

Whole School RE Coverage 2018/2019

EYFS – follow the areas of learning as laid out in the EYFS curriculum and should choose material as appropriate.

EYFS	<p>Reception classes should include specific planned activities (e.g. on festivals, special places) for developing children's knowledge and understanding of religious beliefs (e.g. through circle time, show and tell and story-time, as well as unplanned, child-initiated opportunities and every day routines).</p> <p>Possible topics for learning:</p> <ul style="list-style-type: none">• Myself and how I live• How other people live• Belonging• Important things• Important times and celebrations• People who help us (faith leaders)• Expressing our feelings• Religious stories and what they mean
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Key Stage 1 – pupils should study Christianity plus one other religion in depth (At Elmhurst we have chosen Judaism). This reflects best practise for younger pupils and the fact that the Key Stage lasts only 2 years.

YEAR 1			
KS1 Framework	Me, My Family and Friends (Experiencing)	Religions and Beliefs (Exploring)	Building Bridges (Responding)
Important Places Why are some places so special?	What makes your home a special place for you? (people, things, feelings, activities)	What makes some places important in religions? (home; churches; synagogue)	What can special places tell us about people? (beliefs, feelings, practices, values)
Important People What makes some people so important?	Who is important to me and why? (family, friends, teachers, celebrities)	Who is special for religious people and what makes them special? (Jesus; Abraham; Vicar; Rabbi)	How do special people influence the way we behave? (setting an example, respect, influence)
Special Things What makes some things sacred?	What things are special in your home, to you, your family and friends? (cuddly toy; family heirloom; memories)	What objects are sacred or important in the religion and why? (crucifix/cross; Bible; menorah; mezuzah)	What do special things show about what is important to people? (beliefs, feelings, values)
Special Stories Why are some stories more important than others?	What stories are special to you, your family and your friends? What makes them special? (favourite stories and stories with a meaning e.g. fairy tales, fables)	What stories are important to religious people and why? (stories about Jesus and by Jesus; The story of Moses)	Are all stories true in the same way? (meaning, interpretation, fact/'moral' of a story)



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YEAR 2			
KS1 Framework	Me, My Family and Friends (Experiencing)	Religions and Beliefs (Exploring)	Building Bridges (Responding)
Our World Why is it important to look after the world?	How are you and your family the same as and different from other families in the school and around the world? (relationships; homes; possessions)	What do religious stories say about how the world began? (The Genesis Creation Story; Big Bang and science)	How should we live together to look after each other and animals? (responsibilities, same, different, respect)
All About Me! What does it mean to be me?	What makes me, me? What am I like? (likes/dislikes; hobbies; interests; family; friends)	What do religions believe about what people are like and what they should be like? (Adam and Eve; 10 Commandments; Golden Rule; 2 greatest commandments)	What do you think the perfect person would be like? Can we agree? (beliefs, behaviour, values, feelings)
Special Occasions Why do we celebrate special occasions?	What special times do I celebrate with my family and friends and why? (birthdays, festivals; special days)	How do religious people celebrate their special times? (Christmas, Easter, Passover; Sukkot)	What do these special occasions show about what is important to people? (beliefs, feelings, values)
Belonging How important are the groups we belong to?	What groups do I belong to and how do they make me feel? (family, school, activities, clubs, faith)	How do people show they belong to a religion? (Baptism; dedication; Shabbat; kippah; mezuzah)	Does belonging to groups make a difference to who I am? (rules, activities, values, feelings)



Key Stage 2 – pupils should study Christianity and two other religions in depth (at Elmhurst we have chosen Hinduism and Islam)

YEAR 3		
Lower KS2 Framework	Exploring Similarities and Differences within and between Religions and Non-Religious Beliefs	
Exploring	Believing	Living
Worship Is there any point to worship?	How does worship express different beliefs about God, humans and the world?	How does worship help believers in their daily lives?
	<i>Different rituals and styles of worship (Christianity: Anglican; Roman Catholic; Eastern Orthodox; Baptist; Quaker. Islam 5 Pillars. Hinduism pujas and yoga); private and congregational worship; prayer; hymns and music; ritual; structured and non-structured styles of worship</i>	
Places of Worship Are religious buildings really needed?	How do these places help believers feel closer to God and understand life better?	What role do places of worship play in the lives of the faith communities?
	<i>Features of places of worship and how they express beliefs (Christianity: Anglican; Roman Catholic; Eastern Orthodox; Baptist; Quaker. Islam 5 Pillars. Hinduism pujas and yoga); the place of worship within the faith community; what if there is no place of worship for the community?</i>	
Religion in the Community What holds a community together?	What beliefs do the different religions share in common and how are they different?	Would it be better if we all believed the same things and lived the same way?
	<i>Christian, Muslim and Hindu teachings about God, the meaning of life and what it means to be a person; non-religious views; is there a common sense of human values?; different ways religion and non-religious belief are evident in the local, national and global context.</i>	



