

Development of Religious Education (RE) at George Spicer

Year Group	Christianity	Islam	Hinduism	Buddhism	Judaism	Sikhism	School Choice
6	<p>Holy week to Pentecost and Mission (SP2) Understanding about the resurrection of Christ, the Christian celebration of Whitsun/Pentecost and how the Church can grow.</p>	<p>Hajj & Id-ul Adha (SP1) Understanding what Hajj is and what it means to Muslims.</p>	<p>Hindu Community Mandir (SU2) (Visit to a Mandir) Identifying some of the characteristics of Krishna, learning how Hindus show devotion to God through puja and developing understanding why the Mandir is special to Hindus.</p>	<p>The Buddhist Community (AU2) Learning about key events in the life of Siddhartha Gotama, the four sights and the 3 jewels. Explaining why Buddhists worship the Buddha and why they meditate.</p>	<p>Rosh Hashanah Yom Kippur (AU1i) Understanding the link between prayer, repentance and fasting</p> <p>Shabbat (AU1ii) Developing an understanding of what Shabbat is and what the Shema teaches Jews about God.</p>		<p>School designed unit (SU1) C1 Humanist beliefs and philosophies What is humanism? Humanist beliefs – freedom, responsibility and connection. Death. Atheism and agnosticism. What do Humanists value?</p>
5	<p>Christian Values (SP1) Learning what Christians believe affects how they live</p>	<p>Mosque Community (AU2) Learning about the first mosque and how mosques are important in a Muslim's life.</p>		<p>Buddha his teachings (AU1) Learning about the key events in the life of Siddhartha Gotama and the four sights and explore how Buddhists try to live their lives by following the teachings of the Buddha</p>	<p>Pesach (SP2) Understand what the Passover teaches Jews about God</p>	<p>Sikh Community Gurdwara (SU2) (Visit to a Gurdwara) Learning about the 5Ks, the festival of Baisakhi and explaining why the Gurdwara and practises within are special to Sikhs</p>	<p>School designed unit (SU1) Alevism</p>
4	<p>Christian Community (SP2) Identifying and understanding what it means to belong to a community</p>	<p>The Quran Prophet Muhammad (AU2) Recognise the importance of the Prophet Muhammad, Allah and the Qu'ran to Muslims.</p>	<p>Living as a Hindu (SP1) Identifying characteristics of some of the forms of the Hindu God, understanding Puja and worship in the mandir and being able to explain the significance in a Hindu family at Raksha Bandhan.</p>		<p>1. Sukkot Understanding how Sukkot reminds Jewish families of God.</p> <p>2. Exploring Judaism through the synagogue (Visit to a Synagogue) (AU1) Understanding things which remind Jews of God and belonging to the Jewish community.</p>	<p>Guru Nanak (SU2) Further developing understanding of how special Guru Nanak is to Sikhs</p>	<p>School designed unit (SU1) C1 School designed unit Dreamtime Learning about Aboriginal songlines and how they practise their beliefs.</p>
3	<p>Christian Bible (AU2) Understanding some of the reasons why the Bible is important for Christians and identifying some Christian beliefs about Jesus</p> <p>Growing up in a Christian family (SP2) Learning about belonging to the Christian family.</p>	<p>Living as a Muslim (Visit to a Mosque) (SP1) The patterns in a Muslim's religious life and how they worship Allah.</p>	<p>Hindu Sikh Divali (AU1) Learning about key events of the story of Rama and Sita, preparation, traditions and practises for Divali and understanding that both Hindus and Sikhs celebrate Divali.</p>		<p>Torah Stories of Jews (SU3) Learning about the story of Joseph and understanding why the Torah is so precious to the Jewish people.</p>	<p>Hindu Sikh Divali (AU1) Learning about key events of the story of Rama and Sita, preparation, traditions and practises for Divali and understanding that both Hindus and Sikhs celebrate Divali.</p>	<p>School designed unit Humanism B2 (SP 2) What is humanism. What makes us special. Naming ceremonies, weddings (SU1)</p>

