

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.

Curriculum Intent:

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.

RE Curriculum Overview: EYFS – Year 6

	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>	<p>Christianity</p> <p>Focus: Christmas</p> <p><i>Pupils learn:</i></p>	<p>Judaism</p> <p>Focus: Growing up in a Jewish Family</p> <p><i>Pupils learn:</i></p>	<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>	<p>Hinduism</p> <p>Focus: Holi & Stories of Krishna</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. 	<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. 	<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. 		<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. 	<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	Hinduism and Sikhism Focus: Divali <i>Pupils learn:</i> <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. 	Judaism Focus: Hanukkah <i>Pupils learn:</i> <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. 	Islam Focus: Ramadan & Idul-Fitr <i>Pupils learn:</i> <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. 	Christianity Focus: Easter <i>Pupils learn:</i> <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. 	RE and ethics The big question: What does religion teach us about how to treat each other?	Christianity Focus: Growing up in a Christian Family <i>Pupils learn:</i> <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)					

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
Year 3	Hinduism and Sikhism Focus: Divali <i>Pupils learn:</i> - 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.	RE and ethics The big question: Does religion encourage happiness?	Islam Focus: Living as a Muslim <i>Pupils learn:</i> - 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.	Christianity Focus: The Christian Bible and stories of Jesus <i>Pupils learn:</i> - 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.	Buddhism Focus: Wesak - 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.	Judaism Focus: The Torah & stories of the Jewish people <i>Pupils learn:</i> - 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)					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
Year 4	Judaism Focus: Sukkot & the synagogue <i>Pupils learn:</i> - about the importance of Sukkot - the key features of a Synagogue. - why the Sefer Torah is important. - the Ten Commandments.	Islam Focus: The Qu’ran & Prophet Muhammad (pbuh) <i>Pupils learn:</i> - 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.	Hinduism Focus: Living as a Hindu <i>Pupils learn:</i> - 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.	Christianity Focus: The Church – a Christian Community <i>Pupils learn:</i> - 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	RE and ethics The big question: Why does each faith see God as a different representation?	Sikhism Focus: Guru Nanak <i>Pupils learn:</i> - how Guru Nanak us the 1 st of 10 Gurus and is a source of spiritual authority for Sikhs. - about Guru Nanaks’s teachings and how the stories told about his life are examples for Sikhs.

				place of worship.		
Trip	Suggested visit to a place of worship is Oakwood Synagogue (Autumn 1)					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer term 2
Year 5	Buddhism Focus: The Buddha and his teachings. <i>Pupils learn:</i> <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 teachings of Buddha. 	Islam Focus: The Muslim community and the mosque. <i>Pupils learn:</i> <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. About Tawhid, Iman, Ibadah & Islamic conduct.	Christianity Focus: Exploring Christian values in the world today. <i>Pupils learn:</i> <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. 	Judaism Focus: Pesach <i>Pupils learn:</i> <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. 	Sikhism Focus: The Sikh community and the Gurdwara <i>Pupils learn:</i> <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. 	RE and ethics The big question: God, who made you? (letters to God)
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	Judaism Focus: Rosh Hashanah/Yom Kippur & Shabbat & the Jewish home. <i>Pupils learn:</i> <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. 	Buddhism Focus: The Buddhist community <i>Pupils learn:</i> <ul style="list-style-type: none"> - that just as Siddattha Gotama left his home and wealth, so Buddhist monks and nuns do the same in search of truth and happiness. - about the life of a nun/monk/priest. - about symbols – robe, shaven head and attire. 	Islam Focus: The Hajj <i>Pupils learn:</i> <ul style="list-style-type: none"> - about the places visited and the historical events recalled on The Hajj and how they have great spiritual meaning for individual pilgrims and for the Muslim community as a whole. - about the experience of The Hajj. 	Christianity Focus: Lent & Easter <i>Pupils learn:</i> <ul style="list-style-type: none"> - that Christian festivals and celebrations recall key events in Jesus' life. About the vents of Holy Week and Easter. - that Christians use the four weeks of Lent to focus on their spiritual development. 	RE and ethics The big question: How do we explain and cope with death and suffering?	Hinduism Focus: The Hindu community and the Mandir <i>Pupils learn:</i> <ul style="list-style-type: none"> - about Hindus beliefs on God. - that the Mandir is the focus for devotion to God through Puja and festivals. - the different practices and traditions of Hindus around the world.

