

# Swaffham Primaries Partnership



Religious Education Curriculum

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# Religious Education Intent

At Swaffham Bulbeck Church of England Primary School, the intent of Religious Education is for children to acquire and develop knowledge and understanding of Christianity and the other principal religions in the world today. We aim for pupils to understand the way that religious beliefs shape our history, culture, everyday lives and behaviour locally, nationally and internationally. We intend that pupils will develop the ability to make reasoned and informed judgements about religious and moral issues. As a Church of England school, our Religious Education curriculum also enhances the spiritual, moral, social and cultural development of the children; this overlaps with our work on British values. We are aiming to educate our children to be knowledgeable about religious beliefs, able to make connections between shared values, and tolerant of beliefs different to their own.

## Religious Education Implementation

Children will have weekly Religious Education lessons with their class teacher. They will follow the Emmanuel Project scheme of learning which explores a range of key concepts based around a key question. They will learn to 'engage' with the key concept in their own lives/world, 'enquire' into the aspect of the religion being studied and 'explore' others' understanding of the concept. Once they have a deep understanding of the question and the concept, they will 'evaluate' and 'express' their learning about the key concept.

Through Religious Education, links to our school vision and values can be made. Our daily collective worship has a significant role in developing children's understanding of religion, too, and we place much value on the opportunity to explore and learn from visitors who are members of faith communities, especially our local clergy.

## Religious Education Impact






We believe the depth of understanding the children gain from a detailed focus on Christianity provides a firm academic grounding in a core religion and we greatly value the scholarly and academic aspect this offers our pupils too.



### **Through our RE curriculum, children:**

- gain knowledge, understanding and insight about the world's major religions
- explore aspects of a religion from looking at its worshipping community
- explore aspects of a religion based on its sacred texts
- explore aspects of a religion through its practices
- are able to make reasoned and informed judgements about religious and moral issues
- are able to make connections between shared values
- demonstrate tolerance of beliefs different to one's own and to be an informed, respectful citizen of the world
- explore cultural diversity

# Core Concepts-Christianity

Core concepts are revisited thus building upon children's knowledge and understanding

	Definition	Coverage
<b>God</b> 	Fundamental to Christian belief is the existence of God- Father, Son and Holy Spirit.	EYFS – Autumn 1: Why is the word 'God' so important to Christians? KS1 Year A –Summer 1: How does celebrating Pentecost remind Christians that God is with them always? KS1 Year A – Spring 2: Why do Christians pray to God and worship him? UKS2 Year A – Autumn 2: How do Christians try to capture the mystery of God as Trinity?
<b>Creation</b> 	Christians believe the universe and human life are God's good creation. They believe that humans are made in the image of God.	EYFS –Summer 2: How can we care for our world? LKS2 Year A- Autumn 1: How do Christians show that reconciliation with God and others is important?
<b>Salvation</b> 	Jesus' death and resurrection effect the rescue or salvation of humans. Christians believe that through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.	EYFS –Spring 1: How can we help others when they need it? EYFS –Spring 2: Why do Christians put a cross in an Easter garden? KS1 Year B- Autumn 2: Why was Jesus given the name 'saviour'? KS1Year B -Spring 2: What are the best symbols of Jesus' death and resurrection at Easter? LKS2 Year A- Spring 2: Is the cross a symbol of love, sacrifice or commitment for Christians? LKS2 Year B- Autumn 1: How does believing Jesus is their saviour inspire Christians to save and serve others? UKS2 Year B- Summer 1: Should believing in the resurrection change how Christians view life and death?
<b>Incarnation</b> 	Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans.	EYFS –Autumn 2: Why do Christians perform nativity plays at Christmas? EYFS -Summer 1: What makes every single person unique and precious? UKS2 Year B -Autumn 1: How do Christians show their belief that Jesus is God incarnate?
<b>Gospel</b> 	'Gospel' means 'good news'. Jesus' life, teaching and ministry embody what it is like to be one of the People of God, what it means to live in relationship with God.	KS1 Year A -Spring 1: What did Jesus teach about God in his parables? UKS2 Year A- Autumn 1: Why is the gospel such good news for Christians?

