



RE

Curriculum overview



PORTWAY INFANT SCHOOL

Religious Education INTENT

At Portway Infant School we aim to explore big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.'

Through our curriculum our intention is for children to:

Know about and understand about – Christian, Hindu, Muslim, Jewish and Sikh people.

Describe and explain beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.

Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities

Find out about, be **curious** and investigate key concepts and questions of belonging, meaning, purpose and truth, responding **creatively**.

Have regular meaningful opportunities to experience and engage with other religions.

Build knowledge as set out in our Religious Education Curriculum and supporting children to develop their **cultural capital** by the end of key stage one and beyond.

Build **vocabulary** as set out in our Religious Education Curriculum.

Enjoy reading high quality books and support their **love of reading** and learning in Religious Education

EYFS Reception – Understanding the World; People and Communities

Development Matters 2021 Non-statutory document EYFS Framework ELG Derbyshire and Derby City Agreed Syllabus for Religious Education 2025- 2030		How?	When?	Vocabulary
Living	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. Being special: Where do we belong?	Big questions: How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care/how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you belong? What makes us feel special about being welcomed into a group of people? Learning outcomes: Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ... •re-tell religious stories making connections with personal experiences • share and record occasions when things have happened in their lives that made them feel special • recall simply what happens at a traditional Christian infant baptism and dedication • additional opportunity if you have children from religions other than Christianity in your setting • recall simply what happens when a baby is welcomed into a religion	autumn 1	Respect Love Care Feelings Emotions Welcome Belong Belonging Special

EYFS Reception – Understanding the World; People and Communities

Development Matters 2021 Non-statutory document EYFS Framework ELG Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025		How?	When?	Vocabulary
Expressing	Children talk about similarities and differences between themselves and others, among families, communities and traditions. Expressing- Which times are special and why?	Big questions: What special times have you had? What did you celebrate? Why? Who were you with? What happened? What do other people celebrate? What happens at Christmas, and why? What stories do you know about Jesus' birth and when he died? What do you think about Jesus? What do Christians say about Jesus? What other festivals have you learnt about? What happens at the festivals, and why? What stories can you remember about festivals? What are the similarities and differences between different people's special times? Learning outcomes: Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ... • give examples of special occasions and suggest features of a good celebration • recall simple stories connected with Christmas and a festival from another faith (Diwali) • say why Christmas and a festival from another faith is a special time for Christians/ members of the other faith (Hindu)	autumn 2	Special Celebrate Christmas Jesus Mary Joseph Shepherds Innkeeper Kings Manger Bethlehem Donkey Festival Religion Diwali Hindu

EYFS Reception – Understanding the World; People and Communities

Development Matters 2021 Non-statutory document EYFS Framework ELG Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025		How?	When?	Vocabulary
Living	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. Living- What is special about our world?	Big questions: What do you like in nature? What is your favourite thing? Why do you like it best of all? What have you learned about nature that is new to you? Why do some people say the world is special? What do you think is special about the world? What stories of creation do Christians tell? What do people say about how we should look after the world? How do you think we should look after the world? What are the similarities and differences between different people's ideas about the world? Learning outcomes: Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ... talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • re-tell stories, talking about what they say about the world, God, human beings • think about the wonders of the natural world, expressing ideas and feelings • express ideas about how to look after animals and plants • talk about what people do to mess up the world and what they do to look after it.	spring 1	Nature Natural Environment Special Creation Christians Similar Different World Culture Religion

EYFS Reception – Understanding the World; People and Communities

Development Matters 2021 Non-statutory document
EYFS Framework
ELG Derbyshire and Derby City
Agreed Syllabus for Religious Education 2020–2025

How?

When?

Vocabulary

[illegible]

Recognise that people have different beliefs and celebrate special times in different ways.

Which people are special and why?

Which people are special and why?

Big questions:

Who is special to you and why?

What is a good friend like? How can you show that you are a good friend?

What stories did Jesus tell about being a friend and caring for others?

What stories do special people tell in other religions?

