

Robin Hood Primary Root and Branch Religious Education Curriculum Plan

Language highlighted in red is non-negotiable language which must be displayed and understood.

Early Years Foundation Stage Curriculum

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder of the world in which they live.

Foundation Stage	Skills	Knowledge	Development Matters
F1	Children know about the differences between themselves and others, and among families, communities and traditions. Children answer how and why questions in response to stories.	Who is in my family and understand the culture and routine of home and/or school? What is a celebration? How can we care for each other and living things?	Communication and Language Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions; Use talk to organise, sequence and clarify thinking, ideas, feelings and events; Answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different traditions and communities; Talk about how they and others show feelings; Develop their own narratives in relation to stories they hear from different communities. Personal, Social and Emotional Development Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; Work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously; Talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable; Think and talk about issues of right and wrong and why these questions matter; Respond to significant experiences showing a range of feelings when appropriate; Have a developing awareness of their own needs, views and feelings and be sensitive to those of others; Have a developing respect for their own cultures and beliefs, and those of other people; Show sensitivity to others' needs and feelings and form positive relationships. Understanding the World Begin to make sense of their own life-story and family's history. Children talk about similarities and differences between themselves and others, among families, communities and traditions; Begin to know about their own cultures and beliefs and those of other people; Explore, observe and find out about places and objects that matter in different cultures and beliefs. Expressive Arts and Design Children use their imagination in art, music, dance, imaginative play, rôle-play and stories to represent their own ideas, thoughts and feelings; Respond in a variety of ways to what they see, hear, smell, touch and taste. Literacy Children access a wide range of books, poems and other written materials to ignite their interest. Mathematics Children recognise, create and describe some patterns, sorting and ordering objects simply.
F2	Children develop their own narratives and explanations by connecting ideas. Children listen to stories, anticipate key events and respond with relevant comments, questions or actions.	Who are the people who help us? What do we celebrate? How can we care for living things?	

Key Stage	Root Skills	Branch Knowledge	Leaf Knowledge
1	1. To explore a range of religious stories and sacred writings and talk about their meanings. 2. To name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. 3. To identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. 4. To explore how religious beliefs and ideas can be expressed through the arts and communicate their responses. 5. To identify and suggest meanings for religious symbols and begin to use a range of religious words. 6. To reflect on and consider and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness. 7. To ask and respond imaginatively to puzzling questions, communicating their responses. 8. To identify what matters to them and others, including those with religious commitments, and communicate their responses. 9. To reflect on how spiritual and moral values relate to their own behaviour. 10. To recognise that religious teachings and ideas make a difference to individuals, families and the local community.	<u>Year 1</u> Religious Study Christianity In what ways are Churches important to believers?  Cross-Religious Study Beliefs and Questions Christian Study Jesus Growing Up and Miracles What we can learn from them?	General: Began in Israel 2000 years old ago, 2.2 billion believers worldwide Text: The Bible (Old and New Testaments) Special People: Jesus Christ, Vicars, Priests, Christians Symbols: Cross/Crucifix, Dove, Fish Sacred Places: Church, Chapel, Cathedral, Jerusalem, Bethlehem, Nazareth Special Times: Christmas, Easter, Lent Beliefs: One God, Jesus is the Son of God, Ten Commandments What makes me happy? What makes people happy? What sorts of things makes us happy? Can looking at what makes us happy help us to understand our needs as people? How might some people bring happiness to others? Identify the different experiences which might bring happiness to a Christian. How do people's beliefs about God, the world and others impact on their lives? To begin to relate their own experiences and feelings to the early life of Jesus.  To begin to use religious language and phrases relating to the birth of Jesus. To begin to talk about their own experiences and feelings as a child. To recall religious stories relating to the life of Jesus. Key Stories: The Christmas Story, Feeding the 5000, The Wedding at Cana
		<u>Year 2</u> Christian Study The Life of Jesus How and why are some stories important in religion? Cross-Religious Study	To retell religious stories and suggest meanings and reasons for the actions within them. To recognise their own values and those of others in relation to matters of right and wrong, linking them to the stories about care for others. To use religious language to identify some features of the Easter Celebration and its importance to Christians. To ask, and respond sensitively to, questions about their own and others' experiences and feelings about Easter. Key Stories: The Easter Story, Zacchaeus the Tax Collector, Jesus Recruits Disciples, Jonah and the Whale

