



CURRICULUM DEVELOPMENT

RE PRE-SCHOOL



AGES 2-3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
	<p>Big Question: What is special about you? Who belongs in my family and community?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> To name and talk about who is part of their family. 	<p>Big Question: If you go down to the woods today, would you believe your eyes?</p> <p>How do people celebrate special times?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Begin to develop positive attitudes about the differences between people. 	<p>Big Question: Who are your heroes? Who cares for me and how do I help others?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Make connections between the features of their family and other families. 	<p>Big Question: Whose home is this? How do we understand and care for the world?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. 	<p>Big Question: Where in the world shall we go? Why are some objects special?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Begin to make sense of their own life story and family history. 	<p>Big Question: What makes the world weird and wonderful? Which places are special to members of our community?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Talk about what they see, using developing vocabulary. 	<ul style="list-style-type: none"> Make connections between the features of their family and other families. Notice differences between people.

AGES 3-4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
	<p>Big Question: What is special about you? Who belongs in my family and community?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Begin to make sense of their own life story and family history. Continue to develop positive attitudes about the differences between people. Talk about what they see, using a wide vocabulary. 	<p>Big Question: If you go down to the woods today, would you believe your eyes?</p> <p>How do people celebrate special times?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Begin to make sense of their own life story and family history. Continue to develop positive attitudes about the differences between people. 	<p>Big Question: Who are your heroes? Who cares for me and how do I help others?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Begin to make sense of their own life story and family history. Continue to develop positive attitudes about the differences between people. 	<p>Big Question: Whose home is this? How do we understand and care for the world?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Begin to make sense of their own life story and family history. Continue to develop positive attitudes about the differences between people. Begin to understand the need to respect and care for the natural environment and all living things. 	<p>Big Question: Where in the world shall we go? Why are some objects special?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. Talk about what they see, using a wide vocabulary. 	<p>Big Question: What makes the world weird and wonderful? Which places are special to members of our community?</p> <p>Overview of knowledge:</p> <ul style="list-style-type: none"> Begin to make sense of their own life story and family history. Continue to develop positive attitudes about the differences between people. 	<p>People, Culture and Communities:</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: Who belongs in my family and community?</p> <p>What makes me special? (Pathway 4)</p> <p>Pathway Four: Personal Journey. It introduces the concept of 'belonging' and establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe where they live and who lives with them in their home, as well as learning about other aspects of belonging to different communities, including religious communities.</p> <p>Early Learning Goals (ELG): People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.</p> <p>The Natural World: Explore the natural world around them making observations and drawing pictures of animals and plants.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> • Why and how do people celebrate? <p>Religions/worldviews studied: Christianity, Islam, Judaism, Sikhi, Hindu Dharma and non-religious approaches.</p>	<p>Big question: How do people celebrate special times? (Pathway 5)</p> <p>Pathway Five: Influence and Authority. Festivals provide a useful starting point for RE in EYFS. This unit begins with a recap and revision of festivals and how they are celebrated and then offers simple introductions to religious and cultural festivals through the academic year</p> <p>Early Learning Goals (ELG): People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.</p> <p>The Natural World: Explore the natural world around them making observations and drawing pictures of animals and plants.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> • Why and how do people celebrate? <p>Religions/worldviews studied: Christianity, Islam, Judaism, Sikhi, Hindu Dharma and non-religious approaches.