<p>Kingdom of God</p> 	<p>The idea of the 'Kingdom of God' reflects God's ideal for human life in the world – a vision of life lived in the way God intended for human beings</p>	<p>KS1 Year A- Autumn 1: Why is belonging to God and the church family important to Christians?</p> <p>KS1 Year B- Summer 1: Why do Christians trust Jesus and follow him?</p> <p>LKS2 Year A - Summer 1: What do Christians mean when they talk about the Kingdom of God?</p> <p>LKS2 Year B -Autumn1: Why do Christians call themselves the 'Body of Christ'?</p> <p>UKS2Year A -Summer 1: What is the great significance of the Eucharist for Christians?</p>
<p>People of God</p> 	<p>The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing a people who will model a restored relationship with God, who will attract all other people back to God. The Bible narrative includes the ups and downs of this plan, including the message of the prophets who tried to persuade people to stick with God. The plan appears to end in failure with the people of God exiled, and then returning, awaiting a 'messiah' – a rescuer.</p>	<p>LKS2 Year B-Summer 1: Why do Christians believe they are people on a mission?</p>

## Substantive Vocabulary - Christianity

Advent	Creation	Jesus	Reconciliation
Angel	Cross	Kingdom	Repentance
Anglican	Disciple	Lent	Resurrection
Annunciation	Easter	Mass	Sacrifice
Apostle	Eucharist	Messiah	Salvation
Ascension	Faith	Minister	Saviour
Baptism	Forgiveness	Mission	Sin
Bible	God	Nativity	Trinity
Cathedral	Good Friday	New Testament	trust
Catholic	Gospel	Old Testament	Verse
Chapter	Grace	Orthodox	Vicar
Christ	Holy Spirit	Palm Sunday	Worship
Christian	Holy Trinity	Parable	
Christianity	Hope	Pentecost	
Christmas	Ichthus	Pilgrim	
Church	Incarnate	Prayer	
Commitment	Incarnation		
Communion			

# Core Concepts-Judaism

	Definition	Coverage
Mitzvot/Tzedakah	A mitzvah (pl.Mitzvot) is a charitable act or 'good deed'. Tzedakah According to religious law, Jewish people should give 10% of their income as tzedakah (charity) e.g. as money to the poor, to health care institutions, synagogues or to education.	EYFS: An encounter with Tu be Shevat: the Jewish 'Birthday of Trees' KS1 Year A-Autumn2: Why is learning to do good deeds important to Jewish people?
Tefillah/ blessings	The Hebrew for prayer is tefillah and many blessings are said throughout the day by Jewish people.	KS1 YearA-Summer2: Why do Jewish families say so many prayers and blessings?
Teshuvah/G-D	Teshuvah really means "return" although often translated as "repentance". For Jews, G-D is a way of writing the name of God, in order for the risk of the sin of erasing or defacing the name to be avoided.	KS1 YearB-Autumn1: Why do Jewish families talk about repentance at New Year?
Torah/rabbi	The word Torah means instruction or teaching but usually refers to the Five Books of Moses. A rabbi is a spiritual leader or religious teacher in Judaism.	KS1YearB-Summer2: Why is the Torah such a joy for the Jewish community?
Covenant	Within Judaism, a covenant or 'brit' is a promise or obligation which has the force of legality behind it. There are two parties to a covenant, both of whom, in most cases, take on particular obligations.	LKS2 YearA -Summer2: What symbols and stories help Jewish people remember their covenant with God?
Holiness	Holiness is 'Kedushah' in Hebrew, from a root that means 'sanctity' or 'set apartness'. The Hebrew word is multi-dimensional; like a door which is used for both entering and leaving a property, Kedushah can mean: 'to leave behind and separate from' but also 'to move towards for a distinct purpose'.	UKS2YearA-Spring2: What is holiness for Jewish people: a place, a time, an object or something else?

## Substantive Vocabulary - Judaism

Ark	Kedushah	Sefer Torah
Barmitzvah	Luchot	Shabbat
Barukh	Matzos	Shavuot
Batmitzvah	Menorah	Shema
Berakhot	Mezuzah	Shofar
Bimah	Mitzvah	Simchat Torah
Blessings	Mitzvot	Sukkah
Chumash	Moses	Sukkot
Covenant	Ner Tamid	Synagogue
Exodus	Parsha	Tanakh
G-D	Passover	Tefillah
Hannukah	Pesach	Teshuvah
Havdalah	Prayer	Tikkun Olam
Hebrew	Rabbi	Torah
Holiness	Repentance	Tzedakah
Jewish	Rosh Hashanah	Yad
Judaism	Sabbath	Yom Kippur
Kavanah	Scroll	

# Core Concepts-Islam

Allah/mercy	In Arabic, Allah means 'the one God'. Muslims believe that compassion and mercy are primary attributes of Allah.	EYFS Autumn 1: A Muslim whispering Allah in a baby's ear  EYFS Autumn 2: An encounter with a Muslim story: Muhammad and the Ants KS1YearB – Spring1: How do some Muslims show Allah is compassionate and merciful?
Submission and obedience	The Arabic word 'Islam' means voluntary submission or surrender to God's will; it speaks of an inner conviction that God alone is worthy of obedience and of an active engagement with obedience to God in all aspects of life.	LKS2YearA – Autumn1: How does a Muslim show their submission and obedience to Allah?
Tawhid	Tawhid is the central Muslim belief that there is only one God and that God is unique.	UKS2YearB-Autumn2: How does tawhid create a sense of belonging to the Muslim community?

## Substantive Vocabulary - Islam

<p>Akhirah Allah Compassion Deen Hajj Islam Ka'aba Mecca Mercy Muslim Obedience</p>	<p>Pillars Prophet Qur'an Salah Sawm Shahadah Shirk Submission Tawhid Ummah Zakat</p>
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# Core Concepts-Hinduism

Karma	Karma literally means 'action', but implies both an action and its consequences. Hindus believe that whatever people do produces a result which cannot be avoided. Most importantly, Hindus believe their decisions about how to behave, speak and act dictate their eternal destiny.	LKS2YearA- Spring1: Why do Hindus want to collect good karma?
Dharma	Dharma is simply translated as 'duty' or 'righteousness'.	EYFS: An encounter with Hindus celebrating Raksha Bandhan LKS2YearB – Spring 2: How does the story of Rama and Sita inspire Hindus to follow their dharma?
Brahman	In Hinduism, Brahman is the one Supreme Being or life principle, underlying the universe.	UKS2Year A – Spring1: How do questions about Brahman and Atman influence the way a Hindu lives?

## Substantive Vocabulary - Hinduism

Ad-dharma	Mahabharata
Artha	Moksha
Ashrama	Murti
Aum/Om	Namaste
Bhagavad Gita	Panchatantra
Brahman	Rakhi
Deity	Ramnavrami
Destiny	Reincarnation
Diva	Samsara
Divali	Sva-dharma
Dharma	Upanishads
Dussehra	Varnashrama dharma
Duty	
Karma	

# Core Concepts-Sikhism

Gurus	In Sikhism the term 'Guru' is not used just for a teacher or a guide or an expert; it is a term given to an enlightener and messenger of the Timeless one – God. The word Guru is composed of two terms: GU- means darkness and RU- means Light.	EYFS: An encounter with a Sikh story: Har Gobind and the 52 Princes LKS2YearB -Spring2: How does the teaching of the gurus move Sikhs from dark to light?
Equality	The first Sikh Guru, Nanak, pro-claimed there was only one God, creator of the universe and everything in it; every human possessed a soul, a small part of God within, and so all were equally able to attain 'moksha' or union with God. As "the Light of God is in all hearts" (Guru Granth 282), the truest way to live is treating everyone as equal.	LKS2YearB- Summer2: How do Sikhs put their beliefs about equality into practice?

## Substantive Vocabulary - Sikhism

Equality Granthi Gurdwara Guru Guru Granth Ik Onkar Kaur Kirat karni Langar Moksha Mool Mantar	Nam japna Patka Prashad Turban Sikh Sikhi Singh Vand chakna Waheguru
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# Core Concepts-Buddhism

Triple Refuge	<p>Within the idea of refuge is both the notion of a 'haven' or place of safety and rest, and a place where life is nourished and strengthened for the journey towards the ultimate destination.</p> <p>The Buddha knew it would be difficult for people to follow his teachings on their own, so he established Three Refuges for them to rely on: Buddha, Dharma and Sangha.</p>	UKS2YearB – Spring2: How does the Triple Refuge help Buddhists on their journey through life?
Enlightenment	<p>The English word enlightenment is a western translation of the term bodhi, "awakening" or "understanding". The root budh, from which both bodhi and Buddha are derived, means "to wake up" or "to recover consciousness. It has the western connotation of a sudden insight into the workings of the mind which keeps us imprisoned in craving, suffering and rebirth and has also gained insight into the way that leads to nirvana, the liberation of oneself from this imprisonment. In Buddhism, enlightenment is when a Buddhist finds the truth about life and stops being reborn. Buddhists believe a person can become enlightened by following the Middle Way: this is the teaching of the Buddha.</p>	UKS2YearA – Summer2: How did Buddha teach his followers to find enlightenment?

## Substantive Vocabulary - Buddhism

Asceticism Bodhi Tree Buddha Dhammapada Dharma Enlightenment Jewels	Lotus flower Meditation Nirvana Noble Truth Precepts The Buddha	The 8-fold path to enlightenment. Refuge Sangha Wesak Wheel
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# Core Concepts-Humanism

<p>Happiness</p>  <p><u>The 'Happy Human'</u> The 'happy human' symbol, designed by Dennis Barrington, was the winner of a competition run by the BHA in 1965 to find a symbol for humanism. It is an image of a human being but at the same time an 'H' for both 'human' and 'humanist'. The raised arms signify the idea of celebrating the one life that humanists believe we all have, and about the excitement of taking on new challenges and finding answers to difficult problems. The 'happy human' is one who believes it is important to seek and enjoy what makes them happy in life.</p>	<p>Happiness is a state of bliss, a sense of well-being, contentment and satisfaction</p>	<p>UKS2 Year B-Summer 2: Why do Humanists say happiness is the goal of life?</p>
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## Substantive Vocabulary - Humanism

Afterlife  
 Beauty  
 Compassion  
 Empathy  
 Happiness  
 Humanist  
 Joy  
 Moral  
 Reason  
 Respect  
 Science  
 Empathy

# Religious Education Overview

		Autumn	Spring	Summer
EYFS	Year A	EYFS units of work are all focussed on Christianity. Each unit includes 'an encounter with' another religion.		
		Autumn 1: Creation 1 An encounter with a Muslim whispering Allah in a baby's ear  Autumn 2: Incarnation1 An encounter with a Muslim story: Muhammad and the Ants	Spring 1: Salvation 2 An encounter with a Sikh story: Har Gobind and the 52 Princes  Spring 2: Salvation 1 An encounter with a Buddhist story: The Monkey King	Summer 1: Incarnation 2 An encounter with Hindus celebrating Raksha Bandhan  Summer 2: Creation 2 An encounter with Tu be Shevat: the Jewish 'Birthday of Trees'
KS1	Year A	Autumn 1: Christianity Autumn 2: Judaism	Spring 1: Christianity Spring 2: Christianity	Summer 1: Christianity Summer 2: Judaism
	Year B	Autumn 1: Judaism Autumn 2: Christianity	Spring 1: Islam Spring 2: Christianity	Summer 1: Christianity Summer 2: Judaism
Lower KS2	Year A	Autumn 1: Christianity Autumn 2: Islam	Spring 1: Hinduism Spring 2: Christianity	Summer 1: Christianity Summer 2: Judaism
	Year B	Autumn 1: Christianity Autumn 2: Christianity	Spring 1: Hinduism Spring 2: Sikhism	Summer 1: Christianity Summer 2: Sikhism
Upper KS2	Year A	Autumn 1: Christianity Autumn 2: Christianity	Spring 1: Hinduism Spring 2: Judaism	Summer 1: Christianity Summer 2: Buddhism
	Year B	Autumn 1: Christianity Autumn 2: Islam	Spring 1: Christianity Spring 2: Buddhism	Summer 1: Christianity Summer 2: Humanism