Learning outcomes:

Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ...

- talk about people who are special to them
- say what makes their family and friends special to them
- identify some of the qualities of a good friend
- reflect on the question 'Am I a good friend?'
- recall and talk about stories of Jesus as a friend to others
- recall stories about special people in other religions and talk about what we can learn from them.

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spring 2

Special Jesus Caring Stories Religion Qualities Friend
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EYFS Reception – Understanding the World; People and Communities

Development Matters 2021 Non-statutory document EYFS Framework ELG Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025		How?	When?	Vocabulary
Believing	Children talk about similarities and differences between themselves and others, among families, communities and traditions. Understand that some places are special to members of their community Which places are special and why?	Big questions: Where do you feel safe? Why? Where do you feel happy? Why? Where is special to me? Where is a special place for believers to go? What makes this place special? Learning outcomes: Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ... • talk about somewhere that is special to themselves, saying why • be aware that some religious people have places which have special meaning for them • talk about the things that are special and valued in a place of worship • identify some significant features of sacred places • recognise a place of worship • get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.	summer 1	Safe Special Believers Religious Meaning Valued Sacred Worship Church Mosque Synagogue Temple

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Development Matters 2021 Non-statutory document EYFS Framework ELG Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025		How?	When?	Vocabulary
Believing	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. Which stories are special and why?	Big questions: What is your favourite story? What do you like about it, and why? What stories do you know about Jesus? What do you think Jesus was (is) like? Do you know any Bible stories? What stories do you know that are special to Christians(or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? What stories do you know that tell you how you should behave towards other people? What are the similarities and differences between different people's special stories? Learning outcomes: Teachers should select from the following outcomes, and set up learning experiences that enable pupils to ... • talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g.Bible, Qur'an • talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do • talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.	summer 2	Jesus Bible Qu'ran Christians Faith Religion God Muslim Islam

Year 1 RE

autumn 1

Derbyshire and Derby City Agreed Syllabus for Religious Education 2025-2030

Learning outcomes		Suggested outcomes
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	1.1 <u>Who is a Christian and what do they believe? (part 1)</u> Puppet/masks to act out stories	Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke1:26–56), the lost son (Luke15:11–32) and Pentecost (Acts 2:1–13).
	Talk about some simple ideas about Christian beliefs about God and Jesus (A1)	Describe some of the beliefs that Christian traditions teach about God- e.g all powerful, loving, close to every person, forgiving.
	Recognise some Christian symbols and images used to express ideas about God (A3)	Look at art and recognise some symbols and images used to express ideas about God.
	Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).	Listen to pieces of music that express ideas about God.
	Talk about issues of good and bad, right and wrong arising from the stories (C3).	Talk to Christians about what they believe about God (personal worldviews).
	Ask some questions about believing in God and offer some ideas of their own (C1)	Give opportunities for children to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g responding to the question 'Where is God?' through art.
	Make links between what Jesus taught and what Christians believe and do (A2).	Using a children's Bible, share stories that show the importance of Jesus to Christians (a parable, a miracle, teaching of Jesus).
		Linking to the above stories, describe some beliefs that Christians may hold about Jesus (kind to people in need, performed miracles, son of God).

	Vocabulary: Christian, Church, forgiving, images, symbols, God, parable, miracle, teaching, Jesus, God, worship, prayers praise	Questions: What do different people believe about God? Why do some people believe God exists? Do we need to prove God's existence? Religions and worldviews: Christians
Year 1 RE autumn 2		
Derbyshire and Derby City Agreed Syllabus for Religious Education 2025–2030		
	Learning outcomes	Suggested outcomes
Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	1.2 Who is a Christian and what do they believe? (part 2) Puppet/masks to act out stories Talk about some simple ideas about Christian beliefs about God and Jesus (A1) Recognise some Christian symbols and images used to express ideas about God (A3) Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1) Make links between what Jesus taught and what Christians believe and do (A2).	• Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke1:26–56), the lost son (Luke15:11–32) and Pentecost (Acts 2:1–13). • Describe some of the beliefs that Christian traditions teach about God- e.g all powerful, loving, close to every person, forgiving. • Look at art and recognise some symbols and images used to express ideas about God. • Listen to pieces of music that express ideas about God. • Talk to Christians about what they believe about God (personal worldviews). • Give opportunities for children to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g responding to the question 'Where is God?' through art. • Using a children's Bible, share stories that show the importance of Jesus to Christians (a parable, a miracle, teaching of Jesus). Linking to the above stories, describe some beliefs that Christians may hold about Jesus (kind to people in need, performed miracles, son of God)

