

Hadley Wood Primary School

RE Curriculum Overview



Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Introduction

Our Religious Education curriculum has been designed to encourage our pupils to explore each of the world religions, engage with their knowledge, and reflect on their learning and their lives. Reference is constantly made to those who live out their beliefs, insights and values in their daily lives and within their own communities. We feel this gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

The Hadley Wood Religious Education curriculum aims to deliver a holistic approach to Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion – each of which prepare our pupils for life in the 21st century, engaging them in a contemporary and relevant context.

It enhances their spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
- Reflecting on their own beliefs, values and experiences in the light of their study

Although RE contributes to other subjects it must not be defined by or confined to them.

Expectations for Teaching the RE Curriculum

We recognise the important role religion plays in dealing with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?

- How do we explain and cope with death and suffering?

Each year group will study a 'Big Question' unit which will help develop pupil's curiosity and ability to have mutual respect for and show tolerance towards those with different faiths and beliefs, and for those without faith.

The aims of the Religious Education syllabus at Hadley Wood are for pupils:

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Assessment

Assessment has been included as an integral part of each topic. Pupils will complete a self-reflection sheet at the end of each topic; to encourage self-evaluation and reflection on learning within the topic as a whole unit of work. This will then be assessed by the class teacher.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
EYFS	<p>Understanding the World: People and Communities</p> <p>Focus: Sharing 'All About Me' books</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - to talk about significant events in their own experience - to describe special times or events for themselves, families and friends - to listen to information about other people's families <p>Focus: Festivals - Rosh Hashanah & Harvest</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - to learn about other cultures 	<p>Understanding the World: People and Communities</p> <p>Focus: Celebrations- Diwali, Guy Fawkes and Christmas</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - to talk about their own family customs and routines - to understand some of the things that make them unique, and to talk about some of the similarities and differences in relation to others 	<p>Understanding the World: People and Communities</p> <p>Focus: Chinese New Year</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - to learn about similarities and differences between themselves and others, and among families, communities and traditions 	<p>Understanding the World: People and Communities</p> <p>Focus: Christian Celebrations - Shrove Tuesday, Mother's Day and Easter</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - to talk about past and present events in their own lives and in the lives of family members 	<p>Understanding the World: People and Communities</p> <p>Focus: People Who Help Us</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - to learn about different occupations and ways of life 	<p>Understanding the World: People and Communities</p> <p>Focus: Father's Day and Eid</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - to understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
Year 1	<p>Christianity</p> <p>Focus: The Harvest Festival</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> -to explore how the traditions of the Christian Harvest Festival express Christian beliefs about, and responses to God as the creator - how Christians believe that God made a wonderful world. - that some Christians say thank you to God at Harvest time using prayers, songs and by sharing what they have with others. 	<p>Christianity</p> <p>Focus: Christmas</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> -that Christians believe that Jesus is God's gift to the world. - the key events in the Christian narrative of the birth of Jesus. - how narratives of Jesus' birth are found in the bible. - to explore how Christian traditions at Advent and Christmas retell the birth of Jesus and teach Christians about God and Jesus Christ. - how Christians celebrate Advent and Christmas. 	<p>Judaism</p> <p>Focus: Growing up in a Jewish Family</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - Explore how traditions at Shabbat help Jews to remember, and be thankful to God e.g. for creating the world and everything in it. - Jewish families celebrate Shabbat. - At Shabbat Jews thank God, light candles and share bread and wine. - The Mezuzah reminds Jewish people of God. 	<p>RE and ethics</p> <p>The big question:</p> <p>How can I show respect towards other faiths?</p>	<p>Islam</p> <p>Focus: Growing up in a Muslim Family</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - how the names of Muslim children are often chosen to express values/beliefs -to explore how the Qur-an teaches Muslims that there is one God, Allah and learn about Allah in the Qur-an - how Prophet Muhammad (pbuh) is an example to Muslims of how to live. 	<p>Hinduism</p> <p>Focus: Holi & Stories of Krishna</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> -Hindus tell stories about Krishna as a baby and child. - Why Krishna is special to Hindus. - Religious pictures contain symbols. - Holi is a happy festival for Hindus.
Trip	Suggested visit to a place of worship is Greek Orthodox Church (Autumn 2)					

