



# The Religious Education Curriculum Year 1

Intent	<p>At Benjamin Adlard Primary School the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.</p> <p>Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. At Benjamin Adlard, Religious Education plays an important role, along with all other curriculum areas, particularly PSHE, in promoting the spiritual, moral, social, and cultural development of our children. Diversity, equality and Social Education is at the heart of what we do and we don't shy away from teaching the important concepts that pupils need to know in order to be good British Citizens.</p>
Implementation	<p>At Benjamin Adlard Primary School, it has been agreed that having taken into account the requirements and guidelines presented in the Lincolnshire Agreed Syllabus, the following religions have been selected for study:</p> <ul style="list-style-type: none"> <li>• Christianity</li> <li>• Islam</li> <li>• Judaism</li> <li>• Hinduism</li> </ul> <p>As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school, Christianity is the chosen faith for Progressed Study.</p> <p>There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.</p>
Impact	<p>The children at Benjamin Adlard Primary School will acquire knowledge of religions and why people choose or choose not to follow a religion. Through their R.E. learning, the children will make links between their own lives and those of others in their community and in the wider world. Through R.E. our children will develop an understanding of other people's cultures, traditions, choices and ways of life, which they are then able to communicate to the wider community. Whilst Learning in R.E, pupils will develop key skills such as debating, questioning and seeking to find answers and information.</p> <p>R.E. will offer our children the means by which to understand how other people choose to live and to understand why they choose to live in that way.</p>

Year 1 – Autumn		Unit 1 – Christianity - Celebrations		
Cross Curricular links				
PSHE – Identify and respect the differences and similarities between people. Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.				
British Values				
<ul style="list-style-type: none"><li>• Individual Liberty</li><li>• Mutual Respect</li><li>• Tolerance of those with different faiths and beliefs</li></ul>				
Unit Overview				
Which celebrations are important to Christians?				
Previous Knowledge acquired - EYFS				
<ul style="list-style-type: none"><li>• Introduce to people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc</li><li>• Use the senses to explore different artefacts from different religions</li><li>• Investigate how these artefacts are used by religious people in their places of worship</li><li>• Religious festivals, e.g. Christmas, Eid ul-Fitr, Hanukkah, Holi, Diwali, etc. – what happens during these festivals? How do they bring people together in a community?</li><li>• Explore the idea of special times: birthdays, key events in life, events of national significance, etc.</li></ul>				
Progression of knowledge throughout the RE curriculum				
Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>• Know about Shahadah</li><li>• Know why Akhlaq is important</li><li>• Know how Muslims show compassion</li><li>• Know stories about prophets</li><li>• Know stories from the new bible</li><li>• Know how Muslims and Christians celebrate birth</li><li>• Know different ways</li></ul>	<ul style="list-style-type: none"><li>• Know how symbols in the Bible relate to God</li><li>• Know how symbols in the story of the baptism of Jesus reveal about the nature of God</li><li>• Know visual symbols and visual acts that can be seen in a Christian church</li><li>• know language within worship that expresses</li></ul>	<ul style="list-style-type: none"><li>• Know about the Arti ceremony</li><li>• Know about the Diwali festival</li><li>• Know about the Holi festival</li><li>• Know about the Rashka Bandhan festival</li><li>• Know about Kumbh Mela</li><li>• Know about the five pillars of Islam</li></ul>	<ul style="list-style-type: none"><li>• know how Hindus reflect their faith in the way they live</li><li>• know what karma is</li><li>• know how karma drives the cycle of samsara</li><li>• know what a Hindu will seek to achieve moksha</li><li>• know how the Qur’an teach Muslims about how they should treat</li></ul>	<ul style="list-style-type: none"><li>• Know about the Buddhist holy book</li><li>• Know how and where Buddhist worship</li><li>• Know about the Four Noble Truths</li><li>• Know about the Eightfold Path</li><li>• Know how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and death</li></ul>

