

Bradgate Education Partnership – Religious Education Curriculum

This curriculum has been designed by a group of experienced leaders from across Bradgate Education Partnership (BEP). Church Hill Infant School was privileged to be involved in the working party through the contributions of our RE leader Wendy Kirby who supported in the creation of this progressive, knowledge based curriculum.

Why we believe it is important to teach RE?

Bradgate Education Partnerships curriculum for religious education promotes the following:

- Respect
- Awareness of cultural difference
- Tolerance
- Diversity
- Acceptance
- British Values
- Beliefs

Curriculum Aims: At the end of their education at Church Hill Infant School, children will have developed mutual respect and tolerance for different faiths and beliefs. The curriculum enables both children and adults, within school, to feel included and valued. Pupils will have begun to develop an informed, empathetic and respectful view of society in order to promote tolerance and become responsible citizens. Children will be able to co-operate and engage with religions and beliefs in order to prepare them for later life and the society in which they live.

Stories are at the heart of this curriculum; many faiths have different stories that are fundamental to their beliefs. The subject matter is rich and relevant and enrichment opportunities such as visitors/visits and artefacts need to play a central part.

In our RE lessons, we aim to ensure that both our pupils' substantive and disciplinary knowledge is built upon year on year.

Substantive Knowledge: Knowledge and 'substance' of our curriculum e.g. people, dates, features of something

Disciplinary Knowledge: Skills our children develop on how to interpret the world around them and the methods we use to gather information.

Personal Knowledge: The attitudes, experiences and assumptions which shape the way that students experience the religious and non-religious. Part of this knowledge is being aware of how this is changing over time and why.

The 6 religions / approaches to life that Church Hill Infant School teaches have been selected as they represent our community or we believe it is important for our pupils to broaden their understanding of how beliefs differ.

All year groups will learn about the same religion at the same time – this will allow for discussions and whole schools events such as assemblies, celebration days etc.

CHIS RE Yearly Overview

Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hinduism	Christianity	Sikhism	Islam	Buddhism	Humanism

Our curriculum is organised around four substantive strands of learning.

Substantive Strands of Learning			
Belonging	Sacred and Special	Creation	Community
When you belong to a group, you feel welcomed and understood by other people in the group. An important part of belonging is that there is mutual understanding, acceptance and support.	Something sacred is holy, devoted to a religious ceremony, or simply worthy of awe and respect. Special is distinctive, exceptional or extraordinary.	To make or bring in to existence.	A community is a group of people who have things in common. It could be they live in the same area, have similar backgrounds or worship a particular religion.

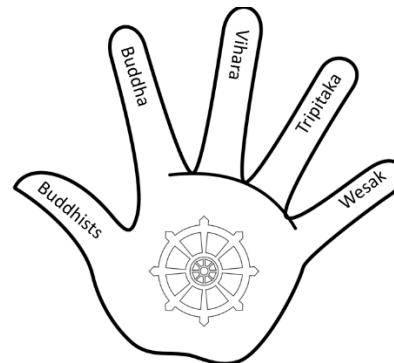
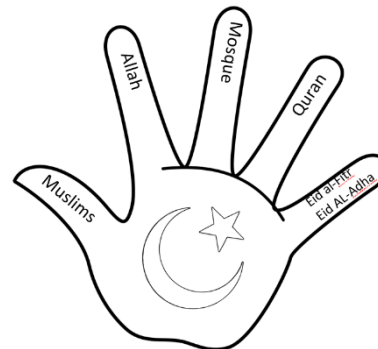
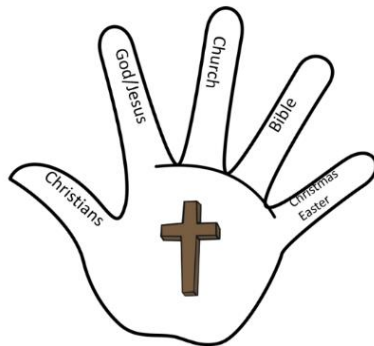
Curriculum Delivery

Five Fingers of Faith

All children will be familiar with the, 'Five Fingers of Faith'. These cover five facts for each of the religions:

- Followers
- God/Founder
- Place of Worship
- Holy Text
- Celebrations
- Symbol

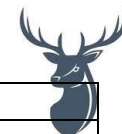
Children will have been exposed to these by the end of KS1. **See Appendix 1.**



