

# KS1 RE Curriculum Overview

Faith and Well-being

Agreed Syllabus for Religious Education  
2024-2029



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Believing		Expressing		Living	
<b>Year 1</b>	<p><b>Key Qu: 1.1</b> <b>Who is a Christian and what do they believe?</b></p> <p>Talk to Christians about what they believe. Traditions/beliefs Thanks and praise Prayer <b>Harvest (St Vincent's)</b></p> <p><b>Key Qu 1.4</b> <b>What can we learn from sacred books? Holy books from God</b> <b>Translations of bible</b> Bible – sacred text <b>Bible:</b> Parables God: Lost sheep, Lost coin good Samaritan</p>	<p><b>Key Qu: 1.6</b> <b>How and why do we celebrate special and sacred times?</b> Christianity (Christmas) Nativity</p>	<p><b>Key Qu: 1.2</b> <b>Who is a Muslim and what do they believe?</b></p> <p>Talk to Muslims about what they believe. Precious objects – personal and to Muslims</p> <p><b>Key Qu: 1.4</b> <b>What can we learn from sacred books: Qur'an sacred text Arabic</b> :Stories about the prophet Muhammed Muhammed and the hungry stranger, The thirsty camel, the sleeping cat</p>	<p><b>Key Qu: 1.3</b> <b>Who is Jewish and what do they believe?</b></p> <p>Talk to Jewish people about what they believe Precious items in homes Mezuzah Celebrating special times / Shabbat/day of rest</p> <p><b>Key Qu: 1:4</b> <b>What can we learn from sacred books: Tenakh sacred text Torah (scroll) Hebrew</b> looking after people Joseph, moses, call of Samuel, David and goliath, Jonah</p>	<p><b>1.5</b> <b>What makes some places sacred?</b> <b>1.7</b> <b>What does it mean to belong to a faith community? Belonging to another person.</b> <b>Christian and Jewish Birth and weddings (dedications)</b></p> <p>Holy things/ Sacred belongings Special places and things Respect (clean)</p> <p>Places of worship – Church /Synagogue (visit/visitors) Similarities/difference Songs/worship Promises / contracts</p>	<p><b>Key Qu: 1.8</b> <b>How should we care for others and the world, and why does it matter?</b></p> <p>Value everyone Uniqueness</p> <p>Responsibilities of friendship - bible <b>stories</b> : Jesus special friends, Paralysed man, recap of good Samaritan</p> <p>Golden rules – life better for everyone Good/bad / right and wrong</p> <p>Responsibilities to care for the world – creation stories – God the gardener, humans care for the planet (genesis) Look after the world Tu Bshebat – new year for trees</p>

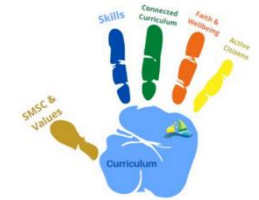
					Artefacts, features, symbols ,actions	
<b>Year 2</b>	<p><b>Key Qu: 1:3 Who is Jewish and what do they believe?</b></p> <p>Celebrations and festivals Music, food, fun celebrations</p> <p><b>Sukkot (stories and meanings)</b> Christianity, Judaism (Harvest, Christmas, Symbol of light festival and Chanukah) Menorah – 7 branched and 9 branched Chanukiah</p> <p>Writing: G-d (so the name cannot be erased) God is one creator.</p>	<p><b>Key Qu: 1.1 Who is a Christian, What do they believe?</b></p> <p>Look at art, music, symbols, expression</p> <p><b>Bible stories:</b> Annunciation Lost sheep Good Samaritan</p> <p>Beliefs about God and Jesus from the bible stories</p>	<p><b>Key Qu: 1.2 Who is a Muslim and what do they believe?</b></p> <p><b>Stories:</b> Allah and teaching people how to behave: Muhammed and the cat, the story of the two brothers, the crying camel <b>Story:</b> revelation of the Holy Qur'an – Arabic</p> <p>Calligraphy – 99 names Allah Descriptions of God – no drawings of Allah</p> <p>Call to prayer</p>	<p><b>Key Qu: 1.6 How and why do we celebrate special and sacred times?</b></p> <p>Value of celebration and remembrance in lives / school</p> <p><b>Festivals:</b> recap on festivals covered and meanings of them Rituals and practices during each (harvest, Sukkot, Christmas, Hanukkah, Pesach)</p> <p>Find out: <b>Rituals/celebrations: Easter story – holy week Eid ul Fitr (Ramadan)</b> What happens in the home.</p> <p>Stories and events – connections to ideas of rest, freedom, hope, self-control.</p> <p>Compare difference in festivals of Light</p>	<p><b>Key Qu: 1.4 What can we learn from sacred books?</b></p> <p><b>Story:</b> Noah: Sacred to Christian/ Muslim/ Jewish (all)</p> <p><b>Use stories / texts</b> to learn about how to live/ believe there is a god for all people - loyalty, live, justice, trust, truth care Moses Janah The good Samaritan Muhammad and the cat</p> <p>(service – links to summer 2) whether they are religious or not</p>	<p><b>Key Qu: 1.7 What does it mean to belong to a faith community?</b> Belonging – groups (religious and non religious) Symbols of belonging- Christianity and other Religious and non – religious communities</p> <p><b>Key Qu: 1.8 How should we care for others and the world, and why does it matter?</b></p> <p>Charity work / serving others and the poor Taking care of others Almsgiving, Tzedekah (Judaism), Mother Theresa, Doctor Barnardo, Sister Francis Dominca (local – St Vincent's) Work together <b>- transition tea party</b> – thanks/praise/hope</p> <p>Uniqueness / Value Special gifts for others Why take care of the earth? Look after the world Repair the world</p>