<p>Christians mark a sense of belonging</p> <ul style="list-style-type: none"> <li>Know some features of a church and Mosque</li> </ul>	<p>Christian belief</p> <ul style="list-style-type: none"> <li>Know the features of a Mosque</li> <li>know Muslims use Islamic art to show their faith in the Mosque</li> <li>Know the purpose of visual symbols in a Mosque</li> <li>Know Allah's attributes in the Qur'an</li> <li>Know about Hindu Gods and Goddesses</li> <li>Know about the Hindu Shrine and Puja</li> <li>Know the purpose of visual symbols in a Mandir</li> <li>Know key figures in Hindu texts</li> </ul>	<ul style="list-style-type: none"> <li>Know about Eid ul-Adha</li> <li>Know about worship in different denominations</li> <li>Know about the importance of communal events in Christianity</li> <li>Know what pilgrimage is</li> <li>Know sites of pilgrimage in Christianity</li> <li>Know how Jerusalem is important to Jews, Christians and Muslims</li> </ul>	<p>others</p> <ul style="list-style-type: none"> <li>know how Muslim family life contributes to following shariah</li> <li>know what the Hadith is</li> <li>know well known Muslims and how their beliefs impact their lives</li> <li>know Muslim charities and their links to Muslim beliefs about God</li> <li>know why man and woman were created in the image of God</li> <li>know the Ten Commandments</li> <li>know the Sermon on the Mount</li> </ul>	<ul style="list-style-type: none"> <li>Compare how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and death.</li> </ul>
---	--	---	--	--

#### Key skills acquired throughout this unit

- Investigation and Enquiry**: asking relevant and increasingly deep questions, using a range of sources and evidence, including sacred texts, identifying and talking about key concepts.
- Critical thinking and reflection**: analysing information to form a judgement, reflecting on beliefs and practices, ultimate questions and experiences.
- Empathy**: Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others, seeing the world through the eyes of others.
- Interpretation**: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
- Analysis**: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
- Evaluating**: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

#### Key knowledge acquired throughout this unit

Church – a community of believers, not just the building

- People committed to following Jesus' teachings and example, and committed to bringing about the Kingdom of God by getting rid of suffering.
- Practices that take place in church
- Prayer: speaking and listening to God; saying, 'God, you're awesome', thank you, sorry and please; make connection between lighting a candle to prayer and the description of Jesus as 'the light of the world'; could look at the Lord's Prayer or St Columba's prayer.
- Bible study: could be a study group or the sermon delivered by the vicar during worship; the importance to Christians of reading and learning about the Bible in order to find out more about what God is like and how he wants the world to be

- Worship: investigate different styles of worship in Christianity, e.g. Quaker, Catholic, Orthodox, Anglican, Evangelical, Pentecostal – draw attention to similarities and differences (e.g. use of music)
- Baptism: entry into the community of Christians; different types of baptism – child, adult; different ways of carrying out a baptism, e.g. Anglican, Baptist; key features promises made to God by or on behalf of the person being baptised, a lit candle, the use of water, etc.; connections with the story of Jesus' baptism (e.g. Matthew 3:13-17)
- Key festivals: Christmas, Easter– the story that lies at the heart of each festival, the key practices associated with the festivals (for Christians) and the beliefs that underpin them:
- Christmas: beliefs about God becoming human (incarnation), the idea of Jesus being a gift; key practices associated with Christmas for Christians and how they relate to beliefs about God/Jesus
- Easter: beliefs about God defeating death through the death and resurrection of Jesus; key practices associated with Easter for Christians and how they relate to beliefs about God/Jesus.
- Pentecost: beliefs about God, the Holy Spirit; the birthday of the Christian church; the key events associated with the first Pentecost (Acts 2); key practices associated with Pentecost and how they relate to beliefs about God and human beings.

