



## Religious Education Programme of Study 2020

### Purpose of Study

#### **Our school curriculum will ensure;**

A range of opportunities are given to pupils to promote an ethos of respect for others and their beliefs, challenge stereotypes and build understanding of other cultures. It will provide a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored which will in turn contribute to promoting a positive and inclusive school ethos that champions democratic values and human rights tailored to the needs of pupils and the community in which they live.

#### **The national curriculum provides guidance to support the provision of high-quality religious education (RE) in local-authority-maintained schools and refers to the document 'Religious education in English schools: Non-statutory guidance 20 10';**

Religion and beliefs inform our values and are reflected in what we say and how we behave. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

### Aims

#### **Our school curriculum will ensure;**

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs with a particular focus on important religious figures, celebrations and worship. This in turn will aim to;

- **Provoke challenging questions**
- **Encourage pupils to explore their own beliefs**
- **Enable pupils to build their sense of identity and belonging**
- **Teach pupils to develop respect for others**
- **Prompt pupils to consider their responsibilities.**
- **Gain an understanding of, as well as use specific vocabulary related to different religions**
- **Provide a range of opportunities and experiences**

**The national curriculum for RE aims to ensure that all pupils:**



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RE also contributes to pupils' personal development and well-being and community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

The three key principles are outlined below:

- **Spiritual, moral, social and cultural development**
- **Personal development and well-being**
- **Community cohesion**