</p>	<p>Big question: Who cares for me and how do I help others? (Pathway 3)</p> <p>Pathway Three: A Good Life. It explores the need to follow rules, including the 'Golden Rule' of treating others as you would like to be treated. It explores the way in which we care for our families, friends and people in our wider community. The importance of caring for others in Christianity and Islam is demonstrated through storytelling, including stories about Jesus and the Prophet Mohammed along with traditional stories from Buddhism and Hindu Dharma. The unit helps children begin to develop an awareness of the wider world in which we live through supporting local and national charities.</p> <p>Early Learning Goals (ELG): People, Culture and Communities: Talk about the lives of the people around them and their roles in society. Managing self: Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building relationships: Show sensitivity to their own and others' needs.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> • How do we know the right thing to do? <p>Religions/worldviews studied: Christianity, Buddhism, Hindu Dharma, Islam, and non-religious approaches.</p>	<p>Big question: How do we understand and care for the world? What can we see in our wonderful world? (Pathway 6)</p> <p>Pathway Six: The Big Picture. This unit will involve children exploring the outdoors and the wonders of nature during different seasons. It will give the opportunity for children to investigate, take an interest in and look after the natural world. Religious beliefs and stories about creation will be explored and children will explore how believers value and take care of the world due to their beliefs about creation. This unit focuses solely on religious beliefs about creation however there are many interesting cultural stories about creation that teachers may wish to explore with children. EYFS teachers may wish to consider reading some simple creation stories from around the world- try creation stories from African, First Nation American or Aboriginal cultures.</p> <p>Early Learning Goals (ELG): People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.</p> <p>The Natural World: Explore the natural world around them making observations and drawing pictures of animals and plants.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> • Why are some stories important? <p>Religions/worldviews studied: Christianity, Islam, Judaism, Hindu Dharma and non-religious approaches.</p>	<p>Big question: Why are some objects special? (Pathway 2)</p> <p>Pathway Two: Expressing Beliefs. It explores the concept of expressing beliefs through special objects and books. Children are encouraged to talk about and describe their homes and who lives with them. They will talk about objects in their homes that are special to them and be introduced to the idea of sacred objects and their importance and meaning for some people. Some artefacts and books they are exposed to in this unit may also be included in their learning about places of worship (Unit E1).</p> <p>Early Learning Goals (ELG): People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> • What does it mean? <p>Religions/worldviews studied: Christianity, Judaism, Islam, Hindu Dharma and non-religious approaches.</p>	<p>Big question: Which places are special to members of our community? (Pathway 1)</p> <p>Pathway One: The Nature of Religion and Belief. This unit explores the concept of 'Special Places'. Children will be encouraged to talk about and describe special places for themselves and learn about special places for religious people. Children should experience places of worship - including the objects, practices and people associated with them. Ideally, this unit should include a short visit to a local place of worship.</p> <p>Early Learning Goals (ELG): People, Culture and Communities: Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> • What do you think a religion is? <p>Religions/worldviews studied: Christianity, Islam, Hindu Dharma, Sikhi.</p>	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Talk about members of their immediate family and community. • Compare and contrast characters from stories including from the past. • Recognise that people have different beliefs and celebrate special times in different ways • Talk about special people in the community who help • Recall some stories about Jesus and Prophet Mohammed. • Name some special rules that people follow . • Notice similarities and differences between different religious accounts of creation. • Notice details about religious stories of creation. • Begin to make connections between beliefs about creation and how people care for the world. • Talk about who and what is important to them • Notice similarities and differences between different religions and their special objects. • Notice and talk about special places in their community. • Recall which special places belong to different people. • Name parts of a church, mosque or other place of worship • Describe why places are special to people.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: What does it mean to belong a community of belief? (Pathway 1)</p> <p>Pathway One: Nature of religion and belief. We are surrounded by distinctive things that are very important to people. Some of these are called 'precious', 'sacred' or 'holy'. People belonging to the same religion/worldview may have different 'holy' or important things and express their beliefs in different ways.