# Enquiry Questions \*\*\* Key concepts underlined \*\*\*

		Autumn	Spring	Summer
EYFS		1. Why is the word 'God' so important to Christians?  2. Why do Christians perform nativity plays at Christmas?	1. How can we help others when they need it?  2. Why do Christians put a cross in an Easter garden?	1. What makes every single person unique and precious?  2. How can we care for our world?
KS1	Year A	<u>Baptism/church</u> 1. Why is belonging to God and the church family important to Christians? <u>Mitzvot/tzedakah</u> 2. Why is learning to do good deeds important to Jewish people?	<u>Parables/gospel</u> 1. What did Jesus teach about God in his parables?  <u>Prayer/worship</u> 2. Why do Christians pray to God and worship him?	<u>Emmanuel/Holy Spirit</u> 1. How does celebrating Pentecost remind Christians that God is with them always? <u>Tefillah/blessings</u> 2. Why do Jewish families say so many prayers and blessings?
	Year B	<u>Teshuvah/G-D</u> 1. Why do Jewish families talk about repentance at New Year? <u>Saviour/Jesus</u> 2. Why was Jesus given the name 'saviour'?	<u>Allah/mercy</u> 1. How do some Muslims show Allah is compassionate and merciful? <u>Resurrection/joy</u> 2. What are the best symbols of Jesus' death and resurrection at Easter?	<u>Disciple/faith</u> 1. Why do Christians trust Jesus and follow him?  <u>Torah/rabbi</u> 2. Why is the Torah such a joy for the Jewish community?
Lower KS2	Year A	1. How do Christians show that <u>reconciliation</u> with God and others is important?  2. How does a Muslim show their <u>submission</u> and <u>obedience</u> to Allah?	1. Why do Hindus want to collect good <u>karma</u> ?  2. Is the cross a symbol of love, <u>sacrifice</u> or commitment for Christians?	1. What do Christians mean when they talk about the <u>Kingdom of God</u> ?  2. What symbols and stories help Jewish people remember their <u>covenant</u> with God?
	Year B	1. How does believing Jesus is their <u>saviour</u> inspire Christians to save and serve others? 2. Why do Christians call themselves the ' <u>Body of Christ</u> '?	1. How does the story of Rama and Sita inspire Hindus to follow their <u>dharma</u> ?  2. How does the teaching of the <u>gurus</u> move Sikhs from dark to light?	1. Why do Christians believe they are people on a <u>mission</u> ?  2. How do Sikhs put their beliefs about <u>equality</u> into practice?
Upper KS2	Year A	1. Why is the <u>gospel</u> such good news for Christians?  2. How do Christians try to capture the mystery of God as Trinity?	1. How do questions about <u>Brahman</u> and Atman influence the way a Hindu lives?  2. What is <u>holiness</u> for Jewish people: a place, a time, an object or something else?	1. What is the great significance of the <u>Eucharist</u> for Christians?  2. How did Buddha teach his followers to find <u>enlightenment</u> ?
	Year B	How do Christians show their belief that Jesus is God <u>incarnate</u> ?  2. How does <u>tawhid</u> create a sense of belonging to the Muslim community?	1. Why do Christians think being a <u>pilgrim</u> is a good analogy for life itself?  2. How does the <u>Triple Refuge</u> help Buddhists on their journey through life?	1. Should believing in the <u>resurrection</u> change how Christians view life and death?  2. Why do Humanists say <u>happiness</u> is the goal of life?

