

Curriculum **RE**

KE



Lark Hill and Lewis Street Primary Schools



RE Curriculum

Contents

Page 2	Aims
Page 2	Intent
Page 3	Implementation & Impact
Page 4	Threshold Concepts
Page 5	Early Years Curriculum
Page 7	Year 1 to Year 6 Curriculum
Page 9	Progression of skills Years 1 to 6
Page 14	End of Key Stage 1 Outcomes
Page 15	End of Key Stage 2 Outcomes
Page 16	Progression of Vocabulary

Lark Hill and Lewis Street Primary Schools



RE Curriculum

Aims

The National Curriculum for RE aims to ensure that all pupils:

- understand the impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- enable pupils to know and understand about other major world religions and world views

Intent

What are we trying to achieve for our children in RE?

- To acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.
- To appreciate the way that religious beliefs shape lives and influence our behaviour.
- To develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.
- To understand that people have faith or no faith and learn to live together as Global Neighbours.
- To engage in thoughtful dialogue about other faiths and traditions.
- To develop the skills and knowledge to handle religious texts.
- To develop a sense of themselves as significant, unique and precious by developing own beliefs, commitments and values.

Lark Hill and Lewis Street Primary Schools



RE Curriculum

Implementation

How is the curriculum delivered?

- Through the use Salford Agreed Syllabus
- Through memorable experiences which are organised throughout the year.
- Through trips and visits to places of worship.
- Through visitors from diverse faith groups as guest speakers in assemblies and lessons
- Through staff meetings, CPD and termly web cluster meetings
- Through assemblies, Reflection and Super Learning Days
- Providing opportunities through cross-curricular links
- The Religious Education syllabus is reinforced through reflection upon the yearly cycle of Christian values

Impact

What difference is the curriculum making?

- RE Books, Learning Journals and scrapbook scrutinies are used to monitor progress over the year.
- Pupils achieving age related expectations for RE.
- Pupils have a mutual respect and tolerance for individuals in today's society.
- Pupils can articulate their own views and make informed decisions to prepare them for life in modern Britain
- Pupils can articulate and make links to the 5 British Values which are: Democracy, The Rule of Law, Individual liberty, mutual Respect and Tolerance

RE Curriculum

Threshold Concepts

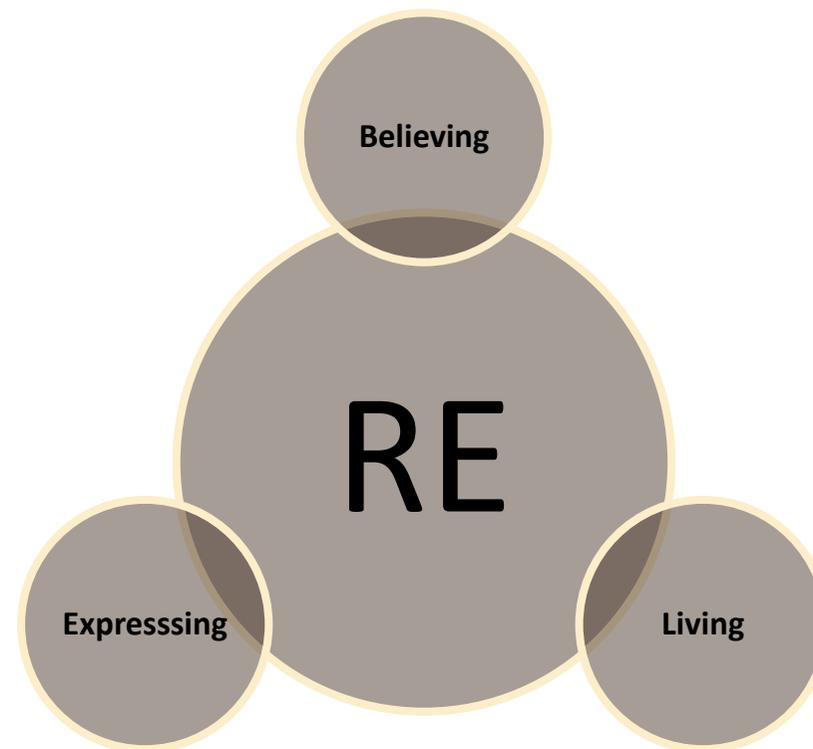
In our curriculum, we define the threshold concepts which link all aspects of RE as:

Believing - Religious beliefs, teachings, sources; questions about meaning, purpose and truth

Expressing- Religious and spiritual forms of expression; questions about identity and diversity

Living - Religious practices and ways of living; questions about values and commitments

All lessons are focused on one of these strands and is centered around a key question.



