

# Religious Education Curriculum

	Nursery		Reception	
Understanding the World	<i>EYFS Framework</i>	<i>Examples of how we support this</i>	<i>EYFS Framework</i>	<i>Examples of how we support this</i>
	Begin to make sense of their own life-story and family's history.	Celebrate and value cultural, religious and community events and experiences.	Talk about members of their immediate family and community.	Using examples from real life and from books, show children how there are many different families. Talk about their families.
	Continue developing positive attitudes about the differences between people.	Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.	Compare and contrast characters from stories, including figures from the past.	Talk about religious festivals, read religious stories and discuss characters/figures.
			Recognise that people have different beliefs and celebrate special times in different ways.	Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year (festivals).
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Encourage children to talk about each other's families and ask questions.	Understand that some places are special to members of their community.	Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. <b>Take children to places of worship and places of local importance to the community.</b> <b>Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</b>	

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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>CHRISTIANITY</b>	<b>CHRISTIANITY</b>	<b>ISLAM</b>	<b>HINDUISM</b>	<b>Worldviews</b>	<b>JUDAISM</b>
<b>A1</b>	What do Many Christians Remember at Harvest Festival?	What do Celebrations at Christmas tell us about Christian beliefs?	How are Babies Welcomed into the Muslim Family and Why is this Important?	What is Holi and How is it Celebrated?	What does it mean to belong to a faith community?	What Story Links to the Celebration of Shabbat and What do Jewish People Give Thanks for at this Time?
<b>A2</b>		<b>Visit a place of Worship</b>				
<b>A3</b>						
<b>B1</b>						
<b>B2</b>						
<b>B3</b>						
<b>C1</b>						
<b>C2</b>						
<b>C3</b>						

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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 2</b> <b>A1</b> <ul style="list-style-type: none"> <li>I can name some religions and beliefs.</li> <li>I can use the right names for things that are special to Christians, Jews, etc</li> <li>I know some religious festivals and the meanings behind them.</li> <li>I can talk about rituals and ways of worship in different religions.</li> </ul> <b>A2</b> <ul style="list-style-type: none"> <li>I can remember a Christian (Hindu, etc.) story and talk about it</li> <li>I can talk about things that happen to me</li> <li>I can talk about what is important to me and to other people</li> </ul> <b>A3</b> <ul style="list-style-type: none"> <li>I can recognise religious art, symbols and words and talk about them</li> <li>I can recognise religious actions which show a way of life (baptisms, weddings etc)</li> <li>I can discuss similarities and differences between communities.</li> </ul> <b>B1</b> <ul style="list-style-type: none"> <li>I can show awareness that some people belong to different religions.</li> <li>I can ask and respond to questions about what individuals and communities do.</li> <li>I can explain the importance of belonging to a community.</li> </ul> <b>B2</b> <ul style="list-style-type: none"> <li>I can discuss how different religions express identity (clothing, festivals, and places of worship).</li> </ul> <b>B3</b> <ul style="list-style-type: none"> <li>I can make comparisons between different religious and non-religious worldviews.</li> </ul> <b>C1</b> <ul style="list-style-type: none"> <li>I can explore questions about belonging.</li> <li>I can explore meaning and truth.</li> <li>I can express my own ideas and opinions.</li> </ul> <b>C2</b> <ul style="list-style-type: none"> <li>I can respond to examples of co-operation between different people.</li> </ul> <b>C3</b> <ul style="list-style-type: none"> <li>I can talk about questions of right and wrong.</li> <li>I can express my ideas and opinions in what I believe is right and wrong.</li> </ul>	<b>HINDUISM</b> What is Diwali and How is it celebrated?  Review/Retrieval: What is Holi? Why is it celebrated? What happens during Holi?	<b>JUDAISM</b> What is Hannukah and How is it Celebrated?  Review/Retrieval: Shabbat, Synagogue, Jews, meals during Shabbat, grateful for natural world, candles, challah, Kiddush cup.  Significant Person: The Maccabees	<b>CHRISTIANITY</b> How do children learn about belonging to the Christian family? Visit a place of worship - Baptist Church  Review/Retrieval: Bible, church, Jesus, God, Harvest, Holy Spirit.  Significant Person: Archbishop of Canterbury	<b>SIKHISM</b> How and why is the Birth of Guru Nanak celebrated by Sikhs?  Review/Retrieval: Birth of Jesus, member of family birth - celebrations.  BV - Tolerance and acceptance of the beliefs of others.	<b>BUDDHISM</b> What do Buddhists Remember at Wesak? What can we learn about Buddhism from the Buddhist Shrine? (In class shrine - virtual experience)  Review/Retrieval: Comparisons to Holi, Diwali, Hannukah.	<b>Worldviews - Humanism</b>  Who are Humanists and what do they believe?  BV - Tolerance and acceptance of the beliefs of others.

