

**Marriott Primary School
Religious Education Curriculum**

At Marriott we have designed a Religious Education curriculum which leads to confident, independent learners. The RE curriculum which supports the aims of the National Curriculum to promote the spiritual, moral, social, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. RE contributes dynamically to the education of children at Marriott by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human, ultimately aiming to give them a passion for learning and to be able to adapt to the changing needs of the world. In RE the pupils learn about religions and worldviews in local, national and global contexts, to discover, explore and consider different ways to answer questions. They learn to develop and express their insights in response, and to agree or disagree respectfully.

Whilst RE is not part of the National Curriculum, it is a statutory subject and at Marriott we follow Leicester's Agreed Syllabus. Our RE curriculum reflects the facts that the religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching practises of other principal religions represented in Great Britain and Leicester. In KS1 the children mainly focus on Christianity and Islam and in KS2 the main focus is Christianity plus Islam and Hinduism. Other religions are also explored and learn about non-religious world views. We aim to inspire curiosity and encourage the children to become independent and enthusiastic life-long learners, who have the tools to think and develop their own opinions about religion and world views. On the whole it is taught discretely, as individual lessons, with some blocked RE days. Through our curriculum, we will strive to offer a wide-range of opportunities for the children to learn about Leicester's inclusive, diverse and multi-cultural community and the part they can play in creating a more accepting and welcoming society.

To help the children to understand and make sense of their learning we have chosen 5 themes that will be woven through the curriculum. This will enable them to remember what they have learned and make connections with new learning.

The 5 themes are:

Equality/Inequality

This theme has been chosen as it allows our children to question the world around them and to understand their place in an ever changing and diverse society.

Significance

This theme has been chosen as it allows our children to relate the curriculum to their own lives and to consider the consequences of significant events in their own lives.

Playing my part

This theme has been chosen as it allows our children to value the contributions they make to school life and how they can contribute to their community and wider society.

Conflict/contrast

This theme has been chosen as it allows our children to notice and appreciate the contrasts and differences around them, to value others' opinions, know it is acceptable to change their minds and helps them to consider how they respond to conflict around them.

Success

This theme has been chosen as it allows children to celebrate their own personal successes in every aspect of the curriculum, and asks them to consider the barriers that they and others have overcome in order to be successful.

At Marriott in Religious Education, the main barriers for the children are a lack of life experiences and lack of understanding of major religions. The community within Marriott has a strong non-religious belief and, whilst some children are from religious backgrounds, their understanding of religion is often limited to their own faith. Many of the children will not have any first hand experiences with families of other faiths, other than at school. Children at Marriott do not generally have access to books about religions at home, nor do they choose to have conversations which refer to world religions. In all subjects at Marriott, children demonstrate a limited vocabulary compared to other children in more affluent communities and when encouraging children to ask key questions, they lack the ability to relate new experiences to previous learning. The school, therefore, strives to initiate challenging questions about religions and worldviews in local, national and global contexts. With Leicester being such a multi-cultural city, it is important that we support children to integrate in our community and grow up with an educated respect of all.

Our 5 key themes at Marriott are:

Conflict	Inequality	Significance	Playing My Part	Success
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Foundation 1	
Develop their sense of responsibility and membership of a community. Continue to develop positive attitudes about the differences between people.	
Autumn 1- Settling in/ All About Me	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Continue to develop positive attitudes about the differences between people.
Key Vocabulary: different, special, belong	
Autumn 2- Autumn Celebrations & The Magic of 3 (traditional tales)	
Key Vocabulary: Diwali, Eid, Christmas, celebrate, believe, God	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Continue to develop positive attitudes about the differences between people.
Spring 1 – Winter. All creatures great and small.	
Key Vocabulary: Easter, celebration, Jesus	
Spring 2-Spring. All Creatures Great and Small	
Key Vocabulary: planet, care, babies	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Continue to develop positive attitudes about the differences between people.
Summer 1- Where does my food come from?	
Key Vocabulary: world, community, party, sharing	
Summer 2- Transport and Journeys	
Key Vocabulary: journey, travel, place	Foundation 2
Foundation 2	
Autumn 1- All about me/ Superheroes	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others.
Key Vocabulary: belong, special, same, different, unique, family, community, friend, class, belief,	

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	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	
Autumn 2- People who help us.	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others. 	
Key Vocabulary: Christian, Hindu, Eid, Diwali, Christmas, celebrate, important	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	
Spring 1- Traditional tales- Gingerbread Man and Jack and the Beanstalk.	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others. 	
Key Vocabulary: Easter, bible, holy book, church, mosque	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	
Spring 2- Dinosaurs	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others. 	
Key Vocabulary: past, story		

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	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	
Summer 1- New life (animals and plants)	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs. 	
Key Vocabulary: life, death, care, religion	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • 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. 	
Summer 2- Ahoy There- on and under the sea.	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs. 	
Key Vocabulary: peace, dove, Noah's ark, bible, Christianity	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • 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. 	

Year 1

Autumn 1- What makes some places special?		The 4-6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: Significance		
RELIGIONS	Learning intentions	Key vocabulary: Sacred, Prayer, Church, Mosque Key Facts: Sacred means a ‘religious kind of special’. A Church is a special place for Christians. A Mosque is a special place for Muslims. A Mandir is a special place for Hindus. A Gurdwara is a special place for Sikhs. People worship, pray and learn in special places.
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">the meaning of ‘special’ and ‘sacred’ placesthat people pray and worship in different ways and in different placesthat there are certain objects, symbols and rituals associated with worship, and what these meanthat special places have special people (Priest, Vicar, Ministers, Imams, Pujari, Granthi)	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">recognise that there are special places where people go to worship and explain what they do there.explain what believers mean by prayer and give examples of different types, e.g. communal and individual.identify objects and symbols found in places of worship and describe how they are used.compare leaders in different religions through the way they dress, what they do, etc.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">identify and give reasons why some places and things in their homes are special to them and their families.identify and name a church, mosque, mandir and gurdwara and relate them to the appropriate religion.identify and name a church as a special place for Christians and identify and name: cross, pews, font, altar, lectern, pulpit.identify and name a mosque as a special place for Muslims and identify and name: dome, minaret, wash area, prayer hall.compare the main features of what worship in a church and mosque and reflect upon how Christians and Muslims show respect.explain the difference between ‘special’ and ‘sacred (a religious kind of special)’.explain why churches and mosques are considered to be sacred.	

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	<ul style="list-style-type: none">consider whether a) non-religious people would find a church/mosque special and b) Christians and Muslims could call anywhere sacred.	
Resources	Agreed Syllabus: page 37 Planning and Progression: page 19 Other: Inside a church... « RE:start (request.org.uk) Inside the Mosque: What do you need to know? - BBC Teach	
Autumn 2- Who celebrates what and why?		Key vocabulary/concepts: Celebration, Christmas , Diwali , Eid-ul-Fitr , Vaisakhi Key Facts: The Nativity is the story of Jesus' birth. Christians celebrate Christmas to remember the birth of Jesus who they believe is the son of God. Diwali is the Hindu festival of lights. Muslims celebrate Eid-ul-Fitr with a big feast at the end of Ramadan. Sikhs celebrate Vaisakhi which marks their new year.
Focus Themes: Significance		
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">some stories associated with festivals (The Christmas Nativity Story/ The Diwali Story: Rama and Sita).the significance of key festivals from at least two religions (Christmas, Eid-ul-Fitr and Vaisakhi).why symbols are important during religious celebrations.what happens at key religious festivals and why.	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">retell some stories associated with Christmas and Diwali and explain their meaning for Christians and Hindus.describe what happens during Christmas and Diwali and explain what these activities mean, e.g. making rangoli patterns, lighting diya lamps.identify key symbols associated with Christmas and Diwali and see if any have meaning for both religions, e.g. Christmas and Diwali lights in Leicester.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">think about the times people celebrate and what they do on these occasions.explain the difference between religious and non-religious celebrations.sequence the story of Rama and Sita and understand it is a story associated with Diwali, the Hindu festival.identify and name some symbols associated with Diwali and explain what they mean to Hindus.find out about what happens during Eid-ul-Fitr and why it is an important time for Muslims.identify and name some symbols associated with Eid-ul-Fitr and explain what they mean to Muslims.give reasons why Christians celebrate Christmas and find out what people do to celebrate Christmas.identify and name some symbols associated with Christmas and find out about why they are important to Christians.retell the Nativity story and explain who the main characters are.Identify any commonalities between the three festivals and the way they are celebrated.	
Resources	Agreed Syllabus: page 36	

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	Planning and Progression: page 17 Other: BBC, Twinkl		
Spring 1- Who is a Christian and what do they believe?			Key vocabulary/concepts: Story, Jesus, New Testament, Parables, Miracles, Disciples Key Facts: A parable is a story told by Jesus. The New testament is the part of the Bible that includes the story of Jesus and his disciples. Christians believe Jesus performed miracles: e.g. Jesus feeds the 5000. Easter is the most important Christian festival. Christians celebrates the resurrection of Jesus.
Focus Themes: significance, conflict			
RELIGIONS	Learning intentions		
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">• why Christians believe Jesus is special, using texts from the New Testament.• what Jesus said about how people should live their lives.• the role played by the disciples.• why Easter is the most important Christian festival.• some of the ways in which Christians worship.		
	Learning outcomes		
	Pupils should be able to: <ul style="list-style-type: none">• know and re-tell some stories about Jesus and his teachings.• explain why these stories matter to Christians and affect the way they live their lives.• recount the main events of Easter and give reasons why it is the most important Christian festival.• describe at least two different things Christians might do in church and explain why they are important.		
	Learning activities		
	Pupils could: <ul style="list-style-type: none">• identify some of the beliefs that Christians hold about Jesus (performed miracles, Son of God, rose from the dead).• explain what a parable is and explain the meaning of one, e.g. the Parable of the Lost Sheep.• talk about stories in the Bible which show why Jesus is important to Christians, e.g. miracles such as the feeding of the 5000.• find out about some of the things Jesus said about how to live a good life, e.g. through parables, the Sermon on the Mount.• give some examples of prayers for children.• re-tell the main events of Easter and explain why it is the most important festival for Christians.		
Resources	Agreed Syllabus: page 30 Planning and Progression: page 9 Other: BBC, twinkl 10 Great Children's Prayers - Simple and Easy for Kids to Pray (crosswalk.com)		
Spring 2- How do we show we care for others?			Key vocabulary/concepts: Care, Charity, helping, giving, Mother Teresa, Sewa,
Focus Themes: Playing my part, significance			
RELIGIONS	Learning intentions		

