



### Our School Values

Respect	Friendship	Love
Forgiveness	Responsibility	Hope

**School Vision:** To be best prepares to live life in all its fullness

**Subject Intent:** To best prepare children for the next stage in their religious and spiritual journey.

*The Gospel offers forgiveness of the past, new life in the present and hope for the future.*

**Past = To be at peace and ready to learn:** Our curriculum is progressive - it is built on previous skills and meaningful experiences. Reading is a priority so it is not a barrier to learning. Targeted support is provided and early intervention is identified to ensure the needs of each pupil are met. We will see how different religious views have shaped our world.

**Present = To be inspired in the present:** The curriculum is mapped out with substantive knowledge (facts) and disciplinary knowledge (how we gain knowledge through enquiry). We will ensure pupils will receive quality lessons and that they are accessible for all through scaffolding and modelling. There will be opportunities beyond the curriculum for those who are enthused or show a talent in this subject. All pupils will have a voice. We will learn how to ask ourselves 'Big Questions' We will be respectful and tolerant. Cultural capital is important in RE-visits to places and getting in people from different religions. We will celebrate and understand achievements of others.

**Future = Hope for the future:** Children will leave Reepham with mutual respect for other people's beliefs. They will understand differing viewpoints, be curious, spiritual and be advocates of change. Pupils will understand the world around them. Pupils can confidently articulate their beliefs. They will be able to hold balanced and informed conversations. They will understand what the core religions look like in modern society. They will continue their spiritual development.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	What makes people special?  Christianity and Judaism	What is Christmas?  Christianity concept: Incarnation	Celebrations  Sanatana Dharma	What is Easter?  Christianity concept: Salvation	What can we learn from stories?  Christianity, Islam, Sanatana Dharma, Sikhi	What makes places special?  Christianity, Islam, Judaism
<b>Year 1</b>	<u>Compulsory LAS Unit:</u> Christianity  What do Christians believe about God?  Theme: Creation, God the Father as an introduction to the Trinity	<u>Compulsory LAS Unit:</u> Christianity  What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?  Theme: Incarnation, God the Son as continued introduction to the Trinity	<u>Compulsory LAS Unit:</u> Islam  Who is God to Muslims? Theme: The 99 names of Allah.	<u>Compulsory LAS Unit:</u> Christianity  Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?  Theme: Salvation, God the Son – continuation of introduction to the Trinity.	<u>Additional LAS Unit:</u> Places of Worship  <i>Visit a place of worship - how does it reflect what God is like?</i>  <i>choose three key objects, features or symbols and look at:</i> <i>- what they tell us about beliefs about God/humans/the world around them</i> <i>- how they are used in practice</i> <i>- i.e. what impact they have on the community</i>	

<p><b>Year 2</b></p>	<p><u>Compulsory LAS Unit:</u> Christianity</p> <p>Is it possible to be kind to everyone all of the time?</p>	<p><u>Compulsory LAS Unit:</u> Christianity</p> <p>Why do Christians believe God gave Jesus to the world?</p>	<p><u>Compulsory:</u> Islam</p> <p>How important is the prophet Muhammad to Muslims?</p> <p>Events in the life of the prophet Muhammad and their impact on and importance to Muslims today (discusses the Qur'an and the Hadith).</p>	<p><u>Compulsory LAS Unit:</u> Christianity</p> <p>How important is it to Christians that Jesus came back to life after his crucifixion?</p> <p>Salvation - Resurrection of Jesus at Easter.</p>	<p><u>Compulsory:</u> Islam</p> <p>How important is the Qur'an to Muslims?</p> <p>How Muhammad received the Qur'an in the Night of Power, how a Muslim would treat the Qur'an with respect and the importance of its teachings to Muslims today</p>	<p><u>LAS Additional Unit</u> Judaism</p> <p><i>Religious/non religious beliefs about thankfulness and gratitude; examples of religious festivals/practices that focus on saying thank you. e.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism</i></p>
<p><b>Year 3</b></p>	<p><u>Compulsory LAS Unit:</u> Islam</p> <p>Does praying at regular intervals help Muslims in their everyday lives?</p> <p>Prayer (Salat/Salah) and prayer times, why Muslims might pray, prayer at home and at the mosque, story of the Night Journey, preparations for prayer, some of the 99 names of Allah, and the impact of prayer on the life of a Muslim.</p>	<p><u>Compulsory LAS Unit:</u> Christianity</p> <p>Has Christmas lost its true meaning?</p> <p>The meaning of Christmas to Christians including extending kindness and considering why Jesus was born (the incarnation).</p>	<p><u>Compulsory LAS Unit:</u> Christianity</p> <p>Could Jesus heal people? Did He perform miracles or was there some other explanation?</p> <p>Jesus' Miracles including the healing of the leper, the healing of the wise man and the healing of the paralysed man.</p>	<p><u>Compulsory LAS Unit:</u> Christianity</p> <p>What is 'good' about Good Friday?</p> <p>The Easter story and its meaning to Christians in the belief that Jesus came back to life and therefore they may receive life after death.</p>	<p><u>Compulsory LAS Unit:</u> Hinduism</p> <p>What do some deities tell Sanatanis about God?</p> <p>Belief in the deities and their aspects of the one supreme being which is Brahman. Focus on Ganesha and Lakshmi and what particular blessings they bestow.</p>	<p><u>Compulsory LAS Unit:</u> Hinduism</p> <p>Does visiting the Ganges make a person a better Sanatani?</p> <p>The importance of the River Ganges to Sanatanis and why they would make a pilgrimage there. What actions are taken at Varanasi because of the belief of Brahman in everything including the waters of the river</p>

<b>Year 4</b>	<u>Compulsory LAS Unit: Hinduism</u>  What is the best way for a Sanatani to lead a good life?  How the Sanatani beliefs in Karma, Atman and Moksha may affect the actions they take in their lives including devotion to God and actions to help society.	<u>Compulsory LAS: Christianity</u>  Why are there 4 gospels and how are they relevant for Christians?  Stories contained within several of the gospels including as in depth examination of the different versions of the feeding of the 5,000	<u>Compulsory LAS: Christianity</u>  Do people need to go to church to show they are Christians?  Uses of the church for worship and other events such as baptism and taking of Holy Communion.	<u>Compulsory LAS: Christianity</u>  Is forgiveness always possible for Christians?  Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him).	<u>Compulsory LAS Unit: Islam</u>  What is the best way for a Muslim to lead a good life?  Pillars, belief in life after death and the role of the two angels and the judgement of Allah, teachings from the Qur'an and Hadith, Zakat, Sadaqah, fasting during Ramadan.	<u>Compulsory LAS Unit: Islam</u>  Does completing a pilgrimage make a person a better Muslim?  Pilgrimage - preparations for visiting Makkah, clothes worn and actions taken there, conditions for pilgrimage to Makkah, impact on life of a Muslim.
	<u>Compulsory LAS Unit: Islam</u>  What is the best way for a Muslim to show commitment to God?  The importance of prayer, helping the poor and needy, purification of wealth, Ramdan, importance of Allah in the life of a Muslim and why they would want to show Allah respect and commitment.	<u>Compulsory LAS: Christianity</u>  Is the Christmas story true?  Incarnation, focussing on the elements of the Christmas story which may cause debate (e.g. shepherds being on the hills in December, a census in the winter when people had to travel) and how this may or may not affect people's beliefs.	<u>Compulsory LAS Unit: Hinduism</u>  What is the best way for a Sanatani to show commitment to God?  Prayer and Worship including the significance of Puja and how Puja shows commitment to God, devotion to gods and goddesses and pilgrimage to the Ganges.	<u>Compulsory LAS: Christianity</u>  How significant is it for Christians to believe that God intended Jesus to die?  Salvation, focussing on whether this was Jesus' destiny or his free will, looking at the actions taken in Holy Week.	<u>Compulsory LAS Unit: Hinduism</u>  How can Brahman be everywhere and in everything?  How Brahman takes on many forms (the children will look at a selection) and these show aspects of the one supreme deity, the Trimurti, the Aum.	<u>Compulsory LAS: Christianity</u>  Does belief in the trinity help Christians make better sense of God as a whole?  Trinity and how the 3 consubstantial persons of god can help Christians understand the different aspects of god and the impact of this on their lives.
<b>Year 6</b>	<u>Compulsory LAS Unit: Hinduism</u>  Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives?	<u>Compulsory LAS: Christianity</u>  Do Christian celebrations and traditions help Christians understand who	<u>Compulsory LAS: Christianity</u>  Is anything ever eternal?	<u>Compulsory LAS: Christianity</u>  Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	<u>Compulsory LAS Unit: Islam</u>  How is the Qur'an vital to Muslims today?	<u>Compulsory LAS Unit: Islam</u>  Does belief in Akhirah (life after death) help Muslims lead a good life?