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> E.1 Which places are special to members of our community CL2.1 What faiths and beliefs can be found in our country and community? <p>Transferable Questions:</p> <ul style="list-style-type: none"> What do you think is important to religious people? How do people show they belong? <p>Religions/worldviews studied: Christianity, Hindu Dharma, Islam, Judaism and Sikhi.</p>	<p>Big question: Why are festivals important in a community? (Pathway 5)</p> <p>Pathway Five: Influence and authority. All around us there is evidence of the influence of religions/worldviews on our community. Religion does not influence everyone's life in the same way.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> E.5 How do we celebrate special times? CL2.5 How do ancient stories influence modern celebrations? CU2.5 How and why are Jewish festivals celebrated today? <p>Transferable Question:</p> <ul style="list-style-type: none"> Are religions/worldviews important to everyone? <p>Religions/worldviews studied: Christianity, Hindu Dharma, Islam, Judaism, Sikhi with reference also to secular celebrations.</p>	<p>Big question: Which books and stories are important? (Pathway 6)</p> <p>Pathway Six: The big picture. Human beings, including groups of religious people, tell stories that help them grapple with some of the big questions of life. Many of these stories are well-known as they have been handed down over generations.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> E.6 How do we understand and care for the world? CL2.6 How do Jews use stories to remember God's covenant? F1.10 How do Bible stories show that God keeps promises? <p>Transferable Question:</p> <ul style="list-style-type: none"> Why do people tell stories? <p>Religions/worldviews studied: Christianity, Islam, Judaism and Sikhi.</p>	<p>Big question: How and why do we care for others? (Pathway 3)</p> <p>Pathway Three: Ask questions about stories and find some meanings. Explore stories which might have an effect on the way people care for others. Begin to express their ideas and opinions about caring for others and give some examples.</p> <p>Other Units in this pathway Links to Year 8:</p> <ul style="list-style-type: none"> How faith impacts character. Global issues and animal rights. <p>Religions/worldviews studied: Christianity, Buddhism, Hindu Dharma, Islam, Sikhi and non-religious approaches to life (other world views).</p>	<p>Big question: What does it mean to belong to a church or mosque?</p> <p>Local Unit: Talk about places of worship and the objects and symbols they might see. Notice what happens in special places or on special occasions and respond to questions about this.</p> <p>Other Units in this pathway Links to Year 8:</p> <ul style="list-style-type: none"> How do beliefs and practices shape a person's world view? <p>Religions/worldviews studied: Islam and Christianity.</p>	<p>Big question: What did Jesus teach and how did he live? (Pathways 3 and 6)</p> <p>Pathways Three & Six:</p> <ul style="list-style-type: none"> Find out and respond to the key events in the life of Jesus and the stories he told, suggesting meanings. Make links between their own ideas of a good life and how Christians are called to live a good life. <p>Religions/worldviews studied: Christianity.</p>	<ul style="list-style-type: none"> Name some 'precious', 'sacred' or 'holy' objects and places. Recognise some religions/worldviews represented in the school, locality and elsewhere in the UK. Express ideas about 'holy' or important objects and places. Name some celebrations and talk about how these are celebrated. Talk about their experiences and feelings connected to celebrations or customs. Notice what happens and respond to questions about the meanings of religious celebrations. Express ideas about how some stories, including stories from religions/worldviews give people a message on how to live. Recognise the difference between contemporary stories and stories that have become traditional. Suggest meanings for some special stories.

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AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: How are symbols used to welcome new life? (Pathway 2)</p> <p>Pathway Two: Expressing Beliefs. People often give words different meanings when they are trying to express what is most important to them. Many people also use symbols to express important ideas. We need to interpret these words and symbols to find out what they mean.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> E.2 Why are some objects special? CL2.2 How do different people express their spirituality? <p>Transferable Question:</p> <ul style="list-style-type: none"> How do people use symbols and actions to express beliefs? <p>Religions/worldviews studied: Christianity, Humanism, Islam, Sikhi.</p>	<p>Big question: How can we make good choices? (Pathway 3)</p> <p>Pathway Three: A good life. Most religions / worldviews introduce children to stories from the lives of their exemplary people as examples of the qualities and characteristics they might try to achieve. They also teach about specific actions that are right and wrong and about good and bad attitudes.