# Core Knowledge Progression

	EYFS	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
Christianity	Pupils will know that for Christians God is a Very Important Person. That God has a son called Jesus who he gave as a very special gift to the world. Pupils will hear stories about Jesus and begin to build an understanding that he was special, through the stories of his birth and death. Pupils will learn that Christians believe everyone is precious to God and so is the world he created.	Pupils will have learnt that Christians pray and worship this God because they believe he is great and that they are part of his family. They will learn more in depth about who Jesus was, that he was a Saviour and Rescuer. They will encounter his parables which teach more about God and learn about his life and death. The Holy Spirit is introduced as an invisible friend to help Christians copy how Jesus lived and become more like him.	Pupils learn more about the significance of Jesus. That he was a peacemaker who showed love to all. That Christians want to follow him as their King and how they do this. They will learn about the concept of sin and importance of the symbol of the cross as a sign of both commitment and sacrifice. Their understanding of the Holy Spirit is enhanced as a giver of strength and this is explored further through the task for Christians of spreading the message of Jesus around the world.	Pupils delve deeply into the stories of the gospel as a source for discovering who Christians believe Jesus was. They encounter more of his teachings, including his 1 an sayings and what he said about himself. The sacrifice of Jesus as God incarnate – both human and divine – is explored in the context of a loving and forgiving God. Pupils will examine Christian belief in the resurrection and the afterlife and understand that for Christians thanksgiving for life and all God gives is a duty.
Judaism		Pupils learn about the importance of the Torah for Jewish people. They encounter some of the stories such as creation, Jonah or Ruth and discuss possible meanings. Importantly they learn Jewish people follow the teachings of the Torah as a rule book for life and learn about how the Torah is remembered and respected. They learn about the importance of	Pupils learn about some of the Torah stories in more detail, especially the Exodus story and the importance of covenant with God for Jewish people. They extend their learning into philosophical and theological conversation about holiness and describe and compare different Jewish celebrations.	

		Shabbat and the role of other Jewish festivals.		
Islam		<p>Pupils are introduced to Islam through the stories of Muhammad who they learn is an important person to Muslims. They encounter the name 'Allah' and learn about other names used to describe him. Pupils explore the festival of Ramadan and Eid and learn the words 'fasting' and 'sharing' to talk about what Muslims do during these festivals</p>	<p>Pupils learn that at the heart of Islam lies obedience and submission to Allah as creator. Pupils learn that Muslims across the world respond to the call of prayer as an act of submission and recite words of importance such as the Shahadah, a statement of faith in Muhammad as God's messenger, but also in the one-ness of God. These core beliefs are strengthened through the Global Islamic community, the ummah. Pupils encounter text from the Qur'an, understand how it is respected and revered, and learn about its importance as the revealed word of God.</p>	
Hinduism			<p>Pupils learn that Hinduism is a complex tradition which draws on many ancient philosophies. They will encounter some of the traditional stories told to Hindu children and some of the inspirational figures. Pupils will learn some of the key teachings about the Hindu's Supreme Being Brahman and other deities worshipped. They will learn that Hindus take their religious responsibilities seriously; and that even Hindu children must learn to take responsibility for</p>	



			gathering good karma in an attempt to break the cycle of birth and re-birth.	
Sikhism			Pupils learn about the origins of Sikhism and the role of the guru as teacher of the light of God. Pupils listen and engage with stories from different Gurus of the past and learn about the present living guru, the Guru Granth Sahib. The importance of the value of equality is shared through the example of langar and beliefs around the oneness of God are introduced through learning how Sikhs pray and worship.	
Buddhism				Pupils learn the story of the Buddha and about his journey to enlightenment including the Four Noble Truths as the essence of Buddhist teaching. Using the correct terminology, pupils are able to explain the key concepts that help Buddhists today on this journey including reference to the Eightfold Path. The role of the Buddhist community is explored as well as the practice of meditation.
Humanism				Pupils learn what is important to those with non-religious worldviews who call themselves Humanists. They will learn about the importance of reason, respect and the scientific principles which lay behind this worldview. Pupils will have opportunities to encounter thought of famous

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				<p>Humanists past and present. They will ask questions about what the meaning and purpose of life is for a human being and debate whether happiness should be considered a right for all. They will explore and learn about the ceremonies and celebrations of Humanists and what these look like and mean to those who live their life in this way today.</p>
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