

RE Curriculum – 2 Year Cycle Years 1 & 2



Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge. We believe that Religious education has a fundamental part to play in the education of every young person. Our RE curriculum aims to provide a clear knowledge of religious and non-religious worldviews, helping pupils to develop and reflect on their values and beliefs and their own personal worldview. Through our RE curriculum, we intend to inspire in our pupils an understanding and acceptance of the beliefs of others.

Implementation

RE is taught through the 'Core' and 'Generic' curriculums from the Dudley Agreed Syllabus. This involves a deep study of Christianity and the Islamic faith, as well as exploring the Non-religious world view of humanism. In addition to our RE curriculum, we will hold an annual RE week, where children will explore other religions from around the world. This will give children a wholistic picture of the beliefs around the world. Teachers will utilise artefacts, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of world religions, so that it is in their long-term memory.

Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of Milestone goals. We use comparative judgements against Milestone statements, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

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Year Group	Cycle	Autumn	Spring	Summer
1/2	A	<p>Christianity</p> <p>BBC - Religion: Christianity</p> <p><i>Beliefs, Stories, Festivals</i></p>	<p>Islam</p> <p>BBC - Religion: Islam</p> <p><i>Beliefs, Stories, People of Faith, Festivals</i></p>	<p>Judaism</p> <p>BBC - Religion: Judaism</p> <p><i>Beliefs, Stories, People of Faith & Festivals</i></p>
	B	<p>Christianity</p> <p><i>Beliefs, Stories, People of Faith, Festivals & Worship</i></p>	<p>Islam</p> <p><i>Beliefs, Stories, People of Faith, Festivals & Worship</i></p>	<p>Judaism</p> <p><i>Beliefs, Stories, People of Faith, Festivals & Worship</i></p>

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Teaching Sequence for Y1/2 (Milestone 1) CYCLE A

Weeks	Autumn Term	Spring Term	Summer Term
Topic Title:	Christianity <i>Stories, Festivals & Beliefs, Worship</i>	Islam <i>Beliefs, Stories, People of Faith & Festivals</i>	Judaism <i>Beliefs, Worship, Stories, People of Faith & Festivals</i>
1	<p>Religious Symbols (<i>Beliefs</i>)</p> <p>Show children a variety of objects associated with Christianity including a church, the Bible, the cross, an image of Jesus. Talk through the religious significance of each one e.g. who was Jesus? Identify Jesus as the founder of Christianity, a church as a Christian place of worship, the Bible as the Christian holy book and the cross as a symbol of Christianity. Introduce the words: 'Christianity' and 'Christians' and explain their meaning.</p>	<p>Religious Symbols (<i>Beliefs</i>)</p> <p>What is Islam? Children to learn that Islam is a religion and Muslims as believers in Islam.</p> <p>What are the main religious symbols of Islam? What are the beliefs behind them? Children identify and name a variety of objects associated with Islam including a mosque, the Qur'an, the crescent moon, and star. Discuss their religious significance.</p>	<p>Religious Symbols (<i>Beliefs</i>)</p> <p>What is Judaism? Children to learn that Judaism is a religion and Jews as believers in Judaism.</p> <p>What are the main religious symbols of Judaism? What are the beliefs behind them? Children to identify and name a variety of objects associated with Judaism including a synagogue, the Hebrew Bible, a Torah scroll and a Star of David. Discuss their religious significance.</p>
2	<p>Prayer (<i>Worship</i>)</p> <p>Children to learn about the Bible, which has two sections, the Old Testament and the New Testament. The Old Testament is the original Hebrew Bible, the sacred scriptures of the Jewish faith, and The New Testament books were written by Christians in the first century AD. Discuss with children how the New Testament tells the story of Jesus in the gospels of Matthew, Mark, Luke & John.</p>	<p>Place of Worship & Prayer (<i>Worship</i>)</p> <p>Children to identify a mosque as a Muslim place of worship, the Qur'an as the Muslim holy book and the crescent moon and star as a symbol of Islam. Children to look at pictures of a mosque and discuss what the similarities/differences are between a mosque and a church.</p>	<p>Place of Worship & Prayer (<i>Worship</i>)</p> <p>Children to identify a synagogue as a Jewish place of worship, the Hebrew Bible, including the Torah as the Jewish holy book and the Star of David as a symbol of Judaism. Children to look at pictures of synagogues and churches and discuss what the similarities/differences are between them.</p>
3	<p>Place of Worship & Prayer (<i>Worship</i>)</p> <p>Children to identify a Church as a Christian place of worship and to name the different parts of a church. Children to visit a Church or see photos of a church.</p>	<p>Place of Worship & Prayer (<i>Worship</i>)</p> <p>Children to look at pictures of Muslims praying and discuss the similarities and differences between Christian and Muslim prayer.</p>	<p>Religious Beliefs about God (<i>Beliefs</i>)</p> <p>Children to learn that many Jews believe a prophet is a person who God has contacted and instructed to pass on messages or teachings God has given to them.</p> <p>Children to learn that many Jews regard Abraham as the first Jew and that Abraham was the first of many prophets of Judaism. Identify that many Jews believe that Abraham taught that there was one God and that people should not make or worship idols or images of God.</p>

