**RE Curriculum**

**St Marys Junior School**

***Intent Statement***

At St Mary's, Religious Education is an open and thoughtful exploration of what people believe, how they live and the ways beliefs and values shape communities locally, nationally and across the world. Our RE curriculum helps pupils understand what matters to others, how different people make sense of life, and what influences their choices and ways of living. Through this learning, children are also encouraged to reflect on their own beliefs, values and experiences. We follow the Hertfordshire Agreed Syllabus (SACRE) and explore a range of themes through the study of major world religions, including Christianity, Islam, Sikhism, Hinduism, Buddhism and Judaism. While pupils learn about a variety of faiths, the principal focus of our teaching is Christianity.

Our curriculum is guided by national developments in RE, using a Worldviews Approach. This recognises that everyone has a worldview—a way of understanding, experiencing and responding to life. A worldview shapes, and is shaped by, a person's beliefs, values, behaviours, experiences and sense of identity. To support pupils in developing a rich and balanced understanding of religion and worldviews, our teaching draws on three key disciplines:

- Theology – exploring beliefs, teachings and sources of wisdom
- Philosophy – thinking about ideas, truth, meaning and questions of existence
- Human/Social Sciences – understanding how people live out their beliefs in daily life and within communities

Through this approach, we aim to equip pupils with curiosity, respect for diversity, and the ability to reflect on their own place in the world.

RE Skills

- critical, creative and reflective thinking about philosophical argument, theological (multi-faith) concepts and life issues
- questioning and interpreting 'Truth' claims
- ways of conveying meaning
- different ways of investigating the subject-matter, including a range of academic disciplines and approaches
- listening with understanding and compassion • engaging positively with diversity

Disciplinary Learning

<u>Theology</u>

Beliefs about God
How these beliefs link
Narratives
Sacred text enquiry
Concepts

<u>Human/Social Sciences</u>

What people do because of their beliefs:
Places of worship, festivals, rites of passage, clothing, expression/worship (art, architecture, vocation)
Courageous advocacy
Diversity

<u>Philosophy</u>

Questions of meaning, purpose and truth
Processes of reasoning
How do we make sense of the world?
How do we know?
What evidence are truth claims based on?
How should we live?
How do we interpret?
How do we know what we need to know in order to live well?
What is the purpose of life?

Curriculum Enrichment

World Religions Day
Faith visitors in school in each class
Visits by Rev. Phillipa to classes
Multi-faith visit for Year 6
RE artefacts and paraphernalia boxes

| Topic | Enquiry Question | Key Learning Goals | Prior Knowledge | Vocabulary | Religions studied |
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| Year 3 Autumn<br>Beliefs and Practices | *What do celebrations show about what we think is important in life?* | - Importance of celebrations<br>- Baptism and Christianity<br>- Welcoming a baby – Islam<br>- Pilgrimage and Hajj<br>- Christmas vs Easter<br>- Ramadan and Eid | | Celebration, Ramadan, ceremony, represent, pilgrimage, Advent, Aqeeqah, Hajj, | Christianity<br>Islam |
| Year 3 Spring 1<br>Prayer, Worship and Reflection | *How and why do people worship?*<br>*- Eucharist* | - Role of the church in Christian communities<br>- Role of the mosque<br>- The meaning behind The Lord's Prayer | | Easter, Gold, F.M., church, prayer, Holy Communion, Mosque, forgive, belonging, worship, temptation, community, Eucharist. | |
| Year 3 Spring 2<br>Beliefs and Practices | *What is just and fair?* | - Holy week<br>- Palm Sunday<br>- Good Friday<br>- Salvation | | Easter, Lent, Salvation, Holy week, creation, just, significance, Bible, fair, sin, crucifixion, justified. | |
| Year 3 Summer 1<br>Human responsibility and values | *What sort of world do you think Christians believe Jesus wanted?* | -What are Christian values?<br>- What does forgiveness mean?<br>- Parables, prodigal son<br>Muslim values and responsibility – 5 Pillars<br>- What world does Allah want?<br>Bullying – what do Christians and Muslims believe?<br>- What do the Bible and the Qu'ran teach us? | | values<br>forgiveness<br>5 pillars<br>kindness<br>morals<br>responsibility | |
| Year 3 Summer 2<br>Identity and Belonging | *What does it mean to belong to a faith community?* | - Symbols of belonging in Christian and Islamic faith<br>- How people are guided by religious leaders.<br>-Qualities of good leaders<br>- Christian parable – The Good Samaritan | | Identity<br>Belonging<br>Community<br>Symbols<br>Muslim<br>Christian<br>Leader | |