	Sanatani belief in Karma and Reincarnation and different types of Dharma, Samsara and Moksha. The impact of these beliefs on the lives on Sanatanis including Sadhus.	Jesus was and why he was born?  Incarnation looking at how celebrations today do or do not directly relate to the birth of Jesus as the basis of Christmas.	Salvation and eternal life, agape and forgiveness. What might motivate a Christian to show these qualities considering the belief in heaven.	Festivals and celebrations, symbols and Christian organisations, ways in which Christianity is influencing lives today with its impact on people round the world and in this country.	Important events during the Night of Power and the giving of the Qur'an, actions a Muslim might take to show respect to the Qur'an and why, sayings from the Qur'an and understanding that there may be different interpretations.	Interpretations of what the Qur'an says about life after death (Akhirah), actions a Muslim might take as Jihad, greater and lesser Jihad, how believing in Akhirah influences Muslims in their lives today.
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### **Additional Unit Judaism:**

Fitted in to year 2 curriculum as an additional unit. It follows on from additional unit of special places in year one which they cover about a synagogue being a special place for Jewish people. We believe our pupils are ready to learn about another religion and that is why we introduce Judaism in year 2 (SACRE compulsory is only 2 religions).

### **Additional Unit: Pilgrimage:**

-Covered in year 4 Islam unit: (Does completing a pilgrimage make a person a better Muslim? Pilgrimage - preparations for visiting Makkah, clothes worn and actions taken there, conditions for pilgrimage to Makkah, impact on life of a Muslim.)

-Also covered in year 3 Hinduism unit (Does visiting the Ganges make a person a better Sanatani? The importance of the River Ganges to Sanatanis and why they would make a pilgrimage there. What actions are taken at Varanasi because of the belief of Brahman in everything including the waters of the river.) Christian pilgrimage in year one in the 'Places of worship'.

### **Additional Unit: Expressing religion through the arts:**

'Wow' Faith day. We link to the 'kingdom come day', local church does kingdom come day all classes visit to take part in ways Christian's express prayers and belief. When pupils are not visiting the church on this day we have an 'expressing faith through arts' going on throughout the school.

Planning attached here...

(key stage 1) Kingdom come days links to additional unit in year one.

Year 2: Jewish art

Year 3 and 4 (lower key stage 2)

Year 5 and 6

(upper key stage 2)

### Lower Key Stage 2 (year 3 and year 4)

Learning intention:	To learn how religions can express their beliefs creatively	To learn how to use creative materials to tell a story from the Christian faith	To learn the way stained glass windows enable Christians to express their worship, thoughts and feelings	To learn the way stained glass windows enable Christians to express their worship, thoughts and feelings
Potential activities:	Look at different stained glass windows (Christianity, Judaism, Islam). What do they show? Usually Bible stories or words from scripture. How might these help people when they worship? Read Bible story and answer comprehension	Design a stained glass window on paper to depict the story of Noah's Ark. Look at existing stained glass windows of Noah's Ark and create own design  Year 4: consider stained glass windows in church- why do Christians go to church and sense of community.	Using watercolours, create a stained glass window concentrating on copying the design from week 2.  Year 4: using different examples of stained glass windows as stimulus- consider do people think about the world in the same way? can they answer with reference to belief and tradition.	

