



Woodmancote School

Curriculum Overview for Religious Education

<p>Key Stage 1 Year 1 36 hours</p>	<p>What does it mean to belong? (A1) Harvest – a time for giving thanks (1 hr)</p>	<p>What does it mean to belong to a religion? (A2) Christmas – why do we celebrate special times? (The Christmas story) 3hr</p>	<p>Why are stories special? (Sp1+2) Easter – why do we celebrate special times? (The Easter story)3hr</p>	<p>What special things help people to worship? (Sum1)</p>
<p>AT1 Learning about Religion and Belief</p>	<ul style="list-style-type: none"> • Recall a story that matters to the Jews. • Name a church or a synagogue from a picture. • Remember and tell someone three things that happened to Mary and Joseph in the story of Christmas. • Say what happened to the baby Moses after he was left in the bulrushes. • Put six pictures from the Hanukkah story in the right order. • From six artefacts or pictures, pick three that are associated with Christians, or three that are used in a synagogue. • Talk about a seven branched candlestick: where would you see this, and what does it stand for to Jews? • Tell someone what happens in the Creation story of Genesis, or the creation story of another religion. • Say why a rainbow is a good sign in the Noah story. • Name two festivals that Christians or Jews like to celebrate. 			
<p>AT2 Learning From Religion and Belief</p>	<ul style="list-style-type: none"> • Talk about some interesting and puzzling questions I'd like to know about, to do with God and creation. • Talk about a favourite person in the story of Christmas or Easter, Pesach or Hanukkah. • Say what I think is good about sharing things fairly. • Say why unfair shares are a bad idea. • Talk about thanking and being thanked, praising and being praised. • Talk about things that matter most in my bedroom, and things that matter most in a synagogue or a church. • Talk about how it feels to create something myself, and how it would feel to have my creation spoiled. • Talk about belonging: who do I belong to? How does it show? Why do friends and family make us happy and sad? • Talk about how symbols of light make me feel. • Speak about my own celebrations and someone else's celebrations. 			



<p>Key Stage 1 Year 2 36 hours</p>	<p>Who made the world? Harvest- Remembering St Francis of Assisi (1 hr)</p>	<p>Who made the world? Christmas - Gifts and giving 3hr</p>	<p>Why are some people leaders?</p>	<p>Why are some people leaders? Easter – new beginnings 3hr</p>	<p>Why are some people good leaders? (Aspects of Judaism Was Moses a good leader?) What does a Jewish family do together?</p>	<p>What can I do for Others?</p>
<p>AT1 Learning about Religion and Belief</p>	<ul style="list-style-type: none"> • Put seven parts of the Genesis 1 creation story into the right order. • Match some Christian beliefs (eg in Jesus, the Bible and the power of prayer) to some Christian symbolic artefacts (eg icon, pulpit, rosary). • Match some Jewish beliefs to some Jewish symbolic objects (eg Mezuzah) • Use a saying of Jesus as a title and theme to a story made up by me, which is about children of my own age (eg 'Love Your Neighbour' or 'Do Not Worry'). • Suggest two things that matter to a Christian or to a Jew. • Identify a Christian belief and/or a Jewish belief. • Say what makes the Torah Scroll and the Gospel special, and to whom. • Identify two things that are the same about synagogue and a church. Give a reason why Jewish people like to go to synagogue. • Identify a Christian hero and suggest the meaning of a story about her/him. • Suggest a meaning: Jesus' Parable of the Pearl or the Lost Sheep. • Suggest what the story of Hanukkah means for a Jewish person today. • Identify two things that are the same about the Torah and the Bible. • Identify two key moments in the story of Noah, and suggest meanings for the rainbow and the dove. 					
<p>AT2 Learning From Religion and Belief</p>	<ul style="list-style-type: none"> • Respond sensitively in a conversation to a story about Moses. • Ask questions about the feelings and emotions of Moses. • Talk thoughtfully about a story of Jesus, noticing something about him that is important. • Talk about saying sorry and forgiving people: why does it matter? • Respond, with thoughts of my own, to stories of kindness, unselfishness or bravery from sacred texts • Ask some questions about creation and its puzzling mysteries. • Give two answers to the question: 'does a beautiful world mean there's a wonderful God?' • Make up some good questions of my own to ask 'the person who knows everything'/God. • Suggest three questions about God that are interesting and hard to answer. 					



