



Creativity, Curiosity, Caring

Religious Education Curriculum Sequence

Intent – Our Rationale	In religious education at Aboyne Lodge our aim is for children to develop their knowledge and understanding of the major religions represented in Great Britain today including Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism and develop an understanding of non-religious beliefs and world views, for example, humanism. We help them understand the influence of beliefs, values and traditions of individuals, communities, societies and cultures and be able to relate religious teaching and beliefs to everyday life, including moral issues and values in order to allow them to make their own judgements that are reasoned and informed. We build awareness of the fundamental questions of life, through their own personal experiences; discussion relating to religious beliefs; relevant and appropriate stories; outside speakers and visits. We encourage them to reflect upon their own beliefs and ideas and share these with others, respecting each other’s point of view and their right to hold different beliefs in our multi-faith society.
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Curriculum Drivers

Sustainability	Cultural Diversity	Growth Mindset	Oracy
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EYFS – Faiths and cultures from around the world.

At the end of each year pupils will:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic area	Judaism We explored facts about Sukkot	Christianity We explored facts about Christmas	A festival from another culture We explored facts about Lunar New Year	Hinduism We explored facts about Holi and Easter	Islam We explored facts about Eid	Islam We explored facts about The Hajj
Know	<i>People, Culture and Communities:</i> Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.					
Vocab	belief, religion, faith, festival, celebration					



Christianity

At the end of each year pupils will:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic area	<ol style="list-style-type: none"> 1. Creation story 2. Christmas 3. Incarnation/Jesus as a friend. 4. Easter/ Palm Sunday 	<ol style="list-style-type: none"> 1. What did Jesus teach? Gospel. 2. Christmas; Jesus as a gift from God 3. Easter resurrection 	<ol style="list-style-type: none"> 1. Christmas 2. Jesus' Miracles 3. Easter – forgiveness 	<ol style="list-style-type: none"> 1. Incarnation – Christmas 2. Easter – Salvation 3. Prayer and worship 	<ol style="list-style-type: none"> 1. Christmas Concept: Incarnation 2. Easter Concept: Salvation. 3. Beliefs and practices Concept: Gospel 	<ol style="list-style-type: none"> 1. Christmas Concept: Incarnation 2. Belief and meaning Concept: Salvation 3. Easter Concept: Salvation and Gospel
Know	<ol style="list-style-type: none"> 1. Creation Story Does God want Christians to look after the world? 2. Christmas/ Incarnation - What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? 3. Incarnation/Jesus as a friend. Was it always easy for Jesus to show friendship? 	<ol style="list-style-type: none"> 1. Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? (Believing/ Behaving) 2. Why do Christians believe God gave Jesus to the world? Is 	<ol style="list-style-type: none"> 1. Has Christmas lost its true meaning? 2. Could Jesus heal people? Were these miracles or is there some other explanation? 3. What is good about 'Good Friday'? 	<ol style="list-style-type: none"> 1. What is the most significant part of the Nativity story for Christians today? 2. Is forgiveness always possible for Christians? 3. Do people need to go to church to show they are Christians? 	<ol style="list-style-type: none"> 1. Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion? (Believing) 2. How significant is it for Christians to believe God intended Jesus to die? Do sacred texts have to be 'true' to help people understand their religion? (Believing) 3. What is the best way for a Christian to show 	<ol style="list-style-type: none"> 1. How significant is it that Mary was Jesus' mother? Do sacred texts have to be 'true' to help people understand their religion? (Believing) 2. Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death? (Believing/Behaving)



	<p>4. Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs? (Believing/Behaving)</p>	<p>God important to everyone? (Believing)</p> <p>3. How important is it to Christians that Jesus came back to life after His crucifixion? Is God important to everyone? Are symbols better than words at expressing religious beliefs? (Believing)</p>			<p>commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving)</p>	<p>3. Is Christianity still a strong religion 2000 years after Jesus was on Earth? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Is religion the most important influence and inspiration in everyone's life? (Believing/Belonging/Behaving)</p>
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<p>Be able to do</p>	<ol style="list-style-type: none"> 1. Re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment. 2. To reflect on the Christmas story and decide what gifts would be meaningful for Jesus. 3. Identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. 4. To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. 	<ol style="list-style-type: none"> 1. to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. 2. We are learning to reflect on the Christmas story and the reasons for Jesus' birth. 3. We are learning to retell the Easter story and understand what Jesus' resurrection means for Christians. 	<ol style="list-style-type: none"> 1. To find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us. 2. to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles. 3. to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians. 	<ol style="list-style-type: none"> 1. to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. 2. To understand how Jesus' life, death and resurrection teaches Christians about forgiveness. 3. To understand how important going to church is to show someone is a Christian. 	<ol style="list-style-type: none"> 1. We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways. 2. We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. 3. We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way. 	<ol style="list-style-type: none"> 1. We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians. 2. We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this. 3. We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.
<p>Understand this Vocabulary</p>	<ol style="list-style-type: none"> 1. Creation Story, Adam, Eve 	<ol style="list-style-type: none"> 1. Samaritan, Parable 2. Advent 	<ol style="list-style-type: none"> 1. Advent, incarnation. 2. Miracles. 	<ol style="list-style-type: none"> 1. Frankincense, Myrrh, Christingle 	<ol style="list-style-type: none"> 1. Advent, Incarnation 2. Holy week, Pilate, Herod, Mount of 	<ol style="list-style-type: none"> 1. Mary, Virgin Birth, Incarnation, Holy Spirit.