### Terminology

#### Christianity:

##### Year 1

**Christian** – A follower of Jesus Christ

**Bible** – The Christian Holy Book

**Harvest** – The time of year when crops are brought from the fields

**Creation** – The making of the world by God

**Worship** – To show feelings for God through prayer or other activities

**Hymn** – Songs that are sung during worship

**Advent** – The four weeks before Christmas when Christians wait to celebrate the arrival of Baby Jesus

**Christingle** – A symbol of the Christian faith made with an orange, sweets, cocktail sticks, red ribbon and a candle

**Crucified** – To die nailed to a cross

**Lent** – 40 days before Easter when Christians give up something they enjoy

**Crucifix** – A model of the cross with a figure of Jesus on it

**Disciples** – Followers of a religious leader

#### Sikhism:

##### Year 2

**Guru Nanak** – Founder of Sikhism

**Sikh** – A follower of Sikhism

**Naam Karan** – Sikh baby naming ceremony

**Anan Karaj** – Sikh wedding ceremony

**Gurdwara** – Sikh place of worship

**Granthi** – The person who reads the Guru Grant Sahib during worship in the Gurdwara

**Guru Grant Sahib** – The Sikh holy book

**Romalla** – A decorative cover that protects the Guru Grant Sahib when it is not being read

**Lavan** – A Sikh wedding Hymn

**Mehndi** – Henna patterns usually drawn on the hands and feet

**Kaleera** – Jewellery hung from the wrists of the Bride at a Sikh wedding



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<p><b>Eucharist</b> – A ritual involving bread and wine based on the ‘Last Supper’ Jesus had with his disciples.</p> <p><b>Resurrection</b> – Three days after the crucifixion when Jesus rose from the dead</p>	
<p><b>Judaism:</b> Year 3</p> <p><b>Hanukkah</b> – Jewish Festival of Light celebrated in Autumn</p> <p><b>Menorah</b> – Seven branched candle holder used every day in the Synagogue-Jewish place of worship</p> <p><b>Kosher</b> – Types of food that Jews are allowed to eat</p> <p><b>Dreidel</b> – A spinning top</p> <p><b>Mitzvah</b> – An important Jewish rule</p> <p><b>Synagogue</b> – A Jewish place of worship</p> <p><b>Commandments</b> – Rules given by God which Jews must follow</p> <p><b>Torah</b> – The five books of Moses stating the laws that Jews must follow</p> <p><b>Yad</b> – Pointer used when reading the Torah</p> <p><b>Seder Plate</b> – A plate on which the special foods for passover are placed</p> <p><b>Pesach</b> – The Jewish name for passover</p> <p><b>Bimah</b> – Platform from which the Torah is read</p> <p><b>Kippah</b> – Small round cap worn by Jewish boys and men</p> <p><b>Ark</b> – Container where the Torah is kept</p> <p><b>Siddur</b> – Daily prayer book</p> <p><b>Tallit</b> – Prayer shawl worn by Jewish boys and men</p> <p><b>Kol Nidre</b> – A prayer sung in the evening of Yom Kippur</p> <p><b>Ner Tamid</b> – Lamp lit in the Synagogue known as the eternal light</p> <p><b>Shofar</b> – Ram’s horn that is blown during Rosh Hashanah</p>	<p><b>Hinduism:</b> Year 4</p> <p><b>Diwali</b> – Hindu festival of light</p> <p><b>Diva Lamp</b> – Small oil lamp</p> <p><b>Mandir</b> – Hindu place of worship</p> <p><b>Murti</b> – Picture or statue of a God or Goddess</p> <p><b>Puja</b> – Praying to the Gods and making offerings</p> <p><b>Rangoli</b> – Floor painting made using different coloured materials</p> <p><b>Puja</b> – Prayer or offering to the Gods</p> <p><b>Puja thalis</b> – A decorated plate used during Puja</p> <p><b>Sari</b> – Colourful item of clothing worn by women</p> <p><b>Prasad</b> - An offering of food to the Gods</p> <p><b>Dandiya and Garba</b> – A form of Indian dance</p> <p><b>Gods and Goddesses</b> – Male and female figures (deity)</p> <p><b>Arti Lamp</b> – Five-edged lamp symbolising water, fire, wind, earth and air used in prayer</p> <p><b>Dharma</b> – Religious duties or rules which believers should follow</p> <p><b>PichKaris</b> – Water pistols filled with coloured water used during Holi celebrations</p> <p><b>Varna</b> – The four main social groups in Hindu society</p> <p><b>Pilgrimage</b> – Journey to a sacred place</p>



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<p><b>Islam:</b></p> <p><b>Year 5</b></p> <p><b>Muslim</b> – Someone who follows the Islamic religion</p> <p><b>Haaj</b> – Annual Islamic Pilgrimage to Mecca – The Holy City in Saudi Arabia where the Prophet Muhammad was born</p> <p><b>Allah</b> – The Arabic word for God</p> <p><b>Muhammad</b> – The final prophet whose final teachings are believed by Muslims to be the words of God and are recorded in the Qur’an</p> <p><b>Prophet</b> – A religious leader who gives messages that are believed to come from God</p> <p><b>Qur’an</b> – Religious text of Islam</p> <p><b>Adan</b> – Call to prayer</p> <p><b>Imam</b> – A person who leads prayer in a Mosque</p> <p><b>Mihrab</b> – A space in a Mosque wall that shows the direction of Mecca</p> <p><b>Minaret</b> – A tall tower that is part of a Mosque where the Muezzin stands to call the Muslims to prayer</p> <p><b>Mosque</b> – Place of worship for Muslims</p> <p><b>Muezzin</b> – The person who calls people to prayer</p> <p><b>Salat</b> – Ritual prayer given five times a day</p> <p><b>Fasting</b> – To not eat or drink for a length of time</p> <p><b>Iftar</b> – The name given to the meal served at sunset during Ramadan to break the fast</p> <p><b>Sawm</b> – The fast during Ramadan</p>	<p><b>Year 6</b></p> <p><b>Buddha</b> – The founder of Buddhism and the title given to someone who has found enlightenment</p> <p><b>Buddhist</b> – Someone who follows the teaching of Buddha</p> <p><b>Perahera</b> – A religious procession in Sri Lanka</p> <p><b>Relic</b> – A very old object sometimes connected to religion</p> <p><b>Sacred</b> – Something that is important to someone with a religious belief</p> <p><b>Stupa</b> – A monument that holds a relic of Buddha</p> <p><b>Temple</b> – A building where religious services and activities take place</p> <p><b>Shrine</b> – Place of worship</p> <p><b>Monasteries</b> – Buildings where Buddhist monks and nuns live and pray</p> <p><b>Mantra</b> - Words which are chanted and repeated over and over</p> <p><b>Cham dancing</b> – A dance where performers wear masks and costumes</p> <p><b>Sentient</b> – A living thing with feelings</p> <p><b>Khata scarf</b> – Tibetan scarf of goodwill</p> <p><b>Bodhi Tree</b> – The fig tree under which Buddha found enlightenment</p> <p><b>Dharma</b> – The teachings of Buddha that lead to wisdom and kindness</p> <p><b>Incense</b> – Spices that are burnt and give off a strong smell</p> <p><b>Mandala</b> – A Buddhist symbol of the Universe which is often created in coloured sands on a table</p> <p><b>Meditation</b> – Relaxation techniques that calm your mind and body</p> <p><b>Tripitaka</b> – The sacred Buddhist texts</p> <p><b>Impermanence</b> – The idea that everything is always changing and nothing stays the same</p> <p><b>Dalai Lama</b> – The spiritual leader of Tibet</p> <p><b>Robe</b> – Traditional clothing worn by a Buddhist monk or nun</p> <p><b>Vihara</b> – Type of Buddhist Monastery with an open court where monks stay during Vassa</p> <p><b>Pabbhasara</b> – The essence of light</p> <p><b>Nirvana</b> – The highest spiritual state a Buddhist can reach by getting rid of greed, hatred, ignorance and desire</p>
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	<b>Realms – The six states of existence in which Buddhists believe they are reborn</b>
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### Programmes of Study KS1 and KS2