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Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">• why it is important to care for others.• that religious beliefs can affect the ways people choose to behave.• what sacred texts say about caring for others.• how some religions express caring through charities, etc.	Zakat , the ‘Golden Rule’ Key Facts: In Christianity, the parable of the Good Samaritan is a story about helping others and overcoming prejudice. In Islam, Zakat is giving money to charity. in Sikhism, Sewa is about helping others without reward. Mother Teresa helped people who were poor and ill.
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">• make a link between beliefs and the way people treat others.• respond to texts from different religions which promote ‘the Golden Rule’ and accounts of how people have been inspired to help others because of their religion.• identify some of the ways in which religions show caring in practice, e.g. Zakat (Islam), Christian Aid.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">• identify ways in which people they know are special and unique and reflect upon how this makes them a good friend.• explain the meaning of the parable of the Good Samaritan and suggest ways they could help and care for others.• find out about Zakat (in Islam) and give reasons why this is an example of caring.• find out about Sewa (in Sikhism) and give reasons why this is an example of caring.• find out about Mother Teresa and reflect how her Christian religion inspired her to care for others.• reflect upon who they are thankful for and give reasons why they are thankful then create an event to show they care, e.g. a thank you tea party for parents/ carers.	
Resources	Agreed Syllabus: page 39 Planning and Progression: page 21 Other: Sewa - RE: Online	
Summer 1- Who is an inspiring person? Who inspires me?		
Focus Themes: Playing my part, success, significance		
RELIGIONS	Learning intentions	Key vocabulary/concepts: Inspirational, Leader, The prophet Muhammad , Zacchaeus Key Facts: Peter and Andrew were Jesus’ first disciples. The story of Zacchaeus: how he changed after following Jesus. In Islam The Prophet Muhammad is an inspirational leader. The stories of The Prophet and the Ants and The Crying Camel show that no matter how small
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">• why some people have an influence on others.• how people can be inspired by religion or other things.• how faith and belief can be seen in the actions and words of inspirational people.	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">• recount stories about significant religious figures, including religious leaders.• make the connection between belief and action, i.e. why people behave in certain ways.	

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	<ul style="list-style-type: none">identify people they find inspiring and explain why.	or large animals may be, they are all important to God and need to be cared for.
	Learning activities	
	Pupils could: <ul style="list-style-type: none">identify leaders in their lives and understand how one person can inspire people.give reasons why following someone can be good or bad.explain why Christians see Jesus as an inspirational leader and give examples of how he showed leadership to the disciples.give examples of people who followed Jesus, e.g. Zacchaeus and explain how they changed after following him.find out why Muslims consider the Prophet Muhammad to be an inspirational leader.retell and reflect on the stories of The Prophet and the Ants and the story of The Crying Camel.	
Resources	Agreed Syllabus: page 41 Planning and Progression: page 22 Other: https://www.bbc.co.uk/bitesize/clips/zbyr87h ; https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the%20islamic-story-of%20the-prophets-and-the-ants-and-the-crying-camel/z4vpri6 ; Zaccheus meets Jesus - KS1 Religious Education - BBC Bitesize	
Summer 2- Where do I belong? How do people show they belong?		Key vocabulary/concepts: Belonging, Christening , Baptism , Aqiqah , Namkarna , Jatakarma , Key Facts: A christening is a Christian naming ceremony. In Christianity a baptism welcomes a child into the religion. Aqiqah is an Islamic birth ceremony. Namkarna is the Hindu naming ceremony. Jatakarma is a Hindu ritual performed when a child is Born.
Focus Themes: significance, playing my part		
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">why people belong to different religions, or none.that there are different ways of showing commitment to people and to God.the meaning of actions and symbols associated with a Christian, Islamic and/or Hindu birth ceremony and what the actions/symbols mean.how religion has a role in bringing people together.	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">explain what is meant by ‘belonging’, in a broad sense, and empathise with those who do not feel they belong.recognise that many people belong to lots of different groups, with different rules, ways of dressing, beliefs, etc.make connections with the above and the role played by religious communities in making people feel they belong.compare different birth ceremonies in at least two religions, looking at actions and meaning.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">reflect upon the meaning of belonging and express feelings of belonging and depending on others (including belonging to religions and God).explain what happens at a Christian christening ceremony and identify some of the actions and symbols.find out about what happens during a Muslim naming ceremony and explain the meanings of the words and actions.	

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	<ul style="list-style-type: none">• find out about what happens during a Hindu naming ceremony and explain the meanings of the words and actions.	
Resources	Agreed Syllabus: page 29 Planning and Progression: page 8 Other: https://www.twinkl.co.uk/resource/ks1-celebrating-birth-in-different-religions-powerpoint-t-re-7108 ;	

Year 2

Autumn 1- What different religions are there in Leicester and where do they worship?		Key vocabulary/concepts: community, altar, cross, minaret, murti Key Facts: Key features of a church are: altar, stained glass window, cross. Key features of a mosque are: minaret, minbar, mihrab. Key features of a mandir are: murti, aum symbol, aarti tray. The key features of a gurdwara are: Guru Granth Sahib, chauri, langar.
Focus Themes: significance, playing my part		
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">key information about faith communities in Leicester.the key features of different places of worship and their significance for believers (church, mosque, mandir, gurdwara, synagogue).why it is important to behave/dress in a particular way when visiting a place of worship (e.g. cover head, remove shoes)	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">identify different places of worship by exterior and interior features/symbols.explain how they would prepare for a visit to, for example, a church and a mosque or mandir.devise questions that they would ask when at a place of worship or when talking to a member of a faith community.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">Find out about the main religions in Leicester and identify places of worship near school.Identify and name the key features of a church: altar, pulpit, lectern, stained glass window, cross and explain how they would prepare to visit.Understand the concepts behind the symbols in a mosque: minaret, minbar, mihrab and explain how they would prepare to visit.Understand the concepts behind the symbols in a Mandir: murti, aum symbol, aarti tray, lotus flower and explain how they would prepare to visitUnderstand the concepts behind the symbols in a Gurdwara: Guru Granth Sahib, granthi, chauri, langar and explain how they would prepare to visitDevise questions to ask when visiting a place of worship or member of the faith community (try and invite in a guest).Retell the key features of a place of worship and design their own place of worship giving reasons for their choice of features.	
Resources	Agreed Syllabus: N/A Planning and Progression: page 26 Other: twinkl,	
Autumn 2- Who is a Muslim and what do they believe?		

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Focus Themes: significance		Key vocabulary/concepts: tawhid, Allah, Qur'an, wudu, fasting. Key Facts: Tawhid: the Islamic belief that there is only one God. In Islam Allah is the name for God. The Qur'an is the Islamic holy book. Wudu is washing before prayer. During Ramadan adult Muslims fast. Eid-ul-Fitr marks the end of fasting.
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">what is meant by the Muslim belief in tawhid (Oneness of Allah).why there are 99 names of Allah.what Muslims believe about Muhammed.how Muslims express their faith at home and in the mosque (share the words of shahadah and listen to the call of prayer).the significance of certain objects to Muslims (prayer beads, prayer mat, Qur'an and stand, compass, headscarf).why the Qur'an is special to Muslims and how this affects the way in which it is treated.why Ramadan and Eid-ul-Fitr are so important to Muslims.	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">compare what Muslims and Christians believe about God and about Jesus/Muhammad.re-tell a story about Muhammad and explain what this says about his character.identify some of the ways that Muslims might describe Allah.identify some key Muslim artefacts and symbols and explain their importance.describe how Muslims might celebrate Eid-ul-Fitr.make connections between Ramadan and other forms of fasting.explain how the Qur'an was revealed to Muhammad and why this makes it so important.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">compare what Christians and Muslims believe about God and Jesus/ Muhammad and know that Tawhid is the Muslim belief in the one-ness of Allah.give examples of how Muslims might describe Allah (99 names).retell the story of Muhammad and the Cat and explain how Allah gave to those in need.explain why the Qur'an is so important to Muslims (as it was revealed to Muhammad) and explain how this affects the way it is treated.identify and name significant objects to Muslims (prayer beads, prayer mat, compass, headscarf).explain how Muslims worship at home and in the mosque, including the importance of wudu before prayer – describe the sequence of cleaning and actions.explain why Muslims fast during Ramadan.	
Resources	Agreed Syllabus: page 31 Planning and Progression: page 26 Other: Teaching Tales: When the Cat Came to Muhammad - Beliefnet	
Spring 1- What can stories teach us about life?		Key vocabulary/concepts:

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Focus Themes: significance, success, playing my part		Sacred texts, story, Bible, Noah, Guru Granth Sahib Key Facts: The Bible is the sacred text for Christians – this includes the Torah. The Torah is the sacred text for Jews. The Guru Granth Sahib is the sacred text for Sikhs. The story of Noah is important to Christians, Jews and Muslims. The Qur'an and the Bible share similar stories.
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">that religious traditions have special writings which believers respect.that these writings are treated in particular ways.some examples of stories from different religions (The story of Noah which is sacred to Muslims, Jews and Christians).the ways in which many stories teach believers how to live their lives (Guru Nanak, the milk and the jasmine flower/ The prophet and the blind man).that some sacred texts are thought to have been revealed in special ways.	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">recognise that sacred texts are different from other types of writing because of the meaning believers attach to them.make the connection between ‘sacred’ and the respect show to certain writings.interpret the meaning of some religious stories, e.g. parables of Jesus.explain how sacred books are used in worship, e.g. Torah, Guru Granth Sahib.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">recognise why some writings are considered to be sacred and how this makes them different.identify and name the Bible as the sacred text for Christians (Old Testament for Jews) give examples of the different types of writing it contains, e.g. stories, poetry, history.find out about other religious texts, e.g. the Torah, Guru Granth Sahib and explain how they are treated and used in worship.re-tell different stories, e.g. the story of Noah (from a Christian and Muslim point of view), the story of The Milk and the Jasmin flower (Sikhism), the Prophet and the Blind Man (Islam) and explain the meaning.reflect upon the stories they have read and write their own story which teaches about how to live a good life.	
Resources	Agreed Syllabus: page 38 Planning and Progression: page 20 Other: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-sikh-stories/zngv47h	
Spring 2 - The beginning of the world: what can we learn from stories Christians tell?		Key vocabulary/concepts: Creation, nature, Harvest, Holi
Focus Themes: inequality, significance		
RELIGIONS	Learning intentions	Key Facts: We should care for our natural world. Different religions believe the world was created in different ways.
Knowledge and Understanding of Christianity Islam	Pupils should know and understand: <ul style="list-style-type: none">examples of creation stories in sacred texts.similarities/differences between creation stories in the Bible and Qu’ran.what religions teach about caring for the earth.	

