

Horn's Mill RE Curriculum

'Religious Education allows pupils to enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. It enables pupils to take their place within a diverse multi-religious and multi-secular society and provides the opportunity to make sense of their own place in that world' OFSTED

Curriculum intent:

At Horn's Mill, our R.E curriculum enables children to develop and demonstrate tolerance and understanding of other's views and beliefs through a knowledge-based curriculum. We have created a progressive curriculum which begins from Early Years and allows knowledge to be built upon each year. We foster a holistic approach, encouraging children's personal growth through discussion and sharing of ideas. As well as developing a knowledge and understanding of Christianity, Religious Education is concerned with moral and spiritual development and an understanding of a wide range of religions.

At our school, we intend to deliver a broad and balanced curriculum in accordance with the locally-agreed syllabus of the LA. We provide our children with knowledge about diverse people, faiths, and backgrounds which encompasses spiritual, moral, social and cultural development. A range of faiths and key aspects within these faiths are revisited and consolidated in different year groups, enabling children's understanding to develop year upon year. As part of a transition project with our feeder high school and RE experts, we planned our curriculum offer alongside one another based on high school expectations for RE learners when transitioning to high school. More details can be found on our RE curriculum document.

The RE curriculum at Horn's Mill aims to be fully inclusive for all. Our pupils will learn about the different ways people express their beliefs and the artefacts and rituals associated with religious and non-religious traditions. As a result, children will be inspired and curious about the world in which they live and embrace and accept differing cultures within it. Pupils will be taught the scholarship of RE and to understand how the substantive knowledge came to be, how to interpret the accuracy and validity of claims being made and the differences between conceptions and misconceptions. Our pupils will be encouraged to reflect upon how their own values and beliefs connect with religious and non-religious traditions.

Early Learning Goals	EYFS
<p>Understanding the World:</p> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> 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 Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts 	<p>Context for learning and key vocabulary</p> <p><i>EYFS adapt their curriculum offer based on children's interests throughout the year so this is not all they will cover in People, Culture and Communities. The curriculum links below support religious education progression across their time with us and ensure that they have positive experiences from the beginning that enable them to progress onto the National Curriculum.</i></p> <p>Christianity</p> <p>Autumn: Explain why Christians say Jesus is special - Nativity Story (Xmas books). Talk about some things Christians might do in church - Go on a visit to a church. Wonder why a minister pours water on babies in baptism.</p> <p>Spring: Recall important aspects of the Easter story and begin to explain why Christians think the resurrection is important. Christianity, Christian, God, Jesus, Church, Prayer, Christmas, Baptism, Minister, Easter, Good news</p> <p>Islam:</p> <p><i>How do Muslims celebrate Eid?</i></p> <p>Learn about the festival Eid and how it is celebrated in the Muslim religion. Make links to family celebrations that they may have been part of.</p> <p>Hinduism:</p> <p><i>How do Hindus celebrate Diwali?</i></p> <p>Learn about the festival Diwali and how it is celebrated in the Hindu religion through Rangoli patterns and dance.</p>