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> E.3 What makes a good helper? CL2.3 How do the 5 pillars help Muslims to lead a good life? FL2.12 How does the Bible help Christians to live a good life? <p>Transferable Question:</p> <ul style="list-style-type: none"> How do we know the right thing to do? <p>Religions/worldviews studied: Christianity, Hindu Dharma, Islam, Judaism, Sikhi, Buddhism, and non-religious approaches to life.</p>	<p>Big question: How and why do some people pray? (Pathway 4)</p> <p>Pathway Four: Personal journey. Some people have amazing, puzzling or mysterious experiences that make them ask big questions about life. There are many stories about people's experiences and encounters that have made them change their lives.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> E.4 Where do we live and who lives there? CL2.4 How do the lives of the Gurus inspire Sikh believers? CU2.4 Why do some people go on pilgrimage? <p>Transferable Question:</p> <ul style="list-style-type: none"> How do people make sense of their experiences? <p>Religions/worldviews studied: Christianity, Judaism, Sikhi, Buddhism, Hindu Dharma, Islam and non-religious approaches to life.</p>	<p>Big question: What do religions/ worldviews say about our wonderful world? (Pathways 4 and 6)</p> <p>Pathway Four: Personal journey. Pupils will learn about the views of different religions/ worldviews regarding the origins of the world and the place of human beings in it. The unit will focus on considering the ways in which religious and non-religious individuals and organisations show care and concern for the planet. This unit places the foundations for a later unit Lower KS2: FL2.11 How do creation stories help people understand the world?</p> <p>Other Units in this pathway</p> <p>Links to Year 8:</p> <ul style="list-style-type: none"> Stewardship. <p>Links to Year 9:</p> <ul style="list-style-type: none"> Charity. <p>Transferable Question:</p> <ul style="list-style-type: none"> What feelings do we have in response to experiences? Do all people think/ believe the same things? <p>Religions/worldviews studied: Christianity, Islam and non-religious approaches to life, with some reference to Judaism, Sikhi and Buddhism.</p>	<p>Big question: How do Hindu Stories help believers live their lives? (Pathways 3 and 6)</p> <p>Pathway Three & Six: This unit approaches the importance of the big picture through stories. In this unit we look at stories that are well known and loved by Hindus.</p> <p>Some related to deities but others from well-loved ancient 'Wisdom Texts', which all help pupils to understand how a religion or worldview uses stories to build up a picture of the world and to make sense of an adherent's place in it.</p> <p>Human beings, including groups of religious people, tell stories that help them grapple with some of the big questions of life.</p> <p>Many of these stories are well-known as they have been handed down over generations.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> Why do people tell stories? How do stories help us live a good life? <p>Religions/worldviews studied: Hindu Dharma.</p>	<p>Big question: How do Bible stories show that God keeps promises? (Pathway 6)</p> <p>Pathway Six: The Big Picture. This unit helps children develop their understanding of how Christians interpret messages about God through stories of the Old Testament.</p> <p>Children will learn about prophets as messengers and how Christians are guided by them in answering big questions about choices, forgiveness and trust.</p> <p>Children will retell and respond to stories through art work, drama and dance.</p> <p>The unit builds up to the birth of Jesus as the fulfilment of the promises made in Old Testament.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> How do people learn about God <p>Religions/worldviews studied: Christianity.</p>	<ul style="list-style-type: none"> Recognise and name some symbols used to welcome a new baby. Express ideas about symbols they would use to welcome a baby. Recognise some similarities and differences between different welcoming ceremonies. Notice characteristics in the lives of people (past or present) who are held as examples by religion / worldviews. Talk about and suggest meanings for teachings about right and wrong from different religion / worldviews. Talk about how prayer makes people wonder at the world and ask big questions about life. Retell a story about someone whose experience or encounter changed their life. Notice what someone might do or say when they pray. Stories can teach us important lessons about ourselves and the world. Stories can help us with life's big questions or mysteries either with answers or deeper questions. Religions and worldviews use stories to help pass on their own teachings around these big questions. Various forms of literary & creative expression in religious and other worldviews preserve these stories.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: How do Jews use stories to remember God's covenant? (Pathway 6)</p> <p>Pathway Six: The big picture. People tell different stories to communicate important teachings and these stories often form part of longer narratives. Groups of religious and nonreligious people tell different stories, which reflect the different ways in which they view the world.