		Inspirational People What makes people inspiring to others? Religious Study Judaism What do Jewish people believe about God, creation, humanity, and the natural world? 	To study figures from whom believers find inspiration: Jesus, Moses, Abraham, Guru Nanak, Prophet Mohammed, Dalai Lama, Mother Theresa What is goodness? When have you carried out a good action? Who decides if it is good? What makes a good leader? Who guides you? How do inspirational people set an example? How could people's behaviour change? Does a belief in God help good behaviour? General: Oldest monotheistic religion, 12 million followers, State of Israel. Text: The Torah Special People: Moses, Abraham, Rabbis, Jews, Hebrews Symbols: Star of David, Menorah, Mezuzah, Kippah, Tallit, Tefilin Sacred Place: Synagogue, Mount Sinai Special Times: Sabbath, Rosh Hashanah, Yom Kippur, Pesach, Shavuot, Sukkot, Bar Mitzvah, Bat Mitzvah Beliefs: One God, 10 Commandments, Kosher Food
2	1. To describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others. 2. To describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teaching. 3. To identify and begin to describe the similarities and differences within and between religions. 4. To investigate the significance of religion in the local, national and global communities. 5. To consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. 6. To describe and begin to understand religious and other responses to ultimate and ethical questions. 7. To use specialist vocabulary in communicating knowledge and understanding. 8. To use and interpret information about religions from a range of sources. 9. To reflect on what it means to belong to a faith community, communicating their own and others' responses. 10. To respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways. 11. To discuss their own and others' views of religious truth and belief, expressing their own ideas.	Year 3 Christian Study Key events in the Life of Jesus What can we learn? Cross-Religious Study Worship, Pilgrimage and Sacred Places Where, how and why do people worship? Religious Study Sikhism How do Sikh's practice their faith?	Pupils can demonstrate an extended knowledge of the Christmas Story and of Jesus' early life. Pupils begin to describe the impact Christianity has on believers' lives and that they can describe some forms of religious expression through Jesus' baptism. To make links between beliefs and sources, including religious stories from the Bible. Key Stories: The Christmas Story (extended), Daniel in the Lion's Den, David and Goliath, Jesus' Baptism Where, how and why people worship at particular sites: Church, Chapels, Cathedrals, Synagogue, Gurdwara, Mandir, Mosque Why are religious sites important and what do religious sites mean to religious communities? What places are regarded as special in our school? What do different religious places do? What is a pilgrimage? Why do people visit sacred places? Eg River Ganges, Stonehenge, Mecca, Bethlehem/Jerusalem, Golden Temple Amritsar General: 500 Years Old, 20 Million Followers, The Punjab. Text: Guru Granth Sahib  Special People: Guru Nanak Symbols: Khanda, Chakkar, Crossed Kirpans Sacred Place: Gurdwara Special Times: Diwali, Baisakhi, Hola Mohalla, Guru Nanak's Birthday, Nam Karan Beliefs: The Five Ks, One God, All are Equal, Meditation, Live Honestly, Share with Others
		Year 4 Christian Study The Life and Work of Jesus	To begin to use a developing religious vocabulary to describe and show understanding of practices and beliefs and feelings surrounding Advent. Pupils are able to describe what influences them, making links between aspects of their own and others' experiences and responses. To ask important questions about the religion and beliefs of Christianity. To make links between beliefs and stories, specifically parables.

