

Tydd St Mary's RE Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>LAS EYFS Unit Myself <i>[Introduce people who belong to a religious group]</i></p> <p>Key Vocab Christian Muslim Jew Hindu God</p>	<p>LAS EYFS Unit Special people to me <i>[Introduce people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc.]</i></p> <p>Key Vocab Vicar Imam Rabbi Jesus Muhammad God</p>	<p>LAS EYFS Unit Our special books <i>[Introduce stories from religions and important books for members of a religious group]</i></p> <p>Key Vocab Bible Qur'an Torah</p>	<p>Salvation UC F3 (core) Why do Christians put a cross in an Easter garden? Key Vocab Christian Jesus God Easter Cross</p>	<p>Creation UC F1 (core) Why is the word 'God' so important to Christians? Key Vocab Christian God Creation Care Responsibility</p>	<p>LAS Unit Our beautiful world <i>[Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment]</i></p> <p>Key Vocab Muslim Jew Hindu God Creation Care Responsibility Beautiful</p>
Why this? Why now?	<p><i>At the start of the year, pupils will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are.</i></p>	<p><i>Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians.</i></p>	<p><i>At this point, pupils should feel more secure in phonics. This is a good opportunity to explore more about religious worldviews through story.</i></p>	<p><i>Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.</i></p>	<p><i>This builds on pupils' learning about special books and special stories by exploring the Christian story of creation in more detail.</i></p>	<p><i>Having learned about the Christian story of creation, this unit broadens the pupils' understanding of different ways in which religious and non-religious people understand and engage with the natural world.</i></p>

<p>KS1 (A)</p>	<p>God UC 1.1 (core) What do Christians believe God is like?</p>	<p>Creation UC 1.2 (core) Who do Christians believe made the world?</p>	<p>LAS Compulsory God – Islam [How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?]</p>	<p>LAS Compulsory Community – Islam [What do Muslims do to express their beliefs? Which celebrations are important to Muslims?]</p>	<p>LAS Additional Places of worship (including Christianity) [Choose three key objects, features or symbols and look at: - what they tell us about beliefs about God/humans/the world around them - how they are used in practice – i.e. what impact they have on the community Must include at least one religion/worldview other than Christianity and Islam]</p>	
<p>Why this? Why now?</p>	<p><i>Pupils build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.</i></p>	<p><i>Building on learning in the previous term, pupils explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God.</i></p>	<p><i>Pupils have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God)</i></p>	<p><i>Pupils build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God)</i></p>	<p><i>Having learning about different ways in which Muslims worship Allah (God) pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in the Early years.</i></p>	
<p>KS1 (B)</p>	<p>LAS Compulsory Being Human – Islam [What does the Qur'an say about how Muslims should treat others and live their lives?]</p>	<p>LAS Compulsory Life Journey – Islam [What do Muslims do to celebrate birth? What does it mean and why does it matter to belong?]</p>	<p>LAS Additional Thankfulness (including Christianity) [Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism]</p>		<p>Salvation UC 1.5 (core) Why does Easter matter to Christians?</p>	<p>Incarnation UC 1.3 (core) Why does Christmas matter to Christians?</p>

	<i>How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?]</i>				
Why this? Why now?	<i>Having learned about different religious people in EYFS children will begin to understand more about the Muslim faith and beliefs. Year2 children will develop their knowledge about what Muslims believe about humans and their relationship with Allah (God)</i>	<i>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.</i>	<i>Building on learning in the autumn term, pupils broaden their understanding of different ways in which religious and non-religious people show gratitude.</i>	<i>In this term, pupils have the opportunity to explore in depth the story of Jesus' crucifixion and resurrection for something which Christians express gratitude. For year 1 they will build on their knowledge of the cross and Easter Gardens work in EYFS</i>	<i>Pupils have the opportunity to explore in more depth the key figure of Jesus, making connections between Jesus' early years and his adult life (explored in the previous term)</i>
LKS2 (A)	God/Incarnation UC 2a.3 core What is the Trinity?	LAS Compulsory God – Hinduism <i>[How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?]</i> LAS Compulsory - God – Islam <i>[What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?]</i>	Creation UC 2a.1 (core) What do Christians learn from the creation story?	LAS Additional Pilgrimage (<i>including Christianity</i>) <i>[What is pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish Pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</i>	