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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Year 3</b>	<b>SIKHISM</b>	<b>JUDAISM</b>	<b>CHRISTIANITY</b>	<b>ALEVISM</b>	<b>ISLAM</b>	<b>Worldviews</b>	
A1	<ul style="list-style-type: none"> <li>I can describe and make connections between religious and non-religious worldviews.</li> <li>I can compare celebrations, worship, pilgrimages and rituals that mark important points in life.</li> <li>I can reflect on the significance of celebrations, pilgrimages, rituals and worship.</li> </ul>	What is Sikh Diwali? How is it different to Hindu Diwali?  Review/Retrieval: What is Hindu Diwali? How is it celebrated? Guru Nanak.	Why is the Torah of importance to Jewish People?  Review/Retrieval: Shabbat, Hannukah, Synagogue, praying, traditions.	What are the Stories of the Christian Bible and How do They Influence Christians?  Review/Retrieval: Bible, Disciples, Holy Trinity, Church,	How do Alevis Worship? What can we learn about Alevi beliefs from the Cemevi? <b>Visit a place of worship</b>	How does the life of the Prophet Muhammed Guide Muslims in their Daily Lives?  Review/Retrieval: Prophet Muhammed, customs at birth - whispering the Adhan into the baby's ear, softened date, Taweez, hair shaving.	What can we learn from religions about deciding what is right and wrong?
A2	<ul style="list-style-type: none"> <li>I can describe and understand links between stories.</li> <li>I can use a range of evidence from sacred texts, teachings of religious leaders and lessons/morals/values from a variety of worldviews.</li> </ul>						
A3	<ul style="list-style-type: none"> <li>I can describe and compare beliefs.</li> <li>I can use knowledge of symbols and actions to understand different ways of life.</li> </ul>						
B1	<ul style="list-style-type: none"> <li>I can observe a range of religious and non-religious worldviews.</li> <li>I can understand a range of religious and non-religious worldviews.</li> <li>I can use my knowledge of worldviews to explain the significance to individuals and communities.</li> </ul>	Significant Person: Anita Rani		Significant Person: Bear Grylls			
B2	<ul style="list-style-type: none"> <li>I can understand the challenges of commitment to a community of faith or belief.</li> <li>I can suggest why belonging to a community may be valuable.</li> <li>I can talk about my own communities and ones I have studied.</li> </ul>	Whole School Diwali Assembly.		BV - Tolerance and acceptance of the beliefs of others.			
B3	<ul style="list-style-type: none"> <li>I can observe and consider different aspects of religion to compare similarities and differences between religious and non-religious worldviews.</li> </ul>						
C1	<ul style="list-style-type: none"> <li>I can discuss my own and others' views about belonging, meaning, purpose and truth.</li> </ul>						
C2	<ul style="list-style-type: none"> <li>I can explain how diverse communities can live together.</li> <li>I can use my knowledge about community, values and respect to discuss how communities can support each other for the wellbeing of all.</li> </ul>						
C3	<ul style="list-style-type: none"> <li>I can apply my knowledge to answer questions about right and wrong.</li> <li>I can apply my knowledge to answer questions about what is just and fair.</li> </ul>				Significant People: Pir Sultan Abdal, Yunus Emre, Kaygusuz Abdal  Whole School Easter Assembly		

