

Christianity	
Hinduism	
Islam	
Judaism	
Sikhism	



The RE Curriculum at Crowthorne – KS2

	Year 3	Year 4	Year 5	Year 6
<p>Locally Agreed Syllabus</p> <p>AUTUMN</p>	<p>Christianity: God as Creator</p> <p>To what extent do religious beliefs influence and encourage 'good' behaviour?</p> <p>What difference might it make to believe in God as Creator?</p>	<p>Islam: Beliefs and Practices</p> <p>How can music and the arts help express and communicate religious beliefs?</p> <p>To what extent do religious beliefs influence and encourage 'good' behaviour?</p>	<p>Christianity: Prayer and Pilgrimage</p> <p>To what extent does participating in prayer generate a sense of belonging?</p>	<p>Christianity and other faiths and world views Rites of Passage</p> <p>How well does faith help people cope with matters of life and death?</p> <p>Do Rites of Passage always help a believer to feel connected to God and/or community?</p>
<p>KEY OBJECTIVES Children will:</p>	<p>Learn about what Christians believe in relation to Creation, and how this shapes their thoughts on how God wants Christians to treat his creations.</p> <p>Consider how Christian beliefs around creation affect the actions of the church and groups on environmental and social justice issues.</p> <p>Learn about equality of all people, anti-slavery protestors and other social justice organisations.</p> <p>Look at the difference it might make to Christians to believe in God as a creator.</p> <p>Summarise their beliefs and opinion on God as the Creator and how God makes a difference to Christian's behaviour.</p>	<p>Learn about the key beliefs of Islam; know about Muhammad as a prophet and Allah. To learn about the Five Pillars of Islam and understand the importance of family life in Islam; learn about the importance of the Qur'an and how a mosque illustrates key features of their beliefs. Identify similarities and differences between Islam and other religions, particularly Christianity and make inferences about beliefs and attitudes from texts, artefacts and images as well as use artefacts and pictures to ask and answer religious questions. Understand how community is important to religion and its followers and consider rituals, events and celebrations they have attended and the importance/significance of them; understand how we are influenced and guided by religion.</p>	<p>Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice. Explain and demonstrate how and why believers show courage and commitment.</p> <p>Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.</p> <p>To know about the idea of prayer as talking to God.</p> <p>To know some of the stories Jesus told about prayer.</p> <p>To know that Christians believe that God listens to their prayers</p> <p>To know the types of prayers Christians pray in church or at home.</p> <p>To know about Christian beliefs about God and prayer.</p> <p>To know about some similarities and differences between</p>	<p>Learn how a variety of faiths deal with key events in a person's life. Compare how Christians, Sikhs, Muslims, Jews, Buddhist and Humanists celebrate events surrounding birth, life and death. This will lead into P4C enquiries: What does a Christening mean to you? What does a Christening mean to you? What makes someone a responsible adult? What promises would you make to your spouse? Why are rituals important? What do you believe about life after death? How does what we believe affect how we behave?</p>

			<p>Christian prayers and other faith prayers. To know how prayers might be answered. Why and where do Christians go on pilgrimage?</p>	
SPRING	<p>Sikhism: Identity, Leaders and Sacred Texts</p> <p>How do religious leaders and sacred texts contribute to believers' understanding of their faith? How might beliefs and community shape a person's identity? To what extent do religious beliefs influence and encourage 'good' behaviour?</p>	<p>Christianity: Worship</p> <p>To what extent does participating in worship and/or prayer generate a sense of belonging? To what extent do religious beliefs influence and encourage 'good' behaviour? What difference might it make to believe in God as Creator?</p>	<p>Christianity: Religious Leaders and Sacred Texts</p> <p>How do religious leaders and sacred texts contribute to believers' understanding of their faith?</p>	<p>Christianity, Sikhism and other world views The World Around Us: Community, Identity and Behaviour (Charities)</p> <p>To what extent do religious beliefs influence and encourage 'good' behaviour? How might beliefs and community shape a person's identity?</p>
KEY OBJECTIVES Children will:	<p>Study and explain explain the key teachings of Sikhism and name the founding Guru and the holy book. Explain how teachings would help a Sikh to lead a 'good' life. Learn about, and be able to discuss the Mool Mantar. Learn how the Gurus influence and inspire Sikhs, Understand how the teachings provide a framework for leading a good life. Children will learn how Gurus inspire and influence Sikhs. Learn about the 5Ks, how they are symbols of the Khalsa and how being part of the Khalsa is shown in practice. Learn the rules, codes and traditions within Sikhism. Learn the significance of worship, and why Sikhs believe it is important to worship together in the Gurdwara. Learn the importance of the belief within a Sikh family, how it shapes</p>	<p>Learn that not all Christians worship in the same way. They learn about the symbolism and significance of holy communion and discover that the Bible is used in corporate and private worship. To develop an awareness of other people's beliefs and listen to other people's opinions and understand why Christians believe it is important to worship and to worship together. They learn how Churches are used for worship and understand how Christians express their beliefs.</p>	<p>To know that Christians believe that the Bible is God's word. To consider how the Bible teaches them about their faith. To understand how the Bible is structured. To be able to navigate a Bible to find given references. To understand what the Ten Commandments are. To understand how the Ten Commandments were given by God. To understand that rules are given elsewhere in other parts of the Bible. To learn what the Bible teaches Christians about Jesus. To understand that Christians believe Jesus to be God and Saviour. To understand how stories are used to teach Christians lessons in how to live. To understand that Jesus' parables help Christians understand their faith by showing them how to live.</p>	<p>Consider, to what extent do religious beliefs influence and encourage 'good' behaviour? How might beliefs and community shape a person's identity? Develop a greater understanding about how differing faiths deal with global issues of human rights, fairness, social justice, and the importance of the environment. This will lead into P4C enquiries: How do we feel about our own lives when others are living in poverty? What would Jesus do? Are all charities religious? How do the Christian beliefs affect how the Salvation Army behave? What characteristic do you have that people think are good? What do you think could be improved about yourself?</p>