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| | | - Role of the Imam<br>-Muslim stories of The Prophet (The boy who threw stones) | | qualities | |
| **Topic** | **Enquiry Question** | **Key Learning Goals** | **Prior Knowledge** | **Vocabulary** | **Subject Concepts** |
| Year 4 Autumn 1<br>Ultimate Questions | *Why should I be good?* | - Christian creation story<br>- Hindu creation story<br>- Fundamentals of Sikhism<br>- What is our responsibility to the earth? | Hindu Gods<br>Sikhism<br>Finding common themes across religions | Creation, responsibility, temptation, trinity, holy texts | Holy texts<br>Places of worship<br>God<br>Prayer<br>Sin<br>Sacrifice |
| Year 4 Autumn 2<br>Symbols and Actions | *How do Christians, Sikhs and Hindus show they belong?* | - How symbols are important<br>- Personal symbols<br>- Symbolism of light<br>- Food as part of worship in Christianity and Sikhism | Christian symbols of light, e.g. Advent candles, Christingle<br>Experiences of festivals involving food | Symbols, rituals, faith, pilgrimage, advent, Kirpan, Kara, Kesh, Kanga, Kachera, 5 Ks | |
| Year 4 Spring<br>Sources of Wisdom | *Why are sacred texts and holy books so important?* | - What is wisdom?<br>- Investigating sacred texts<br>- Holy books across religions<br>- Bible, Guru Granth Sahib<br>- How Holy texts help people of that faith live their lives | Bible stories (Year 3 and ongoing during collective worship) | Wisdom, sacred texts, Vedas, Bhagavad Gita | |
| Year 4 Summer 1<br>Justice and Fairness | *How do people make moral decisions?* | - Christian missionaries – story of Nate Saint, a Christian missionary<br>- Moral decisions<br>- Zaccheus the tax collector<br>- The milk and the Jasmine flower (Sikh story) | | Missionary<br>Fair/unfair<br>Tribe<br>Guru Nanak<br>Spiritual values | I can explain ways to treat people equally every day.<br>Justice and Forgiveness |

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| | | - How Ganesh got the elephant head (Hindu story) | | | |
| Year 4 Summer 2<br>Ultimate Questions | *What happens when I die?* | - Discuss and explore big 'If' and 'Why' questions.<br>- Different ideas about God<br>- Why different people have different ideas about God.<br>- Understand Christian beliefs about Afterlife – Heaven, soul, Christian belief that there is life after death, forgiveness of sins.<br>- Hindu beliefs about Afterlife – Moksha, Karma, samsara, reincarnation. | Faith<br>beliefs | God<br>Death<br>Life<br>Religion<br>Joy<br>Sadness<br>Love<br>Afterlife<br>Re-incarnation<br>Moksha<br>Karma<br>Samsara<br>sin | |
| **Topic** | **Enquiry Question** | **Key Learning Goals** | **Prior Knowledge** | **Vocabulary** | **Subject Concepts** |
| Year 5 Autumn 1<br>Prayer, Worship and Reflection | *How and why do people reflect and worship?*<br>*Design a multi-faith prayer room* | - Understand what prayer means to you<br>- How do people pray in different faiths?<br>- The Shema prayer (Judaism)<br>- Types of Christian prayer (harvest focus)<br>- Buddhist and non-religious meditation | **Y3 Spring 1** - How and why do people worship? | Meditation, worship, Hebrew, Shema, prayer, reflection, synagogue, Torah, Rabbi, Mezuzah | |
| Year 5 Autumn 2 and Spring 1<br>Identity and Belonging<br>- Impact of religious leaders in the world today. | *What makes a good Messiah/leader?*<br>*- What is a good leader to them?*<br>*- Ephraim Mervis*<br>*- Dalai Lama*<br>*- Biography about a Christian leader* | - Characteristics of a good messiah for them<br>- What is a messiah?<br>- Differences between Christian and Jewish views on Jesus as a Messiah<br>- Order major concepts of the Bible<br>- Prophecies and using the Bible as evidence | **Y3 Summer 2** - What does it mean to belong to a faith community? | Messiah, saviour, incarnation, monotheistic, gospel, creation, salvation, fall,<br>Ephraim Mervis<br>Mother Theresa<br>Billy Graham | |