#### Key symbols/images



#### Subject specific vocabulary and definitions (Tier 3 vocabulary)

<b>Church</b>	A building used for public Christian worship
<b>Prayer</b>	A religious service at which people gather to pray together
<b>Christmas</b>	A celebration of Christ's birth
<b>Easter</b>	A celebration of the resurrection of Christ
<b>Pentecost</b>	The Christian festival celebrating the descent of the Holy Spirit on the disciples of Jesus.
<b>Baptism</b>	The Christian religious rite of sprinkling water onto a person's forehead symbolizing entry to the community of Christians.

#### Medium Term Planning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
--------	--------	--------	--------	--------	--------

To know what a Church is.	To know key practices in the church.	To know why Christians celebrate Christmas.	To know why Christians celebrate Easter.	To know why Christians celebrate the Pentecost.	To know what a Baptism is.
---------------------------	--------------------------------------	---	--	---	----------------------------

Year 1 – Spring		Unit 2 – Islam – God - Story		
Cross Curricular links				
PSHE – Identify and respect the differences and similarities between people. Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.				
British Values				
<ul style="list-style-type: none"><li>• Individual Liberty</li><li>• Mutual Respect</li><li>• Tolerance of those with different faiths and beliefs</li></ul>				
Unit Overview				
What do Muslims learn about Allah and their faith through the Qur’an?				
Previous Knowledge acquired - EYFS				
<ul style="list-style-type: none"><li>• Introduce to people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc</li><li>• Explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism</li><li>• Explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc.)</li></ul>				
Progression of knowledge throughout the RE curriculum				
Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>• Know about Shahadah</li><li>• Know why Akhlaq is important</li><li>• Know how Muslims show compassion</li><li>• Know stories about prophets</li><li>• Know stories from the new bible</li><li>• Know how Muslims and Christians celebrate birth</li><li>• Know different ways Christians mark a sense of belonging</li><li>• Know some features of a church and Mosque</li></ul>	<ul style="list-style-type: none"><li>• Know how symbols in the Bible relate to God</li><li>• Know how symbols in the story of the baptism of Jesus reveal about the nature of God</li><li>• Know visual symbols and visual acts that can be seen in a Christian church</li><li>• know language within worship that expresses Christian belief</li><li>• Know the features of a Mosque</li><li>• know Muslims use Islamic art to show their faith in the Mosque</li><li>• Know the purpose of</li></ul>	<ul style="list-style-type: none"><li>• Know about the Arti ceremony</li><li>• Know about the Diwali festival</li><li>• Know about the Holi festival</li><li>• Know about the Rashka Bandhan festival</li><li>• Know about Kumbh Mela</li><li>• Know about the five pillars of Islam</li><li>• Know about Eid ul-Adha</li><li>• Know about worship in different denominations</li><li>• Know about the importance of communal events in Christianity</li></ul>	<ul style="list-style-type: none"><li>• know how Hindus reflect their faith in the way they live</li><li>• know what karma is</li><li>• know how karma drives the cycle of samsara</li><li>• know what a Hindu will seek to achieve moksha</li><li>• know how the Qur’an teach Muslims about how they should treat others</li><li>• know how Muslim family life contributes to following shariah</li><li>• know what the Hadith is</li><li>• know well known Muslims and how their</li></ul>	<ul style="list-style-type: none"><li>• Know about the Buddhist holy book</li><li>• Know how and where Buddhist worship</li><li>• Know about the Four Noble Truths</li><li>• Know about the Eightfold Path</li><li>• Know how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and death</li><li>• Compare how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and death.</li></ul>

	visual symbols in a Mosque <ul style="list-style-type: none"> <li>• Know Allah's attributes in the Qur'an</li> <li>• Know about Hindu Gods and Goddesses</li> <li>• Know about the Hindu Shrine and Puja</li> <li>• Know the purpose of visual symbols in a Mandir</li> <li>• Know key figures in Hindu texts</li> </ul>	<ul style="list-style-type: none"> <li>• Know what pilgrimage is</li> <li>• Know sites of pilgrimage in Christianity</li> <li>• Know how Jerusalem is important to Jews, Christians and Muslims</li> </ul>	beliefs impact their lives <ul style="list-style-type: none"> <li>• know Muslim charities and their links to Muslim beliefs about God</li> <li>• know why man and woman were created in the image of God</li> <li>• know the Ten Commandments</li> <li>• know the Sermon on the Mount</li> </ul>	
--	--	--	--	--