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<p>4</p>	<p>Harvest (Festivals)</p> <p>What is the religious significance/belief of Harvest?</p>	<p>Religious Beliefs about God (Beliefs)</p> <p><i>In what way are Muslim beliefs about God similar to or different from Christian beliefs about God?</i></p> <p>Children to learn about the significant beliefs most Muslim hold about God including that there is one God, that God created the universe, and that Muhammad is a prophet of God. Children to learn that many Muslims prefer to use the Arabic word “Allah” to refer to God rather than the word “God”. Muslims believe the God they believe in is the same God that Abraham, Moses, Jesus, and Muhammad believed in. Muslims do not believe there are two different Gods, one called “Allah” that is worshipped by Muslims and another God called “God” that is worshipped by Christians or Jews.</p>	<p>Religious Beliefs about God (Stories)</p> <p>Moses – who was he? Children to learn that many Jews believe Moses lived approximately 3,400 years ago and who was a prophet of God.</p> <p>Children to read the story of “Moses and the Burning Bush” (Exodus 3:1ff.) in the Bible and describe the story in their own words, including: (1) God appears to Moses in a burning bush; (2) God tells Moses he knows His people are suffering as slaves in Egypt; (3) God instructs Moses to go back to Egypt and (4) to free the slaves. Discuss about the Jewish idea of God including the exploring the belief that God cares when people suffer or are badly treated and that God may act to change things.</p>
<p>5</p>	<p>God & Kindness (Stories)</p> <p>Read and sequence the main events in the Bible story of the parable of “The Good Samaritan” including: (1) a man is beaten up and left on the roadside half-dead; (2) people walk by but do not stop to help; (3) a Samaritan stops and helps.</p>	<p>Prophets of God (Beliefs)</p> <p>Children to learn that Muslims believe God revealed His guidance to people who are called “Messengers of God” or “Prophets of God” and God commanded them to teach God’s guidance to others. Discuss that Abraham, Moses, Jesus, and Muhammad as individuals that are believed by Muslims to be “Prophets of God”.</p>	<p>Religious Beliefs about God (Stories)</p> <p>Children to read and describe the story of Moses and the giving of God’s law on Mt Sinai (Exodus 20:1ff, Exodus 24:12-18, Exodus 34:1-35) including: (1) God tells Moses to climb Mount Sinai; (2) Moses is given the law on two tablets of stone; (3) Moses is given the Ten Commandments, (4) the covenant or special relationship between God and the Hebrew people is confirmed. Discuss meaning behind the story.</p>
<p>6</p>	<p>God & Kindness (Stories)</p> <p>Children to act out the parable of the Good Samaritan and then share their thoughts and views about the meaning or message Jesus was expressing when he told the parable of the Good Samaritan and be encouraged to give a reason or reasons to support their view. Jesus was teaching his followers that they should be kind and be willing to help other people.</p> <p>Discuss a likely meaning or message that the parable of the Good Samaritan might be expressing including that Jesus taught that people have a responsibility to be kind to others and that this view is consistent with</p>	<p>Muhammad (Beliefs)</p> <p>Children to learn that Muslims often call Muhammad “the Prophet of God” or “the Prophet” and they believe that what was revealed to Muhammad was God’s message and so Muhammad is often also called “The Messenger of God”. Discuss that Muslims believe that Muhammad was a human being and was not God, nor was Muhammad half God and half human and nor was he an angel. Note that Muhammad was born about 550 years after Jesus had died. Discuss how Muhammad wrote the holy book called the Qur’an from the revelations from God.</p>	<p>Religious Beliefs about God (Stories)</p> <p>The Ten Commandments – children to reread the story from the Bible and record the commandments. How are these relevant in today’s society?</p> <p>Do laws help ensure fairness and justice?</p> <p>Having a law makes it a requirement that everybody is expected to obey the same rule and that the penalties for breaking the rules are consistent. Having a law makes it more likely that being treated fairly doesn’t depend on how strong a person is, or how many friends a person has to back them up. Having a law makes it possible that the rule of law is obeyed and not the rule of the bully.</p>