Lark Hill and Lewis Street Primary Schools

RE Curriculum



Early Years Curriculum: Nursery

Early Years Curriculum: Reception

RE Strand	Skills	Vocabulary
<p>Believing What people are special and why?</p>	<p>Talk about people who are special to you including yourselves, your classmates and people from outside the class community</p> <p>Say what makes other people special to you</p> <p>Use new vocabulary to hold conversations about friends, religion and community</p> <p>Talk about people who are special to you in the local community</p> <p>Identify some of the qualities of a good friend and identify your own good friends</p> <p>Recall and talk about a story of Jesus as a friend to the disciples</p> <p>Identify some of the qualities of a good friend</p> <p>Recall and talk about a story where Jesus shows friendship to another</p>	<p>relation, family tree past/present /future, relationships, siblings emotions-names of emotion (worried, scared, ecstatic, elated, excited) names of facial features – (eyebrows, eye lashes, lips, nostrils, forehead) similarities/similar differences/different adoption, ancestor, extended, identical, youngster</p>
<p>Expressing Which times are special and why?</p>	<p>Give examples of special occasions that they and others have experienced and suggest features of a good celebration.</p> <p>Say why Sukkot is a special time for Jewish people.</p> <p>Say why Diwali is a special time for Hindus.</p>	<p>celebrations, celebrate, Hindu, Hinduism, Diwali, Jewish, Hannukah, Christmas, special time, Church, Synagogue, Mosque, different types of</p>

Lark Hill and Lewis Street Primary Schools



RE Curriculum

	<p>Recall a simple story connected with Diwali.</p> <p>Say why Christmas is a special time for Christians.</p> <p>Recall a simple story connected with Christmas.</p> <p>Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival.</p> <p>Recall simple stories connected with festivals.</p> <p>Say why festivals are special times for members of faith communities</p>	<p>celebratory food, believe, belief, faith</p>
<p>Living Where do we belong?</p>	<p>Share occasions when others have made them feel special</p> <p>Re-tell the story of Jesus blessing the children, making connections with personal experiences</p> <p>Share and record occasions when they belong to a group</p> <p>Recall simply what happens at a traditional Christian infant baptism</p> <p>Recall simply what happens when a baby is welcomed into the Muslim tradition</p> <p>Share occasions when things have happened in their lives that made them feel special</p>	<p>faith, community, belonging, special, religion, symbol, baptism, dedication, marriage, identify, traditional</p>

Pupils should encounter religions and worldviews through exploring special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about religious stories. Pupils can be introduced to new vocabulary including subject specific words and use all their senses to explore beliefs, practices and forms of expression. They can ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the natural world in which they live.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting

Lark Hill and Lewis Street Primary Schools



RE Curriculum

important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: Past and Present Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society; – Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Understanding the World Education Program

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** – children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop

Lark Hill and Lewis Street Primary Schools



RE Curriculum

strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children’s learning in all areas.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

The ELG is an assessment checkpoint and should not be used as a curriculum – the curriculum should be broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.

