

RELIGIOUS EDUCATION

Our Religious Education curriculum is built upon the Worcestershire agreed syllabus

In Religious Education (RE) we learn about religious and non-religious traditions that have shaped Great Britain and the world.

RE at Defford
Our Vision
Our Intent

Faith	Friendship	Fun	Learn	Grow
<ul style="list-style-type: none">• That people throughout history and around the world may have belief in something beyond the physical world.• Faith and what we believe in is unique to us all.	<ul style="list-style-type: none">• That kindness is a universal pillar of religious beliefs.• That we respect people of all religions and beliefs.	<ul style="list-style-type: none">• We develop a passion for discussing beliefs, cultures and practices from across the globe.	<ul style="list-style-type: none">• We learn what the fundamental beliefs and practices are of significant other global religions.	<ul style="list-style-type: none">• We compare and contrast different religious beliefs.• We reflect on our own beliefs.• We have space to question and celebrate our beliefs and the beliefs of others.

RE curriculum thread

Spirituality	Tradition and community	Worship	Holy places and special people	Celebration
<ul style="list-style-type: none">• Windows, mirrors and doors• Awe and wonder	<ul style="list-style-type: none">• The daily practices of different religions• Core beliefs of religions	<ul style="list-style-type: none">• The daily practices of different religions• Special texts/holy books• How different religions communicating with God (speaking and listening)	<ul style="list-style-type: none">• Places of worship and locations of importance to religions.• People of importance to religions and why and how they made an impact	<ul style="list-style-type: none">• Special annual calendar events• The meaning of religious celebrations

KNOWLEDGE

Who made the world?

Christians believe that God created the world.

Jewish and Christian people share the same story of how the world was created by God.

Christians celebrate **Harvest** to remember to be grateful to God for all that he has given them.

What does it mean to belong to a faith community?

The names of religions and their followers.

Different religions have different symbols that are important to them, begin to learn some, eg cross/fish for Christianity.

Loving others is of great importance to religions around the world.

VOCABULARY

Creation

Bible

Universe

Creator

Harvest

Christianity - Christian

Judaism - Jewish

Islam - Muslim



UNDERSTANDING

Spiritual development – experiencing nature through our senses (walking barefoot on grass, listening to nature, touching etc.)

What does the story of Creation tell Christians about God?

What would the creation story tell Christians about looking after the world?

Community is an important aspect of religions. People of the same faith often like to live near one another, marry one another and look after one another.

SKILLS

To retell a story verbally remembering the order of key events.

Consider what a Bible story tells Christians about God.

Look for important similarities and differences in religions.

To reflect on what life is like for families and individuals who belong to faith communities.



KNOWLEDGE

What do Christians believe God is like?

Christians believe in God and learn about God by reading the Bible.

Christians believe that God is loving, kind, fair and forgiving.

Christians worship God and try to live in ways to please him.

Who is Jewish and how do they live? (part 1)

That Jesus was a Jew. Judaism is an old religion with its own special festivals and special

Moses is an important figure in Judaism. He communicated with God and received the 10 Commandments.

VOCABULARY

Worship

Kind

Forgiveness

Prayer

Shabbat – Judaism’s day of rest on the seventh day (Saturday)

Sukkot – Jewish holiday

Chanukah/Hanukkah – Jewish festival of lights

Torah

Moses

UNDERSTANDING

Christians believe in God and learn about God by reading the Bible.

Judaism shares similarities with Christianity.

Different religions often have certain things in common with other religions.

Different religions have different special festivals.



SKILLS

Listen to other people’s viewpoints and begin to develop empathy.

Re-tell stories

Reflect on religious stories to try to develop empathy for their significance to people of different faiths.

Explain why rules are important and what rules are important in Judaism.



KNOWLEDGE

Who is Jewish and how do they live? (part 2)

Recognise the words of the Shema as a Jewish prayer

Name items special in a Jewish home.

How should we care for the world and for others, and why does it matter?

Identify how a person is unique and valuable.

Know the belief that is demonstrated eg God loves all people

Story of Genesis 1

Christians and Jews about the natural world.

VOCABULARY

Shema

Mezuzah

Natural world

UNDERSTANDING

Jewish people might remember God in different ways- Mezuzah/ on Shabbat

What is good about reflecting/ thanking/praising.