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Hinduism Sikhism Judaism		Christians celebrate harvest to show they are grateful for the food that is grown. Hindus also celebrate Holi as thanksgiving for good harvest.
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">compare at least two creation stories.ask 'what if?' questions about creation stories.make links between the idea of creation and caring for the world.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">sequence the Jewish/Christian story of Creation.explain how Muslims believe the world was created.compare the two creation stories and make links between these and how Muslims and Christians believe they should care for their world.say how the Christian festival of Harvest is about caring for our world.describe what happens at the Hindu festival of Holi and explain what the actions mean.give reasons why people believe we should care for the natural world and how this can be done.	
Resources	Agreed Syllabus: page 40 Planning and Progression: page 21 Other: twinkl	
Summer 1- Can we find the meaning of the symbols?		Key vocabulary/concepts: symbol, crucifix, candle, 5 Ks Key Facts: The cross/ crucifix reminds Christians of Jesus. A candle reminds Christians that Jesus brought light to the world. Hindus worship one God but s/he can be represented by many different deities. Some Sikhs wear 5 symbols beginning with the letter K.
Focus Themes: significance, success		
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">that places of worship have special objects and symbols which have special meanings for believers, e.g.<ul style="list-style-type: none">-Christianity: crucifix/cross, candles, baptism, Holy Communion.-Hindu: e.g. Ganesh, Shiva.-Sikh: 5 Ks (Kesh (uncut hair) Kara (a steel bracelet) Kanga (a wooden comb) Kaccha - also spelt, Kachh, Kachera (cotton underwear) Kirpan (steel sword).how these objects and symbols are used in places of worship and in homes.that actions may have symbolic meaning.	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">make a distinction between secular and religious symbols and the possible links between some of them.recognise that some objects may have great meaning for someone because of a personal connection, e.g. a photograph, a wedding ring.	

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	<ul style="list-style-type: none"> identify key symbols (including objects, clothing, gestures, etc.) in at least two religions and explain their meaning. handle religious artefacts with sensitivity and ask relevant questions about them. 	
	Learning activities	
	Pupils could: <ul style="list-style-type: none"> identify objects that are special to them and give reasons why. say why the cross/ crucifix as is an important symbol for Christians. give reasons why a candle reminds Christians of Jesus, i.e. symbolism of light. identify and name the 5 Ks in Sikhism and explain the meaning of each symbol. Identify some symbols in a Hindu Mandir, including those associated with the gods and goddesses. 	
Resources	Agreed Syllabus: page 35 Planning and Progression: page 17 Other: twinkl	
Summer 2- What do different people believe God is like?		Key vocabulary/concepts: belief, respect, God, Goddess
Focus Themes: significance, success		Key Facts:
	Learning intentions	Christians think of God as Father, Son, Holy Spirit, i.e. the Trinity. Hindus believe there are 3 great gods – the Trimurti.
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none"> some different ways religious people describe God, e.g. through words, art, music, etc. how believers show respect for God. what Christians learn about God e.g. God's relationship with people: Moses and the burning bush and stories Jesus told which teach about God: The parable of the Prodigal Son. the significance of Muhammed (The story of the Night of Power – the revelation of the Qur'an to Muhammad). 	People show respect to their god in different ways (e.g. covering head, with a greeting) The Prodigal Son shows God as the father who shows forgiveness.
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none"> compare the ways in which different religions describe/portray God and his/her attributes. ask 'big questions' about belief in God. suggest meanings of stories where individuals encounter God, e.g. Moses and the Burning Bush, the baptism of Jesus, the Night of Power. 	
	Learning activities	
	Pupils could: <ul style="list-style-type: none"> explain what Christians mean by the Trinity. explain what the parable of the Prodigal Son teaches Christians about God. explain what the story of Moses and the burning bush teaches about God. re-tell the story of the Night of Power and give reasons why this story is important to Muslims. 	

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	<ul style="list-style-type: none"> • explain that Hindus have one main god who has many forms, including the Trimurti. • reflect upon what we mean by 'God' and ask big questions about belief in God. 	
Resources	Agreed Syllabus: page 34 Planning and Progression: page 16 Other:	

Year 3

Autumn 1- What do holy books say about how people should treat others and live their lives?		About 6 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: significance, playing my part		Key vocabulary/concepts: ten commandments, dharma, karma, sha'adah, kirat karna Key Facts: The 10 commandments are rules for Christians and Jews to live their life. Dharma is the Hindu idea that they must do the right thing at all times. Hindus believe in Karma (for every action there is a consequence). The Sha'adah is the Muslim declaration of faith and it expresses the belief that there is no god but Allah. Sikhs believe in the importance of Kirat Karna (work) and sharing their money. Sikhs believe that everyone is equal.
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none"> • that religions have their own sacred texts. • examples from sacred writings which teach people how they should treat others and live their lives, e.g. <ul style="list-style-type: none"> -10 commandments -Dharma/Karma -Sha'adah: statement of faith -Nam japna: Keeping God in mind at all times/ Kirat Karna: Earning an honest living/ Vand Chhakna: Literally, sharing one's earnings with others • how holy books are treated by believers and how they are used in worship. 	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none"> • identify and name the holy books from at least two religions. • explain the meaning of selected texts. • make a connection between texts and how people should live their lives. • compare and contrast the way different holy books are treated by believers, e.g. the Bible/Qur'an. 	
	Learning activities	
	Pupils could: <ul style="list-style-type: none"> • identify and name some holy books and compare how these are used in worship. • talk about what the 10 commandments might mean and evaluate their meaning for Christians and Jews. • explain what Hindus mean by dharma and karma and explain how these ideas affect the way Hindus live. • explain what the Sha'adah means to Muslims. • find out about Kirat Karna (work) and give reasons why Sikhs share their money. 	

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	<ul style="list-style-type: none">make connections between the holy books and suggest what their (holy) book would say about how people should treat others and live their lives.	
Resources	Agreed Syllabus: Planning and Progression: page 23 Other:	
Autumn 2- What do religions say about treating people fairly?		Key vocabulary/concepts: Equality, the Golden Rule, Langar. Zakat Key Facts: Equality is about everyone being treated equally In Christianity, The Golden Rule says treat others as you wish to be treated. For Sikhs, Langar is a communal free meal. In Islam, Zakat is about serving others by giving money to charitable causes.
Focus Themes: inequality, playing my part		
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">the meaning of the concept of ‘fairness’ in everyday life and within religions.what Muslims and Sikhs believe about serving others and supporting the poor (Zakah and Langar).how Jesus set an example through his teaching and dealings with people (e.g. the Good Samaritan story).what is meant by the Golden Rule, i.e. treat others as you would like to be treated.that ‘equal’ can be interpreted in different ways.	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">explain how different religions interpret the idea of serving others.interpret stories/parables Jesus told about the way people should be treated.give reasons why it might/might not be a good idea to follow the Golden Rule.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">reflect upon what ‘fair’ means and evaluate the meaning of equality.explain what is meant by the Golden rule in Christianity.understand the meaning of The Parable of the Workers in the Vineyard and explain what this teaches Christiansexplain what the Sikh langar has to do with equality.make a connection between Zakat (in Islam) and fairness and equality.compare how two different religions treat people fairly.	
Resources	Agreed Syllabus: Planning and Progression: page 24 Other: twinkl	
Spring 1- Who is my neighbour?		Key vocabulary/concepts: Neighbour, sermon, The Sermon on the Mount,Beatitudes, Malala Yousafzai, Thomas Barnado, Humanist
Focus Themes: inequality, playing my part		
RELIGIONS	Learning intentions	

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Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">that 'neighbour' can be interpreted in many ways.examples of a range of texts that teach about how people should treat each other (Sermon on the Mount/ Beatitudes).about 3 individuals or organisations who put into practise the principle of loving one's neighbour (Malala Yousafzai, Thomas Barnado, Islamic relief, Red Cross)where Humanists look for guidance about how to live a good life	Key Facts: A neighbour can mean different things to people The Beatitudes are a set of teachings by Jesus intended to guide a Christian's behaviour. A sermon is a talk on a religious subject. Malala Yousafzai campaigns for human rights. Thomas Barnado helped poor and deprived children. A humanist is a person with no religious beliefs but with a strong interest in or concern for human welfare, values, and dignity.	
	Learning outcomes		
	Pupils should be able to: <ul style="list-style-type: none">describe and evaluate the actions of people who have inspired believersuse religious vocabulary to describe what it means to be someone's neighbourempathise with the idea of putting someone else's needs before their own		
	Learning activities		
	Pupils could: <ul style="list-style-type: none">write about the meaning of the Beatitudes and make connections with examples from their lives.retell the story of the Good Samaritan and suggest how this story should be interpreted and followed by Christians today.find out about people who have put into practice 'loving one's neighbour', e.g. Malala Yousafzai, Thomas Barnado, Marcus Rashford.evaluate what is meant by a neighbour- does it mean we should treat everyone the same?		
Resources	Agreed Syllabus: page 54 Planning and Progression: page 21 Other: https://www.twinkl.co.uk/resource/t2-re-189-the-beatitudes-powerpoint https://humanism.org.uk/wp-content/uploads/Living-Well-pages.pdf https://www.twinkl.co.uk/resource/t2-p-269-malala-yousafzai-powerpoint		
Spring 2 - How does a Christian follow Jesus?			Key vocabulary/concepts: Trinity, baptism, Incarnation, dove, Lord's Supper, Resurrection.
Focus Themes: significance, success			
RELIGIONS	Learning intentions		
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">how Christian belief is expressed through worship, e.g. the Lord's prayer, music.what is meant by the Christian concept of the Trinity and how this links to the baptism of Jesus.why the belief that Jesus is the Son of God is central to Christianity and can be seen through his words and actions.why Christians believe Jesus died on the cross.the names of some Christian denominations and their associated beliefs and practices, e.g. Anglican, Methodist, Baptist, Roman Catholic.symbolism and meaning behind Christian celebrations.		Key Facts: For some Christians, The Lord's prayer is the most important prayer. The Trinity is a way of describing God as Father, Son and Holy Spirit. A dove symbolises the Holy Spirit. Christians believe that Jesus died on the cross to save people from their sins.