#### RE – KS1

##### **Our school curriculum will ensure children are:**

Introduced to different religions and beliefs, focusing on the important figures, celebrations and worship associated with both Christianity and Sikhism. Pupils will be taught to compare the two using and building upon prior knowledge.

##### **The National Curriculum states pupils should be taught:**

To explore Christianity and at least one other popular religion, such as Sikhism.

#### Area of learning – Celebrations, Important figures in religion, (Places of) Worship

#### Celebrations



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<p><b>Year 1 – Christianity</b>                  Children will be introduced to a range of celebrations within Christianity at significant times of the year. These will include;</p> <ul style="list-style-type: none"> <li>• Harvest</li> <li>• The story of Christmas</li> <li>• Lent/Easter</li> </ul>	<p><b>Year 2 – Focus on Sikhism and make comparisons to Christianity previously taught in Year 1.</b>                  Children will continue to build upon their knowledge of Christianity, but will be introduced to the concept of other Religions as well as what Religion means to them and will be introduced to Sikhism. This will allow for children to compare the two using prior knowledge taught in Year 1. This will include;</p> <ul style="list-style-type: none"> <li>• The Birthday of Jesus Christ</li> <li>• The Birthday of Guru Nanak</li> <li>• Anand Karaj</li> <li>• Naam Karan</li> </ul>
<p><b>Important figures in religion</b></p>	
<p><b>Year 1 – Christianity</b>                  Children will look at a range of religious stories and discuss their meanings, along with the significant figure within each in relation to Christianity. These will include;</p> <ul style="list-style-type: none"> <li>• Jesus Christ</li> <li>• The Christian story of Creation – Adam and Eve</li> <li>• Moses and the Burning Bush</li> </ul>	<p><b>Year 2 – Sikhism</b>                  To know, understand and compare beliefs and key figures within each of the religions and what they mean to their followers (Christians and Sikhs):</p> <ul style="list-style-type: none"> <li>• The Birthday of Jesus Christ</li> <li>• The Birthday of Guru Nanak</li> <li>• Guru Nanak</li> <li>• The Granthi</li> </ul>
<p><b>(Places of) Worship and related artifacts</b></p>	
<p><b>Year 1 – Christianity</b>                  Children will begin to discuss, name and identify religious symbols and their meaning, within Christianity.</p>	<p><b>Year 2 –</b>                  To know and understand what religious texts are in Christianity and Sikhism, to be able to compare the two and know why they are important. These will include;</p>



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<ul style="list-style-type: none"> <li>• Christian Church</li> <li>• Religious artefacts and special things within the Church</li> </ul>	<ul style="list-style-type: none"> <li>• The Holy Bible (Christianity)</li> <li>• Guru Granth Sahib (Sikhism)</li> <li>• Gurdwara</li> </ul> <p>To identify and compare special clothes and ceremonies within both religions and where these take place <b>(Linked to celebrations)</b>.</p> <ul style="list-style-type: none"> <li>• Baptism</li> <li>• Weddings</li> <li>• Communion</li> <li>• Baptism/Amrit Sanchar (Sikhism)</li> <li>• Weddings/Anand Karaj (Sikhism)</li> <li>• Communion</li> </ul>
<p><b>Key Vocab</b></p>	
<p><b>Year 1</b>                  Christian, Bible, Harvest, Creation, Worship, Hymn, Advent, Christingle, Crucifix, Crucified, Lent, Disciples, Eucharist, Resurrection</p>	<p><b>Year 2</b>                  Guru Nanak, Sikh, Naam Karan, Anan Karaj, Gurdwara, Granthi, Guru Grant Sahib, Romalla, Lavan, Mehndi, Kaleera</p>
<p><b>Spiritual and Emotional Engagement</b></p>	
<ul style="list-style-type: none"> <li>• Visit to local church to look at how Harvest and Christmas are celebrated</li> <li>• Harvest will be celebrated within school with a Harvest Festival around October time, whereby children will celebrate being thankful for the foods they have as well as learning about how this can help others. Each class will be asked to learn a hymn/song to be performed on the day</li> <li>• All children in KS1 will take part in the school Nativity</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to local church to look at how Harvest and Christmas are celebrated</li> <li>• Harvest will be celebrated within school with a Harvest Festival around October time, whereby children will celebrate being thankful for the foods they have as well as learning about how this can help others. Each class will be asked to learn a hymn/song to be performed on the day</li> <li>• All children in KS1 will take part in the school Nativity.</li> </ul>