### Upper Key stage 2 (Year 5 and Year 6)

Learning intention:	To learn how to creatively express my emotions.	Year 5 – Holy Words Year 6\ - Where do you think God is?	
Potential activities:	How many different ways are there of showing emotions? How can you tell what a person is feeling? Give children a few minutes to discuss their ideas then share with the class. Using the prompts on the slides, guide the class through some simple role-plays, e.g., showing facial expressions for anger, showing body language for fear, using tone of voice for excited, etc.	Year 6 - Where is God? Year 6 lesson:add specifically art relating to disciples and ensure meaning is understood –  Starter – pose the question 'Where is God?' – what do the children think? Is he in heaven, nowhere, hiding, somewhere else, everywhere? Is God in your heart or in the Bible or within what people do and say?	

Show children a short clip of a dance, e.g., <http://vimeo.com/3415754> and ask them to discuss what emotions they think are being expressed.

Explain that people express their feelings in lots of different ways, e.g., writing in a diary, drawing pictures, painting, sculpture, writing poetry, stories, etc. and that religious people often use these to express how they feel about their religion.

Why do you think people choose to express their religious ideas using some of these methods? Explain that some people like to express their faith through the arts to make sense of difficult ideas, others because they want to show how they feel to the rest of the world, some because they want to use their talents as a form of worship. Ask children if they have ever felt that there is something they could not express in words but could express in some other way.

Year 5 – Prepare a short mime to show 2 different emotions e.g., anger and happiness, sadness and fear

Year 6 – Choose an activity (write a poem, draw a picture, prepare a dance) and an emotion (e.g., anger, fear, happiness, sadness). Children to portray the emotion they have chosen through the activity they have chosen. Present work to the class and explain why they chose to portray that emotion as they did.

Is he far away or close by? Is God present when there is sadness and destruction in the world?

Look at images, poems etc representing God – where is he/she? Children will create their own image about where they think God is in a creative piece of art work – use a media of their own choice. They can use a quote or psalm (Psalm 42) as inspiration if they wish to. **Be deep, and be subtle: bearded man on a cloud won't do!**

<https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2019/?ThemeID=66>

### Year 5 – Holy Words

**Year 5 lesson starter show art inspired by: crucifixion, resurrection, salvation, sin, sacrifice. What do the words mean? Which piece of art work matches each piece of vocabulary?**

What words are holy or have meaning for you? Are there any words or phrases/quotes which inspire you? Look at some of the quotes around the classroom and discuss their meaning.

Show children some sayings/quotes about peace, faith, unity, prayer or some other religious theme – what do the children understand after reading these?

Children to create a piece of artwork which incorporates at least one piece of the key vocabulary from the starter. Students should incorporate their holy words/quotes into their design or art and express the value and meaning of the words they have chosen in the images and art that they make.

*This theme has a close connection to the study of holy books and teaching from 2 or more different scriptures can be used, so get reading from the Torah and the Gospel, the Qur'an and the Gita, the Dhammapada or the Guru Granth Sahib. And add some words from a non-religious source of wisdom too if you like.*

There are ideas here <https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2020/?ThemeID=92>

### **Additional Unit: Places of worship**

Why have we added it?

Since covid less of our children have been able to visit church and due to location we don't have many places of worship in Lincoln. We decided it was important to keep this in our curriculum and made it relevant to our children and to develop children's worldviews.

### **Christianity: Life journeys**

Key Stage One: Places of worship- baptism and different ways in which Christians mark a sense of belonging.

Key Stage two: Year 4 Spring term 1- 'Do people need to go to church to show they are Christians?' focus on baptism (session 2)

Year 6 Spring term 1- 'Is anything ever eternal?' Covers a Christian wedding.