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> F1.10 How do Bible stories show that God keeps promises? CU2.6 What do Christians believe about old and new covenants? C3.6 How do beliefs grapple with evil and suffering? <p>Transferable Question:</p> <ul style="list-style-type: none"> How have practices changed/stayed the same over time? <p>Religions/worldviews studied: Judaism.</p>	<p>Big question: How do ancient stories influence modern celebrations? (Pathway 5)</p> <p>Pathway Five: Influence and authority. Many communities around the world are influenced at several levels by their traditional religions/worldviews. In some communities, one religion/worldview is influential; other communities are influenced by many different religions/worldviews living alongside each other. In some communities, religions/worldviews have little influence apart from among their followers.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> C1.5 How are festivals celebrated? CU2.5 How and why are Jewish festivals celebrated today? <p>Transferable Questions:</p> <ul style="list-style-type: none"> Are religions a thing of the past? <p>Religions/worldviews studied: Christianity, Hindu Dharma, Judaism, Paganism, Sikhism and ancient civilisations.</p>	<p>Big question: How do different people express their spirituality? (Pathway 2)</p> <p>Pathway Two: Expressing beliefs. People often express their feelings and beliefs through art, music, poetry, story, drama and physical movement - both creating and observing/ performing. These creative forms of expression also play important roles in most religions and cultures.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> C1.2 How are symbols used to welcome new life? CU2.2 How do Sikhs symbolise their commitment? <p>Transferable Question:</p> <ul style="list-style-type: none"> How do people express their deepest feelings? <p>Religions/worldviews studied: Christianity, Judaism, Islam and Sikhism, as well as non-religious approaches.</p>	<p>Big question: How does the Bible help Christians to live a good life? (Pathway 3)</p> <p>Pathway Three: A Good Life. It introduces pupils to the importance of the Bible for Christians - what it is and how it helps Christians to live their lives. Pupils will explore Jesus' teachings about rules and behaviour in relation to a variety of Bible stories and parables. Throughout the unit pupils should be encouraged to reflect on the influence of Bible stories on individuals and communities. Pupils should also be encouraged to think about how they, themselves may be able to relate to each story presented. Pupils reflect on, analyse and evaluate their own beliefs and what it means to lead a good life. This unit will end with an assessment task to see how well pupils can demonstrate their understanding of how Christians use the Bible to lead a good life.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> Why do people think it is important to live a good life? <p>Religions/worldviews studied: Christianity.</p>	<p>Big question: How do creation stories help people understand the world? (Pathway 6)</p> <p>Pathway Six: The Big Picture. Pupils will learn about the views of different religions/beliefs regarding the origins of the world.</p> <p>It will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. It will allow pupils to compare and contrast the different creation stories.</p> <p>This unit can build on unit F1.13. What do religions/worldviews say about our wonderful world?</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> Is science compatible with religion? How did the world begin? <p>Religions/worldviews studied: Christianity, Judaism, Islam, Sikhism, Hindu Dharma and a non-religious perspective on these stories.</p>	<p>Big question: Why do people follow inspirational leaders? (Pathways 3 and 5)</p> <p>Pathway Three: A Good Life. Most religions/worldviews have stories about people from the distant past or from recent times who set a moral example to their followers. This unit will explore the concept of leadership and will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. Pupils will develop an awareness of the key figures in the Abrahamic religions and their teachings. They will learn about the characteristics of specific leaders, why they are inspirational and how they taught key elements of the faith through stories. Pupils will also have the opportunity to study a modern-day leader, analysing the impact they have had on society.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> Do all people think/ believe the same things? <p>Religions/worldviews studied: Christianity, Islam, Judaism and non-religious perspectives.</p>	<ul style="list-style-type: none"> Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms. Express their beliefs and values through creating a piece of expressive art. Explain how festivals and seasons are celebrated and how these may be celebrated in different countries, making links between them. Explain and give reasons for the celebration of each festival including ancient stories behind them. Express ideas and opinions about what light represents. Re-tell some Jewish stories and consider their importance. Discover how Jews express their faith through rituals and actions. Express ideas about the rituals and practices which demonstrate belonging to a community.

