

Religious Education Curriculum Overview

Year 1 RE topics (Islington Agreed RE Syllabus)

Autumn	Spring	Summer
<p data-bbox="280 405 560 440" style="text-align: center;">Myself and others</p> <p data-bbox="286 517 553 552" style="text-align: center;"><u>Focus statement</u> <i>Pupils should be given the opportunity to develop a sense of their own identity and an awareness of relationships with others.</i></p> <p data-bbox="280 738 560 774" style="text-align: center;"><u>Learning objectives</u></p> <p data-bbox="107 815 734 882">To understand that each individual is unique and special.</p> <p data-bbox="129 927 712 994">To know that our identity includes name, language, colour, culture and belief.</p> <p data-bbox="129 1038 712 1137">To explore the ways in which religious communities mark the importance of the individual.</p> <p data-bbox="107 1182 734 1281">To investigate the range of relationships that individuals develop at home, at school and in the faith community.</p>	<p data-bbox="1055 405 1137 440" style="text-align: center;">Food</p> <p data-bbox="974 517 1218 552" style="text-align: center;"><u>Focus statement</u> <i>Pupils should have the opportunity to develop understanding of the importance of food in religions.</i></p> <p data-bbox="952 738 1240 774" style="text-align: center;"><u>Learning Objectives</u></p> <p data-bbox="786 815 1406 1026">To understand that many religious people believe in a God on whom they are dependent for the provision of food from the earth and acknowledge this by giving thanks and sharing with others.</p> <p data-bbox="772 1070 1420 1169">To learn about food for special occasions and that certain foods can have symbolic meaning in religion.</p> <p data-bbox="772 1214 1420 1281">To explore the fact that in most religions there are rituals associated with food.</p>	<p data-bbox="1608 405 1937 440" style="text-align: center;">Caring for each other</p> <p data-bbox="1653 517 1892 552" style="text-align: center;"><u>Focus statement</u> <i>Pupils should be given the opportunity to learn about what motivates people to help and care for others.</i></p> <p data-bbox="1630 738 1915 774" style="text-align: center;"><u>Learning objectives</u></p> <p data-bbox="1480 815 2065 914">To learn about the various ways in which people help and care for themselves and each other.</p> <p data-bbox="1467 959 2085 1058">To understand that for some people beliefs and actions relating to God are the most important things in life.</p> <p data-bbox="1467 1102 2085 1201">To consider how the lives and teachings of key figures inspire people to follow their example.</p>

Year 2 RE topics (Islington Agreed RE Syllabus)

Autumn	Spring	Summer
<p data-bbox="219 296 622 323" style="text-align: center;">Festivals and Celebrations</p> <p data-bbox="293 408 548 435" style="text-align: center;"><u>Focus statement</u></p> <p data-bbox="107 443 734 624" style="text-align: center;"><i>Pupils should be given the opportunity to develop their understanding of the nature of celebration and of the significance of festivals and other special times in the religious year.</i></p> <p data-bbox="282 703 560 730" style="text-align: center;"><u>Learning objectives</u></p> <p data-bbox="159 778 680 842" style="text-align: center;">To understand that certain times and occasions are special to people.</p> <p data-bbox="98 890 741 991">To know that celebration may involve wearing special clothes, sharing special meals and giving cards and presents.</p> <p data-bbox="109 1038 730 1214">To learn that there are stories and traditions associated with festivals through an exploration of some major festivals of the Christian, Hindu, Muslim, Jewish and Buddhist faiths.</p> <p data-bbox="120 1262 719 1326">To explore the meanings of these festivals and their own special times of celebration.</p>	<p data-bbox="943 296 1249 323" style="text-align: center;">Caring for our world</p> <p data-bbox="981 408 1214 435" style="text-align: center;"><u>Focus statement</u></p> <p data-bbox="801 443 1391 584" style="text-align: center;"><i>Pupils should be given the opportunity to learn why people feel a sense of responsibility for looking after the world in which we live.</i></p> <p data-bbox="954 703 1240 730" style="text-align: center;"><u>Learning Objectives</u></p> <p data-bbox="815 778 1379 842" style="text-align: center;">To understand that the world is a gift for which we are all responsible.</p> <p data-bbox="779 890 1413 991">To explore the ways in which people respond to the beauty, diversity, pattern and cycles of the natural world.</p> <p data-bbox="792 1038 1402 1177" style="text-align: center;">To understand that food and water are essential for life and that people show their appreciation for their provision in many different ways.</p> <p data-bbox="781 1225 1413 1326">To learn how religious and other teachings and stories show how people should care for living things and the environment.</p>	<p data-bbox="1733 296 1816 323" style="text-align: center;">Light</p> <p data-bbox="1653 408 1895 435" style="text-align: center;"><u>Focus statement</u></p> <p data-bbox="1473 443 2078 552" style="text-align: center;"><i>Pupils should be given the opportunity to develop understanding of light as a symbol and its importance in religions.</i></p> <p data-bbox="1637 703 1912 730" style="text-align: center;"><u>Learning objectives</u></p> <p data-bbox="1464 778 2085 842" style="text-align: center;">To understand that light plays an important part in life, celebration, religion and worship.</p> <p data-bbox="1453 890 2096 991">To explore, through story, how light is used in some religions to symbolise the triumph of good over evil.</p> <p data-bbox="1464 1038 2085 1102" style="text-align: center;">To learn about key religious figures who are regarded as bringing light to the world.</p>