Woodmancote School

	<ul style="list-style-type: none"> • Suggest some things that are precious, including things money can't buy and talk about how we treat them. • Suggest some things which are precious to others, but not to me, and how they should be treated. • Discuss or write down a reaction to a story with an angel in it; talk about what the angel stands for. • Recognise – talk about – how we use all our five senses and our thoughts and feelings to celebrate a big day. • Talk about how a piece of music can express a feeling like joy or excitement, and how singing together (including in worship) makes people feel. • Ask questions about what makes a person unique, and respond for myself to the question: what makes me unique? 		
<p>Key Stage 2 Year 3 45 hours</p>	<p>What makes some books sacred, what do they tell us and how are they used?</p> <p>Harvest: Trees as a symbol of creation 1hr Christmas: Light 2-3hr</p>	<p>What do Christians believe God is like and how does believing in God influence people's lives?</p> <p>Easter: Jesus takes the lead 2-3 hr</p>	<p>Where, how and why do Christians Worship?</p>
<p>AT1 Learning about Religion and Belief</p>	<ul style="list-style-type: none"> • Make a link between two Muslim artefacts (eg Qur'an stand and prayer mat) and the fast during Ramadan. • Suggest what difference worship makes to life, using some religious words. • Describe some symbols of belonging that Hindus and Christians use when they worship. • Make links between two different churches recognising the similarities and differences between them. • Make a link between how a Bible story is used in church, and how it may have an impact on a Christian. • Suggest the meaning of stories from the Bible. • Make a link between a piece of Christian music and a Bible text that inspired it. • Say something about what Christians and Hindus mean by 'heaven' and 'moksha'. 		
<p>AT2 Learning From Religion and Belief</p>	<ul style="list-style-type: none"> • Ask some questions and suggest some answers about how the Bible influences Christians, and what influences me. • Reflect on the way conclusions are drawn about others and ourselves. • Reflect on own and others understanding about God. • Suggest some things people do to find peace, stillness and rest (including practices of worship), and some things I do. • Suggest answers Christians and Muslims might give to questions about their practice of giving to charity at Christmas (eg Christian Aid) and zakat (giving charity or alms to the poor). • Explain the meanings of some of the proverbs in the Bible and reflect on whether their message is still relevant today. • Identify and explain things people worship, ideas about the value of reflection, ideas and feelings in a prayer and symbolic actions. 		
<p>Key Stage 2</p>	<p>Is Moses important to Jewish people today</p>	<p>Who was Jesus and why do people follow</p>	<p>How do religious families practice their</p>

<p>Year 4 45 hours</p>	<p>and what do they learn from him and God? Why is Pesach important to Jews? How do some Jewish families practice their religion and why is it important to them? Harvest: Belonging to each other 1 hr Christmas: Journeys 2-3 hr</p>	<p>him? (Christianity, Islam And Judaism) Easter: Failure and Forgiveness 2-3 hr</p>	<p>faith and how does it influence their lives? (Christianity and Islam)</p>
<p>AT1 Learning about Religion and Belief</p>	<ul style="list-style-type: none"> • Describe some similarities and differences within Christian belief. • Describe some key features of family and community life for Christian children. • Show that I understand some ways in which the parable of the Good Samaritan can have an impact on Christians today. • Describe how adult baptism feels to the young Baptist Christian, comparing it with another ceremony of belonging'. • Describe two different marriage services used in Christian communities, saying what is similar and different between them. • Apply ideas from three sayings of Jesus about poverty to the work of Christian Aid, using concepts like 'discipleship' or 'obedience'. • Use some religious words to describe three things Christians do at Christmas or Easter, and say what beliefs lie behind the activities. • Recognise and describe three similarities between Divali and Easter, using some Hindu and Christian words. • List four differences between worship in a mandir and a synagogue. • Make a link between Hindu vegetarianism and the idea that divine life is in every living creature. • Answer the question 'what is the purpose of a sacred place?' referring to examples from two religions studied, using general words like 'worship', 'community' and 'belong'. 		
<p>AT2 Learning From Religion and Belief</p>	<ul style="list-style-type: none"> • Identify any practices, customs or traditions in their own family or school life. • Suggest some answers to 'why' questions about Jesus, Bishop Tutu and Jackie Pullinger, who were willing to practise self sacrifice. • Refer to the teaching of Bible or Qur'an to describe how Martin Luther King or Malcolm X were inspired by their faith to work for racial equality. • Refer to the teachings of the two religions to show that I understand how calligraphy expresses some Muslim spiritual ideas, and crucifix paintings express some Christian ideas. • Describe something I find spiritual and inspiring in a poem, a painting or a design, applying spiritual ideas for myself. • Apply three sayings of Jesus or the Buddha to my own life, giving my reaction to the religious teaching. • Reflect on the experience of visiting a place of worship and compare my responses and questions to someone else's 		