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AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: What faiths and beliefs can be found in our country and community? (Pathway 1)</p> <p>Pathway One: Nature of religion and belief. The name 'religion' or 'worldview' is commonly given to an overall approach to life which includes beliefs, practices, values and a sense of identity. In each religion/worldview there are people who believe different things and practise in different ways. There is a variety of reasons why some aspects have changed over time and why some have stayed the same.</p> <p>Other Units in this pathway :</p> <ul style="list-style-type: none"> • C1.1 What does it mean to belong to a community of belief? • CU2.1 What do Hindu people believe about God? • C3.1 What is religion? <p>Transferable Question: • What is meant by 'religion', 'faith' or 'belief'?</p> <p>Religions/worldviews studied: Choose selection from Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi.</p>	<p>Big question: How do the 5 pillars help Muslims to lead a good life? (Pathway 3)</p> <p>Pathway Three: A good life. Most religions/worldviews have stories about people from the distant past or from recent times who set a moral example to their followers. Religions/worldviews provide guidance for their followers on how to live a good life. There are different ideas about why people should aim to live a good life and considerable agreement and disagreement over desirable virtues and qualities, what is right and wrong, good and bad, between and within groups.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> • C1.3 How can we make good choices? • CU2.3 What values do people live by? <p>Transferable Question:</p> <ul style="list-style-type: none"> • Why do people think it is important to live a good life? <p>Religions/worldviews studied: Islam.</p>	<p>Big question: How do the 5 pillars help Muslims to lead a good life? (Pathway 3)</p> <p>Pathway Three: A good life. Most religions/worldviews have stories about people from the distant past or from recent times who set a moral example to their followers. Religions/worldviews provide guidance for their followers on how to live a good life. There are different ideas about why people should aim to live a good life and considerable agreement and disagreement over desirable virtues and qualities, what is right and wrong, good and bad, between and within groups.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> • C1.3 How can we make good choices? • CU2.3 What values do people live by? <p>Transferable Question:</p> <ul style="list-style-type: none"> • Why do people think it is important to live a good life? <p>Religions/worldviews studied: Islam.</p>	<p>Big question: How are the stories of Holy Week important to Christians? (Pathway 6)</p> <p>Pathway Six: The Big Picture. This unit explores how the narratives of Holy Week help Christians understand the significance of Jesus' death and resurrection, considering the significance of stories such as: Palm Sunday (John 12:12-15); Maundy Thursday and the Last Supper (Mark 14:12-26); Good Friday and the crucifixion (Luke 23:26-56); Easter day and the empty tomb (Luke 24:1-12). Pupils explore stories from the Gospels around Holy Week and the Easter story, giving pupils opportunities to explore how these religious texts inform the beliefs and practices of Christians and others.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> • This unit links to and lays foundations for Upper Key Stage 2 focus unit FU2.11 • What is the significance of Easter, Ascension and Pentecost to Christian belief and practice? <p>Transferable Question:</p> <ul style="list-style-type: none"> • Why do people of the same faith have different practices? <p>Religions/worldviews studied: Christianity.</p>	<p>Big question: Why do the lives of the Gurus inspire Sikh believers? (Pathway 4)</p> <p>Pathway Four: Personal journey. Some people have amazing, puzzling or mysterious experiences that they may explain as an encounter with a power above, beyond or within the material world, and which they may claim has given them new insights into life.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> • C1.4 How and why do some people pray? • CU2.4 Why do some people go on pilgrimage? • C3.4 Can spiritual experience be transformative? <p>Transferable Question:</p> <ul style="list-style-type: none"> • How do people make sense of their experiences and feelings? <p>Religions/worldviews studied: Sikhi.</p>	<p>Big question: How are important events remembered?</p> <p>Local unit: Pupils will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism and Ancient Civilisations. Pupils will consider how some festivals use light as a representation of hope, joy, remembrance and reflection.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> • Why is the light of Hanukkah so important to Jews? <p>Religions/worldviews studied: Judaism, Sikhism and Hinduism. It also includes material related to Paganism and Ancient civilisations.</p>	<ul style="list-style-type: none"> • Describe and give examples of some characteristics of religions/worldviews and their places of worship. • Recognise that each religion/worldview is made up of several groups of people and compare some of the different beliefs and practices. • Give examples of key teachings of Islam and recognise the different ways these are interpreted by believers. • Express ideas about how Muslim beliefs have an impact on the life of believers. • Explain how a Muslim might follow the example of the Prophet Mohammed. • Give examples of Sikh beliefs and stories about their Gurus. • Describe Sikh practices relating to the Guru Granth Sahib. • Explain and give reasons for Sikh values e.g. equality, honesty.