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	<ul style="list-style-type: none">how Christians celebrate key festivals – rituals, symbols (Lent, Holy Week, Easter, Ascension Day, Pentecost).	Incarnation means when God became human in the form of Jesus Jesus was baptised in the River Jordan.
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">describe key aspects of Jesus’ life – miracles, teachings.ask relevant questions about the different ways Christians express their faith, e.g. through worship, the way they live, etc.make connections between some of Jesus’ teachings and living a good life.explain why Easter is so important to Christians.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">give reasons why Jesus is an inspiration to Christians today.describe different types of Christian worship and why it is seen as important.name some Christian denominations and identify their beliefs and practices.explain why prayer is important and compare different types of prayer, e.g. the Lord’s Prayer, spontaneous prayer.describe how the events of the Easter story affect the way Christians live their lives.	
Resources	Agreed Syllabus: page 50 Planning and Progression: page 9 Other: https://www.twinkl.co.uk/resources/ks2-twinkl-originals/twinkl-educational-publishing-fiction-stories-english-key-stage-2/the-story-of-easter-fiction-ks2-twinkl-originals https://www.twinkl.co.uk/resource/t2-re-396-the-baptism-of-jesus-powerpoint	
Summer 1- The journey of Life: How do people show their commitment to a religion?		Key vocabulary/concepts: confirmation, Eucharist, Bishop, Bar Mitzvah, Bat Mitzvah, Naam Karan Key Facts: A confirmation is when a Christian is old enough to make a promise to God themselves. A bishop leads a confirmation. Eucharist is taking bread and wine to signify the last supper. Bar Mitzvah is the Jewish coming of age ceremony for boys. Bat Mitzvah is the Jewish coming of age ceremony for girls.
Focus Themes: significance, success		
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">how religions celebrate the birth of a baby.some examples of ‘joining’ ceremonies (confirmation, Bar/Bat Mitzvah, Naam Karan).	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">explain why some people might describe life as a journey.describe the impact of a birth or ‘belonging’ ceremony.use religious vocabulary to describe what happens in at least two ceremonies, including the meaning of symbols, symbolic acts and rituals.	

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• give examples of non-religious ceremonies.		Naam Karan is the Sikh ceremony to name and welcome a new baby.
Learning activities		
	Pupils could: <ul style="list-style-type: none">• reflect on what commitment means and recognise the different ways they might show it.• compare an adult ‘commitment ceremony’ in Christianity with one from another religion, e.g. confirmation, Bar Mitzvah.• sequence the events of Naam Karan and give reasons why it is significant to Sikhs.• make connections between the different ‘joining ceremonies’ in religions and elsewhere.	
Resources	Agreed Syllabus: Planning and Progression: page 24 Other: Twinkl	
Summer 2- What does it mean to be a Hindu?		
Focus Themes: significance, success		
RELIGIONS	Learning intentions	Key vocabulary/concepts: Dharma, Trimurti, murti, puja, bell, Navrati, Hanuman, Ganesh, puja, aarti, shrine. Key Facts: In Hinduism Dharma is duty. The Trimurti is 3 gods (Brahma, Vishnu and Shiva). Puja involves praying to an image of a diety (murti) and giving offerings. The bell is rung to let God know they are ready to Worship. Navrati is a festival and means ‘Nine Nights’ and celebrates good over evil.
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">• that Hindus believe in one God who can be male or female and is symbolised in diverse forms with different images and names (e.g. Krishna, Shiva, Lakshmi, Hanuman, Ganesh).• what Hindus mean by the Trimurti and Sanatan Dharma.• how Hindu beliefs are reflected through symbols in the mandir/home and how they aid worship.• the rules that have to be followed when visiting a mandi.r• how Hindus express their faith, e.g. through worship, festivals (Navrati, Divali, Holi).• the four aims (punusharthas) of Hinduism: dharma, artha, karma, moksha.• how the concept of dharma informs the life of a Hindu.• that there are different ways in which Hindus achieve moksha.• what Hindus believe about the Universe: the cycle of creation, preservation and destruction.	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">• describe some of the ways God is represented in Hinduism.• compare this with at least one other religion.• explain the key beliefs of Hinduism and how they impact on believers’ lives.• interpret the meaning of some sacred texts and stories.• explain the meaning of symbol and ritual in Hindu worship.• find relevant information about Hindus in Leicester.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">• explain the key beliefs in Hinduism, e.g. dharma, karma, ahimsa.	

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	<ul style="list-style-type: none"> • interpret Hindu beliefs about God (including the Trimurti) and explore the meaning of Hindu gods and goddesses. • compare worship in the mandir with worship (puja) in the home. • explain the significance of key symbols in the mandir and how they assist worship. • re-tell some Hindu stories from sacred texts. • find out about how Navrati is celebrated in Britain and Leicester. 	
Resources	Agreed Syllabus: page 52 Planning and Progression: page 13 Other: Twinkl	

Year 4

Autumn 1- Pilgrimage: Why do some people see this as important?		About 8 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: significance, playing my part, success		Key vocabulary/concepts: Pilgrimage, pilgrim, Bethlehem, Lourdes, River Ganges, Hajj, Mecca Key Facts: People choose to go on a pilgrimage to a holy site to deepen their connection to God. Christians go on a pilgrimage to Bethlehem where they believe Jesus was Born. Christians believe the spring water from Lourdes can heal the sick. Hindus go on a pilgrimage to the River Ganges in India to purify themselves in the water. The ancient city of Varanasi is sacred as it is believed to be the home of Lord Shiva. The Hajj is an annual Islamic pilgrimage to
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none"> • the religious beliefs that underpin pilgrimages. • why certain actions and symbols are associated with some pilgrimages. • that the act of making a pilgrimage has deep spiritual significance for many people. • why non-religious people also make pilgrimages. 	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none"> • explain their interpretation of a 'special place'. • identify key places of pilgrimages in at least two religions. • describe what happens at these places and the meaning for believers. • recognise the similarities and differences between religious and non-religious pilgrimages/special journeys. 	
	Learning activities	
	Pupils could:	

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	<ul style="list-style-type: none">reflect upon what they consider a special place, giving reasons.explain the religious meaning of pilgrimage and ask relevant questions about why people choose to go on a pilgrimage.find out about the significance of a pilgrimage to specific places, e.g. Bethlehem and Lourdes for Christians, Makkah for Muslims, Amritsar for Sikhs and explain what happens there.write about the similarities between two religious pilgrimagesreflect upon the spiritual significance of pilgrimage and make connections between religious and non-religious pilgrimage	Mecca. The Hajj is a pillar of Islam, required of all Muslims once in a lifetime. Sikhs go on a pilgrimage to The Golden Temple (Harmandir) at Amritsar in India.
Resources	Agreed Syllabus: N/A Planning and Progression: page 19 Other: https://www.twinkl.co.uk/resource/tp2-r-220-planit-year-4-pilgrimages-unit-pack	
Autumn 2- What are the deeper meanings of the festivals?		Key vocabulary/concepts: Festival, symbolism, Diwali, Christmas, Hanukkah, Passover, Sedar meal Key Facts: Christmas is celebrated in different ways by Christians around the world. Christmas is also celebrated by other religions and people of no faith. Some Christmas practices and customs have Pagan origins. Diwali is celebrated by Sikhs and Hindus. Hindus celebrate Diwali to welcome Rama and Sita back to their Kingdom Sikhs celebrate Diwali to welcome the return of the Guru and 52 warriors Hannukah is the Jewish festival of lights Passover is the most important Jewish festival and celebrates freedom from slavery The Sedar meal is a symbol of freedom from slavery
Focus Themes: significance, playing my part		
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">the connection between festivals and key beliefs and concepts, e.g. Christmas and incarnation.why festivals and ceremonies are important to believers in terms of what they represent as well as being shared experiences.the different ways in which religious and non-religious people may celebrate festivals.that there are similarities and differences in the ways festivals are celebrated.why communal celebration is important during festivals.how communities in Leicester celebrate festivals.	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">make connections between stories, symbols and beliefs in at least two different festivals.identify similarities and differences in the ways festivals are celebrated within and between religions.ask questions about the nature of festivals today – e.g. have they changed over time?	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">explain the meaning of Diwali for Hindus and the significance of the Rama and Sita story.compare symbolism in Diwali, Christmas and Hannukah and find out how these festivals are celebrated in Leicester.find out about what Passover means to Jewish people (include the symbolism of the seder meal) and how it links to Easter.give examples of how celebrations change over time and also how Christmas has become a religious and non-religious celebration.	