## LKS2 RE Curriculum Overview



Agreed Syllabus for Religious Education  
2024–2029



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	<p><b>Key Qu: L2.8 What does it mean to be a Hindu in Britain today?</b></p> <p>Weekly family routines Mandir, prayer, singing, holy texts family shrine, puja plate Offerings to the murti</p> <p><b>Story</b> – Rhama and Sita Good and bad karma Talk to a Hindu person.</p> <p><b>Key Qu: L2.1 What do different people believe about God?</b> Talk about ways in which we exercise trust and faith in our everyday lives.</p>	<p><b>Key Qu: L2.5 Why are festivals important to religious communities?</b></p> <p>Diwali Hannukah Christmas Shared values, stories, beliefs hopes and commitment</p> <p><b>Key Qu: L2.5a How do people from religious and non-religious communities celebrate key festivals?</b></p> <p>Differences/similarities how ch celebrate significant events and people. Diwali – Hindu Christian – Christmas Jewish – Hannukah Non- religious Different ways Christmas celebrated – World views.</p>	<p><b>Key Qu: L2.2 Why is the bible important for Christians today?</b></p> <p>Old and New Testament. How do Christians use the bible today? <b>Stories</b> – The Bible's 'Big Story' The Creation The Fall Incarnation</p> <p><b>Key Qu: L2.4 Why do people pray?</b></p> <p>Symbols and rituals used in prayer – Christian, Hindu, Muslim. Differences and similarities in prayer. Impact of praying. Non-religious view of prayer</p>	<p><b>Key Qu: L2.7 What does it mean to be Christian in Britain today?</b></p> <p>Family routines and what you would find in a Christian person's home. Community activity of a Christian. Similarities and differences in class.</p> <p><b>Key Qu: L2.3 Why is Jesus inspiring to some people?</b> <b>Stories</b> – Easter – re-cap story – Incarnation and Salvation Kingdom of Heaven – the Sower Parables of forgiveness – two debtors</p>	<p><b>Key Qu: L2.9 What can we learn from religions about deciding what is right and wrong?</b></p> <p>What guides Jewish, Christian, and non-religious belief? system (Humanism). <b>Stories</b> –The Fall Jesus resisting temptation. Dilemmas – <b>Festivals</b> -Jewish Rosh Hashanah and Yom Kippur</p> <p>Different dilemmas – does religion help people make the correct decision?</p>	<p><b>Key Qu: L2.6 Why do some people think life is a journey? What significant experiences mark this.</b></p> <p>Milestones in child's life. Create timeline. Re-cap birth and marriage from L1.7 <b>Ceremonies</b> Marriage - Hindu/ Christian weddings Non-Religious weddings</p> <p>Meaning to individual, family and community. Difference and similarities.</p>