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<b>Year 4</b>	<b>JUDAISM</b>	<b>JUDAISM</b>	<b>ISLAM</b>	<b>CHRISTIANITY</b>	<b>HINDUISM</b>	<b>SIKHISM</b>
A1	What is the Sukkah and How does it Link to Key Events in the History of the Jewish People?	<b>Visit a place of worship -</b> How is the belief in One God reflected in the Synagogue?	Why is the Qu'ran revered by Muslims?  <i>Review/Retrieval: Who was Prophet Muhammed? Other Holy books ie Torah, Bible</i>	How Do Christian Beliefs and Values Influence Christians in Their Local Community?  <i>Review/Retrieval: What are values? What Christian beliefs do you know? 5 loaves and 2 fish, Prodigal Son.</i>	How Do Hindus Worship at Home and in the Mandir?  <i>Review/Retrieval: How do Christians pray? How do Muslims pray? How many times? Hinduism Diwali, What is Holi? Buddhist Shrine.</i>	How does the life of Guru Nanak teach about respect and equality?  <i>Review/Retrieval: Who is the Guru Nanak? What did he do? How is his life celebrated? Sikh Diwali?</i>
A2	<i>Review/Retrieval: Shabbat, Hannukah.</i>	<i>Review/Retrieval: Synagogue, Torah, Rabbi, Sukkah.</i>		<i>Review/Retrieval: Significant Person: Desmond Tutu</i>		<i>Review/Retrieval: Significant Person: Guru Nanak</i>
A3		<i>BV - Tolerance and acceptance of the beliefs of others.</i>				
B1						
B2						
B3						
C1						
C2						
C3						

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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<b>ISLAM</b>	<b>Worldviews</b>	<b>BUDDHISM</b>	<b>JUDAISM</b>	<b>CHRISTIANITY</b>	<b>SIKHISM</b>
A1	What does Community Mean to Muslims? How does learning about the Mosque help us to understand community?	Green religion? What do religious and non-religious worldviews teach about caring for the Earth?	What were the teachings of the Buddha and How do they link to Buddhist Aid Agencies?	What Do Jewish People reflect on During Pesach?	How Do Christian Values Influence Global Christian Organisations? What links can be made to other faith based Aid Agencies?	How Do Sikhs Demonstrate Their Belonging to a Community? Visit a place of worship-
A2	How does the Mosque reflect Muslim beliefs?			Review/Retrieval: Compare celebrations- Hannukah, Sukkah, Shabbat. Giving thanks during Shabbat. How do Jews pray?		How does the Gurdwara reflect Sikh beliefs?
A3	Review/Retrieval: What is a community? How do Christians support their community? What is a Mosque? What is an Imam? Name the parts of a Mosque. What is a minaret used for? Where is the Quran placed? Why? Significant Person: Malala Youfsafzai		Review/Retrieval: Who was Buddha? Why is he significant? Wesak. What is included in a Buddhist shrine?		Review/Retrieval: What are the Christian values? What charities do you know?	Review/Retrieval: What is a community? Name other places of worship. How are they set out/layout? Why? How is Sikh Diwali celebrated?
B1			BV - Tolerance and acceptance of the beliefs of others.			
B2						
B3						
C1						BV - Tolerance and acceptance of the beliefs of others.
C2						Significant Person: Bibi Jagir Kaur JI
C3						