	<ul style="list-style-type: none"> 2. Mary, Joseph, Frankincense, Myrrh 3. Zacchaeus, Mary, Martha, Lazarus 4. Palm Sunday, Palm cross 	<ul style="list-style-type: none"> 3. Easter Egg, Hot cross bun, Resurrection. 	<ul style="list-style-type: none"> 3. Jesus, Palm Sunday, The Last Supper, Cross, Tomb, Bread and wine, Maundy Thursday, Good Friday, Disciples, Judas. 	<ul style="list-style-type: none"> 2. The Lord's Prayer, The Last Supper, Peter. 3. Church, baptism, John the Baptist, Eucharist/ Holy Communion. 	<ul style="list-style-type: none"> Olives, Garden of Gethsemane. 3. Ten Commandments, Confirmation, Lord's Prayer. 	<ul style="list-style-type: none"> 2. Agape, ten commandments, 3. Lent, Ash Wednesday, Shrove Tuesday, Fish Symbol, CAFOD, Ten commandments
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Islam		
At the end of each year pupils will:	Year 2	Year 6
Topic Area	<ol style="list-style-type: none"> 1. Prayer at home 2. Community and Belonging. Hajj 	<ol style="list-style-type: none"> 1. Beliefs and practices 2. Beliefs and moral values
Know	<ol style="list-style-type: none"> 1. Does praying at regular intervals help a Muslim in his/her every day life? Who do I believe I am? Does it feel special to belong? (Believing/Belonging) 2. Does going to a Mosque give Muslims a sense of belonging? Does completing Hajj make a person a better Muslim? 	<ol style="list-style-type: none"> 1. What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving) 2. Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)
Be able to do	<ol style="list-style-type: none"> 1. To explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day. 2. To understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging. 3. To understand what happens during Hajj and to explore the importance of this to Muslims. 	<ol style="list-style-type: none"> 1. We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. 2. We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.
Understand this Vocabulary	<ol style="list-style-type: none"> 1. Salah, Allah, Qur'an, Makkah (Mecca), Ka'bah 2. Mosque, minaret, Musalla, Mihrab, Minbar, Qur'an, Wudu, Prayer mats, Hajj. 3. Hajj, Hajj robes, Makkah/Mecca, Qur'an, Gran Mosque, Mount Arafat, Five Pillars, Pilgrimage. 	<ol style="list-style-type: none"> 1. Five Pillars, Zakah, Sawm, Qu'ran, Hajj. 2. Akhirah, Muhammad, Qu'ran, Five Pillars, Jihad, Ummah.



Sikhism

At the end of each year pupils will:	Year 3
Topic Area	<ol style="list-style-type: none"> 1. The Amrit Ceremony and the Khalsa 2. Sharing and Community 3. Prayer and worship
Know	<ol style="list-style-type: none"> 1. Does joining the Khalsa make a person a better Sikh? 2. Do Sikhs think it is important to share? 3. What is the best way for a Sikh to show commitment to God?
Be able to do	<ol style="list-style-type: none"> 1. To understand the reasons why a Sikh may choose to join the Khalsa. 2. to explore how Sikh beliefs affect their ways of life and the importance they place on sharing. 3. to understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment.
Understand this Vocabulary	<ol style="list-style-type: none"> 1. Guru, Amrit, Khalsa, Karah Prashad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Khanda 2. Guru, Vaisakhi, Festival, Gurdwara, Divali, Guru, Hargobind, Guru Granth Sahib, Langar, Karah Parashad 3. Guru, Amrit, Khalsa, Karah Parshad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Khanda, Guru Granth Sahib, Mool Mantra