Years 1-6 Curriculum

RE Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Believing	Who is a Christian and what do they believe?	How can we learn from sacred books? Who is a Muslim and what do they believe? Who is a Jewish and what do they believe?	What do people believe about God?	Why is the Bible important to Christians? Why is Jesus inspiring to some people?	Why do some people think God exists? What does it mean to be a Muslim?	What do religions say to us when life gets hard?
	What makes some places sacred?		Why do people pray?	Why do some people think life is a journey?	If God is everywhere, why go	Is it better to express your religion in arts and

Lark Hill and Lewis Street Primary Schools



RE Curriculum

Expressing	How and why do we celebrate special and sacred times?		<p>Why are festivals important to religious communities? (Easter focus)</p> <p>How do family life and festivals show what matters to Jewish people?</p>		to a place of worship?	architecture or in charity and generosity?
Living	What does it mean to belong to a faith community?	How should we care for others and the world, and why does it matter?	What does it mean to be a Christian?	<p>What can we learn from religions about deciding what is right and wrong?</p> <p>What does it mean to be a Hindu in Britain today?</p>	Green religion: What can be done about climate and environment?	<p>What difference does it make to believe in ahimsa, grace and/or ummah community?</p> <p>What matters most to Christians and Humanists?</p> <p>What can be done to reduce racism?</p>

Lark Hill and Lewis Street Primary Schools

RE Curriculum



Years 1-6 Progression of Skills

RE Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Believing	<p>Talk about some simple ideas about Christian beliefs about God and Jesus</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</p>	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p>Re-tell a story about the life of the Prophet Muhammad.</p> <p>Recognise some objects used by Muslims and</p>	<p>Describe some of the ways in which Christians Hindus and/or Muslims describe God.</p> <p>Describe the practice of prayer in the religions studied.</p> <p>Make connections between what people believe about prayer and what</p>	<p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</p>	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>Outline three or more examples of Jesus' teaching on how his followers should live.</p>	<p>Outline Christian, Hindu and / or non-religious beliefs about life after death.</p> <p>Describe and make connections between examples of religious creativity (buildings and art).</p> <p>Describe what Christians mean about humans being</p>

Lark Hill and Lewis Street Primary Schools



RE Curriculum

	<p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.</p> <p>Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other</p>	<p>suggest why they are important.</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God.</p> <p>Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means.</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world.</p>	<p>they do when they pray.</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs.</p> <p>Make links between the Exodus story</p>	<p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday.</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say</p>	<p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Deploy a rich knowledge of the 5 Pillars to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>Make connections between beliefs about the earth and</p>	<p>made in the image of God and being 'fallen', giving examples.</p> <p>Describe what it means to be a Humanist.</p> <p>Make connections between beliefs and behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religion.</p> <p>Describe examples of connections between anti-racism and religion.</p>
--	---	---	--	--	--	--

Lark Hill and Lewis Street Primary Schools



RE Curriculum

	<p>religion, suggesting what these might mean and why they matter to believers.</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</p> <p>Identify two ways people show they belong to each other when they get married</p>		<p>and Jewish beliefs about God and his relationship with the Jewish people.</p>	<p>what these rituals mean.</p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Make connections between stories of temptation and why people can find it difficult to be good.</p>	<p>activist behaviour in different religions.</p>	
<p>Expressing</p>	<p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</p> <p>Ask good questions during a school visit</p>	<p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p>Ask good questions about how Jewish artefacts are used and their meaning</p>	<p>Suggest why having a faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p>	<p>Give examples of how and suggest reasons why Christians use the Bible today.</p> <p>Identify the most important parts of Easter for Christians and say why they are important.</p>	<p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p> <p>Express thoughtful ideas about the impact of believing</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Explain some similarities and differences between</p>

Lark Hill and Lewis Street Primary Schools



RE Curriculum

	<p>about what happens in a church, synagogue or mosque</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p>	<p>Talk about how Shabbat is a special day of the week for Jewish people.</p> <p>Give some examples of what Jewish people might do to celebrate Shabbat.</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p>	<p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities.</p>	<p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p>	<p>or not believing in God on someone's life.</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</p> <p>Explain the impact Jesus' example and teachings might have on Christians today.</p> <p>Select and describe the most important functions of a place of worship for the community.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims.</p>	<p>beliefs about life after death.</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>Describe some Christian and Humanist values simply.</p>
--	---	---	--	---	---	--