#### Key skills acquired throughout this unit

- **Investigation and Enquiry:** asking relevant and increasingly deep questions, using a range of sources and evidence, including sacred texts, identifying and talking about key concepts.
- **Critical thinking and reflection:** analysing information to form a judgement, reflecting on beliefs and practices, ultimate questions and experiences.
- **Empathy:** Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others, seeing the world through the eyes of others.
- **Interpretation:** interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
- **Analysis:** distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
- **Evaluating:** enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

#### Key knowledge acquired throughout this unit

Muslims believe:

- There is one God (tawhid), who created the universe in harmony
- That God (tawhid) created human beings to help keep the universe in harmony
- That God (tawhid) provides a straight path (shariah) to help keep the universe in harmony
- That God (tawhid) provides guidance to help humans follow the straight path (Qur'an, prophets, natural world)
- 99 Names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God)
- Qur'an = holy book of Islam; the words of God, providing guidance for human beings
- Prophet Muhammad – the final prophet; receives guidance (i.e. the Qur'an) directly from God, lives it out in his own life and leads people along the straight path
- Share the story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power')
- Studying the Qur'an: the madrassah (school) – studying the Qur'an to find out how to follow the straight path (shariah); learning to recite the Qur'an

Key symbols/images





Subject specific vocabulary and definitions (Tier 3 vocabulary)					
Qur'an	Sacred book to Muslims				
Muslim	Someone who follows the religion of Islam				
Islam	A religion which follows the teaching of Allah through the Qur'an and the Prophet Muhammad				
Tawhid	One God				
Allah	The Arabic word for God				
Prophet Muhammad	Muslims see him as a God's messenger				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To know Muslims believe One God (Tawhid) created the universe.	To know who Allah is.	To know who Prophet Muhammad is.	To know what the Qur'an is and why it is important to Muslims.	To know and retell the story of the night of power.	To recognise similarities to the Bible, God and Jesus.

Year 1 – Summer		Unit 3 – Christianity – God - Story		
Cross Curricular links				
<ul style="list-style-type: none"><li>PSHE – Identify and respect the differences and similarities between people. Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</li></ul>				
British Values				
<ul style="list-style-type: none"><li>Individual Liberty</li><li>Mutual Respect</li><li>Tolerance of those with different faiths and beliefs</li></ul>				
Unit Overview				
What do Christians learn and understand about God and Jesus through the Bible?				
Previous Knowledge acquired - EYFS				
<ul style="list-style-type: none"><li>Introduce to people who are important to members of a religious group, e.g. Jesus, Prophet Muhammad, vicar, imam, etc</li><li>Explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism</li><li>Explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc.)</li></ul>				
Progression of knowledge throughout the RE curriculum				
Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>Know about Shahadah</li><li>Know why Akhlaq is important</li><li>Know how Muslims show compassion</li><li>Know stories about prophets</li><li>Know stories from the new bible</li><li>Know how Muslims and Christians celebrate birth</li><li>Know different ways Christians mark a sense of belonging</li><li>Know some features of a church and Mosque</li></ul>	<ul style="list-style-type: none"><li>Know how symbols in the Bible relate to God</li><li>Know how symbols in the story of the baptism of Jesus reveal about the nature of God</li><li>Know visual symbols and visual acts that can be seen in a Christian church</li><li>know language within worship that expresses Christian belief</li><li>Know the features of a Mosque</li><li>know Muslims use Islamic art to show their faith in the Mosque</li><li>Know the purpose of</li></ul>	<ul style="list-style-type: none"><li>Know about the Arti ceremony</li><li>Know about the Diwali festival</li><li>Know about the Holi festival</li><li>Know about the Rashka Bandhan festival</li><li>Know about Kumbh Mela</li><li>Know about the five pillars of Islam</li><li>Know about Eid ul-Adha</li><li>Know about worship in different denominations</li><li>Know about the importance of communal events in Christianity</li></ul>	<ul style="list-style-type: none"><li>know how Hindus reflect their faith in the way they live</li><li>know what karma is</li><li>know how karma drives the cycle of samsara</li><li>know what a Hindu will seek to achieve moksha</li><li>know how the Qur’an teach Muslims about how they should treat others</li><li>know how Muslim family life contributes to following shariah</li><li>know what the Hadith is</li><li>know well known Muslims and how their</li></ul>	<ul style="list-style-type: none"><li>Know about the Buddhist holy book</li><li>Know how and where Buddhist worship</li><li>Know about the Four Noble Truths</li><li>Know about the Eightfold Path</li><li>Know how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and death</li><li>Compare how Hindus, Muslims, Christians and Sikhs celebrate birth, marriage and death.</li></ul>