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: Why do some people go on pilgrimage? (Pathway 4) Pathway Four: Personal journey. Some people have amazing, puzzling or mysterious experiences that they may explain as an encounter with a power beyond the material world, and which they may claim has given them new insights into life. These encounters may be highly affecting, changing peoples' lives in a positive way and sometimes giving them a sense of destiny.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> CL2.4 How do the lives of the Gurus inspire Sikh believers? C3.4 Can spiritual experience be transformative? <p>Transferable Question:</p> <ul style="list-style-type: none"> How do people make sense of their experiences? <p>Religions/worldviews studied: Islam, Christianity, Judaism, Sikhi and Hindu Dharma.</p>	<p>Big question: What do Hindu people believe about God? (Pathway 1) Pathway One: Nature of religion and beliefs. In each religion/worldview there are people who believe different things and practise in different ways. There is a variety of reasons why some aspects have changed over time and why some have stayed the same.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> CL2.1 What faiths and beliefs can be found in our country and community? <p>Transferable Question:</p> <ul style="list-style-type: none"> How do people express and symbolise their beliefs? <p>Religions/worldviews studied: Hindu Dharma</p>	<p>Big question: What values do people live by? (Pathway 3) Pathway Three: A good life. Most religions / worldviews introduce children to stories from the lives of their exemplary people as examples of the qualities and characteristics they might try to achieve. They also teach about specific actions that are right and wrong and about good and bad attitudes.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> CL2.3 How do the 5 pillars help Muslims to lead a good life? C3.4 What does it mean to live in Multifaith Britain? <p>Transferable Question:</p> <ul style="list-style-type: none"> How do we know the right thing to do? <p>Religions/worldviews studied: Christianity, Buddhism, Hindu Dharma, Islam, Judaism, Humanism and Sikhi.</p>	<p>Big question: What is the significance of Easter, Ascension and Pentecost? (Pathway 6) Pathway Six: The Big Picture. It explores some of the 'Grand Narratives' of Christianity, using some of the stories the first Christian believers told and re-told about Jesus. The Unit focuses on how Christians today use these narratives to help them explain and understand the significance of Jesus' death, resurrection and ascension and the gift of the Holy Spirit at Pentecost. Pupils will use these stories to explain links between scripture sources and Christian beliefs and practices.</p> <p>Other Units in this pathway: This unit primarily covers Christology, unpacking Christian views about the nature of Jesus, including themes of victory and kingship. This unit builds on Lower Key Stage 2 focus unit FL2.14 How are the stories of Holy Week important to Christians?</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> Why do people of the same faith have different practices? <p>Religions/worldviews studied: Christianity.</p>	<p>Big question: Should we forgive others? (Pathway 3) Pathway Three: A Good Life. This unit builds on earlier learning on living a good life. The unit focuses on Jesus as a reconciler in the Christian traditions. Most religions / worldviews have stories about people from the distant past or from recent times who set a moral example to their followers. The unit supports pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. It also allows pupils to understand the significance of the death and resurrection of Jesus in relation to the forgiveness of the sins of Christians. Pupils will be enabled to begin to understand the importance of forgiveness in Christian theology and practice and to think for themselves about questions to do with forgiveness reconciliation and values. Pupils are encouraged to consider what can be learned from Christian examples and teaching referring to their own experiences, beliefs and values.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> What makes it difficult to do the right thing? <p>Religions/worldviews studied: Christianity.</p>	<p>Big question: What do Christians believe about the old and new covenants? (Pathway 6) Pathway Six: The big picture. People tell different stories to communicate important teachings and these stories often form part of longer narratives. Groups of religious and non-religious people tell different stories, which reflect the different ways in which they view the world.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> F1.10 How do Bible stories show that God keeps promises? CL2.6 How do Jews use stories to remember God's covenant? C3.6 How do beliefs grapple with evil and suffering? <p>Transferable Question:</p> <ul style="list-style-type: none"> How do humans relate to God? <p>Religions/worldviews studied: Christianity (with links to Islam, Judaism).</p>	<ul style="list-style-type: none"> Describe some examples of what different Hindus do to show their faith. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Explain similarities and differences between Hindu worship and worship in another religious tradition they are familiar with. Identify and explain some of the moral teachings practised by religious communities and make connections between them. Compare religious ideas about right and wrong with nonreligious worldviews. Apply ideas about values and how religious and non-religious people choose to live their lives. Describe and explain some amazing, puzzling or mysterious experiences associated with places of pilgrimage. Suggest reasons why special places and journeys make people ask big questions about life. Express ideas about new insights pilgrims might gain from their journey. Define the word 'covenant' and give an example. Summarise narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people. Compare and contrast aspects of Christianity, Judaism and Islam, especially in relation to Abraham and Jesus.