<p>Why this? Why now?</p>	<p><i>In this unit pupils build on their learning about Christian beliefs about God in KS1 with a key focus on the Christian understanding of God as Trinity.</i></p>	<p><i>In this unit, pupils build on prior learning about God in KS1. For year 3 pupils Hinduism is a new focus but children can contrast this with Christianity and as they progress onto Islam the comparisons can continue between religions. Children will build upon their knowledge of Muslims beliefs and Allah from KS1.</i></p>	<p><i>This unit explores different Christian views about the natural world and explores what Christians believe about the relationship between the natural world and human beings</i></p>	<p><i>This unit introduces the theme pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa – non-violence- and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges)</i></p>
<p>LKS2 (B)</p>	<p>God/Incarnation UC 2a.3 Core / Digging Deeper What is the Trinity?</p>	<p>Salvation UC 2a.5 (core) Why do Christians call the day Jesus died ‘Good Friday’?</p>	<p>LAS Additional Big Questions (including Christianity): What does it mean to live a good life? [Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether good’ means the same thing to everybody]</p>	<p>LAS Compulsory Community – Hinduism [How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world] LAS Compulsory Community –Islam [How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</p>
<p>Why this?</p>	<p><i>Children build on their knowledge of</i></p>	<p><i>In this unit the children build on their previous unit</i></p>	<p><i>Having explored why Christians believe the crucifixion of Jesus is a ‘good’ thing,</i></p>	<p><i>This unit explores specific celebrations related to Hindu and Islam worldview. It</i></p>

What now?	<i>God as the Holy Trinity. Year 3 begin their understanding and year 4 think deeper about what this means to Christians. There is also an opportunity to compare and contrast with Islamic and Hindu beliefs about God</i>	<i>learning by exploring the second part of the Trinity – God the son, Jesus. In particular, they explore reasons why Christians understand the crucifixion to be ‘good’</i>	<i>pupils develop their learning by investigating different ways in which religious and non-religious people articulate what they mean by a ‘good’ life.</i>	<i>builds on learning from KS1 and previous units. It introduces questioning about the impact of worship and celebration on the natural world.</i>
UKS2 (A)	<p>LAS Compulsory Being Human – Hinduism <i>[How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p> <p>LAS Compulsory Being Human – Islam <i>[What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i></p>	<p>Salvation UC 2b.7 (core) What difference does the resurrection make for Christians? <i>[How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</i></p>	<p>Incarnation UC 2b.4 (core) Was Jesus the Messiah? <i>[Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn't?]</i></p>	<p>LAS Additional Expressing Beliefs through the Arts <i>(including Christianity)</i> <i>[How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE]</i></p>
Why this? Why now?	<i>This unit builds on learning about a Christian and Muslim / Hindu beliefs about being human from KS1.</i>	<i>This unit builds on learning about Christian beliefs</i>	<i>This unit interrogates the evidence for Jesus’</i>	<i>The previous units have focused on ways in which religious people express their beliefs through their decision making and</i>

	<p><i>It introduces Hindu beliefs and their relationship to Brahman and to each other.</i></p> <p><i>It focuses on the ways in which religious beliefs impact on individuals decisions and actions.</i></p>		<p><i>about God, Jesus and human beings from KS1. It focuses on the impact that belief in the resurrection of Jesus has on a Christian's decisions and actions.</i></p>	<p><i>resurrection and asks how Christians seek to reason about their belief in the resurrection and its significance in their lives. This builds on learning about the significance of Jesus to Christians from KS1</i></p>	<p><i>actions. This unit explores a different for of expression: the creative arts. There are opportunities to build on prior learning about celebrations, places of worship and symbols.</i></p>
UKS2 (B)	<p>LAS Additional Forgiveness (including Christianity)</p>	<p>God UC 2b.1 (core) [Christians belief God is forgiving] What does it mean if God is loving and holy?</p>	<p>Creation UC 2b.2 (core) Creation and Science: Conflicting or Complementary?</p>	<p>Creation UC 2b.2 (digging deeper) Creation and Science: Conflicting or Complementary?</p>	<p>LAS Compulsory Life Journey – Hinduism/Islam [Hinduism: How do Hindus show they belong? Islam: How do Muslims show they belong? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not]</p>
Why this? Why now?	<p><i>This units allows children to use their knowledge of religious worldviews to consider what they believe about</i></p>	<p><i>This unit interrogates the evidence for the Christian belief that God is holy and loving. It also explores some of the real-life implications for Christians</i></p>	<p><i>In previous units, we have explored the evidence people use to support their beliefs and claims. This unit deepens</i></p>	<p><i>This unit provides pupils with a further opportunity to deepen their understanding of different ways of</i></p>	<p><i>This unit looks back at the previous terms, which have all focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims.</i></p>

	<p><i>the word forgiveness. We consider different viewpoints and analyse text to consider different actions linked to forgiveness.</i></p>	<p><i>if God is holy and loving. This builds on prior learning about God as Trinity and Jesus as God incarnate (God in the flesh)</i></p>	<p><i>this learning by interrogating the relationship between science and religion, asking whether a scientific worldview is compatible with a religious worldview.</i></p>	<p><i>reasoning about the world.</i></p>	<p><i>In this unit, pupils ask the fundamental question of whether having 'proof' of a truth claim actually matters to religious believers. It explores a range of rites of passage, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.</i></p>
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