<i>EYFS – Hinduism</i>	
<i>Stories to be shared: Rama and Sita</i>	
Objectives to be taught through continuous provision reflecting on the different ways in which children learn through playing and exploring, active learning and creating and thinking critically.	
<i>Early Learning Goal</i>	
<i>Understanding the World</i>	<i>Sticky Knowledge</i>
Past and Present: Talk about the lives of the people around them and their roles in society.	Can name family members A community is a group of people. Their school is a community.
People, Culture and Communities: Know some similarities and differences between different	People have different beliefs Christians celebrate Christmas and Easter
<i>Personal and Social Development</i>	
Self-Regulation: Show an understanding of their own feelings and those of others	We are all special and different
Building Relationships: Show sensitivity to their own and others needs.	Begin to be aware of responding with kindness.
<i>Communication and Language</i>	
Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	It is important to listen to others and share ideas. All ideas are valued.
Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	



Year 1				
Hinduism				
Cultural Capital and Enrichment Opportunities: <i>Why is this relevant to me?</i> Talk from Hindu Handling artefacts Mandir in the local area Tour/virtual tour of a Mandir Friends/family may be Hindu Sense of community		Enquiry Questions: -		
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To recognise the symbol associated with Hinduism	The aum is a Hindu symbol. An 'aum' symbol is a special sign for God, often seen in Hindu homes or places of worship.	sacred/special	special sacred symbol God worship
2	To know that followers of Hinduism believe in Brahman	Brahman is the highest God in Hinduism	sacred/special	God Hinduism highest
3	To name places of worship for Hindus	Hindus worship in a Mandir. Inside the Mandir there is a shrine. People have to take off their shoes as they enter.	belonging sacred/special	Mandir worship shrine
4	Identify the Hindu holy book and know how it should be treated.	The Vedas are the oldest Hindu sacred texts. It needs to be treated with greatest respect. It cannot be put on the floor nor touched with dirty hands.	sacred/special	respect touch holy sacred
5	To know that the Hindus celebrate Diwali.	Diwali is a festival over five days. It is called The Festival of Lights. Children will be exposed to the story of Rama and Sita.		Festival Light Diwali Hindu



Year 2				
Hinduism				
Cultural Capital and Enrichment Opportunities: Talk from Hindu Handling artefacts Mandir in the local area Tour/virtual tour of a Mandir Friends/family may be Hindu Sense of community		Enquiry Questions: - How does the Aum symbol help people feel calm? - How do people celebrate Diwali?		
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Retrieval	FFOF		
2	To know what the Aum is	The aum is the most important Hindu symbol. It represents the Ataman (soul) and Brahman (reality) When said aloud it is pronounced 'Om' and is the first syllable of any Hindu prayer. Hindus believe that saying the word calms the mind and helps people concentrate on prayer.	sacred/special	Aum Om prayer Ataman soul Brahman
3	Describe a service in the mandir	People attend the Mandir to pray and sing religious songs. Before entering people wash and remove their shoes. At the front of the Mandir there is a shrine. Sometimes men and women worship separately. During worship Hindus chant the names of Hindu gods and goddesses. Offerings are made to the gods and people bow to show respect.	community belonging	Mandir shrine gods goddess respect bow chant
5	Understand that there are four Vedas that contain different things.	<ul style="list-style-type: none"> • the Rigveda — poems praising the gods and goddesses; • the Yajurveda — instructions for priests during rituals, such as marriage and prayer; • the Samaveda — melodies and songs to be sung during rituals; • the Atharvaveda — hymns and charms to be said during rituals (these could be for protection or luck). 	sacred/special	Vedas



		Each of the four holy texts are divided into different sections.		
6	Explain how Hindus celebrate Diwali	<p>Diwali is a time for celebrating good over evil.</p> <p>During this time, people:</p> <ul style="list-style-type: none">• spring clean their homes for the new year;• wear new clothes;• exchange presents;• share special meals with their friends and family;• enjoy huge firework displays;• people draw Rangoli patterns on the floor of their homes	belonging community	Rama Sita Diwali



Year 3

Hinduism

Cultural Capital and Enrichment Opportunities:

Talk from Hindu
Handling artefacts
Mandir in the local area
Tour/virtual tour of a Mandir
Friends/family may be Hindu
Sense of community

Enquiry Questions:

- How do Hindu beliefs help them live their lives?
- Why is the River Ganges special to Hindus?

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Explain who founded Hinduism and where	Hinduism is the oldest of the world religions still practised today. No one knows who founded Hinduism. It is a fusion of different beliefs, cultures and traditions of the people who lived along the Indus River. Hinduism originated in South East Asia along the River Indus. Hindus have moved to different countries around the world.	creation	South East Asia River Indus Culture founder
2	To name and explain the meanings of Hindu symbols	The lotus flower is important because as Hindus believe Brahma (the creator) came from the lotus flower. It represents how people should always become kind and good. Hands together - when Hindu people greet each other they place two hands together, bow their head slightly and say Namaste. Conch shell - It is one of the symbols of Lord Vishnu and used during prayer. The Trident is the symbol of the Lord Shiva. Cows are considered to be symbolic of purity, motherhood and ahimsa (non-violence). Diva lamps are the symbols of light.	sacred/special	lotus flower Namaste conch shell trident Lord Vishnu Lord Shiva diva
3	To name places that are special to Hindus	Mandir is a place of worship and means gladdening. There are lots of mandirs and the outsides look different. A pilgrimage is a special religious journey.	sacred and special belonging	pilgrimage Mandir gladdening