# Religious Education Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	<b>JUDAISM</b>	<b>HINDUISM</b>	<b>HINDUISM</b>	<b>CHRISTIANITY</b>	<b>HUMANISM</b>	<b>ISLAM</b>
A1	What is the Significance of the Festivals of Rosh Hashanah & Yom Kippur for Jewish people?	What is the Significance of the Mandir for the Hindu Community in England?	Visit a place of worship How does the Mandir reflect Hindu beliefs?	Why is the period of Lent, Holy Week and the Celebration of Easter of Significant for Christians?	What do humanists believe and how do they think/ behave? Review/Retrieval: Charities, values.	Why do People Make Pilgrimages and Why is the Hajj Important to Muslims?
A2		Review/Retrieval: worship in a Mandir, what is found in a Mandir?	Review/Retrieval: Why is the Mandir important? What can be found in a Mandir? What is included in a Hindu shrine?	Review/Retrieval: World Vision, Christian World Outreach, EMI, Food for the Hungry, Blessings International.		Review/Retrieval: The five pillars of Islam. Why are they important? Parts of a Mosque.
A3	Review/Retrieval: Compare festivals learnt about throughout years - Pesach, Hannukah, Sukkah.	Compare to other places of worship. Hindu Diwali	BV - Tolerance of the beliefs of others. Comparing faiths.	Christian World Outreach, EMI, Food for the Hungry, Blessings International.		
B1	Significant Person: Anne Frank	Significant Person: Mahatma Gandhi		Significant Person: Harriet Tubman		Significant Person: Hany El Banna
B2						
B3						
C1						
C2						
C3						

# Religious Education Curriculum

<b>Religious Education Beyond the Classroom</b>	
<b>Enfield SACRE</b>	<p>Religious Education (RE) follows the Programmes of study set out in the Agreed Syllabus for RE for Enfield. It promotes continuity and coherence. The principle aim is to engage pupils in systematic enquiry into significant human questions, which religious and non-religious worldviews address. The PoS are divided into 3 main areas. A - <b><u>To know about</u></b> and understand a range of religious and non-religious worldviews. B - <b><u>To express ideas</u></b> and insights about the nature, significance and impact of religious and non-religious worldviews. C - To gain and deploy the skills needed <b><u>to engage</u></b> seriously with religious and non-religious worldviews.</p> <p>This enables children to experience and learn about a variety of religious and non-religious worldviews. They can build on their own experiences. During a unit of work, children will learn about the religion, they will then be able to answer questions about the religion, using their own experiences and knowledge and then they will be able to apply their knowledge to a wider view. E.G. How can we apply the idea of Karma to our daily lives? The RE curriculum provides children with opportunities to promote their Spiritual, Moral, Social and Cultural development. RE at Highfield also actively promotes the British Values as this will prepare all young people for life in modern Britain.</p>
<b>Places of Worship</b>	Every year, each year group plans a visit to a place of worship (see above). This allows opportunities for the children to have a wide experience of each religion and their community. Here, they can also ask questions, see artefacts in use and gain hands on experiences.
<b>Artefacts</b>	Each classroom has a Religious Education display which includes artefacts from the religion they are studying. These artefacts are studied and looked at during RE lessons.
<b>Assembly and Collective Worship</b>	<p>Every week, a whole school RE assembly is presented by a member of staff. This ensures all children are exposed to different religions throughout the year, not just the one they are studying during the half term.</p> <p>Each RE assembly has a different focus. This could vary from a religion, a festival, a significant person in religion or a religious/faith story.</p>
<b>Significant People in Religion</b>	<p>Every unit that is taught in RE, includes a significant person within that religion. These vary from Mahatma Gandhi, Hary El Bana to Malala Yousafzai. This ensures children have a wider understanding of the religion and how it can encourage people to influence others in the world.</p>
<b>Atheism and Non-religious Worldviews</b>	<p>In all units of work, children are encouraged to compare and contrast the religion they are studying to another religion. This supports long term memory and recalls knowledge and understanding of faiths. For example, comparing the call to prayer in Islam to how Christians listen for the church bell.</p> <p>Non-religious beliefs are discussed and given in comparison with the faith being studied. For example, Humanism can be compared when discussing values in different faiths.</p> <p>Children who are Atheists or non-religious still 'learn about' and 'learn from' other religions - some activities can be adapted e.g. children write their hopes and dreams for the world instead of writing a prayer (using a Christian and Islamic example for support).</p>