	Vocabulary: Christian, Church, forgiving, images, symbols, God, parable, miracle, teaching, Jesus, God, worship, prayers praise	Questions: What do different people believe about God? Why do some people believe God exists? Do we need to prove God's existence? Religions and worldviews: Christians
Year 1 RE spring 1		
Derbyshire and Derby City Agreed Syllabus for Religious Education 2025-2030		
	Learning outcomes	Suggested outcomes
Living (Religious practices and ways of living; questions about values and commitments)	1.6 - How and why do we celebrate special and sacred times? (part 1) Easter experience at St Nicholas Church Make Ramadan decorations Identify some ways Christians celebrate ie Easter and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at	Consider the importance and value of celebration and remembrance in children's own lives. Learn about festivals in Christianity Y2 Easter the stories and meanings associated with it. For example, from Easter: Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. Explore feelings of Jesus and disciples. Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc. How Muslims celebrate when Ramadan is completed. What happens during Eid al – Fitr? How is this celebration different/similar to Christmas/Easter Stories from Ramadan Ramadan Stories for Children - IslamiCity Ramadan begins Wednesday, 22 March and ends Thursday, 20 April 2023 Eid al-Fitr (28 th and 29 th June 2023) Why do Muslims celebrate? How Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).

	the religious celebrations studied, and say why they matter to believers (C1)	
	Vocabulary: Christian, Religion, Charity, Festival, God, Jesus, Easter, Resurrection, Palm, Crucifixion, Disciples, Deserted, Muslim, Ramadan, Fast, Celebration, Eid, Generous, Sikh, Gurdwara, Vaisahki	Questions: Which times are special and why? Why are festivals important to religious communities? Is it better to express your beliefs in arts and architecture or in charity and generosity? How can people express the spiritual through the arts? Religions and worldviews: Christians, Muslims
Year 1 RE spring 2		
Derbyshire and Derby City Agreed Syllabus for Religious Education 2025–2030		
Learning outcomes		Suggested outcomes
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	<u>1.9 Who is Hindu and what do they believe?</u> Recall and name some Hindu Gods/Goddesses and say something about what Hindus believe (A1) Identify some ways Hindus celebrate Diwali and Holi, and talk about how this might make them feel (B1). Recognise some objects used by Hindus and suggest why they are important (A2) Discuss their own ideas about how stories, celebrations and actions (rituals) can help people to get along with each other (C1).	Tell children that most Hindus believe in one God, but that God is known to worshippers through many different images (murtis) and names; introduce Brahma (creator), Vishnu (Preserver) and Shiva (Destroyer) and their consorts Saraswati, Lakshmi and Parvati. Look at lots of images of the Gods/Goddesses and explore what Hindus learn about God from them. Use creative ways to share some of the stories of the Gods/Goddesses. For example, how Ganesha got an elephant's head, Krishna and the butter and Krishna opening his mouth. Think about what Hindus might learn from these stories. Explore some festivals, tell the stories, connecting with the Gods/Goddesses already encountered; use the senses to find out about how Hindus celebrate- sights, sounds, smells, tastes and things they touch. For example- Diwali: build on previous learning (units F4, L2.5). Tell the story of Rama and Sita using shadow puppets, act out the story, use images and music and dance. Find out what happens at Diwali for Hindus: light diva lamps, hear about the story of Lakshmi and the washerwoman, look at some pictures of Diwali celebrations in the local area. Talk about what Hindus might learn from the festival, such as good overcoming bad.