		<p>Ganges River - 40 million Hindus travel to the Ganges on a pilgrimage every year. Hindus believe that performing special rituals in the Ganges will end the cycle of birth, death and rebirth.</p> <p>Varanasi - Varanasi is on the banks of the sacred River Ganges. There are about 23,000 Hindu temples in Varanasi.</p> <p>Kumbh Mela - Once every 12 years, millions of people bathe at the Kumbh Mela festival where the Ganges and Jamuna rivers combine.</p>		
4	To explain Puja and its importance to Hindus.	<p>Worship is called Puja.</p> <p>Puja involves praying and giving offerings to a deity.</p> <p>Aarti is a ritual part of worship performed at the end of the puja.</p> <p>A deity is a god or goddess.</p> <p>A light on a plate or a lamp is circulated around the deity.</p> <p>The light is considered to acquire the power of the deity.</p> <p>Any person can then cup their hands over the flame and raise their palms to their forehead.</p> <p>They believe this transfers a blessing from the deity via the flame to them.</p>	sacred and special	Puja worship deity
5	To explain the main beliefs of the Hindu faith and how these help Hindus live their life.	<p>Hindus believe that they should pursue knowledge and understanding of the truth.</p> <p>The truth is the only reality.</p> <p>There are right and wrong ways to behave (Dharma)</p> <p>Dharma is a central part to a Hindu's life.</p> <p>All living things have a soul.</p> <p>People are reincarnated. Karma affects this.</p>	creation sacred/special	karma truth reincarnation soul dharma
6	Name and describe some of the special Hindu festivals.	<p>Holi - marks the beginning of spring, usually in March and celebrates new life. Known as the festival of colour.</p> <p>Navaratri - means 'nine nights', which is how many days of celebration are held for this festival!</p> <p>It is held every year in late September or early October.</p>	community belonging	Holi Navaratri Diwali



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		It is dedicated to the goddess Durga and her nine-day battle to defeat the demon king, Mahishasura. Diwali – known as the festival of lights.		
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<i>EYFS – Christianity</i>	
<i>Stories to be shared: The Christmas Story, Noah's Ark</i>	
Objectives to be taught through continuous provision reflecting on the different ways in which children learn through playing and exploring, active learning and creating and thinking critically.	
<i>Early Learning Goal</i>	
<i>Understanding the World</i>	<i>Sticky Knowledge</i>
Past and Present: Talk about the lives of the people around them and their roles in society.	Can name family members A community is a group of people. Their school is a community.
People, Culture and Communities: Know some similarities and differences between different	People have different beliefs Christians celebrate Christmas and Easter
<i>Personal and Social Development</i>	
Self-Regulation: Show an understanding of their own feelings and those of others	We are all special and different
Building Relationships: Show sensitivity to their own and others needs.	Begin to be aware of responding with kindness.
<i>Communication and Language</i>	
Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	It is important to listen to others and share ideas. All ideas are valued.
Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	



Year 1				
Christianity				
Cultural Capital and Enrichment Opportunities: Talk from vicar/reverend Handling artefacts Visits to the local church throughout the year e.g Christmas/harvest Tour of local church Friends/family may be christian Sense of community		Enquiry Questions: Why do Christians celebrate Christmas?		
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To recognise the symbol associated with Christianity	The cross is a symbol of Christianity.	sacred/special	cross Christian Christianity symbol
2	Know that followers of Christianity believe in God	Christians believe in God. Christians believe that God is the creator of everything.	creation	God Creator Christian
3	Describe places of worship for Christians	A church is a place of worship for Christians. Inside the church you will find, an altar, pew, font, pulpit can be found in church.	sacred/special belonging	church worship pew altar font pulpit
4	Know that the Christian's holy book is the bible	The Bible is the holy book for Christians. The Bible is split in to two sections. The Old Testament and The New Testament.	sacred/special	bible holy book old testament new testament
5	To know why Christmas is celebrated by Christians	Christians celebrate Christmas. Christians believe it is the day Jesus was born. Jesus is the son of God.	Belonging sacred/special	Christmas Jesus Birth



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				son God
6	The Christmas story	The Christmas story celebrates the birth of Jesus.	sacred/special creation	