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| | | | | Bishop Desmond Tutu<br>Archbishop Sarah Mullally | |
| Year 5 Spring 2<br>Sources of Wisdom | *What can we learn about religious worldviews from symbols and artefacts?*<br>*- Communion (bread and wine)* | - Differences between signs and symbols<br>- How art is used to express faith/reflection<br>- Jewish symbols and artefacts<br>- seder plate and Passover<br>- Easter symbols (secular and religious) | **Y4 Spring** - Why are sacred texts and holy books so important? | Pesach, symbol, sign, star of David, Moses, Passover, seder plate, Palm Sunday, communion, Maundy Thursday, resurrection, last supper | |
| Year 5 Summer 1<br>Human Responsibility and Values | *How do communities demonstrate their religious and worldview through positive action?*<br>*- Beliefs without a God e.g. Noble eightfold path* | - Religious and worldviews at St Mary's – positive actions to show these<br>- Representation of religions in North Herts and how this has changed<br>- Ten commandments<br>- Humanist beliefs about living well together | **Y3 Summer 1** - What sort of world do you think Christians believe Jesus wanted? | Humanism, activism, Ten commandments, census, demographic, percentage, values | |

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| Year 5 Summer 2<br>Justice and Fairness | *Is there a difference between justice and fairness?*<br>*- 5 Buddhist precepts* | - Discuss differences between justice and fairness in Christian and Buddhist stories.<br>- Discuss differences between justice and fairness in Christian and Sikh stories.<br>- To know about the work of Christian Aid<br>- Democratic Republic of Congo<br>- Recall 10 commandments | **Y4 Summer 1** - How do people make moral decisions? | Fair<br>Justice<br>Reasonable<br>Discrimination<br>Equality<br>10 commandments<br>5 Buddhist precepts<br>Christian values<br>Refuge<br>Dignity<br>Humanity<br>poverty | |
| **Topic** | **Enquiry Question** | **Key Learning Goals** | **Prior Knowledge** | **Vocabulary** | **Subject Concepts** |
| Year 6 Autumn<br>Beliefs and Practices | *How are the beliefs and practices of Christians and Buddhists similar and different?* | - Meaning of the word 'belief'<br>- What Christians believe and what it means to be a Christian<br>- What Buddhists believe<br>- Significant events in the Christian calendar<br>Buddhist and Christian pilgrimages compared<br>- Eucharist<br>- Baptism | **Y3** | Christianity<br>Buddhism<br>Sacred/ secular<br>Pilgrimage<br>Eucharist<br>Baptism<br>Bodhi Day<br>Christmas Day | |
| Year 6 Spring<br>Sources of Wisdom | *What are the sources of wisdom for Christians and Buddhists and how* | - personal sources of wisdom<br>What would Jesus do?<br>- The Dalai Lama | **Y4** | Dalai Lama<br>Jesus<br>Tripitakan<br>Eight-fold path | |

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| | *can they help them to live good lives?* | - Tripitaka<br>- The Eight Fold Path<br>- Qu'ran<br>- The Bible<br>- The Torah<br>- The Lord's Prayer<br>- Easter and the resurrection<br>- Sacred and secular Easter | | Qu'ran<br>Bible<br>Torah<br>Resurrection<br>Lord's prayer | |
| Year 6 Summer<br>Ultimate Questions | *How did it all begin? Creation and science, conflicting or complementary?* | - Creation stories across multiple religions | **Y4** | Creation<br>Myths<br>Abrahamic religion<br>Christianity<br>Islam<br>Hinduism<br>Judaism<br>Sikhism<br>Science<br>Classifying | |