	- the rules by which observant Jewish people live by and always keep God in their minds and hearts.					
Trip	Suggested visit to a place of worship is St Paul's Church (Spring 2)					

RE Progression of Skills: EYFS – Year 6

EYFS				
30-50 Months		40-60 Months		ELG
Understanding the World		Understanding the World		Understanding the World
People and Communities	The World	The World		People and Communities
<ul style="list-style-type: none"> - To show interest in the lives of people who are familiar to them. - To remember and talk about significant events in their own experiences. - To recognise and describe special times or events for family or friends. - To show interest in different occupations and ways of life. - To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> - To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. - To talk about some of the things they have observed, such as plants, animals, natural and found objects. - To talk about why things happen and how things work. - To develop an understanding of growth, decay and changes over time. 	<ul style="list-style-type: none"> - To look closely at similarities, differences, patterns and change. 		<ul style="list-style-type: none"> - To talk about past and present events in their own lives and in the lives of family members. - To know about similarities and differences between themselves and others, and among families, communities and traditions.
				<ul style="list-style-type: none"> - To know about similarities and differences in relation to places, objects, materials and living things. - To talk about the features of their own immediate environment and how environments might vary from one another.

	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Generic skills : Pupils: AF1: Thinking about religion and belief	recall features of religious, spiritual and moral stories and other forms of religious expression • recognise and name features of religions	• retell religious, spiritual and moral stories • identify how religion and belief is expressed in different ways • identify similarities	make links between beliefs, stories and practices • identify the impacts of beliefs and practices on people's lives • identify similarities	comment on connections between questions, beliefs, values and practices • describe the impact of beliefs and practices	explain connections between questions, beliefs, values and practices in different belief systems • recognise and	use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • explain some of the

	and beliefs	and differences in features of religions and beliefs	and differences between religions and beliefs	on individuals, groups and communities <ul style="list-style-type: none"> • describe similarities and differences within and between religions and beliefs 	explain the impact of beliefs and ultimate questions on individuals and communities <ul style="list-style-type: none"> • explain how and why differences in belief are expressed. 	challenges offered by the variety of religions and beliefs in the contemporary world <ul style="list-style-type: none"> • explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
AF2: Pupils: Enquiring, investigating and interpreting	<ul style="list-style-type: none"> • identify what they find interesting and puzzling in life • recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> • recognise that some questions about life are difficult to answer • ask questions about their own and others' feelings and experiences • identify possible meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> • investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs • describe and suggest meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> • gather, select, and organise ideas about religion and belief • suggest answers to some questions raised by the study of religions and beliefs • suggest meanings for a range of forms of religious expression, using appropriate vocabulary 	<ul style="list-style-type: none"> • suggest lines of enquiry to address questions raised by the study of religions and beliefs • suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence • recognise and explain diversity within religious expression, using appropriate concepts. 	<ul style="list-style-type: none"> • identify the influences on, and distinguish between, different viewpoints within religions and beliefs • interpret religions and beliefs from different perspectives • interpret the significance and impact of different forms of religious and spiritual expression
Beliefs and teachings (what people believe)	recount outlines of some religious stories	retell religious stories and identify some religious beliefs and teachings	describe some religious beliefs and teachings of religions studied, and their importance	describe the key beliefs and teachings of the religions studied, connecting them accurately with other	explain how some beliefs and teachings are shared by different religions and how they make a difference to	make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths

				features of the religions making some comparisons between religions	the lives of individuals and communities	studied, using a wide range of appropriate language and vocabulary.
Practices and lifestyles (what people do)	recognise features of religious life and practice	identify some religious practices, and know that some are characteristic of more than one religion	describe how some features of religions studied are used or exemplified in festivals and practices	show understanding of the ways of belonging to religions and what these involve	explain how selected features of religious life and practice make a difference to the lives of individuals and communities	explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Expression and language (how people express themselves)	recognise some religious symbols and words	suggest meanings in religious symbols, language and stories	make links between religious symbols, language and stories and the beliefs or ideas that underlie them	show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	explain how some forms of religious expression are used differently by individuals and communities	compare the different ways in which people of faith communities express their faith.
Identity and experience (making sense of who we are)	identify aspects of own experience and feelings, in religious material studied	respond sensitively to the experiences and feelings of others, including those with a faith	compare aspects of their own experiences and those of others, identifying what influences their lives	ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers	make informed responses to questions of identity and experience in the light of their learning	discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Meaning and purpose (making sense of life)	identify things they find interesting or puzzling, in religious materials studied	realise that some questions that cause people to wonder are difficult to answer	compare their own and other people's ideas about questions that	ask questions about puzzling aspects of life and experiences	make informed responses to questions of meaning and	express their views on some fundamental questions of identity,

			are difficult to answer	and suggest answers, making reference to the teaching of religions studied	purpose in the light of their learning	meaning, purpose and morality related to Christianity and other faiths.
Values and commitments (making sense of right and wrong)	identify what is of value and concern to themselves, in religious material studied	respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	make links between values and commitments, including religious ones, and their own attitudes or behaviour	ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	make informed responses to people's values and commitments (including religious ones) in the light of their learning	make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply