

RE

Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Reception through to Year 6, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. In addition to the content below, students will also take part in 3 cross-faith 'RE days' per year, having the opportunity to study RE in the arts, visits to places of worship and opportunities to speak to various visitors who practice the 6 world religions.

“All children need to acquire core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development. The modern world needs young people who are sufficiently confident in their own beliefs and values that they can respect the religious and cultural differences of others, and contribute to a cohesive and compassionate society.” (Gove, RE Review, 2013)

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
EYFS	Knowledge introduced	Cross Faith Focus on Hinduism: the story of Rama and Sita, the story of Krishna, Deewali	Cross Faith Focus on Christianity: Christmas New Year, Easter/Beginnings	Cross Faith Hinduism - Holi Islam: Ramadhan, Eid, Hajj
	RE Knowledge introduced	Christianity Christian beliefs: God as the creator; Jesus is the son of God; baptism; worship; special days in the year; tradition/cultural v religious (Christmas food, Easter eggs) Special Days & Symbols: Sundays; Christmas(including advent and symbols) & Christmas story (include Angel Gabriel and Herod); Easter; Lent (Shrove Tuesday and Ash Wednesday);	Christianity Special People: Jesus and his disciples; King David; John the Baptist; St Francis; Priests and Ministers; Special Stories: The Lost Sheep; Prodigal Son (Luke 15); Jesus death and resurrection:	Christianity Precious Things: Bible; cross/crucifix; pictures of Jesus and Saints; icons; statues; prayer/hymn book; baptism candle; using precious things to remember promises and recommit to faith (inc. anniversaries) Our World: Christian charities that support the environment and the countries of the third world; Genesis chapter 1 - creation story; Harvest Festival;
YEAR 1	Key Concepts	belonging; identity; respect; faith; forgiveness	repentance; forgiveness; faith	faith; respect; imagery; empathy; responsibility; promises
	Reflection	Importance of my name; Belonging to a group; Every person is special and unique; Sense of my own identity; Light over dark/ Good over evil; Can you tell what religion someone is by what they look like?	Special people in my life; morals and messages of stories; respecting special people; how to apologise	Western culture: swearing an oath in court on the bible; All humans, regardless of faith, have a responsibility to care for the world; What is special to Christians?
	Links	Students need to be aware that King Herod was trying to kill Jesus for when they study Moses (Judaism) in Y3		



Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
YEAR 2	Knowledge introduced	<p>Islam</p> <p>Muslim beliefs: Allah is the only God and Muhammad is his prophet; Ummah; Islamic teachings (praying; washing; eating; greetings); mosque; mosque school; Qur'an; Bismillah; wudhu</p> <p>Special Days: Fridays & Jumah; Birthday of the Prophet Muhammad; Eid Ul Fitr (end of the month of Ramadan) and Eid Ul Adha (end of Hajj); how Muslims celebrate special days</p>	<p>Islam</p> <p>Special People: attributes of special people; Prophets: Muhammad, Musa and Ibrahim;</p> <p>Special Stories: Story of Muhammad (early childhood, marriage and family and belief that he received the revelation of the Qur'an from the Angel Jibril); flight from Makkah to Madinah; The Woman who threw Rubbish</p>	<p>Islam</p> <p>Precious Things: The Qur'an; prayer mat for salat; quotations from the Qur'an in Arabic; pictures of sacred places: Makkah, Madinah and Jerusalem</p> <p>Our World: Islamic charities that work for the benefit of the planet and its people; Story of creation from the Qur'an; linking Muslims in Pakistan to Muslims in England</p>
	Key Concepts	belonging ('brotherhood'); identity; unity; respect; faith	forgiveness; respect; love; tolerance	faith; respect; empathy
	Reflection	Importance of my name; Belonging to a group; Every person is special and unique; Sense of my own identity; overcoming challenges; Can you tell what religion someone is by what they look like?	<p>Learning from special people: What do Muslims learn from the special people in Islam?</p> <p>Learning from special stories: Why should we return hatred with kindness?</p>	<p>Compare/contrast precious things in Islam and Christianity (studied in Y1)</p> <p>Similarity of creation story with Christianity; Difference to Christianity that Allah forgave Adam and Hawwa in the Qur'an</p>
	Links		Angel Gabriel/Jibril - features in Christianity, Islam and Judaism	Importance of Jerusalem, it's location and importance to many religions ready for learning about Judaism in Y3
YEAR 3	Knowledge introduced	<p>Judaism</p> <p>Beginnings: All humans are made by God and are in 'the image of God'; Synagogue; Mezuzah; Kosher food; Shabbat; Moses (birth and early life; leading the Jews out of slavery; receiver of the Torah) Links with Jesus' birth, his escape from death and the flight into Egypt</p> <p>Creation stories & The World: debating design and creation of the world; Genesis creation stories; Torah laws on looking after the world; humans having characteristics of God; Sukkoth; Tu Bishevat (New Year for Trees)</p>	<p>Judaism</p> <p>Worship: Reciting of blessings; tefillin (boxes containing the Shema); wearing tallit; attendance at the synagogue; the Torah; Parochet; Ner Tamid; mantle; bells; yad; bimah; star of David; menorah; features of worship; Passover</p> <p>Journeys: Jerusalem (site of ancient temple, destroyed by the Romans, Kotel remains) Abraham's journey from Ur of the Chaldees to the land of Canaan, the Promised Land; Abram's journey to Egypt; near sacrifice of Isaac</p>	<p>Judaism</p> <p>Special Books & Stories: Jewish bible (Tanakh): The story of King David; killing of Goliath; Torah (first 5 books)</p> <p>Right and Wrong: The understanding that there is one God, who demands that his people should practise justice; the 10 commandments; Amos;</p>
	Key Concepts	belonging; identity; faith; debate; responsibility	faith; respect; belief; journeys; sacrifice	respect; love; forgiveness; right and wrong; consequences; peace
	Reflection	conflicting emotions that new beginnings bring; passing and marking of time; interpreting creation stories and what it means to us in the present day; What do	conflicting emotions including keeping faith during difficult times; how the journey is often as important as the destination; personal journeys;	good over evil - links with Christianity; reflection on teachings of the Jewish bible in relation to authority and behaviour; actions have consequences; moral dilemmas



Knowledge, skills and understanding to be gained at each stage*

		Cycle 1	Cycle 2	Cycle 3
		different people believe about God?		
	Links	debate is introduced in Y3 RE; Sukkoth is similar to Christian's harvest festival	importance of Jerusalem, it's location and importance to many religions ready for learning about the middle East in Y5	moral dilemmas studied in PSHCE
YEAR 4	Knowledge introduced	<p>Hinduism</p> <p>Hindu beliefs: life is a gift from God; reincarnation and birth in human form is part of the long journey of the soul; children's names linked to deities; Hindu birth ceremony (one of the 16 samskaras); babies have their first outing to the Mandir; the story of Krishna (destroys evil) and Janamashtami</p> <p>Creation stories and the world: Creation by the trimurti (three forms - Brahma the creator, Vishnu the preserver and Shiva the destroyer); all living things possess an atman that will be reincarnated many times; ahimsa; vegetarianism and Navaratri</p>	<p>Hinduism</p> <p>Places of Worship: shrine at home; puja; attendance at the Mandir; rituals; prashad (food offerings); deities (focus on Ganesh, Hanuman); symbols including decorations in the Mandir; bell; aum; special days in the Mandir including: Deepawali, Navaratri and Holi</p> <p>Journeys: Importance of India and the River Ganges; Story of Deepawali (Diwali), including qualities of the main characters; Rama and Lakshman's journey to find Sita and destroy evil</p>	<p>Hinduism</p> <p>Special Books: the story of Prahlad; Vedas, the Upanishads, the Ramayana and the Bhagavad Gita; the importance of books giving Hindu's moral and religious guidance</p> <p>Right and Wrong: ahimsa (non-violence); all lives are sacred; natural world is also sacred; karma; reincarnation; life of Mahatma Ghandi</p>
	Key Concepts	belonging; identity; faith; sacred	belonging; identity; worship; commitment; devotion; integrity	devotion; trust; faith; respect; confidentiality
	Reflection	What are the positive and negative effects that mankind have had on our planet?	Hindus believe in one God represented in different ways; worship in a Mandir is joyous with lots of colours, scents and music	How can stories guide us to be good citizens regardless of our faith and beliefs?
	Links	Links with Christianity and Judaism (evil Kings killing the babies of the land)	PSHCE: positive bystanders	Right & Wrong: Debate ideas such as: animal rights; school rules; rules for games; theft; fairness; punishments.
YEAR 5	Knowledge introduced	<p>Sikhism</p> <p>Sikh beliefs: God is our mother and father, the creator of all things; Guru Granth Sahib; reincarnation; vegetarianism; kara; Gurdwara; prayers; symbols including saffron flag and the khanda</p> <p>Special people: Guru Nanak and the Mool Mantar; portrayal of Guru Nanak in art; teachings given to the world</p>	<p>Sikhism</p> <p>Places of worship & Sacred writings: Gurdwara; Importance of how the Guru Granth Sahib is respected in the Gurdwara; Ik Onkar, how Sikhs worship; emphasis on the Gurdwara as a community space; spiritual community and worship outside of the Gurdwara; ragis; naming ceremony; Akhand path;</p>	<p>Sikhism</p> <p>Initiation Rites: Amrit ceremony, followed by commitment to the 5Ks (kara, bangle; kirpan, sword; kes, uncut hair; kanga, comb; kachh, shorts) and adhere to the four don'ts (do not commit adultery, do not cut the hair, do not use intoxicants, do not eat ritually prepared meat – i.e. halal/kosher).</p> <p>Symbols: Khanda; Khalsa; Ik Onkar; symbolism of names; langar; equality of men and</p>