	<p>their beliefs and their identity. Consider artwork and understand how it helps to communicate religious beliefs express important ideas, experiences and beliefs.</p>		<p>To understand the difference between literal and symbolic truth and to reflect on personal emotions. To develop an understanding of what leaders do and how they lead in different ways.</p>	<p>How do different experiences affect your life?</p>
SUMMER	<p>Christianity: Families and Communities How might beliefs and community shape a person's identity?</p>	<p>Christianity and other faiths: Rules and Codes To what extent do religious beliefs influence and encourage 'good' behaviour?</p>	<p>Hinduism: Beliefs and Practices How might beliefs and community shape and person's identity? To what extent does participating in worship generate a sense of belonging?</p>	<p>Judaism: Inspirational People To what extent does participating in worship and/or prayer generate a sense of belonging? To what extent do religious beliefs influence and encourage 'good' behaviour? How might beliefs and community shape a person's identity?</p>
<p>KEY OBJECTIVES Children will:</p>	<p>Understand what identity is and how someone's identity can shape their religious belief influencing their community and practice. Understand how different influences (local, national and global as well as over time) can contribute to their identity Understand what it is like to grow up in a Christian family and how it can shapes identity and beliefs into adulthood. Children will learn about Jesus's teachings – looking into how core beliefs can influence a person's lifestyle and choices. Learn about the importance of Church in a Christian household and Understand the significance of prayer to Christians Understand how Christians use God's teachings in their lives to guide / inspire their own lives.</p> <p>All children will be able to contribute to, and write a reflection of a P4C</p>	<p>Know what rules, traditions and codes Christians, Hindus, Muslims and Sikhs believe they should live by; Develop their own viewpoints about having strong codes of conduct to live by; Be able to discuss, clarify and think about our own and other people's commitments and identify how core beliefs can guide lifestyle choices; Understand why promises are important and how following the 'Golden Rule' would make a difference to the world.</p>	<p>To know what Hindus believe about god and how they are represented as different deities. To know how different deities help to reveal the nature and will of god. To know how different deities influence and inspire Hindus. To know how Hindus' beliefs about god/deities make a difference to their lives. To know why and how Hindus are influenced in the way they live by the example of others. To know how Hindu beliefs and teachings inspired the lives of some people. To know the four stages of life and understand some of the key Hindu beliefs. To know how and where Hindus worship. To know why Hindus believe it is important to worship and sometimes worship together. To know how shrines are used for worship.</p>	<p>Understand how beliefs, religious experiences and community can shape a person's identity and values. Be able to describe and explain what motivates and inspires believers and how this can be reflected in actions and practise. Be able to explain and demonstrate how and why believers show courage and commitment. - Focus on key figures from the Jewish faith – How did their faith impact their lives and actions?</p> <p>This will lead into P4C enquiries: P4C Inquiry (where appropriate) How would you inspire someone? Who inspires you the most? What makes a good teacher? What is worship? What do you think life in our local community would be like if everyone gave 10% of their money to use in the local community?</p>

