



JLPS Curriculum Overview for Religious Education

Curriculum Rationale

At Joy Lane Primary School, Religious Education follows the Kent agreed syllabus. We aim to enable children to explore the meaning and purpose of their lives and to develop an appreciation of religion in contemporary life. In line with our whole school ethos and the British Values, we encourage the concepts of respect, understanding and tolerance of others, whatever their beliefs. RE lessons will also aim to foster an open and enquiring mind whilst developing empathy skills.

The principle aim of our RE curriculum is to explore 'big questions' about life in order to find out what people believe and what difference this makes to how they live so that children can make sense of religion by reflecting on their own ideas and ways of living and develop their understanding of their own and others' beliefs. These challenging questions explore meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Our children will learn about, and from, religions and worldviews in local, national and global contexts in order to discover, explore and consider different responses.

In order to achieve this aim for RE, it can be broken down into three smaller aims:

- To know about and understand a range of religions and worldviews.
- To express ideas and insights about the nature, significance and impact of religions and worldviews.
- To gain and deploy the skills needed to engage seriously with religions and worldviews.

Here at Joy Lane, our whole curriculum offering strives to support our children in many ways, including developing a knowledge of the world, being able to question thoughtfully, showing diversity and tolerance - in line with our ethos of being Ready, Respectful and Responsible - and to communicate confidently and clearly. Our RE curriculum supports children in these areas by enabling them to engage with each other's ideas, consider their own thoughts and beliefs and find the similarities and differences between their own ideas and those of other people, both in the class and around the world.

The agreed syllabus requires that all children learn from Christianity in each key stage. In addition, pupils will learn from the principle religions represented in the UK, in line with the law, which are Islam, Hinduism, and Judaism. Furthermore, children from families where non-religious worldviews are held, are represented throughout.

The RE curriculum sequence allows children to develop a strong sense of their own beliefs and perceptions as they go through the school, as well as developing an understanding of ideas and opinions that are different to their own. In Reception, the focus of the units of work is to allow the children to develop a positive sense of themselves and others, and to learn how to form positive and respectful relationships. In KS1, pupils should begin to develop their knowledge and understanding of a range of religions and worldviews. Children will begin to raise their own questions and express their own views in response to the content of the lessons and questions that are raised during discussions. In KS2, children will be extending their knowledge and understanding of religions and worldviews where they will be encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life.

Reception

Birth to three:

- Notice differences between people
- Establish their sense of self
- Begin to show effortful control (e.g. waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front)
- Notice and ask questions about differences such as skin colour, types of hair, gender, SEND, religion etc.
- Talk about their feelings in more elaborated ways

3 and 4 year olds:

- Continue developing positive attitudes about the differences between people
- Develop their sense of responsibility and membership in a community
- Talk about their feelings and understand how others might be feeling

Children in Reception:

- Name and describe people who are familiar to them
- See themselves as a valuable individual
- Express their feelings and consider the feelings of others
- Understand that some places are special to people in their community
- Recognise that other people have other beliefs and celebrate special times in different ways

Please refer to Development Matters (page 101 onwards) to see examples of how to support the above.

Early Learning Goals:

People, culture and communities

- Note some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate, maps)
- Avoid stereotyping and explain how children's lives in other countries may be similar or different

Big Unit Focus

Terms 1 & 2

Special times and places

Birthdays - I know that I have a special day each year. Talk about a place that is special to them e.g. home.

Religious Celebrations

Diwali - I know that there are different celebrations around the world and how they celebrate them.

Terms 3 & 4

Special objects

Discuss objects that are special to them and why (link to PSHE T2). Discuss items that are special to them (link to PSHE).

The Easter Story

Explore the Celebration of Easter and European Easter Traditions.

Terms 5 & 6

Special books

Discuss objects that are special to them and why. Children will begin to explore religious objects. Explore religious books.

