

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

Context for learning and CWAC statutory vocabulary

Communication and Language
Personal Social and Emotional Development, Literacy
Understanding the World – key ELG
Expressive Art and Design.

The numbers in brackets reference the Essential Content Standards on the LA syllabus.

Autumn 1 – Hinduism

Special Times. How do Hindus Celebrate Diwali? (7,8)

Diwali

Autumn 2 – Christianity

Talk about the Bible as a special book for Christians which has many special stories. Develop curiosity as to why Christians do nativity plays at Christmas. Explain why Christians give and receive presents at Christmas.

Special Stories. What is the Bible? (6)

Special Times. Why do people perform Nativity plays at Christmas? Why do people give and receive presents? (1,2,6)

Christmas, God, Bible, Nativity, Christians, Christianity, celebration, son of God

Spring – Christianity

	<p>Explore why Christians say Jesus is special through the miracle stories. Recall key important aspects of the Easter story & begin to say why Christians think the resurrection is important.</p> <p>Special People. Why do people believe Jesus is special? (3) Special Times. Why is Easter a sad and a happy time? (5) Easter, God, miracle resurrection, incarnation</p> <p>Summer 1 - Islam <i>Understanding the World: Past & Present – Talk about the lives of the people around them & their roles in society. 8. Understanding the World: People, Culture and Communities - Know some similarities and differences between different religious/non-religious communities & how they celebrate in this country. Explore Diwali & Eid*</i> Muslims celebrate two Eids annually, Eid al-Fitr and Eid al-Adha. You are welcome to cover both or focus on Eid al-Fitr. Learners should understand that Eid is referring to a special time of a feast or festival and that there are two Eids.</p> <p>How do Muslims celebrate Eid? (7,8) Eid</p> <p>Summer 2 – Christianity Talk about how Christians might worship God in church.</p> <p>Special Places. What happens in a church? (4,6,7,8) Special Stories. What do Christians believe about God? (3,4,6) Visit a local church or having a visitor from a local church God, church, Christians, Christianity, minister</p>						
	Christianity Christian ways of living and believing	Hindu Dharma Hindu ways of living and believing	Judaism Jewish ways of living and believing	Islam Muslim ways of living and believing	Sikhi Sikh ways of living and believing	Worldviews Similarities and differences.	Humanism Humanist ways of living and believing
	Context for learning and CWAC statutory vocabulary + Optional additional vocabulary						
Year 1	Autumn 1 What does it mean to belong? (12) God, Bible, baptism, Holy Spirit. Unique, special, belonging, groups, symbols, Sunday, religion faith, candle,			Summer 1 What do Muslims believe about Allah and Muhammad (PBUH)? (15,16,17) . Summer 2 How do Muslims express new		Spring 1 How do people with different and similar worldviews believe the world began and how should we look after it? (11, 29, 30, 31) Creation, sacred cows, recall Genesis story Hindu creation	

	<p>cross, Jesus, John the Baptist, dove</p> <p>Autumn 2 Why is Christmas celebrated by Christians? How will Christians celebrate Christmas in our local churches? (9)</p>			<p>beginnings in their lives? (18,19)</p>		<p>story, Big Bang, St Francis of Assisi, 3 David Attenborough, Humanist, Hindu, Christian (only a selection needed).</p> <p>Spring 2 FREE CHOICE UNIT What is respect? (link with SMSC & no outsiders) Respect, empathy, world view, culture</p>	
Year 2	<p>Spring 1 Why is the Bible a special book for Christians? (14)</p> <p>Spring 2 Who was Jesus, why did he teach through stories and why is he important to Christians today? (Includes Easter) (10,13)</p>		<p>Autumn 1 What do Jewish people believe about God? 20, Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Menorah, Shema. Mezuzah, Respect, One God, King, Synagogue, Yad, Star of David</p> <p>Autumn 2 How do Jewish people live their faith through practices and celebrations? 21, 22, 23</p>			<p>Summer 2 Free choice unit – school designed – (link with SMSC & no outsiders)</p>	<p>Summer 1 What do Humanists think a good life is about? (24,25,26,27,28) Humanism, Humanist, natural, happiness, the Happy Human, empathy, achievements, freedom, fairness, kindness</p>
Year 3	<p>Spring 1 What is my point of view about God and why do people have faith?</p> <p>Spring 2 What do I think about Jesus and how is he</p>	<p>Autumn 1 What does a Hindu believe about God and how is Diwali celebrated? (38, 39, 40, 41)</p> <p>Hinduism, Hindu, Dharma, Brahman, Vishnu, Shiva, Brahma,</p>	<p>Autumn 2 How can the Bible help a Christian with their way of life? (34, 35, 36, 37)</p> <p>God, Good News, Bible.</p>	<p>Summer 2 What do Muslims believe happened on 'The Night of Power' and how do they worship? (43, 44, 45, 46, 47) Angels, Mosque, Iman, Minaret, Jesus,</p>		<p>Summer 1 FREE CHOICE UNIT Baha'i Baha'i, Baha'u'llah, Oneness of religion, House of Worship, Manifestation of God, Progressive Revelation.</p>	