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<p><b>All children will take part in a whole school ‘Religious celebration’ where children will be given the opportunity to share, enjoy and learn about all the different religions being taught throughout the school. This will include opportunities for food tasting, traditional dress, dance etc.</b></p>	<ul style="list-style-type: none"> <li>• In addition to the visit to a church, children will be given the opportunity to visit a Sikh place of worship if appropriate – Gurdwara</li> </ul> <p><b>All children will take part in a whole school ‘Religious celebration’ where children will be given the opportunity to share, enjoy and learn about all the different religions being taught throughout the school. This will include opportunities for food tasting, traditional dress, dance etc.</b></p>
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**RE – KS2**

**Our school curriculum will ensure children are taught:**

In Key Stage 2 children will continue to build upon their prior knowledge, but will be Introduced to Judaism, Hinduism, Islam and Buddhism. Children will continue to focus on key figures, celebrations and worship, enabling them to draw upon their prior knowledge of religions taught in KS1 in order to make comparisons between each of the three main areas covered.

**The national curriculum for Religious Education aims to ensure that all pupils:**

Have a high quality, coherent and progressive experience of the subject which best suit the needs of the pupils,

**Celebrations**

<p><b>Year 3 – Judaism (Refer to previously taught Christianity). Children will be introduced to Judaism and will begin to compare and contrast with Christianity using prior knowledge. They will be taught to know and understand key</b></p>	<p><b>Year 4 – Children will be introduced to Hinduism and will continue to build upon their knowledge of celebrations and compare with previous religions taught.</b></p> <ul style="list-style-type: none"> <li>• Diwalli</li> <li>• Navratri</li> </ul>	<p><b>Year 5 – Children will be introduced to Islam and as they continue to build upon their knowledge of different religions, as well as to compare and contrast/begin to recognise similarities and differences, children should start to</b></p>	<p><b>Year 6 – Children will be introduced to Buddhism and will review/revisit previous religions taught.</b></p> <ul style="list-style-type: none"> <li>• Dharma Day</li> <li>• Parinirvana</li> <li>• Buddha Day</li> <li>• Esala Perahera</li> </ul>
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<p><b>features of Judaism and will look at key religious events including;</b></p> <ul style="list-style-type: none"> <li>• Passover</li> <li>• Hanukkah</li> <li>• Rosh Hashanah and Yom Kippur</li> <li>• Shavuot</li> <li>• Shabbat</li> </ul>	<ul style="list-style-type: none"> <li>• Ganesh Chaturthi</li> <li>• Janmashtami</li> <li>• Holi</li> <li>• Kumbh Mela</li> </ul>	<p><b>think about the impact of belonging to a faith.</b></p> <ul style="list-style-type: none"> <li>• Ramadan and Eid al-Fitr</li> <li>• Milad un Nabi</li> <li>• Lailat al Miraj</li> </ul>	<ul style="list-style-type: none"> <li>• Losar</li> <li>• Vesak</li> <li>• Kathina</li> </ul>
<p><b>Important figures in religion</b></p>			
<p><b>Year 3 - Understand the importance of beliefs and values within the Jewish community/Christian life, how these differ and how these impact on a person's way of life.</b></p> <ul style="list-style-type: none"> <li>• The role of the Rabbis</li> </ul>	<p><b>Year 4 – Hinduism</b></p> <ul style="list-style-type: none"> <li>• Sanatana Dharma/Guru</li> <li>• Ganesh</li> <li>• Laksheema</li> <li>• Shiva</li> <li>• Janmashtami</li> <li>• Brahma</li> <li>• Vishnu</li> <li>• Krishna</li> </ul>	<p><b>Year 5 – To know and understand key figures within a range of religions:</b></p> <ul style="list-style-type: none"> <li>• Allah</li> <li>• Muhammed the Prophet</li> </ul>	<p><b>Year 6 – Buddhism</b></p> <ul style="list-style-type: none"> <li>• Buddha – Who is he and what significance does it bear to Buddhists and Buddhism.</li> </ul>
<p><b>(Places of) Worship and related artefacts</b></p>			
<p><b>Year 3 – Children will describe and begin to make simple comparisons between special buildings and key religious documents:</b></p> <ul style="list-style-type: none"> <li>• Synagogue</li> </ul>	<p><b>Year 4 – Hinduism</b></p> <ul style="list-style-type: none"> <li>• Mandir</li> <li>• Hindu Holy Books and Symbols</li> </ul>	<p><b>Year 5 – Investigate similarities and differences between religions as they continue to build upon prior knowledge and new religions are introduced.</b></p>	<p><b>Year 6 – Buddhism</b></p> <ul style="list-style-type: none"> <li>• Discuss the Temple and associated artefacts.</li> </ul>



