

RE Roadmap Sledmere Primary School 2021-2022

Intent:
In Religious Education, pupils will be given opportunity to learn both ‘about’ and ‘from’ religion. Learning about religion will develop their knowledge and understanding of principal world religions enabling them to address both the ‘who’, ‘when’, ‘where’ and ‘what’ questions as well as to explain ‘why’ people of different faiths do what they do. Learning from religion challenges pupils to reflect on what they have learnt, to evaluate their own thoughts, beliefs and feelings and to apply these to their own lives. In EYFS and KS1 will be introduced to at least two world religions, one of which must be Christianity. Children in KS2 will study in depth at least two world religions, one of which must be Christianity. They will also have opportunity to encounter at least four other principal religions and to explore at least one non-religious world view.

Autumn Term	EYFS		Key Stage 1		Key Stage 2			
	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Me and My Community / Once Upon a Time	Me and My Community / Once Upon a Time	Childhood	Movers and Shakers	Through the Ages	Invasion	Dynamic Dynasties	Maafa
Knowledge	<p>The World – Festivals and Celebrations</p> <p>Harvest Why is it good to share?</p> <p>Bonfire Night</p> <p>Remembrance Day</p> <p>Diwali – How is Diwali celebrated?</p> <p>Christmas The Christmas Nativity Story How Christmas is celebrated?</p>	<p>The World – Festivals and Celebrations</p> <p>Harvest Why do we say thank you? Sharing and giving</p> <p>Bonfire Night</p> <p>Diwali What is a diva lamp important? Why is Diwali celebrated?</p> <p>Remembrance Day</p> <p>Christmas – The Nativity Story – Why is Christmas celebrated? Who is Jesus? The Christmas Performance</p>	<p>1) Why are signs important? Discuss the purpose and meaning of signs. Introduce the concept of signs as indication of belonging to something. Signs of belonging in Christianity Signs of belonging in Islam.</p> <p>2) Why are babies baptised? Explore infant baptism. Investigate how babies are welcomed into Islam?</p> <p>3) Who are Rama and Sita? Look at the story of Rama and Sita. Why is their story remembered during Diwali?</p> <p>4) Who is Jesus? Find out about the birth of Jesus. Who is He? Why is Christmas celebrated today?</p>	<p>9) Why are some buildings special? Explore the idea of having a special place. Investigate different places of worship Church, Mosque, Temple, Synagogue, Mandir, Gurdwara Why are these buildings special places? Visit a local church. Symbols of belief, of God’s presence.</p> <p>10) Why is light important in everyday life? Why is light important in different religions? Consider the importance of light in the story of Rama and Sita (Diwali) Consider the Jewish story of the light that wouldn’t go out, the belief in a living God. Consider the Christmas Story – the birth of Jesus “the light of the world” (Christmas)</p>	<p>15) Who was Muhammad? Find out about Muhammad - The Night of Power, his role as the first and final Prophet. His life as an example for all.</p> <p>16) What was Muhammad like? Revisit the stories of The thirsty camel and the kittens – what do these stories tell us about Muhammad?</p> <p>17) Why is the Qur’an called Holy? What is the Qur’an? Consider the belief that Muhammad was a receiver of divine revelation. What does the Qur’an tell Muslims?</p> <p>18) Is Jesus the Son of God? Revisit the Christmas Story – Why was Herod so afraid? Consider Luke 1 v26 -33 and Mathew 3 v 13 – 17.</p>	<p>23) Why is the Bible called Holy? Explore the composition and different translations of the Bible. What makes the Bible special / ‘holy’ for Christians?</p> <p>25) What do Bible Stories teach us? (about God) OT story of Noah’s Ark, Daniel and the Lion’s Den NT miracle stories Feeding the Five Thousand, Calming the Storm, Changing Water into Wine,</p> <p>26) Why do Sikhs celebrate Diwali? Prisoner release day. (Sikh Diwali) Story of Guru Har Gobind and the 52 Rajas.