	portrayed in art from around the world? Why is the cross important for Christians? (33)	Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Aum.		Muhammad (pbuh), Qu'ran, Allah, Mecca.			
Year 4	<p>Autumn 2 Why do Christians think about Incarnation at Christmas? What is the Trinity? (32, 33, 34)</p> <p>Spring 2 What can I learn from Christian art about Christian beliefs about Easter, Salvation and the Trinity? (33, 34, 35)</p>	<p>Summer 2 How do Hindus worship in their daily lives? (38, 40, 42)</p>	<p>Autumn 1 Visit to synagogue How do Jewish people demonstrate their faith through their communities? (48, 49, 50, 51) Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Shema, Covenant, Seder, Israel, Pesach, Rabbi, Yahweh, Moses. Ark, Bimah, Orthodox, Reform, Freedom, Slavery, Passover, Sukkot, Sukkah, Seder Plate</p>			<p>Spring 2 FREE CHOICE UNIT (link with SMSC & no outsiders) Diversity focus What is a worldview? "We have far more in common than that which divides us." Jo Cox</p>	<p>Summer 1 How do Humanists arrive at their views about the world? (52, 53, 54, 55) Humanist, Humanism, Humanity, Science, Evidence, Evolution, Golden Rule, Happy human, Celebrant</p>
Year 5	<p>Spring 2 Which beliefs do we find hard to understand in Christianity? (56, 57, 58)</p> <p><i>Visit to the Methodist Church to take part in The Easter Journey.</i></p> <p>Summer 1 How and why do Christian's worship? What are the benefits for believers? (60, 61)</p>			<p>Autumn 1 Why are the Five Pillars important to Muslims for their daily lives? 62, 64, 66 Five Pillars (Shahadah, Sawm, Salah, Zakah, Hajj), Kabba, Ummah Ramadan, Eid al-Fitr, Equality</p> <p>Autumn 2 How is a Muslim way of life expressed at home and in the community? (63, 65, 66)</p>	<p>Spring 1 How are the values of community and equality shown through the Sikh way of life? (67, 68, 69, 70, 71)</p>	<p>Summer 2 FREE CHOICE UNIT (link with SMSC & no outsiders) How do people show their beliefs in action? Golden Rule, Greatest Commandment, happiness, poverty, Fairtrade, belief in action. stewardship, environmentalism</p>	

<p>Year 6</p>	<p>Summer 1 What are some of the differences and similarities within Christianity locally and globally? What can we learn from Christian religious buildings and music? (58, 61) <i>Jesus, Christianity, Christians, Church,</i> Summer 2 FREE CHOICE UNIT What do Christians believe about the Kingdom of God on Earth and in Heaven? <i>Kingdom of God, Heaven, Earth, eternity, life after death, faith, Parables of Mustard Seed, Great Feast and Pearl.</i></p>				<p>Spring 2 How do Sikhs worship? (69, 72)</p>	<p>Autumn 1 What does it mean to live in a religiously diverse world? (73, 74, 75) <i>Diversity, culture, worldviews, Identity, origins, values, influences, respect, stereotypes, empathy</i> <i>Prejudice, discrimination</i> Autumn 2 What do religious and non – religious world views believe about equality, justice and fairness? (81, 82, 83, 84, 85, 86)</p>	<p>Spring 1 Are Humanist and Christian ideas about science, conflicting or complementary? Does the Big Bang Theory disprove the Genesis account on Creation? (59, 76, 77, 78, 79, 80) <i>Christian, Humanist, Genesis, evolution, afterlife, Heaven, reincarnation, science, Big Bang, Creation, Spirituality</i></p>
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