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	<ul style="list-style-type: none">• evaluate how far it is possible for someone (a non-believer, or a person from another faith) to celebrate a festival if they do not belong to that religion.	
Resources	Agreed Syllabus: page 57 Planning and Progression: page 17 Other: https://www.whychristmas.com/cultures/	
Spring 1- What does it mean to be a Muslim?		Key vocabulary/concepts: Mosque, Masjid, Imam, Qu’ran, Allah, five pillars, akhlaq, adhan Key Facts: Attending mosque gives faithful Muslims the opportunity to pray with other believers and to learn more about Islam by listening to a sermon by an Imam. Friday is the main day for prayer at the mosque – it is mainly men who attend. The mosque gives Muslims a centre of community for their faith lives, just as a church does for Christians. The Five Pillars of Islam are five duties that Muslims try to carry out. These help Muslims to live a good and responsible life, and bring them closer to God (Allah) and their community. Each pillar has a different name; 1. Shahadah: Statement of Faith 2. Salat: ritual prayer 3. Zakat: annual gift for charity 4. Sawm: fasting during Ramadan 5. Hajj: pilgrimage to Makkah Akhlaq is the practice of virtue, morality and manners in Islam. Adhan is the Islamic call to prayer.
Focus Themes: Significance, playing my part, success		
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">• how Muslims express their faith individually and collectively.• the importance of the Five Pillars of Islam for individuals and the global Muslim community together.• that the Qur’an is the final revelation and ultimate source of guidance for Muslims.• how the Qur’an describes the attributes of Allah.• that Muhammed was the final Prophet and recipient of the Divine revelation of the Qur’an.• the main features/visual symbols of a mosque and what these mean to Muslims in terms of belief and practice.• how and when Muslims pray in the mosque and what the symbolic actions mean.• the rules that have to be followed when visiting a mosque.• the important role played by the mosque and community, especially during special events and festivals.• the Six Articles of Faith.	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">• explain the meaning and significance of the 5 Pillars of Islam.• make links between objects and symbols in a mosque and explain why these matter in Muslim worship.• explain how the Qur’an affects the way Muslims live their lives.• find out about Muslims in Leicester and the way they contribute to the wider community.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">• explain the meaning of each of the 5 pillars of Islam, giving examples of the ways in which Muslims follow them.• evaluate the challenges that this commitment may raise.• identify key objects and symbols in a mosque and explain their significance in worship.• explain why the concept of Ummah (community) is so important to Muslims.• make connections between the role of the Mosque and community.	

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	<ul style="list-style-type: none">recognise why the Qu’ran is so important to Muslims and explain the meaning of selected texts.find out about the Muslim community in Leicester, where they worship, contribution to the community, etc.	
Resources	Agreed Syllabus: page 51 Planning and Progression: page 11 Other: Twinkl	
Spring 2 - What does light mean? What does dark mean?		Key vocabulary/concepts: Symbol, Diwali, good, evil, Jesus, moon, stars, Hanukkah Key Facts: Light and dark is used as a symbol in many Religions. For Hindus Diwali is the festival of light, symbolising the victory of light over darkness/ good over evil. In Christianity, Jesus is seen as the light of the world. In the Bible, light is a symbol of holiness, goodness and hope. By contrast, darkness is associated with evil and sin. In Islam, the moon and the stars are important symbols. Islam emerged in Arabia where travel along the desert was by night, and navigation depended upon the position of the moon and stars. The moon thus represents the guidance of God on the path through life. For Muslims, the Qur’an and Prophet Muhammed and like the guide and light.
Focus Themes: significance		
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">how the symbolism of light and dark is interpreted by different religions.how this symbolism is expressed in worship and festivals.examples of religious texts which talk about light and dark.	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">interpret the meaning of religious symbols and sacred texts associated with light and darkness.demonstrate ways in which light and darkness are expressed in worship and festivals.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">investigate the symbolism of light and dark within religions and elsewhere.make connections with light and dark in festivals such as Diwali, Christmas and Hanukkah.examine some texts in the Bible which relate to light and darkness e.g. Jesus as the light of the world, God creating light.interpret the Muslim moon and stars symbol in Islam and recognise what this represents.	
Resources	Agreed Syllabus: page 55 Planning and Progression: page 17 Other: https://www.stpauls.co.uk/history-collections/the-collections/collections-highlights/the-light-of-the-world	
Summer 1- Who inspires me?		Key vocabulary/concepts: Inspirational, spiritual, belief, role model, Ghandi, Martin Luther King, Rosa Parks,
Focus Themes: significance, playing my part, success		
RELIGIONS	Learning intentions	

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Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none"> • how people can inspire others in good and bad ways. • the ways in which faith has inspired people to make a difference in the world. • how inspirational figures have often been guided by deep spiritual experiences. • the impact of role models in the 21st century. 	Gladys Aylward Key Facts: Religions have inspirational leaders (Jesus, Guru Nanak, Muhammad). Ghandi is inspirational as he was seen as a voice for freedom and fairness. Martin Luther King is inspirational for helping to achieve equal rights for African Americans. Rosa Parks is inspirational as she fought for the equal rights of black people. Gladys Aylward is inspirational as she cared for orphaned children.
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none"> • demonstrate knowledge about significant religious people and their impact on society. • recognise that people can be inspired by a key event and/or a spiritual experience, and give examples. • re-tell stories about inspirational people and identify some who have inspired them. • identify qualities they admire most in people. 	
	Learning activities	
	Pupils could: <ul style="list-style-type: none"> • question what makes a person inspirational to others, identifying characteristics of a good role model. • discuss why Jesus, Guru Nanak and Muhammad are considered by some to be inspirational religious leaders. • carry out some detailed research about one inspirational leader, e.g. Ghandi, Rosa Parks, Martin Luther King and explain why s/he was inspirational, suggesting how faith played a part. • consider what makes non-religious leaders inspirational. • identify someone who has inspired them and give reasons why – consider if it is possible for anyone to be inspirational. 	
Resources	Agreed Syllabus: page 59 Planning and Progression: page 22 Other: Twinkl	
Summer 2- What happens when we die?		Key vocabulary/concepts: Life, death, soul, funeral, afterlife, eternal, akhirah, heaven, reincarnation
Focus Themes: significance, conflict		Key Facts: Life and death are considered spiritual Opposites. A funeral allows people to remember and honour their loved one in a special way. Christians believe that after their time on earth they will have eternal life.
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism	Pupils should know and understand: <ul style="list-style-type: none"> • that there are certain ceremonies, symbols and rituals which mark important stages throughout life and are an expression of belonging. • beliefs about life after death in Christianity, Islam and Hinduism. • some of the outward signs of belonging which are meaningful to believers. 	

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Sikhism Judaism	<ul style="list-style-type: none"> how ceremonies and rituals around death bring people together and encourage a sense of belonging. 	<p>Islam teaches that there is life after death, and this is known as Akhirah.</p> <p>Christians, Muslims and Jews believe when a person dies they go to heaven/Paradise.</p> <p>Most Hindus believe in reincarnation: that humans are in a cycle of death and rebirth called samsara.</p> <p>Humanists believe humans return to nature when they die, that there is no afterlife.</p>
	Learning outcomes	
	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> explore some ideas about death and beliefs about the after-life. describe some rituals associated with death. explain what Humanists believe about death. identify problems around some beliefs about death and the after-life. recognise that there are some mysteries in life which do not have clear explanations. 	
	Learning activities	
	<p>Pupils could:</p> <ul style="list-style-type: none"> explore ideas about death and the after-life and ask appropriate questions. describe what happens at a Christian funeral and explain what Christians believe about the afterlife. compare beliefs about the afterlife in Abrahamic faiths (Judaism, Christianity, Islam) with dharmic faiths (Hinduism, Sikhism, Buddhism) and consider how this may affect a) funeral practices and b) the way believers live their lives. present a balanced argument about a religious person's view about life after death and that of a Humanist. reflect upon and express clearly their own ideas, concerns and possibly worries about death and the idea of an afterlife and recognise that some questions do not always have answers. 	
Resources	<p>Agreed Syllabus: page 66</p> <p>Planning and Progression: page 8</p> <p>Other: twinkl</p>	

Year 5

Autumn 1- What will make our city a more respectful place?		About 10 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: conflict, playing my part, inequality		<p>Key vocabulary/concepts:</p> <p>Diversity, respect, tolerance, prejudice, discrimination, community, Narborough Road</p> <p>Key Facts:</p>
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity	<p>Pupils should know and understand:</p> <ul style="list-style-type: none"> what is meant by diversity, respect and tolerance. that it is possible to respect someone even if you disagree with them. 	

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<p>Islam</p> <p>Hinduism</p> <p>Sikhism</p> <p>Judaism</p>	<ul style="list-style-type: none"> how religious communities in Leicester have evolved, and keep on changing, e.g. by studying an area of the city such as Highfields or Narborough Road. how festivals and celebrations bring people with different worldviews together. 	<p>Diversity means understanding that each individual is unique, and recognising our individual differences and similarities.</p> <p>Religious tolerance is allowing people to think or practice whatever beliefs and religions they want to.</p> <p>Prejudice is an unfair feeling or opinion.</p> <p>Discrimination means treating someone unfairly because of who they are.</p> <p>It is possible to respect others even if you don't agree with them.</p> <p>Leicester is one of the most ethnically diverse cities in the UK.</p>
	Learning outcomes	
	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> identify different faith communities in Leicester. identify similarities between communities, i.e. common values. recognise that some people hold prejudiced views about others and ask relevant questions about this. describe events that bring people together in Leicester. explain what is meant by, and give examples of, respect, tolerance and diversity. 	
	Learning activities	
	<p>Pupils could:</p> <ul style="list-style-type: none"> find out about the statistics of religion in the world, Britain and Leicester. identify and name all the different faith communities in Leicester find out about Narborough Road (most diverse road in Leicester). make connections between the values of different faith communities in Leicester understand how Leicester faith communities have changed over time find out about interfaith work in Leicester and Leicester Diwali celebrations explain respect, tolerance and diversity and evaluate how this diversity can make the city more respectful reflect on the prejudice views some hold about others and give examples of how to deal with conflict scenarios 	<p>People in Leicester come from more than 50 countries around the world.</p> <p>In 2015, Narborough Road was officially named as the most diverse road in the UK with 22 countries represented.</p> <p>Diwali in Leicester is the largest Diwali celebration outside of India.</p>
Resources	<p>Agreed Syllabus: page 65</p> <p>Planning and Progression: page 26</p> <p>Other: https://www.storyofleicester.info/faith-belief/</p> <p>https://www.storyofleicester.info/faith-belief/diwali-in-leicester/</p> <p>https://www.interfaithweek.org/</p> <p>http://localstats.co.uk/census-demographics/england/east-midlands/leicester#:~:text=The%20religious%20make%20up%20of,did%20not%20state%20a%20religion.</p>	
Autumn 2- What can we learn from religions about temptations and finding your way through the moral maze?		Vocabulary:
Focus Themes: conflict, playing my part		Morality, moral absolutes, the Two Greatest Commandments , Humanist, The Golden Rule, British Values, ethics, temptation
RELIGIONS	Learning intentions	
<p>Knowledge and Understanding of</p> <p>Christianity</p> <p>Islam</p> <p>Hinduism</p>	<p>Pupils should know and understand:</p> <ul style="list-style-type: none"> that some people believe in moral absolutes while others do not. that some people use religious texts and teachings to make decisions about right and wrong. 	<p>Key Facts:</p> <p>Religious teachings act as guides for living but may be interpreted differently.</p>