Year 2				
Christianity				
Cultural Capital and Enrichment Opportunities: Talk from vicar/reverend Handling artefacts Visits to the local church throughout the year e.g Christmas/harvest Tour of local church Friends/family may be christian Sense of community			Enquiry Questions: What services can you name that happen in a church? Why do we have advent calanders?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Retrieval	Five fingers of faith- Christians believe in God. Their holy book is the bible. They worship in a church. The cross is an important symbol to Christians.		
2	To understand why the symbol of the cross is important to Christians	Jesus died on the cross. The cross is seen as a symbol of God's love.	sacred/special	Crucifixion God symbol
3	To describe ceremonies that happen in a church	People can be married in a church. A vicar performs the ceremony. People make vows to each other. People can be christened in a church. There is a font and some holy water is put on the person's forehead.	belonging sacred/special	vicar ceremony church married christened
4	To become familiar with stories of the bible.	The story of Jonah and the Whale. This story teaches forgiveness and the importance of saying sorry.	belonging	Forgiveness Bible
5	To describe some ceremonies that happen in a church	People can be married in a church. People can be christened in a church. Funerals can be held in a church. This service takes place when someone has died.	belonging sacred/special	marriage christening vicar funeral

6	Understand why Christians have advent.	<p>Advent is the start of the Christian year. It is a time for Christians to prepare for the celebration of the birth of Jesus.</p> <p>Advent is the four weeks before Christmas. Starts 30th November.</p> <p>Advent lasts until midnight on Christmas Eve.</p> <p>Churches display an Advent wreath during Advent.</p> <p>There are four candles standing in the circle. In the centre, there is a fifth candle.</p>	sacred/special	<p>advent</p> <p>wreath</p> <p>Christmas</p> <p>birth</p> <p>Jesus</p>
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Year 3				
Christianity				
Cultural Capital and Enrichment Opportunities: Talk from vicar/reverend Handling artefacts Visits to the local church throughout the year e.g Christmas/harvest Tour of local church Friends/family may be christian Sense of community			Enquiry Questions: - Why is the dove a symbol of peace? - Is prayer important?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Explain who founded Christianity and where	Christianity traces its beginnings to the birth, teachings and example of Jesus of Nazareth. Jesus was born a Jew and Christianity originally developed as a part of Judaism. Bethlehem is often named as the place where Christianity began. Christianity did not begin until after Jesus' death, when his followers spread the word.	Creation	Christianity Jesus Bethlehem Nazareth follower founder
2	To understand why the symbol of the dove is important to Christians.	In Christianity the dove represents peace, love and the Holy Spirit. It is often used as a symbol of the Holy Spirit, as it appeared over Jesus when he was baptised in the River Jordan. Symbol of hope, as a dove returned to Noah after the great flood with an olive branch in its beak. This showed the people on the boat that there was land ahead and gave hope for a new life.	sacred/special	peace dove Holy spirit
3	Understand the importance of prayer	All religions have some form of prayer. Christians prayer together or alone. Christians pray at church or at home. People can pray to give thanks, ask for help, forgiveness.	community sacred/special	prayer

4	Understand how the bible is organised and navigate my way around it	<p>The gospel is the message and teachings of Jesus Christ.</p> <p>A parable is a simple story that is told to illustrate a moral or spiritual lesson.</p> <p>Bible has 66 books.</p> <p>New testament was written after Jesus was born and has 27 books.</p> <p>Old testament over 2000 years ago contains 39 books.</p>	sacred/special	<p>Bible</p> <p>Old testament</p> <p>New testament</p>
5 and 6	To recall the Easter story	<p>Jesus went to Jerusalem to celebrate Passover.</p> <p>He arrived on a donkey and people greeted him by laying down palm leaves.</p> <p>Jesus had a meal with his disciples.</p> <p>Jesus was betrayed by one of his followers (Judas)</p> <p>Guards captured Jesus and took him to see the Roman leader Pontius Pilate. Pontius didn't think Jesus had done anything wrong and wanted to release him.</p> <p>Pontius asked the people and they chose to crucify him.</p> <p>The Romans made Jesus wear a purple cloak and a crown of thorns. They whipped him and made him carry a cross.</p> <p>Jesus was crucified on the cross.</p> <p>Jesus' body was put in a cave called a tomb. They sealed the tomb with a large rock.</p> <p>After three days people went to visit the tomb and noticed the stone had been moved from the entrance.</p> <p>Jesus was still alive.</p>	sacred/special	<p>Jesus</p> <p>Easter</p> <p>palm leaves</p> <p>disciples</p> <p>betrayed</p> <p>crucified</p> <p>tomb</p>

<i>EYFS – Sikhism</i>	
<i>Stories to be shared: The Story of Vaisakhi</i>	
Objectives to be taught through continuous provision reflecting on the different ways in which children learn through playing and exploring, active learning and creating and thinking critically.	
<i>Early Learning Goal</i>	
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Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	