	Christianity	Hinduism	Judaism	Islam	Sikhism	Humanism
	Context for learning and key vocabulary					
Year 1	<p>Autumn: Talk about how Christians might use symbols (eg. Cross, dove, candle, water) in a church building and begin to suggest reasons why.</p> <p>Develop curiosity as to why Christians do nativity plays at Christmas - Nativity Play</p> <p>Spring: Recall important aspects of the Easter story and begin to explain why Christians think the resurrection is important.</p> <p><i>Christianity, Christian, God, Jesus, Church, Prayer, Christmas, Bible, Nativity, Symbols (cross, dove, candle), Cross/Crucifix, Easter, Good news, Resurrection</i></p>	<p>Describe and explain how Hindus celebrate Diwali through Rangoli patterns, dance and food.</p> <p><i>Hinduism, Hindu, Diwali, Rangoli Patterns</i></p>	<p>Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue.</p> <p><i>Judaism, Jew, Synagogue, Scroll, Candlesticks</i></p>	<p>Show an understanding of at least two Muslim artefacts and explain how they are used.</p> <p>Explain that the Qur'an is the holy book of Islam and say how it should be treated.</p> <p>Show an awareness of the celebration of Eid. Look at pictures of family celebrations of Eid. Make boxes and gift cake.</p> <p><i>Islam, Muslim, Allah, Qur'an, Eid</i></p>		<p>Explore the happy human symbol.</p> <p>Explain how Humanists believe they can be happy.</p> <p><i>Humanism, Humanist, Humanity, Happy human, symbol</i></p>
Year 2	<p>Autumn: Identify key aspects of the Christmas story and explain why Jesus was good news for Christians - Nativity Play.</p> <p>Take part in 'The Christmas Journey' at the Methodist Church.</p> <p>Spring: Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus.</p> <p>Explain why Christians might choose to follow Jesus.</p> <p>Visit to St Paul's Church and reinforce symbols learned in year 1.</p> <p>Evaluate what it means to Christians to belong to a church.</p>	<p>Describe and explain how Hindus celebrate Diwali.</p> <p>Learn and retell the story of Rama and Sita through dance and acting; focus on main characters and the significance of them.</p> <p><i>Hinduism, Hindu, Diwali, Rama, Sita, Hanuman</i></p>	<p>Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives.</p> <p>Tell you why Shabbat is important to a Jew and how many Jews may go to Synagogue during this period.</p> <p><i>Judaism, Jew, Synagogue, Torah, Hebrew, Rabbi, Shabbat, Ten commandments, challah bread</i></p>	<p>Talk about who Muslims say Allah and Muhammad (pbuh) are (e.g. 99 names of Allah), Muhammad is the Prophet of God.</p> <p>Describe at least three things that might happen at a Muslim baby's naming ceremony.</p> <p>Describe at least three things that might happen at a Muslim marriage.</p> <p>Learn about the meaning behind Ramadan - Gratitude / Appreciation. Why does it come before Eid?</p> <p><i>Islam, Muslim, Allah, Qur'an, Eid, Prophet, Muhammad (pbuh),</i></p>	<p>Learn about the founder of Sikhism, Guru Nanak and recall key events in his life.</p> <p><i>Sikhism, Sikh, Guru, Nanak</i></p>	<p>Describe how Humanists celebrate in their lives.</p> <p><i>Humanism, Humanist, Humanity, Happy human Celebrant</i></p>