Exploring places of worship

Identify places that are special to them Name and explain the purpose of a church

Christmas - I can retell and act out the Christian Christmas Story.		
Key Vocabulary		
Special times, special places, home, birthday, school Celebrations, world, Diwali, Christmas, traditions, Jesus, Christian	Special objects, favourite, special Easter, traditions, celebrations, Christian	Religions, objects, Bible, Qur'an, Gita, Torah, places of worship, church, temples, mosque, synagogues
Key Stage 1		
Religions to be taught: Christianity, Judaism and Islam		
Judaism: Believing and belonging; Celebrations: Pesach, marriage, places of worship and objects of worship, sacred books		
Christianity: Believing and belonging; Celebrations: Easter, baptism, places of worship and objects of worship, sacred books, prayer		
Islam: Believing and belonging; Celebrations: Belonging ceremony, Eid, places of worship and objects of worship, sacred books		
Year 1		
Big Unit Questions		
Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
What does it mean to belong to a faith community? <i>This investigation enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community. They will learn about ways babies are welcomed into religions and the promises made at weddings. They will think about their own network of belonging and how we all belong to someone.</i> How and why do we celebrate sacred and special times? <i>Look at Diwali and how it is celebrated by Hindus. This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Diwali. The significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations.</i>	Who is a Christian and what do they believe? <i>This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told. Children will understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people. This unit also allow pupils to study prayer and in particular the Lord's prayer.</i>	What makes some places sacred? <i>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about places of worship for Christians and either Jewish people or Muslims. Pupils will have the opportunity to act as detectives answering their own questions about places of worship, what they are used for and their significance in the local community.</i>
Key Vocabulary		
Belonging, community, faith, prayer, God, marriage, birth, Diwali, Hindu, festival, Diva lamp, Rangoli Patterns	Christian, creation, Father, Son, Bible, miracle	Church, Synagogue, Mosque, community, sacred
Year 2		
Big Unit Questions		
Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
How should we care for others and the world and why does it matter? <i>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying bible stories, the lives of believers such as Dr Barnado, Mother Teresa or a local believer, the Jewish practice of Tzedekah and Sukkot celebrations, pupils learn about how beliefs turn into actions for many religious and non-religious people.</i> Who is a Muslim and what do they believe? <i>This investigation enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.</i>	How and why do we celebrate sacred and special times? <i>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Easter and Pesach (Passover) and/or Eid-ul- Fitr. The significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations</i>	How can we learn from sacred books? <i>This investigation enables pupils to find out about sacred books from more than one religion. Pupils begin by recapping their work on special books and thinking about what makes a book 'holy'. They then move onto looking at stories and teachings in holy books and finding out what these mean for believers. Pupils learn how different holy books are treated and that some stories appear in more than one book.</i>
Key Vocabulary		
Golden Rule, caring, Jesus, Bible, Good Samaritan, Mother Teresa, Sukkot, Jewish, Christians, Islam, Muslim, Allah, Prophet Muhammad, Eid-il-Fitr, Qu'ran	Easter, Passover (Pesach), Jewish, Christian, Jesus, Church, service, Last Supper, crucifixion, plagues, Egypt	Sacred, Tenakh, Torah, scroll, Bible, Qur'an
Lower Key Stage 2		
Religions to be taught: Christianity, Hinduism, Judaism and Islam		
Christianity: Christian life, worship, communion, trinity, Easter, prayer, Bible, religious teaching, stories of Jesus, baptism, marriage		
Hinduism: gods and goddesses, Divali, prayer, Hindu life, religious teaching, journey of life, marriage		
Judaism: Pesach, marriage, Ten Commandments, living faith		
Islam: Allah, the Quran, Ramadan, prayer, religious teaching, Eid, journey of life, marriage		