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
Year 2	<p>Hinduism and Sikhism</p> <p>Focus: Divali</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> -that during Divali, Hindus retell the stories of Rama and Sita. - that light is associated with good. -how ordinary people's small actions can make them 'heroes' in daily life. - that for Sikh faith, the Divali lights are a symbol of a struggle for religious freedom and bravery. 	<p>Judaism</p> <p>Focus: Hanukkah</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - how lights and candles are often used in celebrations and festivals. - the key features of the story of Hannukkah. - the meaning of the traditional Hanukkah symbols. 	<p>Islam</p> <p>Focus: Ramadan & Idul-Fitr</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - the importance of the Qur'an as the Muslim holy book. - why Muslims fast during the daylight hours in the month of Ramadan. - how Id-ul-Fitr marks the end of the Ramadan and is a happy time. 	<p>Christianity</p> <p>Focus: Easter</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - how some objects help recall events from the life of Jesus. - for Christians, Easter is a time of hope, new beginnings & new life. - Symbols, help many Christians to remember Jesus & the first Easter. 	<p>RE and ethics</p> <p>The big question:</p> <p>What does religion teach us about how to treat each other?</p>	<p>Christianity</p> <p>Focus: Growing up in a Christian Family</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - how some Christians baptise their congregation as a sign of welcoming them in to the Church. - the symbolism of the cross and the candle in baptism. - we learn how to behave from the groups we belong to.
Trip	Suggested visit to a place of worship is Hindu Temple (Neasden) (Autumn 1)					

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Year 3	<p>Hinduism and Sikhism</p> <p>Focus: Divali</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - about traditions and practices associated with Divali. - some Hindu worship Lakshmi. - about the importance of preparation at festival times. - about the different Hindu representations of Gods. - about the key events of the story of Guru Hargobind. 	<p>RE and ethics</p> <p>The big question:</p> <p>Does religion encourage happiness?</p>	<p>Islam</p> <p>Focus: Living as a Muslim</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - Muslims are called to pray 5 times a day. - Muslims are reminded at Ramadan to help those in need. - Muslim religion life has a pattern and order given by Allah. 	<p>Christianity</p> <p>Focus: The Christian Bible and stories of Jesus</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - the importance of the Bible in teaching Christians about God. - that the Bible has two main parts – the Old & New testament. - about the parable of the Prodigal Son. 	<p>Buddhism</p> <p>Focus: Wesak</p> <ul style="list-style-type: none"> - the story of what Siddhartha saw outside the palace, how it made him sad and taught him everything. - name and say what the objects on a Buddhist shrine are for changes. - about the festival of Wesak and know that what happens reminds Buddhists of the Buddha. - about the Buddha as a light and can name people who are like lights in other religions. 	<p>Judaism</p> <p>Focus: The Torah & stories of the Jewish people</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - the Torah is central to Jewish life. - how the Torah is used in daily life & worship. - how Jewish people celebrate stories and events from the history of their people.
Trip	Suggested visit to a place of worship is Palmers Green Mosque (Spring 1)					

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Year 4	<p>Judaism</p> <p>Focus: Sukkot & the synagogue</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - about the importance of Sukkot - the key features of a Synagogue. - why the Sefer Torah is important. - the Ten Commandments. 	<p>Islam</p> <p>Focus: The Qu'ran & Prophet Muhammad (pbuh)</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - about Islamic patterns. - the Qu'ran is a sacred text for Muslims and is the word of Allah. - why Muslims call Muhammad the Messenger of Allah. - the importance of events in life for Muhammad for Muslims today. 	<p>Hinduism</p> <p>Focus: Living as a Hindu</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - how Hindus believe God is worshipped in diverse forms. - Ganesha is that aspect of God that help Hindus overcome obstacles. - Hindus believe Krishna is an Avatar of God. - about the festival of Raksha Bandhan. 	<p>Christianity</p> <p>Focus: The Church – a Christian Community</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - how Christian beliefs about God are reflected in scriptures, prayers, songs, actions & artefacts used in worship. - about the Christian community life involves worship, social & educational events. - how Church means a Christian Community and place of worship. 	<p>RE and ethics</p> <p>The big question:</p> <p>Why does each faith see God as a different representation?</p>	<p>Sikhism</p> <p>Focus: Guru Nanak</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - how Guru Nanak is the 1st of 10 Gurus and is a source of spiritual authority for Sikhs. - about Guru Nanak's teachings and how the stories told about his life are examples for Sikhs.
Trip	Suggested visit to a place of worship is Oakwood Synagogue (Autumn 1)					