Year 1				
Sikhism				
Cultural Capital and Enrichment Opportunities: Talk from representatives of the Sikh community Handling artefacts Visits to the local Gurdwara Tour of local Gurdwara Friends/family may be Sikh Sense of community			Enquiry Questions: - What other festivals celebrate the New Year? - What other festivals celebrate harvest?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To recognise the symbol associated with Sikhism.	The main symbol of Sikhi is the Khanda	sacred/special	symbol The Khanda
2	To understand Sikhs believe in one God called Waheguru	Sikhs believe that there is only one God called Waheguru	sacred/special	Guru God
3	To know Sikhs worship in a Gurdwara	Sikhs place of worship is a Gurdwara.	sacred/special belonging	Gurdwara worship
4	To name a Sikh's holy book.	The Sikh holy book is called the Guru Granth Sahib.	sacred/special	Holy book Guru Granth Sahib
5	To know Sikhs celebrate Vaisakhi.	Vaisakhi is when Sikh people celebrate their new year and harvest.	community	festival harvest new year

Year 2				
Sikhism				
Cultural Capital and Enrichment Opportunities: Talk from representatives of the Sikh community Handling artefacts Visits to the local Gurdwara Tour of local Gurdwara Friends/family may be Sikh Sense of community			Enquiry Questions: - How is the Guru Granth Sahib treated like a human being?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To recall the Sikh five fingers of faith	Retrieval session		
2	To describe places of worship for Sikhs.	The following can be found inside a Gurdwara: Guru Granth Sahib – the holy book Chaur – a special fan Langar – free kitchen Flags Four doors	sacred/special	Langar Guru Granth Sahib Chaur
3	To understand the meaning of the word guru and that the guru Granth Sahib contains teachings of Gurus.	Guru means teacher. The Guru Granth Sahib contains the teachings of six gurus.	Sacred/special	Guru Guru Granth Sahib
4	To explain how the Guru Granth Sahib is treated and why.	This book is treated the same as a person. It sits under a special canopy called the Palki Sahib. The book is put to bed in its own room every evening. At the start of a new day, it is carefully carried and placed back under the canopy. When not being read, it is covered with a cloth. When being read, a special fan (chaur) is wafted to show respect.	sacred/special	chaur Palki Sahib canopy
5	To retell the story of Vaisakhi.		community	festival

Year 3				
Sikhism				
Cultural Capital and Enrichment Opportunities: Talk from representatives of the Sikh community Handling artefacts Visits to the local Gurdwara Tour of local Gurdwara Friends/family may be Sikh Sense of community			Enquiry Questions: - What is the meaning of the five K's? - Why do you think the Langar is very important to Sikhs?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Name and explain the meaning of Sikh symbols	The five K's. The two curved swords are Kirpans and represent the concepts of: Miri – power humans exercise on Earth. Piri – power God exercises which is eternal. The circle around the Khanda is the Chakar . The Chakar is without beginning or end and symbolises that God is eternal . The double edged sword (also called Khanda) in the middle represents divine knowledge .	sacred/special	Five K's Kirpan sword power eternal divine knowledge
2	Explain who founded Sikhism and where	Sikhism was founded by Guru Nanak Dev Ji in the 15th Century in India .	creation	Founded India Guru Nanak
3	Explain why the langar is important to Sikhs	Every Gurdwara has a kitchen - the famous 'Langar' - where anyone can eat; so long as they are willing to eat with everyone else. This helps to feed the poor and needy – and to challenge the wealthy and proud. Some Sikhs even take langar onto the streets as well to feed the homeless	community	Langar Gurdwara

4	To know how the Guru Granth Sahib is used and what it teaches.	<p>5867 sacred hymns or Shabads make up the Guru Granth Sahib and that it is full of wisdom and teachings for Sikhs.</p> <p>A special devotion, called Akhand Path, which involves reading all of the scriptures aloud and takes about two days. This is something that Sikhs do as a special act of worship.</p> <p>Symbols for respect for the Guru Granth Sahib include: bowing the head to the ground in the presence of the Guru, covering the head, removing shoes to enter the presence of the Guru, sprinkling water ahead of the Guru Granth Sahib and providing a room and bed for rest.</p> <p>The greatest respect for the teachings, however, is not in removing shoes or sprinkling water, but living a life inspired by the wisdom of the Gurus. This matters most.</p>	sacred/special	shabad wisdom guru scripture
5	To name and describe special Sikh festivals.	<p>Sikhs, like Hindus, celebrate the festival of Diwali in October or November. This is also called Bandi Chhor Divas</p> <p>Homes, shops, and public spaces are decorated with lights, candles, and small earthenware oil lamps called diyas. The Golden Temple and surrounding buildings are also decorated with thousands of lights.</p> <p>Vaisakhi is the Sikh New Year and is celebrated on the 13th or 14th of April.</p> <p>Many Sikhs go to the temple (Gurdwara) to pray and religious services are held. After prayer, Sikhs tend to wear colourful traditional Indian clothes and take part in parades through the streets. There is singing, dancing and chanting of hymns. This procession is called the Nagar Kirtan.</p>	community belonging	Diwali Vaisakhi Bandi Chhor Divas