Hinduism

At the end of each year pupils will:	Year 5
Topic Area	<ol style="list-style-type: none"> 1. Prayer and Worship 2. Hindu Beliefs 3. Beliefs and moral values
Know	<ol style="list-style-type: none"> 1. What is the best way for a Hindu to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Belonging) 2. How can Brahman be everywhere and in everything? Do sacred texts have to be 'true' to help people understand their religion? Can the arts help communicate religious beliefs? (Believing/Behaving) 3. Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is it possible to hold religious beliefs without trying to make the world a better place? (Believing/Behaving)
Be able to do	<ol style="list-style-type: none"> 1. To understand how Hindus show their commitment to God and to evaluate if there is a best way. 2. To understand the Hindu belief that there is one God with many different aspects. 3. To understand the impact of certain beliefs on a Hindu's life.
Understand this Vocabulary	<ol style="list-style-type: none"> 1. Puja tray, Mantra, Brahman, Vedas, Purusharthas, Dharma, Karma. 2. Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesha, Lakshmi, Puja, Atman, Krishna, Avatar, Chadogya Upanishad. 3. Karma, Samsara, Bhagavad Gita, Upanishads, Atman, Sadhu.



Judaism

At the end of each year pupils will:	Year 1
Topic Area	<ol style="list-style-type: none">1. Shabbat2. Rosh Hashanah and Yom Kippur.
Know	<ol style="list-style-type: none">1. Is Shabbat important to Jewish children?2. Are Rosh Hashanah and Yom Kippur important to Jewish children? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)
Be able to do	<ol style="list-style-type: none">1. To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.2. To empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.
Understand this Vocabulary	<ol style="list-style-type: none">1. Shabbat, Challah2. Rosh Hashanah, Yom Kippur, Shofar



Buddhism

At the end of each year pupils will:	Year 4
Topic Area	<ol style="list-style-type: none">1. Buddha's teachings.2. The 8-fold path/ Buddha's teachings.3. Beliefs into practices.
Know	<ol style="list-style-type: none">1. Is it possible for everyone to be happy? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is religion the most important influence and inspiration in everyone's life? (Believing)2. Could the Buddha's teachings make the world a better place? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)3. What is the best way for a Buddhist to lead a good life? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others
Be able to do	<ol style="list-style-type: none">1. We are learning about the life of the Buddha and exploring how he tried to be happy and stay happy.2. We are learning about the teachings of the Buddha and exploring what he taught about change.3. We are learning how Buddha's teachings make a difference to how Buddhists choose to live.
Understand this Vocabulary	<ol style="list-style-type: none">1. Buddha, Bodhi, 8-fold path, Prince Siddhattha, Gautama Yasodhara.2. Buddha, Bodhi, 8-fold path.3. Buddha, 8-fold path.



OVERVIEW.

	Au1	Au2	Sp1	Sp2	Su1	Su2
EYFS YN+R	Christianity and Judaism	Christianity and Judaism	Christianity and Hinduism	Christianity and Hinduism	Christianity, Islam, Hinduism and Sikhism.	Christianity, Islam and Judaism.
Year1	Christianity Creation Story	Christianity Christmas Story	Christianity Jesus as a friend	Christianity Easter – Palm Sunday	Judaism Shabbat	Judaism Rosh Hashanah and Yom Kippur
Year2	Christianity What did Jesus teach us?	Christianity Jesus as a gift from God.	Islam Prayer at home.	Christianity Easter – resurrection.	Islam Community and belonging.	Islam Haji.
Year3	Sikhism The Amrit Ceremony and the Khalsa.	Christianity Christmas.	Christianity Jesus' Miracles	Christianity Easter – Forgiveness.	Sikhism Sharing and community.	Sikhism Prayer and worship.
Year4	Buddhism Buddha's teachings	Christianity Christmas – incarnation.	Buddhism The 8-fold path/ Buddha's teachings.	Christianity Easter – Salvation.	Buddhism Beliefs into practices.	Christianity Prayer and worship.
Year5	Hinduism Prayer and worship.	Christianity Christmas – incarnation.	Hinduism Hindu beliefs.	Christianity Easter – Salvation.	Hinduism Beliefs and moral values.	Christianity Beliefs and practices – Gospel.
Year6	Islam Beliefs and practices.	Christianity Christmas – Incarnation.	Christianity Beliefs and meaning – Salvation.	Christianity Easter - Gospel	Islam Beliefs and moral values – After life – Akhirah.	

