



ROKESLY JUNIOR SCHOOL

Working hard, aiming high, learning together

Rokesly RE Curriculum Overview

| KS1 | Autumn Term | Spring Term | Summer Term |
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| Year 1 | <p>Christian Places and Objects</p> <p>Celebrations: Eid (Islam) Diwali (Hindu), Rosh Hashanah and Hanukah (Jewish), Christmas (Christian)</p> | <p>Islam: Names of important places and objects connected to the Islamic faith.</p> <p>Christianity: The Bible Stories from the Bible</p> | <p>Food in World Religions</p> <p>Religion and the Natural World</p> |
| Year 2 | <p>Judaism: Names of important places and objects connected with the Jewish faith</p> <p>Christianity: Stories and ceremonies from the Christian faith.</p> | <p>Sikhism: Worship and Symbols</p> <p>Hinduism: Gods and festivals</p> | <p>Buddhism: Key features and Objects</p> <p>Islam: Worship and Prayer</p> |
| KS2 | Autumn Term | Spring Term | Summer Term |
| Year 3 | <p><u>Autumn 1</u></p> <p><u>What is important to me?</u> Areas of Enquiry: A. BELIEFS, B. TEACHINGS AND SOURCES: Interpreting C. IDENTITY, D. DIVERSITY AND BELONGING: Exploring</p> <p>The focus here is on exploring human nature. What are we made of? Do we have a 'spiritual' nature? What are the worthiest human characteristics? How might</p> | <p><u>Spring 1</u></p> <p><u>Why do religious books and teaching matter?</u></p> <p>Areas of Enquiry: C Forms of expressing meaning: Appreciating F. VALUES AND COMMITMENTS: Evaluating</p> <p>At the end of the unit children should be able to link their own ideas about how to live a good life to the teachings of religions and beliefs being studied. Children should be able to describe the importance of the religious books to different</p> | <p><u>Summer 1 & 2</u></p> <p><u>What does it mean to belong to a religion?</u> <u>Hinduism</u></p> <p>Areas of Enquiry: B PRACTICES AND WAYS OF LIFE: Exploring D. IDENTITY, DIVERSITY AND BELONGING: Exploring E Meaning, Purpose and Truth: Exploring</p> <p>Throughout this unit the focus will be exploring stories from the Hindu religion.</p> |

communities of different sorts help us make the most of life? Children explore some of the stories of Christianity and Judaism in their search to develop and deepen their own understanding of what may be most important in life.

Autumn 2

What can we learn from the life and teaching of Jesus?

Areas of Enquiry:

**C Forms of expressing meaning: Appreciating
E Meaning, Purpose and Truth: Exploring**

Throughout the teaching of this unit children will explore:

- Who is Jesus and what does it mean to follow him today?
- What did Jesus teach about?

Love; Forgiveness and peace/reconciliation; Greed and giving. Learning through the stories of Zacchaeus and the Good Samaritan,

what the narratives of Jesus' miracles tell us about some of the big questions of life?

Focussing on the miracle of the loaves and fishes

Exploring Why Christmas important in the Christian calendar?

faiths and to be able to examples. A focus will be on the Bible, the Sanskrit and Devas.

Learn and describe some of the arts in the books studied and what it means to believers

Explore the connections between the religious books.

Spring 2

Why are some places and journeys special?

Areas of Enquiry:

**C Forms of expressing meaning:
Appreciating
D. IDENTITY, DIVERSITY AND BELONGING:
Exploring**

The focus of this unit is to explore why people believe that some places are special and discover what practices and events are associated with these places.

Affirm identities and a sense of belonging,

Explore the importance of sacred journeys such as pilgrimages to Lourdes and how members of the Christian faith may prepare for such journeys.

Visit to Holy Innocents Church

They will talk about a number of stories from the Hindu tradition and discuss how these stories can help us think about important questions in life and important human qualities. They can describe how these qualities might be applied to different people they have looked at in RE.

Through exploration and discussion an understanding of the key festivals and traditions within the Hindu religion will be explored such as Holi.

Children will compare aspects of their own character with those of others, including the animals in the story of Grisha, and compare their own ideas about people's qualities with those that Hindus respect through their stories and festivals.

Visit to BAPS Shri Swaminarayan Mandir

Year 4

Autumn 1

How do people express their beliefs and identity?

Areas of Enquiry:
C.Forms of expressing meaning: Appreciating

D. IDENTITY, DIVERSITY AND BELONGING: Exploring

Explore how people express their beliefs, identity and experiences using signs, symbols and the wider arts.

Learn about aspects of El Salvador’s history and its influence on religious groups.

Learn what is the impact of being part of a community.

Reflect on what gives meaning to our lives and how this links to God for some people.

Consider how art and being human link and explore community and cohesion

Autumn 2

How do people express their beliefs and identity?

Areas of Enquiry:

Spring 1

What do people believe about life?