How Mezuzah used

Understand how people show that they care for others eg giving to charity

Say why the Christians and Jews might look after the natural world.

Share reasons why everyone should care for others and look after the natural world.

SKILLS

Make connections between how Jews celebrate / talk and remember and why it is important.

Give examples of how people can care and value others.

Link these to religious stories- Good Samaritan/Jesus' special friends

Ask questions about the difference it makes to believe in God and how people treat others.



KNOWLEDGE

Who is Muslim and how do they live? (part 1) Muslims believe in Allah as the one true God ('Allah' is the word for 'God' in Arabic, not a name. In Islam, the central belief that there is only one God is referred to as 'Tawhid')

Make sense of belief:

Recognise the words of the Shahadah and that it is very important for Muslims

Key Muslim beliefs about God found in the Shahadah

99 names of Allah, and give a simple description of what some of them mean

Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)

(LL) (LL) Why does Christmas matter to Christians?

Stories of Jesus' life come from the Gospel

Know the story of Jesus' birth

Christians believe Jesus is special.

- he is God on Earth

VOCABULARY

Muslims

Allah

Arabic

Tawhid

Iman - belief,

Shahadah -('There is no God but God; Muhammad is the messenger of God').

Prophet Muhammad

Gospel- Lukes

Christians

Advent- wreath/ calender/ candle/ crib scene

UNDERSTANDING

Shahadah- part of daily prayers

-Call to prayer

-first words whispered in baby's ear.

Muhammad the Prophet –The story of the tiny ants (creation).

Inspires Muslim people.

How Christians use the nativity story to guide their beliefs and actions

What they are thankful for personally

Christmas is important to Christians- look for signs of Christmas

Why Jesus birth was good news.

Advent traditions

SKILLS

Think, talk and ask questions about Muslim beliefs.

Explain their ideas about Muslim beliefs.

Ask questions about Christmas to Christians and non-Christians

Explain why they are thankful.

Sort Christmas cards linked to religious and non-religious Christmas themes.



KNOWLEDGE

Who is Muslim and how do they live? (part 2)

Shahadah says Muhammad is God's messenger (many Muslims say 'Peace be upon him' after his name – or write PBUH).

Stories of the prophet are important to Islam

How, where, when and why Muslims read the Qur'an.

Know the story 'The Night of Power'

There are 5 pillars of worship

-Shahadah- reciting this

-Salah- prayer

Why does Easter matter to Christians?

Incarnation and salvation are a big part of the 'Bible'

In Holy week/ Easter Jesus rescued people- salvation.

New life- Spring/ Easter

Main parts of the Easter story

Easter brings us from darkness to light

VOCABULARY

Muhammad prophet

Ibadah- worship

5 pillars

Incarnation

Salvation

Holy week

Resurrection

Hope

Heaven

Palm crosses

UNDERSTANDING

why Muslims treat the Qur'an as they do (wrapped up, put on a stand, etc.).

Through the story 'Night of power' understand the message given to Muhammad.

Stories guide beliefs and actions- prayer, Ramadan

At Easter Christians show their beliefs about resurrection in church worship

Story of Holy Week. (Note that pupils should understand that this story takes place about 33 years after the events of the Nativity, even though pupils have only celebrated Christmas a few weeks ago.

Feelings of Jesus's followers

New life in heaven after death.

Church practices- palm crosses/services/ hot cross buns/songs

SKILLS

Show empathy with Muslim faith

Reflect what can we learn from their way of life?

Reflect on what good examples do they set?

-prayer, reflect, self control, respect, celebration

Give reasons for their ideas.



KNOWLEDGE

What is the good news Jesus brings?

Jesus gives instructions to people on how to behave.

Know how Christians put their beliefs into practice in the church community- charity/ confession.

Bible stories:

Matthew the tax collector (Matthew 9:9–13)

Story of Zacchaeus, Luke 19:1–10

Explore the good news Jesus shared.

Forgiveness: Luke 6:37–38

Peace: In John 14:27

Ways to find peace

What makes some places sacred to believers?