	discussion based on whether a rite of passage, e.g. baptism makes someone a better Christian.		<p>To know what value some Hindus find in private prayer and worship.</p> <p>To identify where Hindus worship.</p> <p>To be able to compare and contrast, and explain similarities and differences between worshipping at a mandir and at home.</p> <p>To know why and how Hindus celebrate important times in the year.</p> <p>To know how the arts help express and communicate religious beliefs.</p> <p>To know how Hindus expressed some of their most important ideas, beliefs and personal experiences through the arts and symbols.</p>	
	<p>Christianity: The Arts Q.3</p> <p>How can music and the arts help express and communicate religious beliefs?</p>	<p>Christianity: The Arts Q.3</p> <p>How can music and the arts help express and communicate religious beliefs?</p>	<p>Christianity: The Arts Q.3</p> <p>How can music and the arts help express and communicate religious beliefs?</p>	<p>Christianity: The Arts Q.3</p> <p>How can music and the arts help express and communicate religious beliefs?</p>
KEY OBJECTIVES	Linked to Sikhism ragas	Linked to Islam – patterns? 5 pillars Listen to Islamic music?	Hinduism: How have Hindus expressed some of their most important ideas, beliefs and personal experiences through the arts and symbols?	Mandala - Buddhists

FOCUS WEEKS – Understanding of Christianity

AUTUMN - CHRISTMAS	<p>Christianity: Incarnation (UC Theology unit) What is the Trinity?</p>	<p>Christianity: Incarnation (UC Theology unit) What is the Trinity?</p>	<p>Christianity: Incarnation (UC Theology unit) Was Jesus the Messiah?</p>	<p>Christianity: Incarnation (UC Theology unit) Was Jesus the Messiah?</p>
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<p>KEY OBJECTIVES</p>	<p>Learn what 'incarnation' means – 'became flesh' took human form. Link this idea to the concept of the Trinity – Father, Son and Holy Spirit. Understand and explain the significance of the Advent candle, and know who / what it represents. Understand the term Baptism and what it represents. Children will look at the Bible passage Matthew 3:11 – 17 and discuss the presence of the Dove as the holy spirit. Learn the similarities and differences between child and adult baptism, different objects representing the Holy Spirit.</p>	<p>Learn about God as the Trinity: Father Son and Holy Spirit. They learn how Christians believe the Father creates; he sends his Son who saves his people and the Son sends the Holy Spirit to his followers. They revisit the concept of Jesus 'becoming flesh' and that this is Incarnation. The significance of the Advent candle, it represents John the Baptist who is Jesus's cousin – seen as pre Christian prophet in the New Testament, Jesus was baptised by John in the River Jordan. Children learn about what is baptism and looking at what it represents – dying of your old self, full immersion – dying and coming back to life, linking that type of baptism linking it to Jesus's life. Children will look at the Bible passage Matthew 3:11 – 17 and discuss the presence of the Dove as the holy spirit. Children will learn the similarities and differences between child and adult baptism, different objects representing the holy spirit.</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives.</p>	<p>Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. Weigh up how far the world needs a Messiah, expressing their own insights.</p>
<p>SPRING - EASTER</p>	<p>Christianity: Salvation (UC Theology unit) Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>Christianity: Salvation (UC Theology unit) Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>Christianity: Salvation (UC Theology unit) What did Jesus do to save human beings?</p>	<p>Christianity: Salvation (UC Theology unit) What difference does the resurrection make to Christians?</p>
<p>KEY OBJECTIVES</p>	<p>Understand the meaning of the word salvation and its significance for Christians Know the importance of Easter to Christian faith</p>	<p>Be able to order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Describe how Christians show their beliefs about Palm Sunday, Good</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p>	<p>Explain connections between biblical texts used at funerals and the core concepts of Gospel (good news), Salvation and Hope, using theological terms.</p>

	<p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship and how they mark these events in their church communities. Know that different representations of the cross, link to a particular aspect of holy week.</p> <p>Study Bible verses about the various events of Holy Week such as the Last Supper and how these events were important as Jesus was teaching the disciples what he came to earth to do.</p> <p>Be able to empathise with characters from the Easter story</p> <p>Know key aspects of events at Easter and be able to re-tell the story from different perspectives.</p> <p>Understand why Christians call the day Jesus died 'Good Friday'</p>	<p>Friday and Easter Sunday in worship and how they mark these events in their church communities. Study Bible verses about the various events of Holy Week such as the Last Supper and how these events were important as Jesus was teaching the disciples what he came to earth to do.</p> <p>Going Deeper</p> <p>Discuss what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean</p> <p>Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.</p>	<p>Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>Taking account of the context(s), suggest meanings for the selected texts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of how they are used in funerals.</p> <p>Make clear connections between the Christian concept of the resurrection and what Christians believe about hope and life after death, and how they show this in their church communities.</p> <p>Show how Christian belief in resurrection and life after death make a difference in their lives.</p> <p>Weigh up how far biblical teachings and beliefs about life after death might make a difference to people in the world today, developing responses and insights of their own.</p>
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