Areas of Enquiry:
B PRACTICES AND WAYS OF LIFE: Exploring

E Meaning, Purpose and Truth: Exploring

Explore life and death and that for some people that means many mysteries.
Children will investigate these themes in relation to Jesus.

Revisiting the story of Zacchaeus form Year 3 explore how his views of the world changed.

Explore how Jesus’ healing of the leper teach people ton how we treat each other.

Spring 2

How should we live and who can inspire us?

Areas of Enquiry:

Summer 1 & 2

What does it mean to belong to a religion?

Judaism
Areas of Enquiry:
B PRACTICES AND WAYS OF LIFE: Exploring

D. IDENTITY, DIVERSITY AND BELONGING: Exploring

E Meaning, Purpose and Truth: Exploring

Understand that people who belong to a group or community have shared interests, values and beliefs.

Learn about some of the shared beliefs of those who belong to the Jewish religion.

Explore the mezuzah and its significance to Jewish households.

Learn about a key aspect of Jewish practise: Shabbat

Develop an understanding of how some members of the Jewish faith take rest in their own lives, and relate this to the Jewish practise of Shabbat.

Learn about the main features of a synagogue, and the importance of worship in the synagogue in Jewish life and practice.

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| | <p>C. Forms of expressing meaning: Appreciating</p> <p>D. IDENTITY, DIVERSITY AND BELONGING: Exploring</p> <p>Explore how people express their beliefs, identity and experiences using signs, symbols and the wider arts.</p> <p>Learn about aspects of El Salvador's history and its influence on religious groups.</p> <p>Learn what is the impact of being part of a community.</p> <p>Reflect on what gives meaning to our lives and how this links to God for some people.</p> <p>Consider how art and being human link and explore community and cohesion</p> | <p>A. BELIEFS, TEACHINGS AND SOURCES: Interpreting</p> <p>F. VALUES AND COMMITMENTS: Evaluating</p> <p>Explore how moral values and a sense of obligation can come from beliefs and experience.</p> <p>Children will evaluate their own and others' values in order to make informed, rational imaginative choices.</p> <p>Throughout the unit the investigation and focus will include: religious and non-religious influences on values, commitments, laws, attitudes, behaviours, moral guidelines and study of sources of moral authority which might guide decision making.</p> | <p>Learn about an important milestone in the journey of Jewish life and to explore the history behind the celebration of Pesach.</p> <p>Visit to local Synagogue</p> |
| <p>Year 5</p> | <p><u>Autumn 1 & 2</u></p> <p><u>What does it mean to belong to religion?</u> Christianity Areas of Enquiry: B PRACTICES AND WAYS OF LIFE: Exploring</p> <p>D. IDENTITY, DIVERSITY AND BELONGING: Exploring</p> <p>Explore how we help and support our local community.</p> | <p><u>Spring 1</u></p> <p><u>What is important to me?</u> Areas of Enquiry: A BELIEFS, TEACHINGS AND SOURCES: Interpreting</p> <p>D. IDENTITY, DIVERSITY AND BELONGING: Exploring</p> <p>Religions & Worldviews: ask important questions about religious experience [and life after death] and suggest answers that refer to traditions of religion and belief;</p> | <p><u>Summer 1</u></p> <p><u>Why do religious books matter?</u> Areas of Enquiry: C. Forms of expressing meaning: Appreciating F. VALUES AND COMMITMENTS: Evaluating</p> <p>Begin to understand how different people treat special writings.</p> <p>Explore different verses in the Bible and how they teach some Christians about how to live.</p> |