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Sikhism Judaism	<ul style="list-style-type: none"> how an ethical issue, e.g. eating meat, may be interpreted by people with different religious views and those with none. 	Some people believe in moral absolutes while others do not. In Christianity, the Two Greatest Commandments of Jesus are: love one another and love God.
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none"> explain what is meant by 'moral absolutes' and give examples interpret religious texts which talk about right and wrong enquire about an ethical issue in order to understand that people may hold different viewpoints explain how non-religious people make decisions about moral/ethical issues 	Many Humanists use the Golden Rule to help them decide how to make decisions about morality. The Golden Rule: Treat other people as you would want to be treated. British values comprise of: democracy; the rule of law; individual liberty; mutual respect and tolerance of faiths and beliefs.
	Learning activities	
	Pupils could: <ul style="list-style-type: none"> debate the differences between right and wrong and how we know the difference and understand what is meant by 'moral absolutes' and give examples from their own lives. understand the Two Greatest commandments for Christians and ask relevant questions about their interpretation and practicality in everyday life. understand the Golden Rule for Humanists and ask relevant questions about their interpretation practicality in everyday life. understand the Islamic principles and ask relevant questions about their interpretation and practicality in everyday life. compare and contrast what different religions believe about the ethical issue of eating meat and evaluate their own beliefs. evaluate what guides their own moral choices and debate why they may not follow through our good intentions (temptation, bad choices, peer pressure). identify and name the British Values and reflect upon how they affect our lives. 	Ethics is a system of moral principles which affects how people make decisions and lead their lives. Many religions describe temptation as a lure toward sinful or risky behaviour.
Resources	Agreed Syllabus: page 64 Planning and Progression: page 25 Other: https://www.bbc.co.uk/bitesize/guides/zvvg2sg/revision/10 https://understandinghumanism.org.uk/wp-content/uploads/2016/04/Golden-Rule-Humanist-Perspective.docx	
Spring 1- What can we learn from reflecting on wisdom?		Key vocabulary/concepts: Wisdom, love, Ramayana, Mahabharata, Bhagavad Gita, Vedas, Upanishads
Focus Themes: significance, success, playing my part		Key Facts: The Bible includes Christian teachings on love. Christians believe that to love one's neighbour is the greatest commandment of all (Matthew 22.37-40) In the Bible (1 Corinthians Chapter 13), Paul explained how important love is in a person's life. He said that
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam	Pupils should know and understand: <ul style="list-style-type: none"> why religious people believe that certain texts have authority and therefore have an influence on the way they live. the names of key scriptures and some of their themes. 	

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<p>Hinduism</p> <p>Sikhism</p> <p>Judaism</p>	<ul style="list-style-type: none"> • how 'wisdom' is interpreted by religious and non-religious people. • that there are different kinds of 'wisdom' and 'truth' in stories. • that sacred texts contain different types of writing such as history, poetry, stories. • how sacred texts are used in worship. 	<p>even though someone has many gifts, without love they are somewhat useless.</p> <p>The Ramayana is an ancient Sanskrit epic which tells the story of Rama and Sita.</p> <p>The Bhagavad Gita, or "Song of the Lord" is part of the sixth book of the Mahabharata, the world's longest poem.</p> <p>The Vedas are the most ancient religious texts which define truth for Hindus.</p> <p>The Upanishads consist of the mystical and philosophical teachings of Hinduism.</p> <p>In the Qur'an Prophet talks about the beauty of creation; he said that Allah is beautiful and He loves beauty, hence all cosmos with all its objects and events is beautiful.</p> <p>For Sikhs, lots of things matter more than money.</p> <p>For Sikhs, 'The Rich Man and the Needle' is about sharing your wealth.</p>
	Learning outcomes	
	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • give reasons why sacred texts have special meaning for believers. • explain how these texts are used in personal and corporate worship. • identify different types of texts and the way wisdom is expressed, e.g. stories, poems, songs, prayers. • interpret the meaning and significance of 'wisdom' for Humanists. 	
	Learning activities	
	<p>Pupils could:</p> <ul style="list-style-type: none"> • explore the meaning of wisdom and suggest how this may be interpreted. • explore what the bible says about love and how this may influence how Christian's live their lives. • name the sacred texts for Hindus and give reasons why each is so significant. • evaluate what the Qu'ran says about the beauty and suggest how this may have an influence on how Muslims live their lives. • evaluate the meaning of 'The rich man and the Needle' for Sikhs and give examples of how this is reflected in the life of a Sikh. • suggest what wisdom means to Humanists and why it is significant. 	
Resources	<p>Agreed Syllabus: page 63</p> <p>Planning and Progression: page 20</p> <p>Other: https://www.bl.uk/onlinegallery/whatson/exhibitions/ramayana/guide.html</p> <p>https://kids.kiddle.co/Bhagavad_Gita</p> <p>https://www.bbc.co.uk/religion/religions/hinduism/texts/texts.shtml</p> <p>https://www.islamicity.org/8028/the-beauty-of-allahs-creation/</p> <p>https://d3ddkge55ca6c.cloudfront.net/assets/a/8e/27/cet-a-pb-9478.pdf</p>	
Spring 2- What can we learn from the Easter story?		Key vocabulary/concepts:
Focus Themes: significance, inequality, conflict		Easter, Jerusalem, Mary Magdalene,
RELIGIONS	Learning intentions	High Priest Caiaphas, Pontius Pilate, Barabbas, palm fronds, Maundy Thursday, Good Friday, salvation, Resurrection
<p>Knowledge and Understanding of</p> <p>Christianity</p> <p>Islam</p> <p>Hinduism</p> <p>Sikhism</p> <p>Judaism</p>	<p>Pupils should know and understand:</p> <ul style="list-style-type: none"> • the story of Easter: Maundy Thursday, Good Friday and Easter Sunday. • why the themes of betrayal, loneliness, suffering, despair and hope are linked to the Easter story. • what happened to Jesus at Easter and how this links to the concept of salvation. • why Easter is so important to Christians. • that religious festivals are significant because they express meaning and influence communities. 	<p>Key Facts:</p> <p>Jerusalem is a city of religious importance in the Middle East where the story of Easter takes place.</p> <p>Mary Magdalene was a Jewish woman who travelled with Jesus as one of his followers.</p>

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RELIGIONS	Learning outcomes	<p>The Jewish High Priest Caiaphas, in the Easter story, organised the plot to kill Jesus.</p> <p>Pontius Pilate was the Roman governor of Judea who was in charge of Jesus’ trial – but he allowed the crowd to choose which prisoner should be crucified. Barabbas was a prisoner who was chosen by the crowd to be released by Pontius Pilate while Jesus was crucified.</p> <p>Crucifixion is an ancient form of execution involving nailing or tying a person to a large cross.</p> <p>Sacrifice is an offering; to give up something valuable for the sake of something else. In the Easter story Jesus sacrificed himself for the sake of humanity.</p> <p>Palm fronds are leaves from a palm tree waived and Were laid as Jesus arrived in Jerusalem; a symbol of Victory.</p> <p>A tomb is a large room, usually underground, for burying the dead.</p> <p>Maundy Thursday is the day before Good Friday. The word ‘Maundy’ means ‘command’.</p> <p>Good Friday is the day on which Jesus was crucified. Christians believe he rose from the dead three days’ later.</p>
	Pupils should be able to:	
	<ul style="list-style-type: none">re-tell the Easter storyexplain the significance of the story for Christiansgenerate hypotheses about the Resurrection, e.g. literal and symbolic meaningdescribe how Christians and non-believers celebrate Easter	
	Learning activities	
	Pupils could:	
	<ul style="list-style-type: none">sequence the Easter story (Maundy Thursday, Good Friday and Easter Sunday).Re-tell what happened to Jesus at Easter.identify some key themes from the Easter story.ask relevant questions about the Resurrection and interpret the literal/symbolic meaning of this theme.give reasons why Easter is so important to Christians.compare and contrast how non-believers celebrate Easter compared to Christians	
Resources	Agreed Syllabus: page 60 Planning and Progression: page 21 Other: https://www.twinkl.co.uk/resource/the-story-of-easter-glossary-of-terms-t2-or-555 https://www.bbc.co.uk/teach/easter-collection/zf72rj6	
Summer 1- The Journey of Life: What is so special about marriage?		Key vocabulary/concepts: Marriage, relationship, commitment, promise, vows, symbol, ceremony, Kanyadaan, Panigrahana, Saptapadi
Focus Themes: significance, success		
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand:	
	<ul style="list-style-type: none">what happens during a religious marriage ceremony (Christian, Hindu, Jewish).the key features of ceremonies and symbols associated with marriage.what is meant by vows, commitment and promises.how religions regard the different roles of men and women.what happens during non-religious ceremonies.	
	Learning outcomes	Key Facts: Marriage is a legally recognised relationship between two people in which they take part in an official ceremony. In a Christian marriage the bride sometimes wears a veil to show her respect for God. In a Christian marriage vows are made in front of God.
	Pupils should be able to:	