Year 3 RE topics (Islington Agreed RE Syllabus)

Autumn	Spring	Summer
<p style="text-align: center;">Islam</p> <p style="text-align: center;"><u>Focus statement</u> <i>Pupils should be introduced to some key beliefs and practices of Islam, encountering Muslim writings and the Life of the Prophet Muhammad, worship and festivals.</i></p> <p style="text-align: center;"><u>Learning objectives</u></p> <p>To know that Muslims believe there is one God, Allah; only He is worshipped; Allah is Arabic for God and is gender neutral.</p> <p>To understand that Muslims believe that Allah created everything including human beings.</p> <p>To explore the significance of the Five Pillars of Islam.</p> <p>To understand that Muslims believe that Allah also teaches them through other messengers Adam, Abraham, Moses, Jesus and through books: Torah, Zabur, Gospel, Qur'an.</p> <p>To know that Muslims believe in a life after death.</p>	<p style="text-align: center;">Hinduism</p> <p style="text-align: center;"><u>Focus statement</u> <i>Pupils should be introduced to some key beliefs and practices of Hinduism, encountering Hindu writings, worship and festivals.</i></p> <p style="text-align: center;"><u>Learning Objectives</u></p> <p>To know that there are two main strands of Hinduism - Shaivism and Vaishnaism.</p> <p>To know that Hindus believe in one formless God and that they worship God as diverse deities.</p> <p>To understand that Hindus believe that God comes to earth when it is in danger to destroy wickedness and restore goodness.</p> <p>To be aware that devotion to God is expressed through all aspects of daily life and puja (worship) at home or at the Kovil/Mandir (temple).</p>	<p style="text-align: center;">Community</p> <p style="text-align: center;"><u>Focus statement</u> <i>Pupils should be given the opportunity to explore the nature of identity and how this is reflected in belonging to a faith community.</i></p> <p style="text-align: center;"><u>Learning objectives</u></p> <p>To understand that there are responsibilities in becoming a member of a faith community.</p> <p>To understand that members of a faith community often subscribe to a central belief.</p> <p>To learn that belonging to a faith community enables believers to feel they belong to a worldwide family.</p> <p>To explore how marking events as a faith community eg holy days, fasts, congregational prayer and meals, can root an individual in their religious and cultural identity.</p>

Year 4 RE topics (Islington Agreed RE Syllabus)

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<p>Judaism</p> <p><u>Focus statement</u> <i>Pupils should be introduced to some key beliefs and practices of Judaism, encountering Jewish writings, worship and festivals.</i></p> <p><u>Learning objectives</u></p> <p>To know that the nature of God and God’s relationship with the world is expressed in the Tenakh (Jewish Bible).</p> <p>To understand that the importance of the Sefer Torah (first 5 books of the Tenakh) is demonstrated through the way it is looked after, respected and used in services and through the festivals which celebrate it.</p> <p>To understand that special times and places are linked to events in the history of the Jewish people and the land.</p> <p>To explore how the Jewish family and home are central to the continuity of the Jewish faith and tradition.</p> <p>To understand that other faiths have developed out of Judaism and to explore commonalities and conflicts.</p>	<p>Christianity</p> <p><u>Focus statement</u> <i>Pupils should be introduced to some key beliefs and practices of Christianity, encountering Christian writings, worship and festivals, and developing awareness of the importance of the life and teachings of Jesus for Christians throughout the world.</i></p> <p><u>Learning Objectives</u></p> <p>To know the broad sequence and events of the Gospels’ story.</p> <p>To understand that God is understood by Christians as Father, Son and Holy Spirit.</p> <p>To explore how the life and teachings of Jesus tell Christians about God and what it means to be a Christian.</p> <p>To understand that Christians try to follow the example of Jesus as a basis for living their lives.</p> <p>To be aware that Christians worship as communities and as individuals.</p> <p>To understand the diversity that exists within the Christian faith.</p>	<p>Places of worship</p> <p><u>Focus statement</u> <i>Pupils should be given the opportunity to develop knowledge and understanding of the significant features, uses and importance of places of worship for religious communities.</i></p> <p><u>Learning objectives</u></p> <p>To understand that places of worship are used throughout the year for individual devotions and community celebrations, services, educational and social activities.</p> <p>To learn that there are appropriate ways to behave and show respect in places of worship.</p>