</p> <p>Celebrating Christmas around the world</p>	<p>33) Why do Muslims fast? Explore the Five Pillars of Islam. Focus –fasting and Ramadan. Why fast? Are there any benefits? What does the story of the thirsty dog teach us?</p> <p>34) Is there evidence of religion locally? Is there evidence of belief in the local community- Places of worship, mosque school, food banks...? Link - Does religion make a difference in our lives? Consider e.g. Mosque school Champion Church and their Christmas gifts.</p> <p>Link the Christmas story – what did the wise men give gifts? What was the meaning / significance of each gift?</p>	<p>39) How should we live? Consider Jesus’ law of love – Love God and love one another. What does turning the other cheek mean? Revisit the story of Muhammad and the angry woman. What does the story teach us?</p> <p>40) Why go on pilgrimage? Explore the meaning of pilgrimage? Read the story of The Shoemaker’s boy. Why Muslims go on pilgrimage, Hajj. Why do Christians go on pilgrimage? Lourdes. Are Christians seeking a physical cure or a spiritual cure?</p>
Skills	<p>To enjoy joining in with family customs and routines.</p> <p>To remember and talk about significant events in their own experience.</p> <p>To recognise and describe special times or events for family and friends.</p> <p>To talk about how members of the community celebrate special days.</p>	<p>To understand that some places are special to members of their community.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To recognise some similarities and differences between different religious and cultural communities.</p> <p>To use drama to enact the Christmas story.</p>	<p>To understand the importance of religious signs as an indication of belonging. To begin to consider whether they belong to a faith.</p> <p>To recall some detail about infant baptism and to be able to explain why parents choose to have their babies baptised.</p> <p>To recall some details of religious stories.</p> <p>To talk about why Christmas is celebrated and who Jesus is</p>	<p>To name and explain the importance of places of worship.</p> <p>To understand and be able to name / explain the use and importance of religious symbols / artefacts.</p> <p>To explain / discuss the significance of light in different religions.</p> <p>To begin to consider and share their own views about a belief in a living God.</p>	<p>To retell the story of the Night of Power.</p> <p>To explain who Muhammad was, his significance and role within the Muslim faith and how stories about him set the example of how people should live.</p> <p>To evaluate and be able to explain why the Qur’an is called holy.</p> <p>To consider and share personal views about why Jesus’ birth is so significant.</p>	<p>To understand the source, composition and importance of the Bible to Christians.</p> <p>To gain a deeper understanding of how religious stories may be interpreted.</p> <p>To consider key messages expressed in religious stories.</p> <p>To evaluate, share and explain their opinions about story messages / morals.</p> <p>To consider how learning may be applied in their own lives.</p>	<p>To name and explain the meaning of the Five Pillars of Islam.</p> <p>To evaluate and share their experiences / views about fasting.</p> <p>To consider whether religion makes a difference to their own live.</p> <p>To debate and share their views about the impact if any, religion has on their own lives / that of their families.</p>	<p>To recognise that different religions provide guidance on how people should live their lives.</p> <p>To evaluate religious teaching about how we should treat other people.</p> <p>To consider what it means to e.g. ‘turn the other cheek’. How to avoid conflict? How to be a peacemaker. How to diffuse a situation. How to control you anger.</p> <p>Debate the purpose and success of pilgrimage.</p>