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	<ul style="list-style-type: none">describe what happens during a marriage ceremony in at least two religionsinterpret the meaning of key symbols and actions, e.g. wedding rings, breaking the glass in Judaism, the seven steps in Hinduismdescribe how people who are not religious might celebrate their marriagecompare marriage vows and promises in at least two religions	<p>In a Christian marriage exchanging of the rings represents eternal love.</p> <p>In a Hindu marriage Kanyadaan is where the father gives daughter away to the groom.</p> <p>In a Hindu marriage Panigrahana is a ritual taken place near fire; the groom takes the bride's hands to represent their union.</p> <p>In a Hindu marriage Saptapadi means 'seven steps'. The bride and groom take seven steps around the holy fire (the divine witness to their marriage) as they say their vows in Sanskrit.</p> <p>A civil ceremony is a marriage without any religious context, performed by a registrar; the ceremony is legally binding. This can be between people from the opposite sex or the same sex.</p>
	Learning activities	
	<p>Pupils could:</p> <ul style="list-style-type: none">understand the meaning of marriage and recognise and relate the key vocabulary associated with it. Evaluate the value and meaning of a marriage ceremony and give suggestions about why people may choose to marry.sequence the events of a Christian marriage ceremony and interpret the key actions and symbols.understand and retell what happens at a Hindu marriage ceremony and interpret the key actions and symbols.understand and retell what happens at a Jewish marriage ceremony and interpret the key actions and symbols.understand the meaning of marriage vows from different religions.compare and contrast a non-religious civil ceremony with a religious one.	
Resources	<p>Agreed Syllabus: page 61</p> <p>Planning and Progression: page 24</p> <p>Other:</p> <p>https://www.twinkl.co.uk/resource/t-t-25505-weddings-from-different-religions</p> <p>https://www.bbc.co.uk/religion/religions/christianity/ritesrituals/weddings_1.shtml</p> <p>https://www.twinkl.co.uk/resource/tp2-r-414-planit-re-commitment-marriage-year-5-lesson-5</p> <p>https://humanism.org.uk/ceremonies/weddings/blog/what-is-a-humanist-wedding/#:~:text=A%20humanist%20wedding%20is%20a,by%20a%20trained%20humanist%20celebrant.</p> <p>https://www.bbc.co.uk/bitesize/guides/zpiwb82/revision/4</p>	
Summer 2- How do people reason about the existence of god?		Key vocabulary/concepts: Baptism, trinity, creation, The Fall, Adam and Eve, sin, belief, humanist, atheist, agnostic
Focus Themes: significance, playing my part		
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	<p>Pupils should know and understand:</p> <ul style="list-style-type: none">how stories and symbols in the Bible, e.g. Jesus' baptism, help Christians to understand what God is like.what Christians believe about the nature of God.what Christians mean by the Trinity and why this concept is important.what is meant by the Fall.	Key Facts: Christians believe in the Trinity - one God, all-loving and all-powerful, in three persons: Father, Son and Holy Spirit. In Christianity, The Fall is the belief that when Adam and Eve disobeyed God, they 'fell' from perfection and brought evil into a perfect world. Humanists do not believe in a god and do not follow a

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	<ul style="list-style-type: none"> • how believers reason about the existence of God. • that Humanists do not believe in a god or gods, or that we can ever know if there is a God. 	<p>religion.</p> <p>Humanists do not follow a holy book but value traits like reason and rely on science to explain the way things are.</p>
	Learning outcomes	
	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> • define key terms, e.g. theist, atheist, agnostic and explain why people might take these different views. • explain what Christians, Muslims and Hindus believe about God. • hypothesise about the difference believing in God might make to someone's life, e.g. code for living, coping with hard times, belief in life after death. • recognise that there are different interpretations of what God is like, between/within religions. • understand that some people do not believe in God and define the key terms suggesting why people might take these views. 	<p>Humanists believe that people have one life to live – so they focus on being happy and making the most of their life.</p> <p>An atheist is a person who does not believe in the existence of a god or any gods.</p> <p>Agnosticism is the view that it is unknown whether any god or gods exist or not</p>
	Learning activities	
	<p>Pupils could:</p> <ul style="list-style-type: none"> • sort statements to clarify what Christians, Muslims and Hindus believe about God. • make a chart to illustrate similarities and differences between interpretation of God (in and between religions). • generate hypotheses about how believing in God might make a positive difference in someone's life. • discuss their thoughts about the existence of God and express these in whatever way they think is appropriate (art, poetry, story, etc.).. 	
Resources	<p>Agreed Syllabus: Planning and Progression: page 16 Other: https://www.youtube.com/watch?v=88JYcN2-FiQ https://www.twinkl.co.uk/resource/t2-re-396-the-baptism-of-jesus-powerpoint https://www.bbc.co.uk/bitesize/guides/zf626yc/revision/1#:~:text=Christians%20believe%20that%20there%20is,world%20and%20everything%20in%20it.&text=According%20to%20Christian%20teaching%2C%20God,the%20world%20as%20its%20sustainer%20. https://www.bbc.co.uk/religion/religions/christianity/beliefs/originalsin_1.shtml#h2 https://www.youtube.com/watch?v=BgXrhQA4pdY https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn</p>	

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Autumn 1- What matters most to Humanists and to Christians?		About 12 key pieces of knowledge or concepts/vocabulary the children must know by the end of this topic
Focus Themes: significance, playing my part, conflict, success		Key vocabulary/concepts:
RELIGIONS	Learning intentions	Values, Humanism, a good life, worldview, influence, The Fall , dilemma
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none"> the difference between being guided by religious sources of authority and personal judgement What people mean by living 'a good life'. what is meant by Humanism. how Humanists decide what is right and wrong. that Humanists and Christians may share many of the same values. 	Key Facts: Your values are what you see as important and serve as guiding principles in your life. Humanism is a philosophy or a way of thinking about the world.
	Learning outcomes	Humanism is a set of ethics or ideas about how people should live and act.
	Pupils should be able to: <ul style="list-style-type: none"> find out about what Humanists believe, including their core values – how many are shared values, e.g. with Christians? ask relevant questions about what is meant by 'a good life' and how people go about achieving this. enquire about what makes people good and/or bad and what Christians mean by 'the Fall'. 	Humanist teaching stresses the importance of 'living a good life'. The Golden rule – treat others the way you would like to be treated is shared by Humanism and Christians. Your worldview is your ideas about life; the foundation that your beliefs, actions, decisions and opinions are based on. Your influences affect your worldview.
	Learning activities	The Ten Commandments are a fundamental set of rules for Christians and Jews. The Fall: Christians believe when Adam and Eve disobeyed God, they 'fell' from perfection and brought evil into a perfect world A dilemma is a difficult situation where you have to make a choice
Resources	Agreed Syllabus: page 58 Planning and Progression: page 23 Other: https://www.wolverhampton.gov.uk/sites/default/files/pdf/2.15_Y56_What_matters_most_Christians_and_Humanists_WolvSACRE_2015.pdf https://www.twinkl.co.uk/resource/tp2-r-363-planit-religion-year-6-humanism-unit-pack https://www.bbc.co.uk/bitesize/guides/zwxm97h/revision/4#:~:text=One%20of%20the%20main%20Christian,would%20like%20to%20be%20treated.https://www.bbc.co.uk/bitesize/clips/z687tfrhttps://understandinghumanism.org.uk/uhtheme/meaning-and-happiness/	
Autumn 2- How is the nativity story interpreted?		Key vocabulary/concepts:
Focus Themes: significance, conflict		interpretation , gospel , evangelist , Matthew and Luke , nativity , Christingle , advent , wreath , incarnation
RELIGIONS	Learning intentions	

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Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	<p>Pupils should know and understand:</p> <ul style="list-style-type: none"> the Christmas story that Christians believe that Jesus is God in human form. the meaning of interpretation. the similarities and differences between the two gospel accounts (Luke and Matthew) of the Christmas Story. what Christians believe is the key truth between the two gospel accounts of the Christmas Story the significance of the symbolism of a Christingle. the meaning of Advent for Christians and how they prepare what is meant by the concept of Messiah by Jews and Christians. 	<p>Key Facts:</p> <p>When we reach our own understanding of something, this is called interpretation. People can interpret things differently.</p> <p>A Gospel is a biblical narrative covering the life and death of Jesus Christ – it means ‘good news’ and there are 4 gospels in the New Testament.</p> <p>An evangelist seeks to convert others to the Christian faith. The 4 gospels are Matthew, Mark, Luke and John.</p> <p>Matthew’s Gospel has the story of the Wise Men and the Star. It focuses on Herod the King being jealous and angry of the birth of a new king.</p> <p>Luke’s Gospel focuses on the poor and vulnerable: e.g. the shepherds and angels.</p> <p>Luke’s account focuses on the journey to Bethlehem for the Census.</p> <p>John’s gospel is a more spiritual interpretation.</p> <p>For Christians, Advent is the time of waiting for Christmas, the coming of Jesus to Earth just over 2000 years ago</p> <p>Purple at Advent reminds Anglican Christians of prayer, reflection and preparation.</p> <p>The use of evergreens in a wreath symbolises eternal life.</p> <p>Each part of the Christingle symbolises Jesus and the gospel: orange world, red blood, candle hope, sweets God’s creations.</p>
	Learning outcomes	
	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> compare the story of the birth of Jesus in two gospel accounts. explain the significance of key people and symbols in the story, e.g. the Angel Gabriel, shepherds, wise men, the star. explain the meaning of key vocabulary and concepts, e.g. incarnation, Messiah, the Trinity. describe how Christians from two different denominations celebrate Christmas in church, e.g. Roman Catholics and Baptists. explain that ‘messiah’ has a different meaning for Jewish people. Compare Christmas with another religious festival that takes place in the autumn. 	
	Learning activities	
	<p>Pupils could:</p> <ul style="list-style-type: none"> Explain how the story of ‘The Elephant and the Blind Men’ teaches that people can interpret the same thing differently. re-tell (through a storyboard or writing) at least one account of the nativity story. create a display showing the key people and symbols in the story and explain their significance. write about the key concepts in the nativity story, e.g. incarnation, Messiah, Trinity. produce a Christmas service for two different denominations, explaining why they are different. research another autumn festival, e.g. Hanukkah (J), harvest festival (C), Yom Kippur (J), Sukkot (J), Navarati (H), Durga Puja (H), Dassehdra (H), Diwali (H), Birthday of Guru Nanak (S) and make comparisons. 	
Resources	<p>Agreed Syllabus:</p> <p>Planning and Progression:</p> <p>Other: https://www.twinkl.co.uk/resource/tp2-r-145-planit-year-6-the-christmas-story-unit-pack</p> <p>https://www.youtube.com/watch?v=Vn9BUfUCL4I</p> <p>http://stpetersaylesford.kent.sch.uk/wp-content/uploads/2016/04/Year-6-Unit-2B.pdf</p>	