Year 5 RE topics (Islington Agreed RE Syllabus)

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<p>People of Faith</p> <p><u>Focus statement</u> <i>Pupils should be given the opportunity to gain knowledge and understanding of the way in which faith has influenced the lives of people.</i></p> <p><u>Learning objectives</u></p> <p>To learn how faith can influence the lives, social actions and behaviour of individuals.</p> <p>To find out how religious faith has inspired the founding and work of organisations which give expression to that faith.</p> <p>To investigate how faith can change the way in which people live their lives.</p>	<p>Sikhism</p> <p><u>Focus statement</u> <i>Pupils should be introduced to some key beliefs and practices of Sikhism, encountering Sikh writings, story, festival and ceremony.</i></p> <p><u>Learning Objectives</u></p> <p>To understand that the ten human Gurus and the Guru Granth Sahib are revered as sources of spiritual authority for Sikhs.</p> <p>To understand that Sikhs believe that all human beings are equal before God; and that therefore people should treat each other as equals.</p> <p>To explore how Sikh beliefs are expressed through family and community life and celebration.</p> <p>To know that Sikhs believe that God is One, Creator and Sustainer, without image.</p>	<p>Journey/Pilgrimage</p> <p><u>Focus statement</u> <i>Pupils should be given the opportunity to develop knowledge and understanding of the nature and spiritual significance of pilgrimage.</i></p> <p><u>Learning objectives</u></p> <p>To understand that preparation for and events of pilgrimage can reflect an inner spiritual journey.</p> <p>To discover that pilgrimage may re-enact important events and journeys in the history of a religious tradition.</p> <p>To learn that pilgrimage is important for the individual and the religious community.</p>

Year 6 RE topics (Islington Agreed RE Syllabus)

Autumn	Spring	Summer
<p>Story and symbol</p> <p><u>Focus statement</u> <i>Pupils should be given the opportunity to develop knowledge and understanding of the way in which language and story can be used to convey meaning beyond their literal sense.</i></p> <p><u>Learning objectives</u></p> <p>To understand how story and symbolism can be one way of exploring beliefs about the nature of reality and in religious traditions is often also a way of explaining the concept of God.</p> <p>To learn that:</p> <p>(i) many stories contain a moral and give an insight into the way we should behave</p> <p>(ii) religious stories often provide believers with guidance as to how they should behave towards themselves, each other and the world in which they live</p> <p>(iii) many components of the natural world (water, light, food) are used within religions to convey deeper meanings about the nature and value of life</p>	<p>Story and symbol</p> <p><u>Focus statement</u> <i>Pupils should be given the opportunity to develop knowledge and understanding of the way in which language and story can be used to convey meaning beyond their literal sense.</i></p> <p><u>Learning objectives</u></p> <p>To understand how story and symbolism can be one way of exploring beliefs about the nature of reality and in religious traditions is often also a way of explaining the concept of God.</p> <p>To learn that:</p> <p>(i) many stories contain a moral and give an insight into the way we should behave</p> <p>(ii) religious stories often provide believers with guidance as to how they should behave towards themselves, each other and the world in which they live</p> <p>(iii) many components of the natural world (water, light, food) are used within religions to convey deeper meanings about the nature and value of life</p>	<p>Buddhism</p> <p><u>Focus statement</u> <i>Pupils should be introduced to the faith and practices of Buddhism through tales from the Buddhist tradition and other well known children's stories that explore the contribution of Buddhism to personal, social and spiritual development.</i></p> <p><u>Learning objectives</u></p> <p>To know that Siddhartha Gautama was a prince who gave up his wealth to find out the truth about unhappiness and change and how he passed on his understanding to others by the way he lived his life.</p> <p>To know stories from the Buddhist tradition which teach people to become more compassionate, generous, truthful and patient.</p> <p>To explore the idea of a middle way for people to live their lives following the teachings of Buddha so that they can fulfil their potential.</p>