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Spring Term	EYFS		Key Stage 1		Key Stage 2			
	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Starry Night / Dangerous Dinosaurs	Starry Night / Dangerous Dinosaurs	Bright Lights, Big Cities	Coastline	Rocks, Relics and Rumbles	Misty Mountain, Winding River	Sow, Grow and Farm	Frozen Kingdoms
Knowledge	<p>The World – Festivals and Celebrations</p> <p>Chinese New Year Chinese New Year Festival Chinese food tasting Making a dragon head for a dragon dance</p> <p>Mother’s Day</p> <p>Pancake Day Making pancakes.</p> <p>Easter – How is Easter celebrated?</p>	<p>The World – Festivals and Celebrations</p> <p>Mother’s Day</p> <p>Chinese New Year The Chinese New Year Story Now is the Chinese New Year Festival celebrated? Chinese Food tasting. Making Chinese Lanterns</p> <p>Easter Why is Easter special? Celebrating Easter Celebrating New Life – chicks</p>	<p>5) Are there signs of God? Are there signs of God in the natural world? The Bible creation story (Gen 1:1-31, 2:1-4). Observe symmetry, beauty, pattern, regularity in the world. Look at the growth of a flower from a seed. Explore Qur’an statements about signs (ayats) of God.</p> <p>6) Why is Easter celebrated? What happened in the last week of Jesus’ life? Look at the Easter story, focus on Jesus’ death and resurrection.</p> <p>Can life change into a new life? Create an Easter / New Life table. Seed to grass, acorn to oak, bulb to daffodils, caterpillar to butterfly, egg to chicken.</p>	<p>11) What can stories teach us about how we should treat others? Consider - Who helps us? Who do we help? Should we only help those we like/ those who help us? The story of the Good Samaritan Jesus and Zacchaeus Jesus’ Golden Rule The story of Guru Nanak and Malik Bhago.</p> <p>12) Why is Easter celebrated? Recall the main events of the Easter Story - focus on the significance of Jesus’ death and resurrection making new better transformed life possible.</p>	<p>19) What did Jesus teach? Introduce the idea of Jesus teaching by his own example and through parables. Revisit the stories of The lost sheep, The prodigal son, Look at other stories / parables: Jesus and Zacchaeus, The unforgiving servant; the Centurion and his servant, Jesus healing the blind man, the leper... What do these stories tell us?</p> <p>20) Why is Jesus called the Saviour? Revisit the Easter Story – Focus on crucifixion, resurrection and sacrifice. Look at Jesus’ prayer of forgiveness.</p>	<p>27) Why are symbols important? Introduce the Sikh festival of Vaisakhi and the formation of the Khalsa. Consider the 5K’s and their symbolic significance. Consider why some Christians wear a cross. What is the meaning of the sign of the fish?</p> <p>28) Who were Adam and Eve? Look at God’s creation of first Adam and then Eve. Consider their relationship with God Explore the story of the Fall of Adam and Eve.</p> <p>29) Why did Jesus have to die? Why is Jesus called the Saviour? Explore God’s plan of redemption for humankind / Christian belief in eternal life.</p>	<p>35) Why do Jews celebrate Passover? Exodus 12 Revisit Jewish belief in a Living God (Year 2). Learn about the Bible stories of Moses’ birth and early childhood; the burning bush; the 10 plagues and the Israelite escape out of captivity. Focus on significance of the 10th plague – the first Passover – and the link to God’s plan of redemption. Explore the celebrations of the Passover meal and the Festival of Unleavened bread</p> <p>36) Why do Christians celebrate Holy Communion? Easter Link The Last Supper – Jesus celebrating the Jewish Passover Meal with his friends / foretelling his sacrificial death. Explore the meaning of ‘the bread’ and ‘the wine’.