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Year 5	<p>Buddhism</p> <p>Focus: The Buddha and his teachings.</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - the stories of Gotamam Buddha. - the meaning of the Buddha image. - the Five Moral Precepts Buddhists try to live their lives by following the teachigs of Buddha. 	<p>Islam</p> <p>Focus: The Muslim community and the mosque.</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - how the Mosque is a focal point for the Muslim community. - that when Muslims gather together they feel a sense of unity in a worldwide community. <p>About Tawhid, Iman, Ibadah & Islamic conduct.</p>	<p>Christianity</p> <p>Focus: Exploring Christian values in the world today.</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - about Jesus' life and teachings. - about the example of Jesus motivates Christians as individuals and communities to social action. - the role of the Church as a community. 	<p>Judaism</p> <p>Focus: Pesach</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - how the Jewish family and home are central to the continuity of the Jewish faith and tradition. - about the symbols and traditions of Passover involve the whole family in the retelling of key events from the history of the Jewish people. 	<p>Sikhism</p> <p>Focus: The Sikh community and the Gurdwara</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - why the Gurdwara is the focal pint for worships for Sikhs. - the relevance of the Five Ks. - about the founding of Kalsa and Baisakhi - the teachings of Guru Goband Singh. - the importance of the Amrit Ceremony. 	<p>RE and ethics</p> <p>The big question:</p> <p>God, who made you? (letters to God)</p>
Trip	Suggested visit to a place of worship is Sikh Gurdwara (Summer 2)					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
Year 6	<p>Judaism</p> <p>Focus: Rosh Hashanah/Yom Kippur & Shabbat & the Jewish home.</p> <p><i>Pupils learn:</i></p>	<p>Buddhism</p> <p>Focus: The Buddhist community</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - that just as Siddattha 	<p>Islam</p> <p>Focus: The Hajj</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - about the places visited and the historical events recalled on The Hajj 	<p>Christianity</p> <p>Focus: Lent & Easter</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - that Christian festivals and celebrations recall key 	<p>RE and ethics</p> <p>The big question:</p> <p>How do we explain and cope with death and suffering?</p>	<p>Hinduism</p> <p>Focus: The Hindu community and the Mandir</p> <p><i>Pupils learn:</i></p> <ul style="list-style-type: none"> - about Hindus beliefs

	<ul style="list-style-type: none"> - why Jewish people fast on Yom Kippur and the significance of Rosh Hashanah. - the purpose of sounding the Shofar. - the symbols and traditions of Shabbat. - the rules by which observant Jewish people live by and always keep God in their minds and hearts. 	<p>Gotama left his home and wealth, so Buddhist monks and nuns do the same in search of truth and happiness.</p> <ul style="list-style-type: none"> - about the life of a nun/monk/priest. - about symbols – robe, shaven head and attire. 	<p>and how they have great spiritual meaning for individual pilgrims and for the Muslim community as a whole.</p> <ul style="list-style-type: none"> - about the experience of The Hajj. 	<p>events in Jesus' life. About the vents of Holy Week and Easter.</p> <ul style="list-style-type: none"> - that Christians use the four weeks of Lent to focus on their spiritual development. 		<p>on God.</p> <ul style="list-style-type: none"> - that the Mandir is the focus for devotion to God through Puja and festivals. - the different practices and traditions of Hindus around the world.
Trip	Suggested visit to a place of worship is St Paul's Church (Spring 2)					