<i>EYFS – Islam</i>	
<i>Stories to be shared: Be Kind to Animals</i>	
Objectives to be taught through continuous provision reflecting on the different ways in which children learn through playing and exploring, active learning and creating and thinking critically.	
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Year 1				
Islam				
Cultural Capital and Enrichment Opportunities: Talk from Islamic center Handling artefacts Visits to Islamic Center/Mosque Tour of local islamic center/mosque Friends/family may be Muslim. Sense of community			Enquiry Questions:	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To recognise the symbol associated with Islam.	The star and crescent symbol is the symbol most commonly associated with Islam.	sacred and special	Star Crescent Symbol Islam
2	Know that followers of Islam believe in Allah and are referred to as Muslims.	Muslims follow the teachings of Allah and believe he is the creator of the universe. People who follow the Islamic religion are called Muslims.	special and sacred creation	Allah Universe Creator Islamic Muslim
3	Describe the places of worship for Muslim people.	Muslims go to mosque to pray and services are held every day. The most important weekly service is held on a Friday.	special and sacred belonging	mosque pray
4	Identify the Islamic holy book and understand how it is treated.	The Qur'an is the holy book for Muslims. Muslims believe it is the perfect word of God.	sacred and special	Qur'an holy text Muslim
5	To know that Muslims celebrate Eid.	Muslims all over the world celebrate Eid. Eid Al-Fitr is a celebration that happens when Ramadan ends.	belonging	Eid Celebration Ramadan

Year 2				
Islam				
Cultural Capital and Enrichment Opportunities: Talk from Islamic center Handling artefacts Visits to Islamic Center/Mosque Tour of local islamic center/mosque Friends/family may be Muslim. Sense of community			Enquiry Questions: How are Ramadan and Eid related? What does it mean to fast?	
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To recall the five fingers of faith	FFOF retrieval		
2	To understand why Muslims follow Allah	Muslims believe that Allah is the one and only God. Muslims believe in the Prophets, special messengers between Allah and the people. Muslims believe that Allah already knows what will happen in their lives.	sacred and special	Allah Muslim Prophet message
3	Describe ceremonies that are held in a mosque	Daily prayers take place in the mosque. Festivals, weddings and funerals can take place in mosques too. People remove their shoes when entering the mosque. Before people pray in the mosque, they must wash feet, hands, nose, mouth, throat, ears, arms (up to elbow). Women and men worship separately.	belonging sacred/special	ceremony mosque pray
4	Name the Islamic holy book and how it is used	The Islamic holy book is the Qur'an. Muslims show respect for the Qur'an by washing their hands before touching it. When not being used, the Qur'an is often wrapped up in a special cloth and kept on a high shelf to show respect.	sacred and special	Qur'an Islamic Holy book respect



		It must never touch the floor and is placed on a special stand when being read. Many Muslims around the world learn the Qur'an off by heart!		
5	To explain the meaning of Ramadan	Ramadan is a period of ritual fasting. It marks the time when the Quran (their holy book) was revealed to the Prophet Muhammad. During Ramadan, most Muslims fast. They are not allowed to eat during daylight hours. Muslims will often have a meal called suhoor before sunrise and another called iftar after sunset.	belonging	Ramadan fast prophet
6	To learn about the Islamic festival of Eid.	Eid Al-Fitr means 'the feast of breaking the fast'. Eid Al-Fitr is a celebration that happens when Ramadan ends. It lasts for one day. The festival begins when the first sight of the new moon is seen in the sky. They spend time with their families, eating a large meal and giving presents to each other.	belonging	Eid Ramadan fast