</p>	<p>41) Do we have a soul? How can life be explained? Do we have a non-physical soul which explains life? The creation of Adam ‘the breath of life’ Gen 2:7</p> <p>42) Who is Jesus? Revisit previous teaching Consider the role of significant others in the Easter story - Judas, Pontius Pilot, Peter, the men on the cross, Joseph of Arimathea. What do they tell us about Jesus?</p> <p>43) Why is Easter so important? (Revisit Year 4 and 5 teaching) Explore The Ransom Theory Look at Jesus as Lord and Saviour – what does this mean?</p>
Skills	<p>To enjoy joining in with family customs and routines.</p> <p>To remember and talk about significant events in their own experience.</p> <p>To recognise and describe special times or events for family and friends.</p> <p>To talk about how members of the community celebrate special days.</p>	<p>To understand that some places are special to members of their community.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To recognise some similarities and differences between different religious and cultural communities.</p> <p>To use drama to enact the Christmas story.</p>	<p>To explore the natural world around them – to describe what they can see, hear and feel– to evaluate their experiences alongside their learning – to share their views about whether there are signs of God around them.</p> <p>To recall some details of religious stories – Easter.</p> <p>To explore how Easter is celebrated and to discuss the real meaning of the Easter story.</p>	<p>To be able to retell religious stories.</p> <p>To consider how religious stories may influence how people / they should choose to treat others / act.</p> <p>To evaluate and share their views in response to lessons taught.</p> <p>To consider how to apply learning in their own lives.</p> <p>To be able to explain the meaning and impact of the Easter story.</p>	<p>To consider the teachings, parables and lifestyle of Jesus.</p> <p>To evaluate and to share personal views about what we can learn from these / how to apply lessons taught in our own lives.</p> <p>To agree on the meaning of the term ‘saviour’. To draw on previous learning about e.g original sin, Passover, God’s plan of Redemption, Jesus’ role in the Easter Story and his prayer of forgiveness. To evaluate and share personal conclusions.</p>	<p>To reconsider the importance of religious signs as an indication of belonging. To explore the symbolic meaning of religious symbols and their important to believers.</p> <p>To be able to explain and to comment on who Adam and Eve were, their relationship with God and the consequence of original sin.</p> <p>Following on, to be able to explain and share personal views about God’s plan of redemption / Jesus’ sacrifice.</p>	<p>To be able to retell the story of Moses and the Israelite escape from Egyptian captivity.</p> <p>To understand the significance of the first Passover and why it is remembered every year in the Jewish faith.</p> <p>To understand the symbolic meaning of ‘the bread and the wine’ in Communion reference Jesus’ sacrifice on the cross paving the way back to relationship with God.</p>	<p>To explore the Biblical account of the creation of man, Genesis, chapters 1 and 2 To explore and share views about whether humans are more than just a physical body – whether we have and the purpose of a soul – link eternal life.</p> <p>To draw on all previous learning about Jesus – to take account of the views of significant others in the Easter story – to conclude who Jesus is and why Easter is central to Christian belief.</p>