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Spring 1- How did it all begin?		Key vocabulary/concepts: Judeo-Christian, creation, Judaism, The Old Testament , The New Testament , Tanakh , Genesis , Torah , Abrahamic Guru Granth Sahib Key Facts: Christianity originated from Judaism and Jesus was Jewish. Christianity as a religion began after Jesus’ death. The bible is split into two parts: The Old Testament and The New Testament . The Old Testament comprises of the 24 books of the Jewish Tanakh (Jewish Holy Texts). Genesis is the first book of the Bible and the 1 st book of the Torah (part of Tanakh). The Judeo-Christian creation story happened in 7 days. Judaism, Christianity and Islam are known collectively as the Abrahamic religions. They trace their common origin to Abraham/Prophet Abraham/Ibrahim. Abrahamic religions believe in one God. In the Sikh holy book, the Guru Granth Sahib , creation is described by the Gurus but it is not a creation story similar to those found in Abrahamic religions or Hinduism Buddhists do not believe in God or have a creation story.
Focus Themes: significance, conflict		
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">Abrahamic creation stories and how they are linked.examples of dharmic creation stories.the similarities and differences in different creation stories.scientific theories – and why some scientists are religious.	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">ask relevant questions about different beliefs regarding stories/theories of how the world began.understand why people feel the need to explain how the world began.enquire about why some people might hold a scientific view about how the world began.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">Re-tell at least two creation stories from different traditions and explain their meaning.Express their own views about the beginning of the world.Present a balanced argument between a scientist and a person of faith about creation and evolution.	
Resources	Agreed Syllabus: Planning and Progression: Other: https://www.twinkl.co.uk/resource/tp2-r-104-planit-re-year-6-creation-stories-unit-pack	
Spring 2 – What do the religions teach about the natural world and why should we care about it?		Key vocabulary: charity, poverty, Tear Fund , Khalsa Aid , Ahimsa , environment, climate change, Greenpeace, Extinction Rebellion Key Facts: Religious creation stories show that humans are Responsible for to caring for the world. Tear Fund is a Christian charity that tackles poverty – ‘God is calling all of us to play our part and bring an end to extreme poverty and injustice.’ Khalsa Aid is a Sikh international organisation with the aim
Focus Themes: playing my part, significance, inequality, conflict		
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">what sacred texts say about how believers should treat the planet.why climate change is a global issue and how religions respond to it.	
	Learning outcomes	
	Pupils should be able to:	

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	<ul style="list-style-type: none"> make links between religious texts, including creation stories, and how this affects the way believers treat the planet. explain how 'harmlessness' is interpreted in Hinduism and other religions. respond to non-religious ideas about the planet and climate change. 	<p>to provide humanitarian aid in disaster areas and civil conflict zones around the world - based upon the Sikh principle of "Recognise the whole human race as one".</p> <p>In Hinduism, Ahimsa means that one should avoid harming any living thing, and also avoid <i>the desire</i> to harm any living thing.</p> <p>Climate change (or global warming), is the process of our planet heating up.</p> <p>Greenpeace is a movement of people who are passionate about defending the natural world from destruction.</p> <p>Extinction Rebellion is an international movement that wants to stop mass extinction because of climate change</p>
	<p>Learning activities</p> <p>Pupils could:</p> <ul style="list-style-type: none"> interpret the meaning and significance of religious texts which tell believers how to treat the world. find out about a religion agency/charity which is linked to climate change/care for the earth. present balanced arguments for the key messages of Greta Thunberg and Extinction Rebellion and discuss the right of people to protest. Explain in some detail the Hindu concept of ahimsa and compare this with other beliefs about how 'harmlessness' is interpreted in other religions 	
Resources	<p>Agreed Syllabus:</p> <p>Planning and Progression:</p> <p>Other: https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-c-is-for-creation-stories/zvfp382</p> <p>https://www.twinkl.co.uk/resource/tp2-r-104-planit-re-year-6-creation-stories-unit-pack</p> <p>https://www.tearfund.org/</p> <p>www.khalsaaid.org</p> <p>https://www.bbc.co.uk/religion/religions/hinduism/hinduethics/war</p> <p>https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/</p> <p>https://www.greenpeace.org.uk/</p> <p>https://extinctionrebellion.uk/the-truth/the-emergency/</p>	
Summer 1- Religion in the locality: a creative project		Key vocabulary/concepts
Focus Themes: significance, playing my part, success		Diversity, community, religion, belonging.
RELIGIONS	Learning intentions	Key Facts
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	<p>Pupils should know and understand:</p> <ul style="list-style-type: none"> what makes Leicester such a diverse city. the main religions represented near to the school – and more widely in the city. the main features of at least one place of worship (ideally, nearby) what we mean by 'religion.' the importance of belonging. 	<p>Leicester is one of the most diverse cities in the UK</p> <p>All the major religions are represented in Leicester.</p> <p>Leicester has the first Jain temple in the world which brings together in one building all the main sects of Jains.</p> <p>Leicestershire is different in terms of diversity.</p>
	Learning outcomes	
	<p>Pupils should be able to:</p> <ul style="list-style-type: none"> portray an aspect of Leicester's diversity, e.g. through art, poetry, photography, making models, etc. link with other areas of the curriculum to develop their understanding. 	

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Learning activities		
	Pupils could: <ul style="list-style-type: none">create a classroom display showing religions in the locality and further afield – identify the religions that pupils belong to.visit a place of worship/and or get visitors into school so that pupils can hear about at least two religions direct from the members of the faith community.research a contrasting locality, e.g. out in the county.recognise that not all places of worship (for one religion) are the same and not all people who belong to one religion are the same – contrast, for example, a Methodist church and a Roman Catholic church; the Swaminarayan Mandir on Gipsy Lane with the Shree Sanatan Mandir on Catherine Street.	
Resources	Agreed Syllabus: Planning and Progression: Other:	
Summer 2- Justice and Poverty: Can religions help to build a fair world and make poverty history?		Key vocabulary: Fairness, relative poverty, absolute poverty, injustice, wealth, power, equality, tithe , Hadith , five pillars , Zakat , Guru Nanak Key Facts: Relative poverty relates to what a particular society considers to be poor, e.g. someone in the UK might be considered to be relatively poor if they live on less than the average UK income. Absolute poverty is when someone does not have access to basic human needs such as water, clothing, education and shelter. According to UNICEF, 22,000 children die each day due to poverty. The Christian parables of the Widows Coins and The Rich Fool teach about values and justice. Many Christians believe that people should use their wealth to help those who have less. Some Christians pay 10% of their earnings (a tithe) to support a good cause. Muslims seek guidance from the Hadith; writings about the life of the Prophet Muhammad. As one of the Pillars of Islam, zakat is a form of obligatory
Focus Themes: Inequality, playing my part		
RELIGIONS	Learning intentions	
Knowledge and Understanding of Christianity Islam Hinduism Sikhism Judaism	Pupils should know and understand: <ul style="list-style-type: none">why there is an imbalance of poverty and wealth in the world, e.g. the concept of power.how religions respond to this, in the light of teaching from sacred texts.the different ways in which religious charities try to address injustice and poverty.what the Hadith teaches about how people should be treated.	
	Learning outcomes	
	Pupils should be able to: <ul style="list-style-type: none">compare and contrast what different religions say about poverty.describe some of the problems of poverty today and the ways that some charities make a difference.make connections between the teachings/beliefs of at least one religion and a charity associated with that religion.interpret what is meant by ‘fairness’ and how this might apply to poverty.	
	Learning activities	
	Pupils could: <ul style="list-style-type: none">write about/prepare a PowerPoint to present to the class on the way one person has made a difference to addressing poverty in the world – and talk about what motivated this person.	

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	<ul style="list-style-type: none"> create a classroom display on a local charity such as One Roof Leicester and invite speakers in to talk about the impact it has made. 	<p>charity (usually 2.5% of earnings). Guru Nanak believed - it's better to earn a little money with honesty than to amass a huge wealth by devious and crooked means. Leicester's One Roof charity are fighting to end homelessness in Leicester. Dolly Parton and Rihanna are helping people in poverty</p>
Resources	<p>Agreed Syllabus: page 62 Planning and Progression: page 24 Other: https://www.bbc.co.uk/bitesize/guides/zpmm97h/revision/6 https://www.youtube.com/watch?v=3IC-E6dLvMs https://www.worshiphousekids.com/kids-church-videos/33161/the-parables-of-jesus-5--the-rich-fool https://www.al-islam.org/bilals-bedtime-stories-h-sheriff-s-alloo/kindness-and-forgiveness https://www.twinkl.co.uk/resource/t4-re-27-islamic-charity-lesson-pack http://www.discoversikhism.com/sikh_gurus/guru_nanak_malik_bhago.html https://www.islamicaid.com/?gclid=EAlaIQobChMIInoKCpOO57gIVDJ7tCh2sPQbQEAAAYASAAEgLVUPD_BwE https://www.oneroof.org.uk/ https://borgenproject.org/bono-fights-poverty/#:~:text=Bono%20has%20been%20a%20leader,Queen%20of%20England%20in%202007. https://www.bbc.co.uk/bitesize/guides/z4g9mp3/revision/1 Six Celebrities Who Give to Children in Poverty - Borgen (borgenmagazine.com) Social Justice: Poverty « RE:quest (request.org.uk)</p>	