shiva Aum Atman Lakshmi Vishnu Brahma		prophet Muhammad Allah fasting Hajj Qur'an Salah Shahadah Sawm Zakah		significant journey baptism commitment marriage Bar Mitzvah Bat Mitzvah ceremony wedding sacred thread
Week 1		LO: To learn how many Hindus describe ultimate reality		LO: To learn how festivals and family life show what matters to a Muslim.		LO: To learn how and why people mark significant events in life.
Week 2		LO: To explore how the idea of Brahman being in everything might affect how you live.		LO: To learn what the opening chapter of the Qur'an teaches Muslims about God		LO: To learn about the significance of baptism for Christians
Week 3		LO: To learn about some Hindu deities		LO: To learn why prayer matters to many Muslims.		LO: To learn how many Jewish people mark becoming an adult

Week 4		LO: To understand how many Hindus view deities.		LO: To understand why the mosque is a special place for Muslims		LO: To explore the ceremonies many Hindus mark in the journey of life
Week 5		LO: To learn about deities through Ganesh.		LO: To understand why many Muslims celebrate at the end of Ramadan		LO: To explore what wedding ceremonies show us about commitment, love, and promises.
Week 6		LO: To complete an end of unit assessment		LO: To complete an end of unit assessment		LO: To complete an end of unit assessment

Pakeman Primary School
RE curriculum - Year 5/6
Year A

<u>Year A</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	Ancient Greece	Weather and climate	Vikings	Antarctica	Windrush	Citizens of the world
RE Unit of Work	PSHE Unit of Work	Unit 1: Why is the torah so important to Jewish people?	PSHE Unit of Work	Unit 2: Why do some people believe in God and some people don't? (Y6)?	PSHE Unit of Work	Unit 3: Why do Christians believe that Jesus was the Messiah? (Y6)
Key skills (overarching)	1.Critical Thinking: <ul style="list-style-type: none"> Analyse similarities and differences between religions and secular worldviews Debate moral and ethical dilemmas, using insights from religious teachings to inform arguments 2.Personal Application: <ul style="list-style-type: none"> Consider their own responses to big questions about life, meaning, and purpose Evaluate how religious teachings could influence decisions in personal or social contexts 					
Key Knowledge (overarching)	<ul style="list-style-type: none"> Explain the significance of major festivals, beliefs, and practices across a broader range of religions (e.g., Sikhism, Buddhism, secular worldviews) Explore the historical and cultural context of religious practices Identify how religions interact with wider society (e.g., through charity, politics, and global issues) 					
Key knowledge (topic specific)		1. The Jewish people are a diverse group with different views about how the laws in the Torah are applied in everyday life. 2. The Torah is important to all Jewish people and		1. There are a rising number of people who identify as 'no religion.' These may include people who call themselves atheist. 2. Atheists believe that God does not exist. Some people who identify as non-		1. When Adam and Eve disobeyed God in the Garden of Eden they were sent away from God. This is known as The Fall. 2. Humans need a rescuer to bring them back to God, a Saviour. In the Old Testament

		<p>every synagogue will have a Sefer Torah contained in an ark to show how important and special it is.</p> <p>3. The Torah guides Jewish people on what God wants and allows them to do. Anything allowed is called "kosher." When it comes to food, these rules are called "kashrut." For example, pork is not allowed in a kosher diet.</p> <p>4. Orthodox Jewish people will follow what God has told them exactly in the Torah as it is the word of God.</p> <p>5. Progressive Jews believe the Torah was written by humans and reflects God's role in the authors' lives, so they adapt its teachings for modern life. Secular</p>		<p>religion may call themselves a humanist.</p> <p>3. Other people are not sure whether there is God or not and they would call themselves an agnostic whereas someone who would say that there is a god is known as a theist.</p> <p>4. People who study philosophy like to think about the answers to the big questions that are difficult to answer. They will try to use reason to prove whether God exists or not.</p> <p>5. Theologians use religious texts and actions as evidence for the existence of God. For example, Christian theologians study the Bible, while Muslim theologians study the Qur'an.</p>		<p>there is a prophecy that God will send a Messiah to bring people back to him.</p> <p>3. The prophet Micah and the prophet Isaiah both speak of this rescuer who God will send to heal the damage done by people's disobedience.</p> <p>4. Christians say this saviour is Jesus, who is God in human form which is a belief they call the incarnation.</p> <p>5. To learn how Jesus shows he is God, people study the gospel stories, focusing on his birth, crucifixion, and resurrection to see how he brought God and humans together.</p> <p>6. Some Christians will refer to Jesus as Immanuel as God is with them on earth.</p>
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		<p>Jews identify culturally as Jewish but do not necessarily follow Jewish religious beliefs.</p> <p>6. Pesach is an important Jewish festival celebrated in various ways. Some may remember Miriam during the holiday, while others might have a vegan meal in line with their beliefs.</p>		<p>6. Psychology studies how the mind works and how people think and feel. Psychologists explore how belief or disbelief in God can affect a person's thoughts and emotions.</p>		
Key vocabulary (topic specific)		<p>Torah Sefer Torah Orthodox Pesach (Passover) Synagogue kosher Progressive Kashrut secular</p>		<p>theist atheist psychology evidence psychologist agnostic humanist philosophy reason theologian</p>		<p>messiah incarnation saviour Immanuel Micah theological prophecy gospel prophet Isaiah</p>
Week 1		<p>LO: To explore what Jewish people look like and where Jewish communities are in the UK</p>		<p>LO: To learn about the patterns of belief in God in our local area, our country, and around the world.</p>		<p>LO: To understand why the People of God needed a saviour</p>
Week 2		<p>LO: To understand what the Torah is</p>		<p>LO: To learn about what agnostic,</p>		<p>LO: To understand what kind of rescuer</p>