	12. To reflect on ideas of right and wrong and their own and others' responses to them. 13. To reflect on sources of inspiration in their own and others' lives.	<u>Cross-Religious Study</u> Symbols and Religious Expression <u>Religious Study</u> Hinduism How do Hindu families practice their faith?	Key Stories: The Good Samaritan, Build a Base on Firm Foundations, A Farmer Sows the Seed How religious and spiritual ideas are expressed: The Crucifix, Star of David, Aum, Star of Islam, The wheel of Life What things are expressed in signs and symbols? What things make up who we are? How can symbols be used to remind people of important messages? What symbols could be used to remind people about stories with messages? How is food used in a symbolic way? General: Began in Northern India, world's 3rd Most Followed Religion, 750 million followers, World's Oldest Religion – 4000 years old  Text: Vedas, Upanishads Special People/Gods: Brahma, Vishnu, Shiva Symbols: Aum Sacred Place: Shrines, Mandir, River Ganges Special Times: Divali, Beliefs: Universal Soul or God called Brahman, Reincarnation, Karma, Moksha, Puja, Cremation, Pilgrimage
		<u>Year 5</u> <u>Christian Study</u> The Influence of Jesus' Life <u>Cross-Religious Study</u> Religion and People What is expected of a person in following a religion or belief? <u>Religious Study</u> Islam How do Muslim families practice their faith? 	Pupils can describe the sequence of events surrounding Easter and the impact of this on the lives of Christians. To describe the impact of Christianity on people's lives today. To describe how Jesus's life continues to inspire and influence Christians today. Key Stories: The Easter Story, Joseph and his Coat of Many Colours What is expected of individuals in following a religion or belief and how religious families and communities practice their faith and contribute to local life: prayer times, celebrations, rules What things do you do as a part of a particular group? What do you think you might want to say to yourself and remember each day? Why do some religious people wear special clothing? Does clothing indicate what a person is going to do? Is family important? What is special about the family? Is your community important? What is special about your community? What is life like for children living in different religious communities? Pupils can use a developing religious vocabulary to explain the impact of beliefs on individuals and Christian communities. General: Began in Arabia, 2nd most Followed Religion with over a Thousand Million Followers (Muslims) Text: The Qu'ran Special People/Gods: Allah, Prophet Mohammed, Prophets, Muezzin Symbols: Star of Islam

			 Sacred Place: Mosque, Mecca, Jerusalem Special Times: Ramadan, Eid-ul-Fitr, Eid-ul-Adha Beliefs: One God (Allah), Angels, Holy Books, Prophets, Day of Judgement, Predestination, Five Pillars of Islam, Prayer To discuss radicalisation and extremism, developing an awareness and understanding of these issues.
		<u>Year 6</u> <u>Cross-Religious Study</u> The Journey of Life and Death <u>Christian Study</u> The Example and Teachings of Jesus <u>Religious Study</u> Buddhism How do Buddhist families practice their faith?	What people think about life after death: reincarnation, enlightenment, Day of Judgement Does a belief in God help people to understand, or to cope, especially when things go wrong. What is life like? How can you describe/illustrate what life is like? What do people think about death? What do I believe about death? Are humans the only important life-forms on earth? Does a strong religious belief influence the answers to life's questions? How do artists respond to ideas/questions about life? To use an increasingly wide vocabulary to explain the impact of beliefs, ideas and feelings of the key figures in The Christmas Story. Pupils should be able to raise and suggest answers to belonging, truth values and commitments, beginning to relate them to their own and others' lives. To begin to express their view on the challenges of belonging to Christianity. Key Stories: The Christmas Story, Exodus General: Began in Northeastern India, 2500 years ago, 350 Million Followers Worldwide Special People: The Buddha, Monks, Dalai Lama Text: Tripitaka Symbols: Wheel of Life, Lotus Flower, Images of Buddha Sacred Place: Stupa Special Times: Wesak Beliefs: Enlightenment, Nirvana, Meditation, The Three Jewels, Three Signs of Being, Noble Eightfold Path, Five Precepts 