Year 3

Islam

Cultural Capital and Enrichment Opportunities: Talk from Islamic center Handling artefacts Visits to Islamic Center/Mosque Tour of local islamic center/mosque Friends/family may be Muslim. Sense of community		Enquiry Questions: What are the most significant symbols in the Muslim community? What festivals are most important to Muslims?		
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To consider the significance of symbols of Islam.	The star and crescent symbol is most recognisable. It is found on many flags across the world. The moon in the star and crescent symbol is significant as the holy month of Ramadan begins at the sighting of the crescent moon in the sky. Fanoos. During Ramadan, these lanterns light up the streets and have been a symbol of Ramadan for hundreds of years. Prayer mats are important as Muslims pray five times a day.	sacred and special	Muslim Islam Star and crescent
2	Explain where Islam was founded and who founded the Muslim faith	Muhammad is seen as the founder of Islam. He was the last prophet sent by Allah. Muhammad is so highly respected that Muslims will say “peace be upon him” whenever his name is mentioned. Islam originated in Mecca – modern day Saudi Arabia.	sacred and special	Muhammed Allah prophet
3	Name the key features in a mosque	Features include: prayer mat shoe rack washroom Qur’an Tasbih beads –they encourage worshippers to think about Allah Minaret- a tall tower used to call people to prayer.		prayer mat tasbih bead minaret mihrab alcove



		Mihrab - An alcove in the wall shows the direction the worshippers need to face.		
4 and 5	To name and describe the key Muslim festivals	<p>Ramadan There are 12 months in the Islamic calendar. The ninth is Ramadan. Muslims fast during Ramadan to help learn self-discipline, self-restraint and generosity. Fasting also reminds them of the suffering of the poor and hungry. Before sunrise, Muslims will have one meal (known as Suhur) and after sunset they will have another meal (known as Iftar).</p> <p>Eid Al-Fitr. Muslims celebrate this festival at the end of the fast of Ramadan. This festival lasts three days and family and friends all get together to eat good food, share presents and give to charity.</p> <p>Eid Al-Adha 70 days after Eid Al-Fitr, Muslims celebrate Eid Al-Adha. It happens in the last month of the Islamic calendar.</p> <p>Al Hijra This is the Islamic New Year.</p> <p>Dhu Al-Hijja This is the month of pilgrimage. It is when all Muslims, at least once in their life, should try and make the pilgrimage to Mecca.</p>	sacred/special belonging	Ramadan Eid Al-Fitr Eid Al Adra Al Hijra Mecca Dhu Al-Hijja pilgrimage



EYFS – Buddhism

Stories to be shared: The Monkey King

Objectives to be taught through continuous provision reflecting on the different ways in which children learn through playing and exploring, active learning and creating and thinking critically.

Early Learning Goal

Understanding the World

Past and Present:
Talk about the lives of the people around them and their roles in society.

People, Culture and Communities:
Know some similarities and differences between different

Sticky Knowledge

Can name family members
A community is a group of people.
Their school is a community.

People have different beliefs
Buddhists celebrate Vesak

Personal and Social Development

Self-Regulation:
Show an understanding of their own feelings and those of others

Building Relationships:
Show sensitivity to their own and others needs.

We are all special and different

Begin to be aware of responding with kindness.

Communication and Language

Listening, attention and understanding
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Speaking
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

It is important to listen to others and share ideas.
All ideas are valued.



Year 2

Buddhism

Cultural Capital and Enrichment Opportunities: Talk from member Buddhist community Handling artefacts Visits to buddhist temple/monastery Virtual tour of buddhist temple Friends/family may be buddhist Sense of community		Enquiry Questions: What would you find in a Buddhist temple? How do Buddhists celebrate Vesak?		
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1		Retrieval FFOF		
2	To understand the meaning of the Dharma Wheel.	The dharma wheel is the wheel of life. It signifies the journey to perfection.	sacred and special belief	Dharma wheel journey perfection
3	Describe features of a Buddhist temple.	All temples contain an image of statue of Buddha. A lectern is where the head monk may give a talk to worshippers. A courtyard or meditation area – a silent area to sit. The symbol of the Dharma wheel.	sacred/special community/belonging	temple meditation worshipper statue buddha monk
4	To know how the Buddhist holy book is organised.	Tripitaka is split in to three baskets. The first basket is discipline and has rules for the monks to follow. The second basket contains most of the teachings of Buddha. The third basket is for higher teachings and it explains the teaching of Buddha.	sacred and special belief	Tripitaka Discipline Buddha
5	To explain ways Vesak is celebrated by Buddhists.	Vesak takes place on the day of the full moon in the Buddhist month of Vesakha. This is usually during the month of May. Buddhists celebrate Vesak by decorating temples with flowers, raising the Buddhist flag and singing celebration songs. Buddhists traditionally enjoy vegetarian dishes at Vesak.	community/belonging	Vesak celebrate vegetarian Veshaka