		Holi: explore the spring festival, with stories of Krishna and Holika and Prahlad, bonfires, exuberant dancing and singing and lots of colour. What happens? How do Hindus feel about it? What do they learn? Find out some examples of how Hindus worship at home, for example, with a shrine, images of some Gods/Goddesses, prayer, rituals. Explore ways in which children show what is important to them in their homes and their lives. Compare them with Hindu celebrations and practices at home. Explore the idea of rituals- school is full of rituals too. What are the benefits? Connect this with Hindu rituals.
	Vocabulary: Lotus flower Aum Hindu Swastika Diva lamp Kalasha Trishul Pranama Conch shell Mandir Murti Gods/Goddesses Garland Shrine Prayer beads Incense Diwali Vedas Mehndi Rama and Sita	Questions: What does it mean to be a Hindu in Britain today? What does it mean to belong to a faith community? Religions and worldviews: Hinduism

Year 1 RE

summer 1

Derbyshire and Derby City Agreed Syllabus for Religious Education 2025–2030

Learning outcomes		Suggested outcomes
Expressing Religious and spiritual forms of expression; questions about identity and diversity)	1.7 - What does it mean to belong to a faith community? Role play wedding/Christening (share on Dojo with parents) Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2)	Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what they enjoy about them and why they are important to them. Find out about some symbols of 'belonging' used in Christianity and Judaism, what they mean Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. Compare this with a welcoming ceremony of Judaism: naming ceremony for girls – brit bat or zeved habat; Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings) Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding. Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract). Explore the idea that different people belong to different religions, and that some people are not part of religious communities. Find out about times when people from different religions work together, e.g. in charity work or to remember special events.
	Vocabulary: Baptism, Christianity, Christening, Jewish, Judaism, Brit Bat, Zeved Habit, Ceremony, Promises, Wedding	Questions: Where do we belong? What does it mean to be a Christian in Britain today? What does it mean to be a Hindu in Britain today? What does it mean to be a Muslim in Britain today? What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today? Religions and worldviews: Christians, Muslims

Year 1 RE

summer 2

Derbyshire and Derby City
Agreed Syllabus for Religious Education 2025–2030

Learning outcomes

Suggested outcomes

1.5 What makes some places sacred?

Recognise that there are special places where people go to worship and talk about what people do there (A1)

Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3)

Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2)

Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1)

Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2)

Talk about how the words 'sacred' and 'holy' are used (they usually refer to places or things or words that are to do with God); what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred?

Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways).

Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship.

Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives.

Notice some similarities and differences between places of worship and how they are used.

Exploring the meanings of signs, symbols, artefacts and actions and how they help in worship e.g.

- Church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross, baptism pool, pulpit
- Synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skull cap), chanukiah/hanukkah, bimah
- Mosque: wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.

Explore how religious believers sometimes use music to help them worship e.g. Christians singing traditional hymns with an organ or using contemporary songs and instruments to praise God, thank

Believing
(Religious beliefs, teachings, sources; questions
about meaning, purpose and truth)

		God, say sorry, to prepare for prayer etc; children's songs to help learn stories; to celebrate at a wedding. Revisit the key question in the light of their learning explore the difference between special and sacred and reflect on whether they have things in their lives that might be special or sacred.
	Vocabulary: All key words from the different units (Muslim/Jewish/Christians) as this unit relates to all of those religions.	Questions: What places are special and why? Why do people pray? If God is everywhere, why go to a place of worship? Should religious buildings be sold to feed the starving? Worldwide views: Christians, Muslims and/or Jewish people