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<ul style="list-style-type: none"> <li>• Church</li> <li>• Bible</li> <li>• Torah</li> </ul>	<ul style="list-style-type: none"> <li>• Rules for living and within Hinduism</li> </ul>	<ul style="list-style-type: none"> <li>• Journeys to special places – The Haaj</li> <li>• Places of worship/special buildings i.e. Mosque and the importance of prayer – Jumu’ah</li> <li>• 5 Pillars</li> <li>• Birth ceremonies</li> </ul>	
<b>Key Vocabulary – to be revisited each year to embed</b>			
<p><b>Year 3</b></p> <p>Hanukkah Menorah Kosher Dreidel Mitzvah Synagogue Commandments Torah Yad Seder Plate Pesach Bimah Kippah Ark Siddur Tallit</p>	<p><b>Year 4</b></p> <p>Diwali Diva Lamp Mandir Murti Puja Rangoli Puja Puja thalis Sari Prasad Dandiya and Garba Gods and Goddesses Arti Lamp Dharma PichKaris Varna</p>	<p><b>Year 5</b></p> <p>Muslim Haaj Allah Muhammad Prophet Qur’an Adan Imam Mihrab Minaret Mosque Muezzin Salat Fasting Iftar Sawm</p>	<p><b>Year 6</b></p> <p>Buddha Buddhist Perahera Relic Sacred Stupa Temple Shrine Monastries Mantra Cham dancing Sentient Khata scarf Bodhi Tree Dharma Incense</p>



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<p><b>Kol Nidre</b> <b>Ner Tamid</b> <b>Shofar</b></p>	<p><b>Pilgrimage</b></p>		<p><b>Mandala</b> <b>Meditation</b> <b>Tripitaka</b> <b>Impermanence</b> <b>Dalai Lama</b> <b>Robe</b> <b>Vihara</b> <b>Pabbhasara</b> <b>Nirvana</b> <b>Realms</b></p>
<p><b>Spiritual and Emotional Engagement</b></p>			
<p>All children will take part in a whole school 'Religious celebration' where children will be given the opportunity to share, enjoy and learn about all the different religions being taught throughout the school. This will include opportunities for food tasting, traditional dress, dance etc.</p> <ul style="list-style-type: none"> <li>• Visit to Synagogue if appropriate</li> </ul>	<p>All children will take part in a whole school 'Religious celebration' where children will be given the opportunity to share, enjoy and learn about all the different religions being taught throughout the school. This will include opportunities for food tasting, traditional dress, dance etc.</p> <ul style="list-style-type: none"> <li>• Internal Diwali workshop</li> </ul>	<p>All children will take part in a whole school 'Religious celebration' where children will be given the opportunity to share, enjoy and learn about all the different religions being taught throughout the school. This will include opportunities for food tasting, traditional dress, dance etc.</p> <ul style="list-style-type: none"> <li>• Visit to Mosque if appropriate</li> </ul>	<p>All children will take part in a whole school 'Religious celebration' where children will be given the opportunity to share, enjoy and learn about all the different religions being taught throughout the school. This will include opportunities for food tasting, traditional dress, dance etc.</p>