Knowledge, skills and understanding to be gained at each stage*

	Cycle 1	Cycle 2	Cycle 3	
			women; imagery including Gurus (Guru Hargobund); light	
Key Concepts	equality; moral values; faith; debate	worship; community; faith; spirituality; inspiration	responsibility; commitment; respect; faith; symbolism; debate	
Reflection	There are issues to explore here about divine revelation and the existence of God, as well as Guru Nanak's teaching that religion is a matter of the heart, not of labels and rituals. Do you have to be religious to learn from religious leaders?	How does the Sikh community show what is sacred? Should special rules govern the way in which religious buildings are treated? (Relate to Amritsar being destroyed in India)	Exploring what is meant by 'religious commitment' and standing up for beliefs How does a Sikh's actions show what they believe? symbolism as a representation of belief, ritual, identity, history and tradition as well as private significance	
Links	Reincarnation - studied in Y4 Hinduism	Religious war - crusades (medieval monarchs history topic)		
YEAR 6	Knowledge introduced	Buddhism Buddhist beliefs: 4 Noble Truths and 8 Fold Path; commitment to three jewels or refuges (Buddha, Dhamma, Sangha); 4 types of Buddhist Special people - Buddha, including the 'Going Forth': Karma, Wisdom and Compassion; Buddha's meeting with Kisagotami and Angulimala	Buddhism Places of worship & Rituals: Vihara and its features; The 8 holy rituals; symbols including the lotus flower, wheel, Bodhi leaf and a footstep; meditation and chanting	Buddhism Symbols - The 8 auspicious symbols and their meanings; mandalas; lotus flower; Buddha image; hand positions; showing respect Sacred Writings: Tripitaka; parables and stories of Buddha; chanting, meditation and talk; The Dhamma; nuns and monks;
	Key Concepts	commitment; enlightenment; reflection; wisdom; tranquillity; compassion	tranquillity; wisdom; worship	happiness; enlightenment; symbolism; sacred
	Reflection	What did these great religious teachers give to the world? How far do students agree or disagree with what the Buddha said? Do you agree that wisdom and tranquillity are the main qualities to be nurtured? Why do people need to express their beliefs?	Reflect on Buddhist Temples (most of which are not purpose built) Does this matter?	Reflect on true Buddhist practice being about purifying the mind and getting rid of anger, greed and delusion. Is this helpful? What do you admire about your own life and what do you aspire to do?
	Links	Yoga - being still and tranquil		

*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.