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	words attributed to Jesus, in particular, “treat others as you would want to be treated” (Luke 6:31).		<i>It's time to shine!</i>
7	Diwali (Festivals) What is the religious significance/belief of Diwali?	Islam- Ramadan (Festivals) What is the religious significance/belief of Ramadan?	Passover (Stories) Read the story of the Passover in the Bible and discuss with children how the Passover celebrates the story of the slaves in Egypt gaining their freedom. Children to identify and describe some of the main events associated with the story of the slaves gaining their freedom including: (1) Moses requests Pharaoh to free the slaves; (2) God sends ten plagues; (3) Pharaoh frees the slaves; (4) the slaves cross the Red Sea and (5) gain their freedom. Discuss with children that Jews believe that the meaning of the story of the Hebrew slaves gaining their freedom is that it shows that God is keeping to the promise made with Abraham to have a special relationship with the Jewish people and that God has a plan and the Jews are part of that plan
8	Hanukkah (Festivals) What is the religious significance/belief of Hanukkah?	Islam- EID ul Fitr (Festivals) What is the religious significance/belief of Eid?	Passover (Festivals) How do Jews celebrate the Passover? Pupils should learn that the highlight of the Passover is a special meal known as the “Seder” when family and friends gather together. During the Seder various well established rituals are undertaken. Discuss with children what the items on the Seder plate symbolise.
9	Advent (Festivals) Religious significance of advent.	Islam- EID ul Adha (Festivals) What is the religious significance/belief of Eid?	Sukkot (Festivals) How do Jews celebrate Sukkot? Children to learn that Sukkot commemorates the years that the Jews spent in the desert on their way to the Promised Land, and celebrates the way in which God protected them under difficult desert conditions.
10	Christmas (festivals) What is the religious significance/belief of Christmas? Children to identify and name Christmas as a festival associated with Christianity, celebrating the birth of Jesus.	Christianity – Easter – Lent & Holy Week (Festivals) What is the religious significance/belief of Lent?	Kippah (Beliefs) Why do Jews wear skull caps? Discuss with children how most Jews will cover their heads when praying, attending the synagogue or at a religious event or festival. Wearing a skullcap is seen as a sign of devoutness. Women also cover their heads by wearing a scarf or a hat.
11	Christmas (Stories) What is the religious significance/belief of the Christmas story? Children to learn that most Christians	Christianity – Easter (Stories) What is the religious significance/belief of the Easter story? Children to learn that Easter is a festival associated with Christianity and that Easter is a time when many Christians recall the death and	Rabbis (People of Faith) Teach children about the importance of a Rabbi and morning prayer (Shacharit) reflects on the time when Abraham chose to pray as he started his day with God. Afternoon prayer

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	believe that Jesus is the “Son of God” and that Jesus was God and human.	resurrection of Jesus. identify and describe some of the main events associated with the story of Easter which most Christians believe including Jesus was arrested; he was put on trial; on the day known as “Good Friday” he was crucified on a cross; on the day known as “Easter Sunday” he rose from the dead. Christians believe that Jesus’ death and resurrection supports and strengthens their belief in “eternal life”.	(Minchah) recalls the time Isaac chose to pray. It is also a time for Jews to remind themselves of God in their day. Finally, evening prayer (Maariv) reminds the Jews of Jacob's practice and it ensures that God is in their minds before sleep.
12	POP TASK	POP TASK	POP TASK