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2	<p>Easter (SP2) The story of Easter and what it means to Christians.</p>	<p>Ramadan & Id-ul-Fitr (SP1) Understanding what Ramadan is and why it happens.</p>	<p>Diwali (AU1) Introducing the main characters of Diwali and Identifying some practices associated with it.</p>	<p>Buddhist festival of Wesak (SU1) (Visit to Buddhist Centre) Introducing Siddhartha and Buddha and understanding how Wesak is celebrated.</p>	<p>Hanukkah (AU2) Understanding why Hanukkah is a Jewish festival and learning about Jewish customs at this time.</p>	<p>Birthday of Guru Nanak (AU2) Introducing Guru Nanak being an important figure for Sikhs</p>	<p>School designed unit (SU1) C1 School designed unit Dreamtime Learning about the Dreamtime creation story, totems and belonging.</p>
1	<p>Christian Harvest (AU1) Understanding what Christians remember at Harvest Festival.</p> <p>(Visit to the Baptist Church)</p> <p>Christmas (AU2) Learning how Christians remember Jesus at Christmas</p>	<p>Growing up in a Muslim family (SP1) Understand what some of the things Muslim families do for their faith.</p>	<p>Holi stories of Krishna (SP2) Knowing that Krishna is special to Hindus and describing some of the ways Hindus celebrate Holi</p>		<p>Growing up in a Jewish family (SU2) Introducing the Jewish custom of Shabbat.</p>		<p>School designed unit (SU1) Alevism Introduction of key beliefs of Alevism way of life. Understanding what can be learnt from Alevism in our own lives.</p>
R	<p>Christmas- nativity (AU) Christmas celebrations around the world. Incl chn from different religions. Learn traditional songs. Read/act nativity story in groups & to parents. Children dress in costumes depict a traditional version of the story of Mary and Joseph.</p> <p>Easter (SP) Easter celebrations / traditions. Art activities. Cooking activities</p>		<p>Diwali - making rangoli patterns (AU) What Diwali means for Hindus. Family preparations. Relate to other religions and their festivals. Chn make rangoli patterns</p> <p>Story of Rama and Sita Retell the story. Explore artefacts. Relate to other religions and their festivals.</p>		<p>Hanukkah (Visitor from a member of the Jewish community) (AU) Explore Hanukkah and how it is used by a Jewish family. How families celebrate Hanukkah. The Holy Temple in Jerusalem. The dreidel. Play game using a pretend dreidel.</p>		

Humanist ethics and values

Happiness, Ethics – why should I be good? How do humanists decide what to believe? Do humanists have rules?

Progression of Skills in R.E

	EYFS / Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AF1: Thinking about religion and belief and teachings (what people believe)	Exploring key themes of religions <ul style="list-style-type: none"> - Looking after things - How do we care for others 	Identify & Describe - key beliefs of religions	Identify & Describe - key beliefs of religions	Explain – their beliefs / practices / festivals	Explain – their beliefs / practices / festivals	Analyse – what does it mean / interpretation Summarise religions and compare
AF2: Pupils: Enquiring, investigating and interpreting	P4C Stimulus <ul style="list-style-type: none"> - To be able to engage with a stimulus - To begin to be able to ask thoughtful questions related to a stimulus 	P4C Stimulus <ul style="list-style-type: none"> - To be able to ask thoughtful questions related to a stimulus - To introduce conversation as a way of discussing questions and points of view 	P4C Stimulus <ul style="list-style-type: none"> - Start to develop their ability to agree and disagree with others - To begin to be able to describe their reasoning behind this 	P4C Stimulus <ul style="list-style-type: none"> - To become confident in their ability to agree and disagree with others - To become more confident in their ability to describe their reasoning behind this 	P4C Stimulus <ul style="list-style-type: none"> - Start to develop their ability to build upon others points of view - Beginning to show empathy towards others - Begin to use of sentence stems 	P4C Stimulus <ul style="list-style-type: none"> - To become confident in their ability to build upon others points of view - Empathy is apparent in discussions - Use of sentence stems 'I agree with this because' 'In addition to this...'
Practices and lifestyles (what people do)	Exploring key themes of religions <ul style="list-style-type: none"> - How do we show that we care for others - What role models do we look up to - Prayer / meditation 	Identify & Describe religious practices	Identify & Describe religious practices	Explain why they carry out particular religious practices / choose this lifestyle <ul style="list-style-type: none"> - Why they go to place of worship (connect with God etc) - Why they're vegetarian 	Explain why they carry out particular religious practices / choose this lifestyle <ul style="list-style-type: none"> - Why they go to place of worship (connect with God etc) - Why they're vegetarian 	Why they do what they do How is it similar or different to what you believe
Expression and language (how people express themselves)	How do they express themselves through what they wear?	How do they express themselves through prayer and worship?	How do they express themselves through prayer and worship?	How do they express themselves through interactions with others?	How do they express themselves through interactions with others?	How do they express language / themselves through Sacred Texts ?
Identity and experience (making sense of who we are)	<p>What makes me me?</p> <p>What experiences have shaped you?</p> <p>We're all unique and constantly changing. How have you changed since last year?</p> <p>How is religion a part of identity?</p>					
Meaning and purpose (making sense of life)	Read / recall creation stories	Identify & Describe purposes / motivation for following religions	Identify & Describe purposes / motivation for following religions	Explain what purpose is and how they make sense of the world around them	Explain what purpose is and how they make sense of the world around them	Analyse / Summarise / Compare the different ways religions make sense of life