Year 2 RE

autumn 1

Derbyshire and Derby City Agreed Syllabus for Religious Education 2025-2030

Learning outcomes		Suggested outcomes
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	1.3 - Who is Jewish and what do they believe? Jewish Workshop – Eve Sacker Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). Ask some questions about believing in God and offer some ideas of their own (C1).	Discuss what precious items they have in their home. Why are they important? Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Talk about remembering what really matters: how do people make a special time to remember? Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema i.e. God is one, creator and cares for all people. Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home? Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight', and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home? Consider the importance and value of celebration and remembrance in children's own lives; learn about the festival of Sukkoth, Chanukah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candlestick) and how the 9-branched Chanukiah links to the story of Chanukah.
	Vocabulary: Mezuzah, Jewish, Shabbat, Sukkot, God, Special, Creation, Jew	Questions: Who is a Christian and what do they believe? Who is Jewish and what do they believe? What do different people believe about God? Why do some people believe God exists? Do we need to prove God's existence?

Year 2 RE

autumn 2

Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025

Learning outcomes		Suggested outcomes
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	<u>1.6 - How and why do we celebrate special and sacred times? (part 2)</u>	Consider the importance and value of celebration and remembrance in children's own lives. Learn about festivals in Christianity, Y1 Christmas.
	Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).	Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God).
	Re-tell stories connected with Christmas and a festival in another religion and say why these are important to believers (A2).	Explore the meaning and significance of Jewish rituals and practices during each festival.
	Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).	Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.
	Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).	

	Vocabulary: Christian religion charity festival God Jesus Bible Samaritan forgive prodigal creation might church faith	Questions: Which times are special and why? Why are festivals important to religious communities? Is it better to express your beliefs in arts and architecture or in charity and generosity? How can people express the spiritual through the arts? Religions and worldviews: Christians, Jewish people
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Year 2 RE		spring 1
Derbyshire and Derby City Agreed Syllabus for Religious Education 2025-2030		
Learning outcomes		Suggested outcomes
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)	<u>1.2 Who is a Muslim and what do they believe?</u> Trip to the mosque Invite someone to talk to the children about what being a Muslim means to them Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2).	Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the cat', 'The story of the two brothers', 'The crying camel'. Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha; share the words of the Shahadah, listen to the Call to Prayer. Give children a way to respond to their own big questions e.g writing a class big questions poem or a 'Where is God?' poem. Describe one of the beliefs that Muslims hold about God e.g. tawhid. Share the story of the revelation of the Holy Qur'an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an. Talk to Muslims about what they believe about God. Explore what the concept of God means for the children themselves. Identify the objects that are most precious to them. Why are they precious? How does it show? Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important?

	Vocabulary: Muslim, Holy Qu'ran, Allah, Muhammed, Calligraphy, Nasheeds, Shahadha, Tawid, Jibril, Prophet, Headscarf	Questions: Who is a Muslim and what do they believe? What do different people believe about God? Why do some people believe God exists? Do we need to prove God's existence? Religions and worldviews: Muslims
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Year 2 RE		spring 2
Derbyshire and Derby City Agreed Syllabus for Religious Education 2025-2030		
Learning outcomes		Suggested outcomes
Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	<u>1.10 Who is Sikh and what do they believe?</u> Retell a Sikh story and say simply what it can teach Sikhs (A2) Describe what happens in a gurdwara using some correct vocabulary (A1) Identify some ways Sikhs use the Guru Granth Sahib and talk about why it is so important to Sikhs (B1) Talk about some ideas of what is good about treating people equally and serving others (C1)	Explore images of a gurdwara. Encourage children to use their senses and imagine what it would be like to be there. Show the prayer hall; the takht with the guru Granth Sahib and the Granthi (the man or woman who reads the scriptures); some worshippers sitting on the floor; the langar with people preparing, serving, sharing and eating the karah parsha (some images are available here: www.thoughtco.com/sikh-gurdwara-langar-kitchen-4123137). Ask children to ask questions about what they see and to try and work out what is important to the Sikhs who are in the photos. What clues are there to work out if someone is a Sikh? Introduce some key ideas about Sikhs in general; they believe in one God; they follow the teachings of the Gurus, including Guru Nanak; they follow their holy books as if it were a living Guru, the Guru Granth Sahib; they think that treating people equally is very important- as is serving others, no matter who they are. See if children can find any clues in the pictures to show any of these beliefs in practice. Listen to some stories of Guru Nanak's childhood (Guru Nanak's birth, Guru Nanak and the cows, Guru Nanak helps the hungry). Find out about Sikh beliefs about his disappearance in the river and his message about there being only one God. Look at the Ik Onkar symbol and the opening lines of the Mool Mantar to think about the idea of there only being one God.