Lark Hill and Lewis Street Primary Schools



RE Curriculum

					Understand the challenges facing the planet and responses from different religions.	<p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p> <p>Understand the challenges racism presents to human communities and consider different religious responses.</p>
Living	<p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel.</p>	<p>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think</p>	<p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Discuss links between the actions of Christians in helping others and</p>	<p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p>	<p>Present different views on why people believe in God or not, including their own ideas.</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p>Present ideas about the importance of people in a place of</p>	<p>Apply ideas about values and from scriptures to the title question.</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</p> <p>Discuss their own and others' ideas about reducing</p>

Lark Hill and Lewis Street Primary Schools



RE Curriculum

	<p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p> <p>Respond to examples of co-operation between different people.</p>	<p>about what would happen if people followed this idea more.</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p>	<p>ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives.</p>	<p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Discuss their own and others' ideas about how people decide right and wrong.</p>	<p>worship, rather than the place itself.</p> <p>Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'.</p>	<p>racism and prejudice, informed by rich knowledge of case studies.</p>
--	--	---	--	--	---	--

End of Key Stage 1 Outcomes. RE teaching and learning should enable pupils to...

Know about and understand a range of religions and worldviews (Believing)	Express ideas and insights about the nature, significance and impact of religions and worldviews (Expressing)	Gain and deploy the skills needed to engage seriously with religions and worldviews (Living)
<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p>	<p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>
<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>Find out about and respond with ideas to examples of co-operation between people who are different.</p>

Lark Hill and Lewis Street Primary Schools



RE Curriculum

Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Notice and respond sensitively to some similarities between different religions and worldviews.	Find out about questions of right and wrong and begin to express their ideas and opinions in response.
---	---	--

End of Key Stage 2 Outcomes. RE teaching and learning should enable pupils to...

Know about and understand a range of religions and worldviews (Believing)	Express ideas and insights about the nature, significance and impact of religions and worldviews (Expressing)	Gain and deploy the skills needed to engage seriously with religions and worldviews (Living)
Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable,	Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Lark Hill and Lewis Street Primary Schools



RE Curriculum

and teachings that arise from them in different communities.	both in the diverse communities being studied and in their own lives.	
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response

Years 1-6 Progression of Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Who is a Christian and what do they believe? Christian, images, God, believe, beliefs, good, bad, right, wrong, symbols, Jesus	How should we care for others and the world, and why does it matter? religion, teach, valuable, created, God, faith, caring, world, creation, good, bad, right, wrong	What does it mean to be a Christian? Christians, families, church, faith, Bible, beliefs, teachings, hymns, worship, Catholic, helping, connections, express, prayer,	Why is the Bible important to Christians? Bible, Christians, inspire, creation, Genesis, forgiveness, the Fall, salvation, holy, writings, Adam and Eve, parables, chapters, verses,	What would Jesus do? inspire, values, communities, mission statement, quotes, parables, forgiveness, justice, fairness, generosity, greed, wealth, charity,	Is it better to express your religion in arts and architecture or in charity and generosity? arts, architecture, charity, generosity, sacred, holy, Muslim, Christians, mosques,

Lark Hill and Lewis Street Primary Schools



RE Curriculum

		<p>How can we learn from scared books? stories, Muslims, sacred, respect, holy, Christians, Jewish, texts, faith, parable, Jesus, good, bad, right, wrong, sermon, Bible, biblical, obey</p>	<p>communion, community Why do people pray? pray, meditate, prayer, Hindu, shrine, puja, five pillars of Islam, Islam, worship, Bible, calm, strength, hope, Arabic, mosque, artefacts, Mandir, Qur'an, Allah</p>	<p>Old Testament, New Testament, temptation What can we learn from religions about deciding what is right and wrong? traditions, teachings, inspirational, guided, rules, temptation, Golden Rule, Christianity, Humanism, Judaism, commandments, Jewish, Beatitudes, Torah, morals, actions, conscience, behaviour</p>	<p>dilemma, crucifixes If God is everywhere, why go to a place of worship? worship, function, mezuzah, kiddush cap, kosher, pilgrimage, Torah, Anglican, Baptist, church, beliefs, synagogue, Quaker, Mandir, murti, puja, Om</p>	<p>churches, calligraphy, Allah, Jesus, scriptures, poverty, zakat What difference does it make to believe in ahimsa, grace and/or ummah community? commitment, committed, beliefs, Hindus, Muslims, Christians, Ummah, God's grace, generosity, Ahimsa, harmlessness, Prophet Muhammad, forgiveness, humanity, inspirational</p>
<p>Spring</p>	<p>How and why do we celebrate special and sacred times? special, sacred, celebration, Jesus, Easter, Pentecost, festival</p>	<p>Who is a Muslim and what do they believe? Muslim, prophet, mosque, eid-ul-fitr, Ramadan, Muhammad, qur'an, journey</p>	<p>Why are festivals important to religious communities? (Easter focus) festivals, celebrations, stories, symbols, connections,</p>	<p>What does it mean to be a Hindu in Britain today? Hindu, worship, puja, beliefs, religious, vegetarian, God,</p>	<p>Green religion what can be done about climate and environment? Activism, Bhumi, Climate, Global warming, justice, Khalifa, Species</p>	<p>What matters most to Christians and Humanists? Christians, Humanists, religious, non-religious, consequences,</p>