	<p>responses and questions.</p> <ul style="list-style-type: none"> • Ask good questions of my own about why worshippers choose to attend a mosque, mandir or church. • Write my reflections on a Hindu value like harmless/vegetarian diet: how would my school change if we all lived by this value? • Create a reflective poem or 'postcard home' on the ways Hajj matters in Islam. • Reflect on why resurrection matters at Easter in Christianity and make a link to what matters to me. • Make a link between religious leaders who I have studied and the kind of person I like to 'follow'; compare my answer thoughtfully with someone else's answer. • Make a link between my own values about animals and the idea of God as creator of the world. 		
<p>Key Stage 2 Year 5 45 hours</p>	<p>What is the Qu'ran and why is it important to muslims?</p> <p>What do stories from the life of Muhammad tell Muslims about Allah? How do Muslims describe Allah? Where, how and why do Muslims worship? Harvest: Reflection on God's promise and covenant 1 hr Christmas: Homelessness 2-3hr</p>	<p>How should believers live? What do religions say? (Christianity, Hinduism and Judaism)</p> <p>Easter: Sorrow and Joy 2-3 hr</p>	<p>How and why do believers care for others and the world? (Christianity and Islam)</p>
<p>AT1 Learning about Religion and Belief</p>	<ul style="list-style-type: none"> • Identify personal, family and school values that influence their own behaviour. • Use religious vocabulary to identify and explain symbolic objects or actions. • Explain the meanings of stories and texts. • Explain some differences the Five Pillars make to Muslim life individually, and in the community of the Ummah. • Show that I understand why a pilgrimage is different from a holiday. • Describe what religious travellers hope for on their way to Makkah/Iona. • Show my understanding of two differences between Hindus, Christians and Jews, and two of the ways these religions are similar. • Describe and link up Christian beliefs with Christian behaviour, eg belief in God as creator linked to 'green' practice. • Use the right words to describe my understanding of four of Allah's '99 Names'. • Describe how two contemporary religious leaders have inspired their followers to make a difference in their community. • Describe the importance of two main Muslim beliefs, and say how they are shown in pilgrimage to Makkah. 		
<p>AT2 Learning From</p>	<ul style="list-style-type: none"> • Reflect on what guides their own moral choices. • Reflect on why there are many ideas about God. 		



<p>Religion and Belief</p>	<ul style="list-style-type: none"> Express own ideas about the value of times of reflection, thanksgiving, praise and remembrance. Use some statements from two religions about 'what is true' to describe my own agreements and disagreements with the religions, using respectful language. Refer to Islamic sources or quotations in giving my own response to Muslim belief about God. Create a statement of my own beliefs about God, life after death or human values referring to ideas from two religions I've studied. 		
<p>Key Stage 2 Year 6 45 hours</p>	<p>How and why do Hindus worship at home and in the mandir? How do Hindus express meaning through festivals? Harvest Thinking about our place in creation (1 hr) Christmas: Choice and change (2 hrs)</p>	<p>Why do believers often see life as a journey and what significant experiences mark this? Easter: Humility and Service 2hr</p>	<p>Who am I? My spirit, my life. Symbols and religious expression: how religious and spiritual ideas are expressed. Experiences and opportunities: reflecting on and expressing own insights through range of media</p>
<p>AT1 Learning about Religion and Belief</p>	<ul style="list-style-type: none"> Explain the effects of the ways Christian Aid and Islamic Relief put religious teaching into action in a world of poverty. Recognise something unique in each of four religions, using appropriate terminology. Recognise two things that make a Methodist, a Roman Catholic, a Baptist and an Anglican distinctive within Christianity. Explain what it means for a Jew or Christian to take Genesis 1-3 literally, or to read it as a symbolic text. Use three different sources of information to explain different uses of Genesis 2-3 by Christians today. Suggest three reasons why some scientists see religion as a problem, but others see it as a partner. Describe three ways in which Muslim worship shows devotion to Allah or Hindu worship shows devotion to the gods and goddesses. Identify key beliefs of Christianity, Islam and Judaism. Analyse the impact of key religious figures and why they remain so influential. 		
<p>AT2 Learning From Religion and Belief</p>	<ul style="list-style-type: none"> Investigate what belief means and reflect upon its meaning in their own lives. Make connections and draw conclusions about the importance of personal belief. Express my views of what some Christian leaders say about peace and conflict, relating their ideas to my own life. Explain what Muslims and Christians see as the purposes of life, expressing my own views about identity and purpose. Relate the idea that God may be encountered/heard/felt in the worship of church or mosque, to my own ideas about music, stillness and communal reflection. Explain two things that have influenced my views on the fact that 380 people own half the world's wealth. Express views that make reference to two religions on the fact that the twenty richest people in the world own more money 		



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than the poorest 48 nations.

- Explain two influences that sometimes make people tell lies, and two influences that encourage truthfulness.
- Connect my own views about spiritual and religious questions with a point of view I disagree with, explaining in an informed way some differences between respect and intolerance.
- Explain what may influence an atheist, an agnostic and a theist in the views they hold about God, and what has influenced me.
- Devise four thoughtful questions about what makes a leader worth following.