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big question: How do Sikhs symbolise their commitment? (Pathway 2)</p> <p>Pathway Two: Expressing beliefs. People often express their feelings and beliefs through art, music, poetry, story, drama and physical movement - both creating and observing/ performing. These creative forms of expression also play important roles in most religions and cultures.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> CL2.2 How do different people express their spirituality? C3.2 How do Christians worship? <p>Transferable Question:</p> <ul style="list-style-type: none"> How do people express and symbolise their beliefs? <p>Religions/worldviews studied: Sikhi.</p>	<p>Big question: How do Sikhs symbolise their commitment? (Pathway 2)</p> <p>Pathway Two: Expressing beliefs. People often express their feelings and beliefs through art, music, poetry, story, drama and physical movement - both creating and observing/ performing. These creative forms of expression also play important roles in most religions and cultures.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> CL2.2 How do different people express their spirituality? C3.2 How do Christians worship? <p>Transferable Question:</p> <ul style="list-style-type: none"> How do people express and symbolise their beliefs? <p>Religions/worldviews studied: Sikhi.</p>	<p>Big question: How do Buddhists live a meaningful life? (Pathways 1 and 4)</p> <p>Pathway Four: Personal Journey & Pathway 1: Nature of Religion and Belief. The unit of study introduces Buddhist beliefs and practices. It includes a recap of the life of Prince Siddhartha (The Buddha) and explains his journey to enlightenment.</p> <p>It expands and develops into learning about the four noble truths and five precepts. Pupils will learn and draw on specific religious language to explore and explain Buddhist practices and values.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> How do we understand suffering in the world? How do beliefs and practices change over time? <p>Religions/worldviews studied: Buddhism.</p>	<p>Big question: How do Buddhists live a meaningful life? (Pathways 1 and 4)</p> <p>Pathway Four: Personal Journey & Pathway 1: Nature of Religion and Belief. The unit of study introduces Buddhist beliefs and practices. It includes a recap of the life of Prince Siddhartha (The Buddha) and explains his journey to enlightenment.</p> <p>It expands and develops into learning about the four noble truths and five precepts. Pupils will learn and draw on specific religious language to explore and explain Buddhist practices and values.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> How do we understand suffering in the world? How do beliefs and practices change over time? <p>Religions/worldviews studied: Buddhism.</p>	<p>Big question: Why are rites of passage important? (Pathways 2 and 4)</p> <p>Pathway Four: Personal Journey. It explores the special journeys that people make through their lives.</p> <p>This unit focuses on this personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood.</p> <p>It investigates religious and secular responses to growing up, including rites of passage.</p> <p>As part of the study, pupils consider their own values, beliefs and commitments.</p> <p>Transferable Question:</p> <ul style="list-style-type: none"> What feelings do we have in response to new experiences? How and why do people mark rites of passage? <p>Religions/worldviews studied: Islam, Hindu Dharma, Christianity, Judaism and Sikhi.</p>	<p>Big question: How and why are Jewish festivals celebrated today? (Pathway 5)</p> <p>Pathway Five: Influence and authority. Many communities around the world are influenced at several levels by their traditional religions / worldviews. In some communities, one religion / worldview is influential; other communities are influenced by many different religions / worldviews living alongside each other.</p> <p>Other Units in this pathway:</p> <ul style="list-style-type: none"> CL2.5 How do ancient stories influence modern celebrations? C3.5 Does religion promote or prevent equality? <p>Transferable Questions:</p> <ul style="list-style-type: none"> Why do people of the same faith have different practices? How and why have practices changed over time? <p>Religions/worldviews studied: Judaism.</p>	<ul style="list-style-type: none"> Describe and give examples of how Sikhs express their beliefs through story, symbols and actions. Explain why these stories and symbols have been important in Sikh religion and culture over many years and are still told today. Weigh up a range of opinions about wearing the 5Ks and taking amrit. Summarise the story of Prince Siddhartha's birth and upbringing and give reasons why he looked for enlightenment. Identify and explain their own precepts for life and find similarities with the Buddhist Precepts relating these to their beliefs Find and explain the meanings in Buddhist stories explain how some people have amazing, puzzling or mysterious experiences that make them ask big questions about life and, in some cases, have made them change their lives or given them new insights to share with others. Explain how people often express their feelings and beliefs through art, music, poetry, story, drama and physical movement. Summarise ideas about Jewish festivals and how and why they are commemorated. Give a considered response to how and why Jewish people follow the commandments set out in the Torah. Choose appropriate questions for an interview.

Parents/Carers have the right to withdraw their child from all or part of Religious Education. Please contact us at info@carrmanor.org.uk if you wish to do so.