Year 3

Buddhism

Cultural Capital and Enrichment Opportunities: Talk from member Buddhist community Handling artefacts Visits to buddhist temple/monastery Virstual tour of buddhist temple Friends/family may be buddhist Sense of community		Enquiry Questions: What are the main beliefs held by Buddhists? Why are certain symbols impostant to Buddhists?		
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To recognise Buddhist symbols and explain why they are important.	Kalasha – treasure vase. Shankha – The conch shell Chattra- the parasol Padma – lotus flower Shrivasta – endless knot	sacred/special	vase conch shell lotus endless Kalasha Shankha Chattra Padma Shrivasta
2	To be able to explain the story of Buddha's birth	The Buddha is the founder of Buddhism. He was born in India 2,500 years ago. His real name was Siddharth Gautama. He was born in to a life of luxury and did not go outside the palace. When he was born, a holy man called Asita visited him and predicted he would become an important religious leader or teacher.	sacred/special belief	founder luxury Holy predict
3	To explain the four sights and how they affected Buddha	Buddha became frustrated living in the palace and wanted to leave. He saw four sights. <ol style="list-style-type: none"> 1- An old person. He then realised old age is unavoidable. 2- An ill person. He realised illness is a part of life. 3- A dead body. He realised death comes to us all. 4- A holy man. He realised living like this could end suffering. 	belief	

4	To explain the story of Buddha's enlightenment	<p>Buddha left the palace and lived as a holy man. It was a difficult life. Buddha decided to sit and meditate until he became enlightened. To become enlightened means to have knowledge, wisdom and understanding. By achieving enlightenment, the man known as Siddhartha has become the Buddha. He would go on to found the Buddhist religion. In the years following his enlightenment, Buddha would teach what he had learnt to many people.</p>	sacred/special belief	enlightenment meditate
5.	To use drama to retell the story of Siddhartha.	Children revisit previous learning and consolidate the story.		



EYFS – Humanism

Stories to be shared: We All Belong

Objectives to be taught through continuous provision reflecting on the different ways in which children learn through playing and exploring, active learning and creating and thinking critically.

Early Learning Goal

Understanding the World

Sticky Knowledge

Past and Present:

Talk about the lives of the people around them and their roles in society.

Can name family members

A community is a group of people.

Their school is a community.

People, Culture and Communities:

Know some similarities and differences between different

People have different beliefs

Humanists do not believe in God

Personal and Social Development

Self-Regulation:

Show an understanding of their own feelings and those of others

We are all special and different

Building Relationships:

Show sensitivity to their own and others needs.

Begin to be aware of responding with kindness.

Communication and Language

Listening, attention and understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

It is important to listen to others and share ideas.

All ideas are valued.

Speaking

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate



KS1

Humanism

Humanism will be taught through discussions and stories throughout KS1.

By the end of KS1 children will understand that some people do not follow a religion and do not believe in God.

Humanists do not have a holy book.

Cultural Capital and Enrichment Opportunities:

Talk from member Humanist community

Virtual tour Markfield Natural Burial Ground (Tithe Green)

Friends/family may be humanist

Sense of community

Enquiry Questions:

What is important to you?

What is fairness?

Suggested Teaching Sequence	Formal Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To understand the term Humanism.	<ul style="list-style-type: none"> Humanists are people who do not follow a religion. Humanism is a way of life. 	belonging	Humanism God believe
2	To recognise the symbol linked to the Humanist faith.	The symbol of Humanism is The Happy Human.	sacred/special	The Happy Human symbol
3	Understand the importance of the golden rule.	<p>The golden rule is to treat others as you wish to be treated.</p> <p>The golden rule teaches us how to put ourselves in someone else's shoes.</p> <p>Humanists believe the golden rule can be used by everyone.</p> <p>The golden rule teaches kindness, compassion and empathy.</p>	Belonging/Community	golden rule kindness compassion empathy
4	To know that Humanists celebrate World Humanitarian Day.	<p>World Humanist Day is celebrated 21st June.</p> <p>This day promotes the values humanists live by.</p>	Belonging/community	celebrate value



Year 3

Humanism

Cultural Capital and Enrichment Opportunities: Talk from member Humanist community Virtual tour Markfield Natural Burial Ground (Tithe Green) Friends/family may be humanist Sense of community		Enquiry Questions: Do humanists go to church? Is it fair that football players earn so much money?		
Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1 and 2	To understand the main beliefs of Humanism	<ul style="list-style-type: none"> Humanists believe we can live a good and happy life without God. Humanists believe that we have one life, and they use science and reason to explain the way the world is. Humanists try to live by three key messages: Be kind, show respect and live our lives how we want to. Humanists believe it is important to make life fair for everyone. Humanists are atheists 	belief community/belonging	kindness respect empathy atheist
3	Explain who founded Humanism and where.	<ul style="list-style-type: none"> Humanism isn't a new way of life. Humanists beliefs date back to over 2,000 years ago in China, India and Greece. 	creation belief	Humanist
4	To understand humanists hold special ceremonies in different places	Humanists still hold special ceremonies such as: Naming ceremonies weddings and funerals.	Community/belonging	ceremony funeral
5	World Humanist Day		community/belonging	