Lark Hill and Lewis Street Primary Schools



RE Curriculum

	<p>What makes some places sacred? sacred, objects, church, worship, symbols, mosque, special, actions, synagogue</p>		<p>significant, beliefs, Jesus, communities, Holy Week, crucifixion, disciples, Christians, Palm Sunday, Easter, Maundy Thursday, Good Friday, communion, last supper, praising, rejoicing, serving, weeping</p> <p>How do family life and festivals show what matters to Jewish people? Rosh, Hashanah, Yom, Kippur, Repentance, Judaism, Jews, Celebrations, Fasting, Praying, Blessing</p>	<p>non-religious, faith, murti, deity, diva, aarti, bhajans, dharma, moksha, karma, rebirth, reincarnation, culture</p> <p>Why do some people think life is a journey? beliefs, journey, experience, Jewish, Hindu, rituals, life events, baptism, dharma, karma, moksha, marriage, belonging, confirmation, ceremony, symbolism, service, promises, Bar Mitzvah, Bat Mitzvah</p>	<p>extinction, Sustainability, Stewardship, Tu B'Shevat</p> <p>Why do some people think God exists? Christian, Muslim, agnostic, Hindu, Buddhist, atheist, Jewish, Sikh, theism, existence, fact, belief, opinion, natural world, sacred, text</p>	<p>code for living, dilemmas, concepts, fairness, justice, forgiveness, free choice, values</p>
<p>Summer</p>	<p>What does it mean to belong to a faith community?</p>	<p>Who is a Jewish and what do they believe? Jewish, believe, God, festival,</p>	<p>What do people believe about God? believe, God, Christians, Hindus,</p>	<p>Why is Jesus inspiring to some people? heroes, values, beliefs, inspiring,</p>	<p>What does it mean to be a Muslim? journey, five pillars of Islam,</p>	<p>What can be done to reduce racism? Acceptance, Ethnicity, Fairness,</p>

Lark Hill and Lewis Street Primary Schools



RE Curriculum

	<p>faith, community, value, belonging, special, religion, symbol, baptism, dedication, marriage, identify, traditional</p>	<p>mezuzah, Shabbat, celebrate, Chanukah, Torah</p>	<p>Muslims, sacred, atheists, texts, beliefs, invisible, non-religious, prayer, Bible, gods, goddesses, murtis, Shahadah, Qur'an</p>	<p>virtues, purpose, meaning, miracle, commitments, attitude, behaviour, sermon, Gospels, death, salvation, resurrection, Easter, Good Friday, Easter Sunday</p>	<p>Shahadah, salah, sawm, hajj, zakat, belief, fasting, prayer, pilgrimage, alms, charity, Mecca, advice, guidance, Muhammad</p>	<p>Justice, Racism, Respect, Prejudice, Sensitivity, Tolerance</p> <p>What do religions say to us when life gets hard? life, death, heaven, soul, spirit, reincarnation, karma, Hindu, beliefs, moksha, Christian, judgement day, Allah, funeral, afterlife, paradise</p>
--	--	---	--	--	--	---