		<ul style="list-style-type: none"> - Heaven - Reincarnation - Creation 	<ul style="list-style-type: none"> - Heaven - Reincarnation - Creation 	<ul style="list-style-type: none"> - Discuss rebirth / reincarnation as a motivation for Hindus / Buddhists / Sikhs 	Discuss rebirth / reincarnation as a motivation for Hindus / Buddhists / Sikhs	
Values and commitments (making sense of right and wrong)	Moral code at school / home What do you think is right or wrong?	Identify & Describe moral codes of living <ul style="list-style-type: none"> - Ten commandments - Eightfold path - Five pillars 	Identify & Describe moral codes of living <ul style="list-style-type: none"> - Ten commandments - Eightfold path - Five pillars 	Explain why they follow these moral codes / creating their own <ul style="list-style-type: none"> - Discuss rebirth / reincarnation as a motivation - Create own eightfold path 	Explain why they follow these moral codes / creating their own <ul style="list-style-type: none"> - Discuss rebirth / reincarnation as a motivation - Create own eightfold path 	Analyse / Summarise / Compare the different moral codes between religions

	Christianity	Islam	Judaism	Hinduism	Sikhism	Buddhism	Alevism	Humanism	Dreamtime
Year 6	B2 Whitsun / Pentecost, Resurrection, Ascension, Prophecy, Disciple, Holy spirit, Missionaries, Trinity	B1 Hajj, Id-ul-Adha, Pilgrimage, Ihram	A1i Rosh Hashanah, Yom Kippur, Shofar, Fasting A1ii Shabbat, Shema, Creation, Genesis, Mitzvah, Havdalah,	C2 Mandir, Devaki, Vasudeva Kamsa, Balaram, Radha, Yashoda		A2 3 Jewels, Dhamma, Sangha		C1 reason, empathy, compassion, respect, freedom, responsibility, connections, mortality, Atheism, Agnostic	
Year 5	B1 Samaritan, Commandments, Christian Aid, Lent	A2 Masjid, Madinah, Makkah, Prophet Muhamad, Bilal, minaret, dome, madrassah, Ka'bah, mihrab, jumu'ah, imam ummah, salah	B2 Pesach (Passover), Exodus Seder,		C2 Gurdwara, Guru Gobind Singh, 5 Ks, Baisakhi, Khalsa, Panj Piores, Amrit, Bhai Khanaya	A1 Siddhartha Gotama, Four sights, Buddharupas, Enlightenment, Noble truths, Angulimala	C1 Cemevi Semah 12 Services Muhamet, Ali, Imam, Pirs, Haci Bektas Veli, Mansur Al- Hallaj, Sultan		
Year 4	B2 Belonging Baptism Community Church Last Supper Holy Communion	A2 Qu'ran Arabic Prophet Muhammad Messenger of Allah Assalamu	A1i Sukkot Sukkah A1ii Synagogue The Ark The Sefer Torah	B1 One God Many Forms, Puja, Om, Murti, Arti,	C2 Guru Nanak Bhai Lalo Guru Granth Sahib, Langar				C1 colonisation Indigenous British Dreamtime 'All At Once' Great Spirit ancestors

		Aleicum	The bimah Magen David The Ten Commandments Ner Tamid Tallit	Shrine, Ganesha, Mandir, Krishna, Raksha Bandhan, Rakhi					creation stories Songlines - journeys of the ancestors Songs / retelling stories / art / walkabout ancestral journey beliefs Landmarks / spiritual places Aboriginal art totems / symbols artists
Year 3	A2 Bible Old Testament New Testament Zacchaeus Parable Prodigal son B2 Baptism Cross Robe Candle	B1 Prayer Adhan Mosque Allah Mehmed Bilal Ramadan	C2 Torah Scroll Moses	A1 Divali Ramayana Rangoli pattern Lakshmi New Year	A1 Divali Guru Hargobind			C1 Philosophy No God Special Questions Curiosity Reasoning Evidence Naming Ceremony Celebrant Marriage Wedding	
Year 2	B2 Easter Crucifixion Resurrection	C2 Ramadan Id (Eid)-ul-Fitr Fasting	A2ii Hanukkah Light Oil	A1 Rama Sita Divali	A2i Guru Nanak	C1 Shrine Monk Meditate			B1 Australia British settlement