<p><b>Year 4</b></p>	<p><b>Key Qu: L2.1 What do different people believe about God?</b></p> <p>God explored in <b>stories</b> – Moses and the burning bush,</p> <p>Night of Power. Muslim - 99 names for Allah</p> <p>Hindu Dharma – Trimurti</p> <p>Similarities and differences about God.</p>	<p><b>Key Qu: L2.7 What does it mean to be Christian in Britain today?</b></p> <p>Demonstration of faith - local community – St Vincents, Christians against Poverty, Brownies Worldwide – Pope Francis/ Mother Teresa</p> <p>Why it is good to be a Christian/ why it is hard – link to the story of temptation.</p> <p><b>Key Qu: L2.8 What does it mean to be a Hindu in Britain today?</b></p> <p>Four aims of life Dharma, Artha, Kama, Moksha</p> <p>Consider what it means for the local community and worldwide influence. Why it is good to be a Hindu/ why it is hard.</p> <p>Compare both religions differences and similarities. Impact on the community and world. Are these values important for all?</p>	<p><b>Key Qu: L2.2 Why is the bible important for Christians today?</b></p> <p>A guide for Christians Messages in the following <b>stories</b> - The lost Sheep, re- cap the Lost Son Impact on Christian's life.</p> <p><b>Key Qu: L2.3 Why is Jesus inspiring to some people?</b></p> <p>Easter Story – Holy week - Incarnation and salvation</p> <p>Inspirational Christians. For example: Mark Rashford. Mother Teresa Attitudes and values</p>	<p><b>Key Qu: L2.5a How do people from religious and non-religious communities celebrate key festivals?</b></p> <p>World view - Eid al Fatir Easter</p> <p>Non-religious celebration – Red Nose Day, Comic Relief.</p> <p><b>Key Qu: L2.5 Why are festivals important to religious communities?</b></p> <p>Muslim - Eid ul Fitr (Ramadan) Build on from year 2 Meaning behind Eid ul Fater (Ramadan) Philosophical questions – Does fasting make you a better person? Yom Kippur – Is it good to say sorry?</p>	<p><b>Key Qu: L2.9 What can we learn from religions about deciding what is right and wrong?</b></p> <p>Re-cap what helps Christians/ Jewish people live a good life: Commandments. Bible, Torah, Stories</p> <p>Consider how the following helps. Christian: Beatitudes Jewish: the Talmud</p> <p>Humanist - Family, school, society, conscience.</p> <p>Value of love, generosity, kindness. Honesty and forgiveness.</p>	<p><b>Key Qu: L2.6 Why do some people think life is a journey? What significant experiences mark this?</b></p> <p>Milestones in a lifetime – create a timeline.</p> <p><b>Ceremonies</b> Roman Catholic – Holy Communion Hinduism-sacred thread ceremony Jewish - Bar/Bat Mitzvah Accepting responsibility.</p> <p>Christian timeline of life. Compare to other religions and non-religious.</p>
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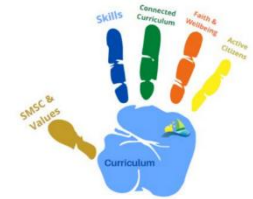


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UKS2 RE Curriculum Overview



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	Believing		Expressing		Living	
<b>Year 5</b>	<p><b>Key Qu: U2.1 Why do some people believe God exists?</b></p> <p>Consider the world, local area and cohort (see pg 5 of syllabus population statistics). Learn words and meaning of theist, agnostic and atheist. (different to a humanist) <b>Invite guest speakers.</b></p> <p>Enquiry – Christian's idea of God existence and nature. <b>Stories-</b> link to The Big Story How Christians read Genesis account of Creation – literally or</p>	<p><b>Key Qu: U2.2 What would Jesus do? (Can people live by the values of Jesus in the 21<sup>st</sup> century)</b></p> <p>Look at how Jesus' teachings inspire Christians. Consider school community, local community and the world.</p> <p><b>Forgiveness</b> – Why is it important? <b>Stories</b> – The Two Debtors, Jesus forgives those who crucify him. re-cap stories link to the fall and sin</p>	<p><b>Key Qu: U2.6 What does it mean to be Muslim in Britain today?</b></p> <p>Re-cap world, local area and cohort (see pg 5 of syllabus population statistics Muslim). The five pillars of Islam – how effects lives.</p> <p>Consider practices beliefs and values that are significant in all the children's lives.</p> <p>Shahadah and Tawid (99 names of Allah – single God) <b>Stories</b> Al-Fatihah and The Prophets Night</p>	<p><b>Key Qu: U2.4 If God is everywhere why go to a place of worship?</b></p> <p>Special places – Places where people may consider God is more present and why? How a mosque relates to Muslim beliefs?</p> <p>Differences – Baptist church and Anglican church Orthodox and reform synagogue</p> <p>Judaism – Definition of synagogue and answer key question. Consider the Destruction of the Jewish Temple 70 ce.</p>	<p><b>Key Qu: U2.7 What matters most to Christians and Humanists?</b></p> <p>What behaviour is good and bad – real life, films and books. Why? Would having a code for living be good? Humanist 'code for living' 'Code for living' when someone believes in a divine being</p> <p>Why do people do good and bad things? Are we all a mixture of good and bad? Christianity Image of God (Genesis 1:28) and sin (Genesis 3 The fall)</p>	<p><b>Key Qu: U2.10 Green Religion? What do religious and non-religious worldviews teach about caring for the earth?</b></p> <p>Learn in detail about Khalifa (Muslim) Stewardship (Christianity) Implications for caring for the earth.</p> <p>Projects – Islamic Relief's tree planting Christian projects Eco Church or Operation Noah</p> <p>Non-Religious – Greta Thunberg - her world view Why do humans pollute the earth?</p>