		Find out more about the gurdwara, for example, label a drawing of it and imagine being a guide showing people around, and talk about what the guide would say in each part of the gurdwara. Introduce the idea of the Khals- that many Sikhs take this step of commitment; they show it in some things they wear (the five ks) and some things that they will try to do (for example not cutting their hair, not drinking alcohol or smoking, being vegetarian). How can these help Sikhs to remember God? Talk about the idea of treating everyone equally. Use a story (for example, Bhai Lalo and Malik Bhago) and talk about what it would mean if everyone treated everyone else with respect- at school, at home, in the community, in the world.
	Vocabulary: Sikh Sikhi Religion Gurdwara Nishan sahib flag The five beloved Amrit ceremony Nagar Kirtan Gatka Kesh Kacchera Kara Kirpan Kang Punjab	Questions: What is good and what is challenging about being a teenage Sikh in Britain today? Religions and worldviews: Sikhi

Year 2 RE

summer 1

Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025

Learning outcomes		Suggested outcomes
Living (Religious practices and ways of living; questions about values and commitments)	1.4 <u>What can we learn from sacred books?</u> Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3) Re-tell stories from the Christian bible and stories from another faith; suggest the meaning of these stories (A2) Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1) Make links between the messages within sacred texts and the way people live (A2)	Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more special- they are sacred or holy, meaning that people believe that they are from God. Introduce the Bible as a sacred text for Christians. Introduce a sacred text for Muslims- Holy Qur'an and/or Jewish people- Tenakh. Investigate how these books are used and treated- Torah (part of Tenakh): often read from scrolls in the synagogue, beautifully written in Hebre; Bible translated into lots of different versions to make it accessible to all; Holy Qur'an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad. Read, act out and illustrate some stories Jesus told about what God is like (e.g. The Lost Sheep/lost coin Luke 115, building on prior learning) and how to treat each other (e.g. the Good Samaritan Luke 10). Explore stories from the Jewish sacred text, the Tenakh which teach about God looking after his people e.g. Joseph and his brothers, the story of Moses, The call of Samuel, David and Goliath, Jonah. Explore stories about Prophet Muhammad (e.g. Muhammad and the hungry stranger, the thirsty camel, the sleeping cat, Muhammad and Bilal, Muhammad and the rebuilding of the Ka'aba). Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians. Talk about wat lessons believers learn from sacred texts about how to live, e.g. they believe that there is a God who cares for all people; the loyalty, love, justice, trust, truth, service and care are all important in how people live. Whether or not pupils belong to a religious tradition, how important are these ideas for pupils' personal worldviews and why?

	Vocabulary: Christian church forgiving God parable Jesus sacred Muslims Holy Qu'ran Bible Arabic Prophet Mohammed Noah obey	Questions: Which stories are special and why? Why is the Bible so important for Christians today? Worldviews: Christians, Muslims, Jewish people
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Year 2 RE		summer 2
Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025		
Learning outcomes		Suggested outcomes
Living (Religious practices and ways of living; questions about values and commitments)	<u>1.8 How can we care for others and the world, and why does it matter?</u> Host an event as a thank you for helpers or a fund-raising activity to support a local charity Revisit stories in storytime to embed Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). p	Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity. (FOPI?) Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas. Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Muslim and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). Look at this alongside the creation story in Islam Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important.

	Vocabulary Christian Muslim charity teaching fund raising scripture creation God believers humans Islam religion power peace conflict	Questions: What difference does it make to believe in...? Does religion help people to be good? Is religion a power for peace or a cause of conflict in the world today? Religions and worldviews: Christians and Muslims
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