	<p>visual symbols in a Mosque</p> <ul style="list-style-type: none"> <li>• Know Allah's attributes in the Qur'an</li> <li>• Know about Hindu Gods and Goddesses</li> <li>• Know about the Hindu Shrine and Puja</li> <li>• Know the purpose of visual symbols in a Mandir</li> <li>• Know key figures in Hindu texts</li> </ul>	<ul style="list-style-type: none"> <li>• Know what pilgrimage is</li> <li>• Know sites of pilgrimage in Christianity</li> <li>• Know how Jerusalem is important to Jews, Christians and Muslims</li> </ul>	<p>beliefs impact their lives</p> <ul style="list-style-type: none"> <li>• know Muslim charities and their links to Muslim beliefs about God</li> <li>• know why man and woman were created in the image of God</li> <li>• know the Ten Commandments</li> <li>• know the Sermon on the Mount</li> </ul>	
--	---	--	---	--

#### Key skills acquired throughout this unit

- **Investigation and Enquiry**: asking relevant and increasingly deep questions, using a range of sources and evidence, including sacred texts, identifying and talking about key concepts.
- **Critical thinking and reflection**: analysing information to form a judgement, reflecting on beliefs and practices, ultimate questions and experiences.
- **Empathy**: Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others, seeing the world through the eyes of others.
- **Interpretation**: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
- **Analysis**: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
- **Evaluating**: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

#### Key knowledge acquired throughout this unit

- Belief in one God who has created the world and was pleased with his creation
- Belief that this creation was spoiled when the first humans made a decision that had bad consequences – death and suffering entered the world
- Belief that throughout history, God has worked with human beings to try to fix what has been spoiled
- Beliefs about God and how they are explored in stories from the Old Testament: o Belief in one God who has created the world (Genesis 1)
- Belief that Jesus is 100% human and 100% God (the incarnation – 'God in the flesh')
- Belief that Jesus has come to work with human being to try to fix what has been spoiled
- Belief that he does this by teaching about what the world should be like (e.g. parables of the Good Samaritan, Lost Son, Lost Sheep, etc.)

#### Key symbols/images



Subject specific vocabulary and definitions (Tier 3 vocabulary)					
God	The all-powerful and all-loving being that Christians believe created the world and everything in it				
Creation	The beginning of the world and everything in it				
Jesus	A very important person for Christians; <b>God</b> in the flesh				
Bible	The holy book of <b>Christianity</b> ; tells the story of <b>God, Jesus</b> and human beings				
Disciple	A follower of <b>Jesus</b>				
Parable	A story told by <b>Jesus</b> with a moral or important lesson				
Medium Term Planning					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
To know who God and Jesus is.	To know and be able to retell the creation story.	To know and be able to retell the Story of Moses.	To know and be able to retell the story of Abraham.	To know and be able to retell the story of Jonah and the Whale.	To know and be able to retell stories about Jesus from the New Testament Bible.