		and what a Sefer Torah is		atheist, and theist mean.		or Messiah people were expecting.
Week 3		LO: To understand why there are different types of synagogues in the UK		LO: To learn how psychology helps us understand what people think about God		Lo: To learn why Christians believe Jesus fulfils the expectations of the Messiah.
Week 4		LO: To understand how the Torah influences what Jewish people might eat		LO: To learn what theology teaches us about the idea of God.		LO: To learn why most Christians believe Jesus is the Messiah.
Week 5		LO: To learn how Jewish people are adapting festivals in the UK		LO: To understand why some people believe that God does not exist.		LO: To learn how Christmas relates to Christian beliefs about Jesus.
Week 6		LO: To complete an end of unit assessment		LO: To complete an end of unit assessment		LO: To complete an end of unit assessment

Pakeman Primary School
RE curriculum - Year 5/6
Year B

<u>Year B</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic	World War 2	Marvelous Maps	London	South America	The Sikh Empire	Food and farming
RE Unit of Work	PSHE Unit of Work	Unit 1: Why do Hindus want to be good?	PSHE Unit of Work	Unit 2: What matters most to humanists and Christians?	PSHE Unit of Work	Unit 3: What does it mean to be a Muslim in Britain today?
Key skills (overarching)	1.Critical Thinking: <ul style="list-style-type: none"> Analyse similarities and differences between religions and secular worldviews Debate moral and ethical dilemmas, using insights from religious teachings to inform arguments 2.Personal Application: <ul style="list-style-type: none"> Consider their own responses to big questions about life, meaning, and purpose Evaluate how religious teachings could influence decisions in personal or social contexts 					
Key Knowledge (overarching)	<ul style="list-style-type: none"> Explain the significance of major festivals, beliefs, and practices across a broader range of religions (e.g., Sikhism, Buddhism, secular worldviews) Explore the historical and cultural context of religious practices Identify how religions interact with wider society (e.g., through charity, politics, and global issues) 					
Key Knowledge (topic specific)		1. In the Hindu Dharma all animals and humans have a spark of Brahman inside them and this is called atman. 2. Brahman is shown as many gods. The atman is a person's true self, which is pure, eternal, and		1. Everyone has a personal worldview, which can be religious or non-religious, and these worldviews have similarities and differences. 2. All worldviews have different moral ways of living and this affects how		1. About 24% of the world's population identifies as Muslim, while around 7% of people in England and Wales do too. 2. The word Islam means submission to Allah's will, and a Muslim is someone who follows Islam and submits to Allah.

		<p>unchanging, but it is connected to the physical body.</p> <p>3. The belief in reincarnation is that the atman moves from one living creature to the next in a cycle which is called samsara.</p> <p>4. Karma is the law of cause and effect. Good actions bring good karma, while bad actions bring bad karma, and both affect a person's next life.</p> <p>5. Your karma is connected to your dharma. If you do your duty, you will have good karma. Hindu stories help people understand their dharma and how to live their lives.</p> <p>6. Everyone's dharma is to not harm living things, which is called</p>		<p>people treat other people and the world around them.</p> <p>3. Christians have values based on Jesus's life and Church teachings. For many, the Bible has authority as the Word of God.</p> <p>4. Humanists believe in finding their own path to happiness and being kind to the planet and animals.</p> <p>5. A person with a Humanist worldview is called a Humanist, but not all non-religious people are Humanists.</p> <p>6. Treating others as we want to be treated can be found in many worldviews and is called The Golden Rule.</p>		<p>3. Many Muslims worship Allah by performing five activities called ibadah. These activities are known as the Five Pillars of Islam.</p> <p>4. The shahadah is a statement that Muslims say to show there is one God and Muhammad is the last prophet. Muslims must pray every day, which is called Salah.</p> <p>5. During the month of Ramadan, Muslims who can fast for 28 days, known as Sawm. Many Muslims also give to charity, called Zakah.</p> <p>6. The final pillar is the pilgrimage to Makkah, known as the Hajj. It is not compulsory but is expected of Muslims who are able to do it.</p>
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		ahimsa. This is very important for Hindus. If someone does their duty and lives a good life, they can reach moksha, or freedom from the cycle of life.				
Key vocabulary (topic specific)		Dharma Samsara Reincarnation Atman duty Karma Moksha Brahman Ahimsa deity		humanist belief Golden Rule humanism worldview Christian values authority non-religious		Muslim Ibadah submission Ramadan Shahadah Salah Sawm Zakah Hajj pilgrimage
Week 1		LO: To learn about who or what Brahman is		LO: To explore why we need rules and who breaks them		LO: To learn how many Muslims and mosques are in Britain
Week 2		LO: To learn what atman is and what we can understand about it through a Hindu story		LO: To learn who a Humanist is		LO: To understand how the Five Pillars affect the lives of Muslims in Britain today
Week 3		LO: To explore what samsara is, why atman is important, and what else is important in Hindu beliefs.		LO: To learn what guidelines non-religious people use for living		LO: To understand why zakah is important to Muslims
Week 4		LO: To understand what ahimsa is and how it affects the lives of Hindu people		LO: To understand what values matter most to Christians		LO: To understand why Muslims go on pilgrimage

				and how they are expressed.		
Week 5		LO: To learn what ahimsa is and how it influences the lives of Hindu people		LO: To understand how Humanists and Christians decide how to act and what guides their choices.		LO: To explore the reasons why Muslims go on pilgrimage
Week 6		LO: To complete an end of unit assessment		LO: To complete an end of unit assessment		LO: To complete an end of unit assessment