	not. Christian scientists' views e.g. Jennifer Wiseman, John Polkinghorne or Dennis Alexander. Benefits and challenges of believing or not believing in God.	<b>Love</b> – What is meant by loving others <b>Stories</b> – Matthew 22: 37-40 The Good Samaritan The Lost Son Sacrificial love - (agape love)			Consider what fairness, honesty and kindness would look like in everyday life.(Rainbow words)	Who is more at risk from environmental change? Does the earth belong to God?
<b>Year 6</b>	<p><b>Key Qu: U2.3 What do religions and world views say when life gets hard?</b></p> <p>Re-cap timeline of milestones in life use as a stimulus along with any other images or stories.</p> <p>Religious afterlife: Christian; judgement, heaven and salvation Hindu Dharma; karma, soul, samsara, re-incarnation and moksha. Non-religious: humanism</p> <p>Ceremonies to mark the end of life on earth. Similarities and differences.</p> <p>Art: look at 'art of heaven' Christianity</p>	<p><b>Key Qu: U2.1 Why do some people believe God exists?</b></p> <p>Reasons why people do or do not believe in God – family background, experiences, prayers answered etc.</p> <p><b>Key Qu: U2.4 If God is everywhere why go to a place of worship?</b></p> <p>Re-cap where and why some people feel God is more present. Pilgrimage Hindu Dharma. Western wall in Jerusalem.</p>	<p><b>Key Qu: U2.2 What would Jesus do? (Can people live by the values of Jesus in the 21<sup>st</sup> century)</b></p> <p>Look at how Jesus' teachings inspire Christians. Consider school community, local community and the world.</p> <p><b>Justice and Fairness -</b> Mark 9::35-37 Luke 11:39-35</p> <p><b>Generosity and not being greedy –</b> <b>Stories</b> -The Vineyard Workers, Matthew 20: 1-16 The Widows Offering, Mark 12:41-44</p> <p>Moral dilemmas</p>	<p><b>Key Qu: U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</b></p> <p>Examples of religious art and architecture and why it is impressive.</p> <p>Christian sacred buildings and Mosques and the difference in ideas about art between Christians and Muslims.</p> <p>Christian and Muslim ideas of being generous and charitable - link to scriptures/stories. How does art and actions reveal what people believe about God?</p>	<p><b>Key Qu: U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and ummah (community)</b></p> <p>Ahimsa (harmlessness) Hindu – what it means Ghandi and liberation of India.</p> <p>Grace Christianity - God's unconditional love and God's forgiveness. <b>Stories:</b> The lost son and Death and resurrection.</p> <p>Ummah (community) Muslim: worldwide Muslim community pilgrimage to Mecca, Five pillars – zakat and hajj impact locally - globally</p> <p>Non- religious ideas</p>	<p><b>Key Qu: U2.9 What can be done to reduce racism? Can religion help?</b></p> <p>Learn about the statues of Colston and Wesley in Bristol</p> <p><b>Stories:</b> Peter learns God has no favourite, Peter at Joppa and Prophet Muhammad - set racial difference aside. Real life examples Dr Hanny El Banna Nelson Mandela Rosa Parks Martin Luther King</p> <p>If religion encourages dignity, respect, love and equality why does this not happen?</p> <p>Use art work to express opinions.</p>



	Hindu, non-religious. Images of the afterlife. Ch can create their own artwork.	Key question: how different people might answer this? Pupil's opinions.		Why may people be critical of religious art and architecture?	How would the world be different if everyone believed in this?	
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