Name things which are sacred and holy

Name the main features of two places of worship

Similarities and differences between places of worship

VOCABULARY

Gospel

Christians

Forgiveness

Friendless

Peace

Sacred

Holy

Church

Synagogue

church: altar, cross, crucifix, font, lectern, candles and the symbol of light

synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), chanukiah, bimah;

mosque/masjid: wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin

UNDERSTANDING

Make a link between good news and gospel

Understand what Bible texts means to Christians

Understand how Christians follow the teachings of forgiveness and peace

Talk about why it is important to show respect for other people's precious or sacred belongings (e.g. the importance of having clean hands; treating objects in certain ways, or dressing in certain ways)

Why people go to places of worship- peace, be close to God, friendly

SKILLS

Discuss if Jesus's good news is just for Christians or for everyone?

Give reasons for their ideas

Dramatise different Bible stories

Match photos to buildings and vocab.



KNOWLEDGE

What do Christians learn from the creation story?

Different religions and cultures have their own creation stories.

Creation stories try to explain how the world was made.

They have common themes throughout them.

How do festivals and family life show what matters to Jewish people?

Judaism was created by the followers of Abraham.

The Torah is made up of commandments, rules from God.

The story of the Passover

The story of Yom Kippur – 10 commandments

The story of Hannakkah – lighting the temple with 1 days worth of oil for 8 days

VOCABULARY

Creation stories – explain how the world was made.

Christianity – Religion of people who follow the teachings of Jesus Christ.

Judaism – Key figures include Moses and Abraham.

Satan/devil

Passover

Yom Kippur – Day of Atonement, a day to reflect on the past year and ask God for forgiveness for sins.

Hannakkah – Festival of Lights, Menorah

Pharoah

Plague



UNDERSTANDING

What is a creation story?

What similarities exist between creation stories?

Why people from across the globe have creation stories. What do their stories tell us about their beliefs and cultures?

What do people now believe in?

Why do people have different creation story beliefs?

Different religions have different festivals that are special for them but they often have similarities – families gather, special meals are shared etc.

SKILLS

Compare and contrast creation stories from around the world.

What do creation stories tell us about the cultures, beliefs and religions of people?



Recognise symbols associated with Judaism and link them to special festivals.

Retell stories from Judaism.



KNOWLEDGE

What is it like to follow God?

Bible stories of Noah's Ark, Abraham and Sarah, Adam and Eve that show a close relationship with God.

Christian Weddings – a promise is made in front of God. Learn what a wedding day traditionally looks like.

How do festivals and worship show what matters to a Muslim?

We remind ourselves of the Abrahamic religions – Christianity, Judaism and Islam.

Review 5 pillars of Islam - then dive deeper into Sawm, fasting during Ramadan

Hajj – visiting the Holy site.

Muslims pray facing the site that Muslims visit during Hajj.

VOCABULARY

Covenant – a special promise made with God.

Wedding

Bride

Groom



Abrahamic – religions that have their roots with Abraham

Ramadan – the fasting during Ramadan is one of the 5 pillars of Islam.

Eid ul-Adha – The festival of sacrifice. Remembering when Abraham almost sacrificed his Son following God's command.

UNDERSTANDING

Some people in the Bible had a significant, close relationship with God eg Moses, Noah, Abraham, Adam and Eve etc.

Relationships have two sides. Everyone in the Bible with a special relationship God spoke to God, and he also spoke to them whilst they listened.

Why Muslims use fasting to help them to remember what they have and why they should be grateful and thankful to God.

How the five pillars affect the everyday lives of Muslims.

SKILLS

To unpick what a Bible story can teach people about relationships with God.

To reflect on what makes a strong/healthy relationship with others.

Compare and contrast the 3 major Abrahamic religions.

To find important similarities between Abrahamic religions and their festivals.



KNOWLEDGE

What kind of world did Jesus want?

We know about Jesus' life from the Gospel, within the Bible.

Why followers of Jesus are referred to as fishers of men/people.

Jesus' actions during his life, in particular towards outcasts.

How and why do religious and non-religious people try to make the world a better place?

The Golden rule – investigate different world views and religions to determine the “Golden Rule” – treat others as you would wish to be treated.

VOCABULARY

Gospel

Fishers of people

Disciples

Sermon

Worldview

Promise

Covenant

Wedding

Married

UNDERSTANDING

How do Christians show love for all?

How do Christians today follow Jesus' teachings in different ways?