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Summer Term	EYFS		Key Stage 1		Key Stage 2			
	Year N	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Sunshine and Flowers / Big Wide World	Sunshine and Flowers / Big Wide World	School Days	Magnificent Monarchs	Emperors and Empires	Ancient Civilisations	Ground-breaking Greeks	Britain at War
Knowledge	<p>The World – Festivals and Celebrations</p> <p>Father’s Day</p> <p>Places of worship / prayer Eid ul Fitr link Muslims – mosque Christians - church</p>	<p>The World – Festivals and Celebrations</p> <p>Father’s Day</p> <p>Ramadan and Eid ul Fitr What is the festival of Eid ul Fitr? How is Eid ul Fitr is celebrated?</p> <p>What is God like? The Story of the lost sheep (Luke `5 v 4-7)</p> <p>God as a kind and forgiving God: who cares for us all, who goes out of His way to look after every human being, who helps people if they make a mistake.</p>	<p>7) How should we treat animals? Investigate different religious views on how we should treat animals The Buddha and the wounded swan. What message does this story have? St Francis and the wolf? What message does this story have? Muhammad and the ants, camel and kittens. What message do these stories have? Do animals belong to us? Can we treat them in any way we feel like? How do you treat animals?</p> <p>8) What can stories teach us? Read The Hare and the Tortoise Aesop’s Fables – The Lion and the Mouse, The Country Mouse and the Town Mouse.</p>	<p>13) What is God like? Explore the Christian idea of God as a good Shepherd / as a loving, forgiving Father (The stories of the Lost Sheep and the Prodigal Son) Revisit the stories of the Good Samaritan and Zacchaeus. What do these tell us about God?</p> <p>14) What is prayer? Is there a right way to pray? Consider Devotional prayer - The Lord’s Prayer – devotional prayer. Consider (Petitionary) Asking prayers in Christianity. The story of Pharisee and the tax-collector. Consider – why Muslims pray to God five times a day. How do Muslims pray? What does this tell us?</p>	<p>21) Why do we have rules? Are they good for us? What rules are really important? Where do rules come from? Look at: Moses and the Ten Commandments ; Jesus’ The Golden Rule. Children to consider the commandments e.g. Thou shall not lie? Why is it wrong to lie?</p> <p>Explore the Five Pillars of Islam - Compile a list of rules to help people to live better lives</p> <p>22) How does Christianity influence the lives of people? Explore the life and work of e.g. Mother Teresa of Calcutta, Martin L King. How did Christianity inspire their lives and work?</p>	<p>30) What makes a good prayer? Revisit The Lord’s Prayer and the prayers of the Pharisee and the tax collector Explore Islam and the first chapter of the Qur’an. How should we pray? Are there wrong things to ask for in prayer? Does prayer work?</p> <p>31) Does the love of money lead to evil? Can money corrupt people? (1 Tim 6:10) Explore the story of Malik Bhago and Lalo.</p> <p>32) What can stories teach us? The Guru Granth Sahib Akbar and the Guru’s kitchen. Hargobind and the fifty-two Hindu princesses.</p>	<p>37) Why do Muslims worship? Visit a local mosque. How do Muslim’s worship? What does Muslim worship express? Look at how Muslims treat each other as brothers and sister (the Ummah)</p> <p>38) What is God like? Children to explore the Trinity; how God is portrayed in Art; what Bible stories teach about God; whether He is revealed in Jesus i.e., through parables, stories, miracles, Jesus lifestyle? What does the shared Jewish / Christian / Muslim story of Eid ul Adha tell us about God?</p>	<p>44) Does faith make a difference? Explore the life and work of e.g. Jackie Pullinger. Thomas Barnardo. How did Christianity inspire their work? Consider the life of Siddhartha Gautama and how his life changed after he found his path to Enlightenment.</p> <p>45) What is your creed? Explore the idea of a personal creed e.g. The Apostle’s creed, 1Cor 15:3-4, the Olympic creed, John Masefield’s creed (poem) etc. Consider Humanism and Buddhism – what are their creeds?</p>
Skills	<p>To enjoy joining in with family customs and routines.</p> <p>To remember and talk about significant events in their own experience.</p> <p>To recognise and describe special times or events for family and friends.</p> <p>To talk about how members of the community celebrate special days.</p>	<p>To understand that some places are special to members of their community.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To recognise some similarities and differences between different religious and cultural communities.</p> <p>To use drama to enact the Christmas story.</p>	<p>To be able to retell religious / non-religious stories.</p> <p>To consider how religious / non-religious stories may influence how people / they should act.</p> <p>To consider how to apply learning in their own lives.</p> <p>To evaluate and share their views in response to lessons taught.</p>	<p>To evaluate their learning and to be able to express their views about what God is like.</p> <p>To be able to discuss different types of prayer.</p> <p>To evaluate whether there is a right way to pray. To evaluate and share views about e.g. whether it is right to ask God for things, whether or not prayer works.</p>	<p>To evaluate and share personal views about the origin, purpose and benefit of rules.</p> <p>To compare similarities and differences between Muslim and Christian rules. To agree a set of rules to help people to live better lives.</p> <p>To consider the lifestyle, parables and teachings of Jesus. To debate the influence Christianity had on the lives and works of renowned Christian believers.</p>	<p>To revisit previous learning about prayer. To be able to discuss different types of prayer. To re-evaluate whether there is a right way to pray, whether it is right to ask God for things, whether or not prayer works.</p> <p>To debate whether money and wealth has a negative impact. To evaluate and share personal views about money.</p> <p>To evaluate and share views about the messages / moral of religious stories.</p>	<p>To articulate how Muslim’s worship. To share personal views about what Muslim worship expresses and to consider Muslim influence on how to treat fellow humans. To how they can apply learning to their own lives.</p> <p>To draw upon previous learning to evaluate then express their opinion about what God is like. To compare the similarities / differences in religious accounts of what God is like.</p>	<p>To consider the teachings / ways of life of religious Leaders’ e.g. Jesus’ concern for the marginalised and rejected (Zacchaeus, the Roman Soldier’s servant). Jesus’ teaching about kindness, forgiveness, care for others. To evaluate the impact of examples set on the lives and works of modern day people of faith.</p> <p>To consider their learning / view and to write their own creed</p>

Faith City – Summer 1

Visiting Speakers sharing about their respective faiths / worldviews

RE at Sledmere is based on the Agreed Syllabus 2013 religious education (Dudley SACRE and Dudley MBC)

Key: Christianity Islam Sikhism Hinduism Judaism Buddhism Humanism