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YEAR 4		
Lower KS2 Framework	Exploring Similarities and Differences within and between Religions and Non-Religious Beliefs	
Exploring	Believing	Living
Symbolism How do religions express their beliefs about God?	What do the religions teach about God?	How do language and symbols express deep ideas, beliefs and feelings?
	<i>Christian beliefs about God as Creator, Trinity (Father, Son, Holy Spirit), Christ as Saviour, Inspiration of Holy Spirit: symbols used by Christians (crucifix, dove, light etc.). Islam: Tawhid, 99 names, no pictures, power of recitation in Arabic, calligraphy. Hindu: Brahman and the gods and goddesses, murtis, fire, light, prashad, symbolic rituals, body posture, aids to worship.</i>	
Sacred Texts Why are sacred texts and Holy books so important?	What are some of the key teachings of the Holy books and how are they How do Holy books help believers in their daily lives? What helps you through your daily life?	What are some of the key teachings of the Holy books and how are they How do Holy books help believers in their daily lives? What helps you through interpreted? your daily life?
	<i>Bible as Old and New Testament, God acting in History to save humankind; Patriarchs, Prophets and Wisdom, Gospels and Epistles (Letters) of the early Church; how the Bible is used in worship and daily life. Al-Qur'an and its teachings about Allah, prophets and humankind, its use in worship and daily life. The main different Hindu sacred texts (Shruti and Smrti), Vedas, Upanishads and Bhagavad Gita; how these are used in worship and daily life.</i>	
Festivals What do our celebrations show about what we think is important in life?	How do festivals express important beliefs and events in each religion?	What do these festivals mean in the lives of individuals and communities?
	<i>The different rituals and practices of: Advent, Christmas, Lent, Easter, Pentecost, Harvest Festival and other Christian festivals, what they show about Christian beliefs and how they are celebrated and interpreted differently. Holi, Diwali, Navaratri and how they express Hindu beliefs. Fasting and Eid-ul-Fitr, Hajj and Eidul-Adha and their importance for individual Muslims and the local and global Ummah. Important celebrations for the pupils.</i>	
Rites of Passage What makes life so important?	What do the rites of passage tell us about religious beliefs about and attitudes towards life and God?	How can celebrating rites of passage affect how individuals and communities' live life?
	<i>The rituals associated with birth, growing up, marriage and death in Christianity, Islam and Hinduism. Beliefs and attitudes expressed in the words and rituals, how they might affect believers differently and what they say about what is important in life.</i>	



Key Stage 2 – pupils should study Christianity and two other religions in depth (at Elmhurst we have chosen Hinduism and Islam)

YEAR 5		
Upper KS2 Framework	Exploring Similarities and Differences within and between Religions and Non-Religious Beliefs	
Exploring	Believing	Living
Pilgrimage Why do some people bother going on pilgrimage?	How does going on pilgrimage not only express beliefs, but also strengthen them for individuals and communities?	What difference does going on pilgrimage have on the lives of individuals and communities?
	<i>Christian pilgrimage to Jerusalem, Lourdes, Rome and some local British sites; Hajj and the Umrah, Makkah and Madinah; Rivers (Ganges), Mountains and cities – pilgrimage sites in India; why these places are important in the religions, what people do there, what they get out of it.</i>	
Diversity in Religions Why are there different views, beliefs and traditions in each religion?	What do different styles and places of worship and other religious practices and forms of expression within faiths show about their different beliefs?	Given all these differences, how can communities learn to live together?
	<i>Denominations within Christianity, especially Anglican, Roman Catholic, Orthodox, Baptist, Pentecostal and Quaker – how they worship and what they believe; Sunni, Shi'a and Sufi Muslims; Shaivite (Shiva), Vaishnavite (Vishnu) and Shaktism (goddess) in Hinduism; teachings from the religions about living together and the value of human life and community.</i>	
Founders/Prophets What are the origins of the religions and why are the 'founders' so significant?	How do the lives, teachings and example of the key religious figures in the different religions influence the faith today?	Do these figures provide a good example for us on how to live our lives?
	The life and teachings of Jesus and how they relate to beliefs about God, humanity and salvation, key beliefs about Jesus and differences between denominations; the life and Sunnah (way) of Prophet Muhammad (pbuh); the deep spiritual roots of Hinduism (Rishis – ancient seers); as Hinduism has no founder as such it would be good to introduce Buddha or Guru Nanak.	



Key Stage 2 – pupils should study Christianity and two other religions in depth (at Elmhurst we have chosen Hinduism and Islam)

YEAR 6		
Upper KS2 Framework	Exploring Similarities and Differences within and between Religions and Non-Religious Beliefs	
Exploring	Believing	Living
Natural World Why does it matter how we treat the world?	What do different religions and science say about how the universe and life came about?	What, if anything, is the purpose of life?
	Religious teachings about the origins of the universe and of life; scientific theories; can both be true?; what is truth?; discussions about how religions see the purpose of life, including life beyond death and the ultimate goal of life and non-religious search for meaning and purpose.	
Ethics and Moral Issues Where do our ideas of right and wrong come from?	What do religions teach about how we should live our lives?	Are religious teachings about how we should live still helpful in the 21st century?
	<i>Example and teachings of Jesus; Ten Commandments and Two Great Commandments; Agape, forgiveness and repentance. Teachings from the Qur'an, Hadith and Sunnah of Muhammad about living together and our duties to others and the world. Hindu Dharma and teachings from the scriptures about living together, varnashramadharma; sanctity of life; mutual respect; common human values – what does it mean to be human?</i>	