Jesus showed love to the most vulnerable and often rejected of society. What kind of world did he want?

It is not only Christians who want a better world.

Make links between promises in the story of Noah and promises that Christians make at a wedding ceremony.

SKILLS

Make links between the importance of love in the Bible stories studied and life in the world today, giving good reason for their ideas.

Make links between the story of Noah and the idea of covenant.

Make links between the story of Noah and how we live in school and in the wider world.



KNOWLEDGE

What is the Trinity?

What the Trinity is and what it means to Christians.

What is and what is the purpose of baptism in Christianity?

The story of the Baptism of Jesus by John the Baptist

What do Hindus believe God is like?

(LL) Diwali (between mid-October and mid-November)

Hindus believe in one God (Brahma) but he is often shown in different forms

Some Hindu stories of their Deities.

Christmas

The story of the Nativity.

The importance of this story to Christians but how Jesus' birth is not as important to Christians as Jesus' sacrifice and death on the cross.

VOCABULARY

Incarnation

Trinity – Father, Son and Holy Spirit (Ghost)

Gospel

Baptism

Hinduism

Diwali

Brahma

Vishnu

Shiva

Deities

Shrine

UNDERSTANDING

How Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.

Christians believe in God as a Trinity of Father, Son and Holy Spirit.

Christians find understanding God challenging and spend their whole lives learning more and more about God.

Hindus believe God is everywhere and in everything.

Make links between beliefs about God and how Hindus live (eg choosing a deity and worshipping at a home shrine; celebrating Diwali).

Identify some different ways that Hindus worship.

SKILLS

Make links between some Bible text studies and the idea of God in Christianity, expressing clearly some ideas of their own about what Christianity believe in God.

Using images, paintings, stories to understand more about the Gospel and the role of the Trinity.

To relate the Trinity to our daily lives or the daily lives of Christians.

Look for clues in religious imagery that show us a deeper understanding of a belief.

Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.

Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value people in the world today.



KNOWLEDGE

What does it mean to be a Hindu in Britain today?

Describe how Hindus show their faith within their families in Britain today (eg home puja)

(LL) Describe how Hindus show their faith within their faith communities in Britain today (eg arti and bhajans at the mandir, in festivals such as Diwali)

Identify some different ways in which Hindus show their faith (eg between different communities in Britain, or between Britain and parts of India)

Why do Christians call the day Jesus died 'Good Friday'?

The Christians believe Jesus came to 'save' or 'rescue' people eg by showing them how to live.

What are the events and what do they mean to Christians?

VOCABULARY

Puja (tray)

Arti

Bhajans

Mandir

(LL) Diwali

dharma

Salvation

Holy Week

Easter

Sin

UNDERSTANDING

Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' dharma.

How Hindus show their faith.

The differences and similarities between their own family values and home rituals they we may have.

What good comes from sharing worship and rituals in family and a community.

The importance of Holy Week to Christians.

Make links between the Gospel accounts and how Christians mark the Easter events in their communities.

Describe how Christians show their beliefs about Jesus in worship in different ways.

SKILLS

Raise questions and suggest some answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving reasons for their ideas.

Raise questions and suggest some answers about why Christians call the day that Jesus died 'Good Friday', giving good reasons for their suggestions.



KNOWLEDGE

When Jesus left what was the impact of Pentecost?

To know the story of Pentecost

Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on Earth.

Offer informed suggestions about the events of Pentecost in Acts 2.

What Pentecost means to some Christians.

Pentecost is seen as the Church's Birthday

Why do some people think that life is like a journey and what significant events mark this?

What is the meaning and importance of ceremonies of commitment for religious and non-religious people?

Know what happens at ceremonies of commitment (baptism, marriage, etc)

VOCABULARY

Pentecost

Disciples

Resurrection

Holy Spirit

Baptism

Marriage

Bar/bat mitzvah

UNDERSTANDING

Make simple links between descriptions of Pentecost in Acts 2, the Holy Spirit, the Kingdom and God and how Christians live now.

Describe how Christians show their beliefs about the Holy Spirit in Worship.

There are links between beliefs about love and commitment and how people in at least two religious traditions live.

SKILLS

Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving reasons for their ideas.

Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones.

Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.

Give good reasons why they think ceremonies of commitment are or are not of value today.