	<p>Learn the Resurrection Story.</p> <p><i>Christianity, Christian, God, Jesus, Church, Prayer, Bible, Nativity, Creation, Easter, Good news, Symbols, Holy Trinity, Holy Spirit, Saviour, Resurrection, Salvation, Incarnation</i></p>			<p><i>Tawhid, Halal, Shahada, Ramadan, Gratitude, Appreciation</i></p>		
<p>Year 3</p>	<p>Spring (Y3): Evaluate key teachings studied from the Bible and explain why they might be important to Christians.</p> <p><i>Easter, Good news, Symbols, Bible, Holy Trinity, Holy Spirit, Saviour, Resurrection, Salvation, Incarnation, Shrove Tuesday, Ash Wednesday, Palm Sunday.</i></p> <p>Autumn: Two year rolling teaching for years 3 and 4</p> <p>Year A</p> <p>Explain how Christians view the creation of the world and try to take care of it (link to parables and stewardship / responsibility)</p> <p>Recall key teachings Christians believe about God found in the ‘lost’ parables, the parable of the good Samaritan and other parables (Prodigal Son, Lost Sheep etc)</p>	<p>Describe and explain how Hindus celebrate Holi. Learn key features of the celebration of Holi.</p> <p>Retell some Hindu stories and explain their significance for a Hindu.</p> <p>Learn story of Holika + Prahlad.</p> <p><i>Hinduism, Hindu, Diwali, Holi</i></p>	<p>Visit to Synagogue.</p> <p>Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief.</p> <p>Reflect on why and how Jews worship.</p> <p><i>Judaism, Jew, Synagogue, Scroll, Candlesticks, Torah, Rabbi, Shema</i></p>	<p><i>How do Muslims give to charity and support the community?</i></p> <p>Explain how Muslim organisations help people in need.</p> <p>Recognise the Qu’ran and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of Allah (God).</p> <p>Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message and that Muhammad (pbuh) is the last and final prophet.</p> <p><i>Islam, Muslim, Allah, Qur’an, Eid, Prophet, Muhammad (pbuh), Muhammad (pbuh), Iman, Ummah, Mosque</i></p>	<p>Analyse how Sikhs show community and equality in their lives.</p> <p><i>Sikhism, Sikh, Guru</i></p>	<p>Explore Humanists’ views about God.</p> <p><i>Humanism, Humanist, Humanity, Atheism, Agnostic</i></p>
<p>Year 4</p>	<p>Year B (European Christmas Markets).</p> <p>Analyse what Christians can learn about Jesus from Nativity stories – the meaning of Christmas in Britain; traditional British carols.</p> <p>Describe how Christians live their lives as disciples – how does ‘giving’ relate to Christianity?</p>	<p>Explain how a Hindu may worship at home or in the mandir – ‘Real life family celebration’. What is/are puja?</p> <p>Retell some Hindu stories and explain their significance for a</p>	<p>Evaluate why Pesach is important to Jews as an act of commemoration.</p> <p><i>Judaism, Jew, Synagogue, Pesach, Commemoration, Bar Mitzvah</i></p>	<p>Visit to a mosque</p> <p>Describe three ways in which Muslim worship shows devotion to Allah; making reference to life at home and in the Mosque.</p> <p>Analyse how the main features of a mosque explain Muslim key beliefs.</p>	<p>Explain what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect.</p> <p><i>Sikhism, Sikh</i></p>	<p>Describe the main beliefs of Humanism and compare it to following a religious belief.</p> <p><i>Humanism, Humanist, Humanity, Science, Evidence,</i></p>