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| | <p>Reflect on the qualities people may have hidden that emerge at times of need and where some Christians look for guidance.</p> <p><u>Explore the story of the Last Supper</u> and to develop an understanding of how the disciples were afraid and how they might feel renewed hope and how some Christians use this story in their own lives.</p> <p>Learn about Holy Week described in the gospels and what they mean to people of the Christian faith.</p> <p>Explore different practices within the Christian faith and their similarities and differences.</p> <p>Visit the local Greek Orthodox Church</p> | <p>Describe and compare different ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience.</p> <p>Explore other world views about what is important.</p> <p><u>Spring 2</u></p> <p><u>What can we learn from the life and teaching of Jesus?</u></p> <p>Areas of Enquiry: B PRACTICES AND WAYS OF LIFE: Exploring</p> <p>E Meaning, Purpose and Truth: Exploring</p> <p>Interpret and understand Jesus' teachings Though the interpretation of some of Jesus' parables explore the Lost Son and showing an understanding of the main characters.</p> <p>Develop an understanding of how the parable might be interpreted by Christians as showing that forgiveness is a central aspect of God's love.</p> <p>Explore the concepts of sin, repentance, forgiveness, reconciliation and redemption.</p> | <p>Through the parable of the Lost Son understand how the stories from the Bible are important to some people.</p> <p>Begin to understand how and why people use stories from holy scriptures to guide their actions and moral actions.</p> <p>Make links to the Bible and how they link to the modern world.</p> <p><u>Summer 2</u></p> <p><u>Why are some places and journeys special?</u></p> <p>Areas of Enquiry: C. Forms of expressing meaning: Appreciating</p> <p>E Meaning, Purpose and Truth: Exploring</p> <p>Understand that some journeys we go on are special whether they are religious or not.</p> <p>Explore the story of the legend of the almond trees.</p> <p>Learn about pilgrimage and learn why they are significant to people of faith.</p> <p>Learn about Hajj and why it is significant for some people of the Muslim faith.</p> <p>Use Islamic styles of religious expression and reflect on the meaning of the symbolism used.</p> |
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| | | <p>Explore miracles and how they may show Christians about belief in Jesus and God and help to understand some of the Big Questions in life.</p> <p>Reflect on what questions might be raised by the story of Jesus' death and resurrection.</p> | |
| <p>Year 6</p> | <p><u>Autumn 1</u></p> <p><u>How do people express their beliefs and identity?</u></p> <p>Areas of Enquiry: C. Forms of expressing meaning Appreciating</p> <p>D. IDENTITY, DIVERSITY AND BELONGING: Exploring</p> <p>This unit explores religions and beliefs employ signs, symbols and the arts to express aspects of human nature.</p> <p>Explore how people express their beliefs, identity and experiences using signs, symbols and the wider arts e.g. art, buildings, dance, drama, music, painting, poetry, ritual and story?</p> <p>Explore the street art of Port Talbot and how it brought a community together.</p> <p>Then why do some people of faith use the arts to represent certain things?</p> | <p><u>Spring 1 & 2</u></p> <p><u>What does it mean to belong to a religion? Islam</u></p> <p>Areas of Enquiry: B PRACTICES AND WAYS OF LIFE: Exploring</p> <p>D. IDENTITY, DIVERSITY AND BELONGING: Exploring</p> <p>E Meaning, Purpose and Truth: Exploring</p> <p>Begin to understand how the Qur'an guides people to form beliefs.</p> <p>Investigate why might people question and adapt their beliefs.</p> <p>Explore Islamic beliefs and what are some Islamic beliefs about Allah.</p> <p>Learn what might the Shahadah represent?</p> <p>Understand what Salah is and how it affects Muslims.</p> <p>Explore the significance of fasting within Ramadan.</p> | <p><u>Summer 1</u></p> <p><u>How should we live and who can inspire us?</u></p> <p>Areas of Enquiry: B PRACTICES AND WAYS OF LIFE: Exploring</p> <p>D. IDENTITY, DIVERSITY AND BELONGING: Exploring</p> <p>E Meaning, Purpose and Truth: Exploring</p> <p>Identify some of the characteristics of leadership and the leaders they know in their own lives.</p> <p>Through the Bible story of Moses and the Israelites identify some of Moses leadership qualities.</p> <p>Debate the pros and cons of leaving a life the Israelites knew, even as slaves, and following Moses into an unknown future.</p> <p>Learn about the Israelites, the Pharaoh, the plagues and the freedom to worship.</p> <p>Reflect on the part played by Moses in the story and on his importance for Jews, Christians and Muslims.</p> |

Understand how and why universal symbols like colour, light, darkness, wind, sound, water, fire and silence used in religions and beliefs.

Autumn 2

What do people believe about life?

Areas of Enquiry:

**A BELIEFS, TEACHINGS AND SOURCES:
Interpreting**

E Meaning, Purpose and Truth: Exploring

Children will use their previous learning focusing on what is important to them and some of the big questions of life arising from the life and teachings of Jesus.

They will explore some of Jesus' parables exploring questions around miracles.

Most children will have considered questions and belonging to the Jewish faith but they will now be introduced to these questions through Buddhism.

They will look at key ideas and themes such as the circle of life, change and friends.

Finally, they will focus on the feelings that people experience under pressure of change including birth, death, moving home, natural disasters and making and breaking friendships.

Make links to Hajj from previous learning.

Explore stereotypes, prejudice and discrimination.

Visit to local Mosque.

Explore how Moses can inspire us to lead and why we may follow people in our own lives.

Summer 2

How do we make moral choices?

Areas of Enquiry:

**A BELIEFS, TEACHINGS AND SOURCES:
Interpreting**

**F. VALUES AND COMMITMENTS:
Evaluating**

This unit explores how religious and other beliefs affect approaches to moral issues

(a) What are moral questions?

(b) What are the consequences of the moral choices we make?

(c) What people and organisations help in making moral choices? The children will also look at a range of questions such as;
How does what I do affect other people?

(d) What rules and codes of behaviour help me know what to do?

(e) What values are important to me, and how can I show them in how I live?

(Fairness, honesty, forgiveness, kindness)

(f) How do some stories from religions and beliefs and the example set by some people show me what to do?