Year 3		
Big Unit Questions		
Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
What does it mean to be a Christian in Britain today? <i>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.</i>	What do different people believe about God? <i>This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.</i> Why are festivals important to religious communities? (Easter Focus) <i>This investigation enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. This unit enables pupils to begin to understand how celebration reminds believers of key beliefs and gives time to focus on beliefs and commitments and celebrating as a believing community. The focus is on the key elements of festival-shared values, story, belief and hopes and commitments.</i>	Why do people pray? <i>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about prayer: the practice, symbols, words and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.</i> Why is the Bible so important for Christians today? <i>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Christian scriptures – the Bible – exploring questions about what the Bible says and how the bible is used and valued in Christian communities today.</i>
Key Vocabulary		
Community, Church, Worship, Charity, Anglican, Baptist, Roman Catholic	Trust, Faith, Holy Trinity, 99 Names of Allah, Trimurti, Holy Week, Crucifix, Festivals	Lord's Prayer, First Surah, Gayatri Mantra, Spiritual Symbols
Year 4		
Big Unit Questions		
Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
What does it mean to be a Hindu in Britain today? <i>This investigation enables pupils to learn about key aspects of Hindu belief and worship. What we call 'Hinduism' is the diverse way of life, spiritual practices and beliefs of the Indian people. We are focussing on British Hindus, and there is great diversity in British Hinduism as well as the original Indian Hinduism. Hinduism is more appropriately called 'Sanatana Dharma'; eternal truth. We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions.</i>	What can we learn from religions about deciding what is right and wrong? <i>This investigation enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation. Finally, pupils investigate the life of a religious figure, looking at how teachings from religion may affect the actions of a believer.</i> Why is Jesus inspiring to some people? <i>This investigation enables pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered an inspiring figure by Christians – and by many other people too.</i>	How do family life and festivals show what matters to Jewish people? <i>This investigation allows pupils to make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people. Pupils will describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities. They will explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives</i> Why do some people think that life is like a journey and what significant experiences mark this? <i>This investigation enables pupils to learn in depth from different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage, pupils explore how and why people chose to mark significant moments in life.</i> Why do some people think that life is like a journey and what significant experiences mark this? <i>This investigation enables pupils to learn in depth from different religious and spiritual ways of life relating to milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage, pupils explore how and why people chose to mark significant moments in life.</i>
Key Vocabulary		
Puja, Murtis, Karma, Dharma, Gandhi	Ten Commandments, Temptation, Beatitudes, Sermon on the Mount, Humanism, Good Friday, Incarnation, Resurrection	Eid, Ramadan, Fasting, Confirmation, Believers' Baptism, Bar Mitzvah, Bat Mitzvah, Sacred thread ceremony
Upper Key Stage 2		
Religions to be taught: Christianity, Islam, Hinduism Christianity: Beliefs, creation, teaching on love, parables on forgiveness, Christian life, judgement, life after death, place of worship, treatment of others, comparison with humanism Hinduism: Reincarnation and Karma, life after death, pilgrimage, treatment of others Judaism: Place of worship Islam: Judgement, life after death, places of worship, art, journey of life, 5 pillars, treatment of others		
Year 5		
Big Unit Questions		

Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>Why do some people think God exists? <i>This investigation enables pupils to learn in depth from different religious and non-religious groups about belief in God. Pupils will be raising questions about the nature and existence of God focussing on Christian ideas about God. Pupils will consider why people do or don't believe in God and the impact that might have on the way they live their everyday life.</i></p> <p>If God is everywhere, why go to a place of worship? <i>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about worship, drawing out more detail, history and diversity through focussing on places of worship. Pupils learn about the various purposes of a place of worship as well as how believers see these places. Pupils think about the idea of God's presence on earth and in believers' lives.</i></p>	<p>What would Jesus do? (Can we live by the values of Jesus in the 21st century?) <i>This investigation enables pupils to learn in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said and how Christians today respond to the challenges of his teachings.</i></p>	<p>What does it mean to be a Muslim in Britain today? <i>This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion. Pupils explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas.</i></p>
Key Vocabulary		
Religious experience, Theist, Agnostic, Atheist, Evidence, Interpretation, Evolution, Place of worship, Mandir, Schul, Orthodox, Reformed	Love, Forgiveness, Justice and fairness, Moral dilemma, Generosity, Mission Statement	Five Pillars of Islam, Shahadah, Salat, Sawm, Zakat, Hajj, Kaaba, Mecca,
Year 6		
Big Unit Questions		
Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
<p>Is it better to express your beliefs in arts and architecture or in charity and generosity? <i>This investigation enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity. Muslim and Christian examples are sometimes criticised by nonreligious people: this critique is examined too.</i></p> <p>What difference does it make to believe in ahisma, grace and Ummah? <i>This investigation enables pupils to learn in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions in ways that relate to commitment.</i></p>	<p>What matters most to Christians and Humanists? <i>This investigation enables pupils to learn in depth from Christianity and from Humanism, a non-religious way of life.</i></p>	<p>What do religions say to us when life gets hard? <i>This investigation enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. By the age of 10 many children will have experienced grief and death. This unit allows them to talk about these ideas when emotions are less raw than after a bereavement. The activities enable pupils to share their ideas but do not force children to do so. The use of story acts as a distancing device within the unit.</i></p>
Key Vocabulary		
Scriptures, Sacred space, Calligraphy, Glory of God, Injustice, Reason and argument, Ahisma, Grace, Ummah, Unconditional love, Commitment	Code for living, The Fall, Salvation, Values, Made in the image of God	Ultimate questions, Soul, Spirit, Reincarnation, Judgement, Heaven, Funeral