	<p>Explain why Christians give and receive presents at Christmas – Reverse Advent; Advent boxes in Frodsham care homes + care home visit.</p> <p><i>Christianity, Christian, God Jesus, Prayer, Stewardship, Parable/Lost Parable, Prodigal Son, Samaritan, Creation, Advent</i></p> <p>Spring (Y4): Explain how Christians see God as ‘Three in One’ through symbols. Describe and suggest reasons why Christians call Jesus, <i>Saviour</i>. Explain the concept of <i>Salvation</i>.</p> <p><i>Symbols, Messiah, Saviour, Holy Trinity, Holy Spirit, Resurrection Salvation, Incarnation</i></p>	<p>Hindu. – Retell Diwali story of Rama and Sita.</p> <p><i>Hinduism, Hindu, Diwali, Puja, Mandir, Rama, Sita, Hanuman</i></p>		<p>Recall at least three key facts about the story of the ‘Night of Power’ Muhammad’s (pbuh) first revelation, e.g. Muhammad (pbuh) received messages from God; he told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Quran and afterwards Muhammad (pbuh) became known to all Muslims as the Prophet of God.</p> <p>How is Eid celebrated at home? Have a party in school. Arrange a visit from a Muslim parent.</p> <p><i>Islam, Muslim, Allah, Qur’an, Eid, Mosque, Muhammad (pbuh), Ramadan, Angels, Salah</i></p>	<p><i>Guru Granth, Sahib, Gurdwara, Punjabi</i></p>	<p><i>Evolution, Golden Rule</i></p>
<p>Year 5</p>	<p>Autumn: Explain how Christians seek to advance to the <i>Kingdom</i> of God on Earth.</p> <p>Outline how Christians around the world read the <i>bible</i> to maintain their relationship with God.</p> <p>Carol concert at church.</p> <p>Spring: Visit to the Methodist Church to take part in The Easter Journey.</p> <p>Describe how references to Jesus’ death and resurrection found in the Church (artefacts, ritual or text) reinforce the Christian idea of forgiveness.</p> <p><i>Christianity, Christian, God, Jesus, Prayer, Kingdom of God, Resurrection,</i></p>	<p>What is/are the <i>Vedas</i>?</p> <p>Explain how a Hindu may view God - compare views of God across different religions.</p> <p>Retell the Holi story of love: Krishna’s love for Radha.</p> <p><i>Hinduism, Hindu, Diwali, Krishna, Radha, Vedas, Brahman, Vishnu, Sheba, Brahma</i></p>	<p>Explain the importance of the <i>Covenant</i> for Jews.</p> <p><i>Judaism, Jew, Synagogue, Covenant, Yahweh</i></p>	<p>Understand Muslims believe that to have ‘inner peace with God’, humans must follow and submit to Allah’s guidance and will.</p> <p>Identify, describe and explain key Muslim beliefs related to Allah (God).</p> <p>God wants Muslims to be kind and appreciate what they’ve got. God’s will is that Muslims fast.</p> <p><i>Islam, Muslim, Allah, Qur’an, Eid, Dhika, Badah, Achlaq, Mumin</i></p>	<p>Explain the <i>symbolism</i> of the 5 Ks.</p> <p>Explain how Sikhs believe in all pathways leading to God.</p> <p><i>Sikhism, Sikh, Guru, Kesh, Kara, Kanga, Kaccha, Kirpan</i></p>	<p>Explain how Humanists’ lifestyle plays a role in modern society.</p> <p><i>Humanism, Humanist, Humanity</i></p>

	<i>Salvation, Incarnation, Reconciliation, Artefact, Ritual, Forgiveness</i>					
Year 6	<p>Autumn: Make connections between Christianity, Judaism and Islam (eg. all are Abrahamic and have the same God – root of all 3 is in story of Abraham).</p> <p>Spring: Describe how celebrating Easter shows Christian understanding of Sacrifice and Reconciliation.</p> <p>Make comparisons between Christianity, Judaism and Islam.</p> <p><i>Christianity, Christian, God, Jesus, Prayer, Abraham, Resurrection, Salvation, Incarnation, Reconciliation, Sacrifice</i></p>	<p>Analyse a Hindu’s journey of life and significant events along the way.</p> <p>Why is the story of Rama and Sita important – what is its significance?</p> <p>Compare to other religious celebrations which focus on light.</p> <p><i>Hinduism, Hindu, Diwali, Rama, Sita, Hanuman, Samsara, Reincarnation, Dharma, Karma, Aum</i></p>	<p>Similarities and differences between Christianity and Judaism: Torah & Bible (eg. Abrahamic religions, Torah and Old Testament of composed of mostly the same books, etc).</p> <p>Curriculum links with WW2 learning and persecution of Jews.</p> <p><i>Judaism, Jew, Synagogue, Torah, Abraham, Israel</i></p>	<p>Explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable Muslims to have peace with God.</p> <p>Name the Five Pillars and explain why they are important to Muslims.</p> <p>One of the Five Pillars is Fasting.</p> <p><i>Islam, Muslim, Allah, Qur’an, Eid, Shahada, Ummah, Five Pillars, Hajj, Kabbah, Pilgrimage, Sawm</i></p>	<p>Revisit previous learning about Sikhism and reflect on own views and beliefs.</p> <p><i>Sikhism, Sikh, Guru, Kesh, Kara, Kanga, Kaccha, Kirpan</i></p>	<p>Revisit previous learning about Humanism and reflect on own views and beliefs.</p> <p><i>Humanism, Humanist, Humanity, Atheism, Agnostic, Science, Evidence, Evolution</i></p>