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Teaching Sequence for Y1/2 (Milestone 1) CYCLE B			
Weeks	Autumn Term	Spring Term	Summer Term
Topic Title:	Christianity	Islam	Judaism
	<i>Stories, Festivals, Worship & Beliefs & People of Faith</i>	<i>Beliefs, Stories, People of Faith, Festivals & Worship</i>	<i>Beliefs, Worship, Stories, People of Faith & Festivals</i>
1	<p>Religious Symbols (Beliefs)</p> <p>Show children a variety of objects associated with Christianity including a church, the Bible, the cross, an image of Jesus. Talk through the religious significance of each one e.g. who was Jesus? Identify Jesus as the founder of Christianity, a church as a Christian place of worship, the Bible as the Christian holy book and the cross as a symbol of Christianity. Introduce the words: 'Christianity' and 'Christians' and explain their meaning.</p>	<p>Religious Symbols (Beliefs)</p> <p>What is Islam? Children to learn that Islam is a religion and Muslims as believers in Islam.</p> <p>What are the main religious symbols of Islam? What are the beliefs behind them? Children identify and name a variety of objects associated with Islam including a mosque, the Qur'an, the crescent moon, and star. Discuss their religious significance.</p>	
2	<p>Beliefs about God (Beliefs)</p> <p>Children to learn about some significant beliefs that most Christians hold about God including that there is only one God, and that God created the universe.</p>	<p>Imam (People of Faith)</p> <p>What does an Imam do? What duties do they do? Children to explore and find out the answers to these and compare to a priest/vicar.</p>	
3	<p>The Pope (People of Faith)</p> <p>Children to learn that the pope, who is the Bishop of Rome, based in the Vatican City, and head of the Roman Catholic Church. Catholics believe that the pope is the successor to Saint Peter whom Jesus appointed as the first head of his church. Discuss the difference between Catholics and protestants.</p>	<p>Place of Worship & Prayer (Worship)</p> <p>Children to visit a mosque as a place of worship for Muslims.</p>	
4	<p>The Archbishop of Canterbury (People of Faith)</p> <p>Children to learn about The Church of England being part of the Anglican Church and to know the difference and similarities with Catholic Church.</p>	<p>Place of Worship & Prayer (Worship)</p> <p>Children to write about their visit to a Mosque, noting the main characteristics of a mosque, and the religious significance behind these.</p>	

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5	Harvest (Festivals) What is the religious significance/belief of Harvest?	Place of Worship & Prayer (Worship) How does a mosque compare to a church? What are the similarities and the differences?	<i>It's time to shine!</i>
6	Parables (Stories) What is a parable? Discuss with children that it is a simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels. Children to read different parables and discuss their meanings.	The 5 Pillars of Islam (Beliefs) Children to learn about the five pillars of Islam – what does each one represent? Children to write about the religious significance of each one.	
7	The Parable of The Sower (Stories) Children to read the parable of The Sower and discuss the meaning. What does this teach Christians about the Kingdom of God?	Islam- EID ul Fitr (Festivals) What is the religious significance/belief of Eid?	
8	Diwali (Festivals) What is the religious significance/belief of Diwali?	Islam- EID ul Adha (Festivals) What is the religious significance/belief of Eid?	
9	Hanukkah (Festivals) What is the religious significance/belief of Hanukkah?	Islam- Ramadan (Festivals) What is the religious significance/belief of Ramadan?	
10	Christmas (festivals) What is the religious significance/belief of Christmas? Children to identify and name Christmas as a festival associated with Christianity, celebrating the birth of Jesus.	Christianity – Easter – Lent & Holy Week (Festivals) What is the religious significance/belief of Lent?	
11	Christmas (Stories) What is the religious significance/belief of the Christmas story? Children to learn that most Christians believe that Jesus is the “Son of God” and that Jesus was God and human.	Christianity – Easter (Stories) What is the religious significance/belief of the Easter story? Children to learn that Easter is a festival associated with Christianity and that Easter is a time when many Christians recall the death and resurrection of Jesus. identify and describe some of the main events associated with the story of Easter which most Christians believe including Jesus was arrested; he was put on trial; on the day known as “Good Friday” he was crucified on a cross; on the day known as “Easter Sunday” he rose from the dead. Christians believe that Jesus’ death and resurrection supports and strengthens their belief in “eternal life”.	
	POP TASK	POP TASK	POP TASK

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