

Hazelwood Schools



Religious Education Curriculum Overview



RE at Hazelwood

Intent

At Hazelwood, we believe Religious Education (RE) forms the foundation for children to develop their sense of identity and belonging through self-awareness and reflection. RE plays a significant role in the development of children's personal, moral, social and cultural understanding. The curriculum is designed to enable our children to become resilient, accepting and mindful learners. We believe that RE should promote social awareness and develop children's awe and wonder of the world. Children will develop respect and appreciation of others' beliefs, cultural practices and the influence of principal religions and worldviews in our diverse school community. The principal aim of RE is to engage pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate varied responses to these questions, as well as develop responses of their own.

The aims of our RE curriculum are:

- To provide opportunities for children to know about and understand a range of religious and non-religious worldviews.
- To explore big questions about life to encourage children to deepen their understanding and facilitate opportunities for talk.
- To enable children to express ideas and insights about the nature, significance and impact of religious and non-religious worldviews as well as appreciate others ideas and views.
- To promote children's personal, moral, social and cultural development.
- To develop children's understanding of ways in which beliefs influence the behaviour and practices of others.
- To provide real, relevant, immersive and purposeful opportunities for children to develop a secure understanding of the world around them.
- To encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.
- To inspire and engage children through enriching opportunities, projects, themed days and external visits.





Implementation

At Hazelwood we use the Enfield SACRE Agreed Syllabus which was updated for September 2023 using RE Today planning as a basis for the syllabus and our curriculum. The curriculum offers a clear structure for learning: in this syllabus, units are based around the three strands of **Believing, Expressing, Living**. Each strand is broken down into 'threads', so that concepts and learning is revisited to ensure children's knowledge is built upon year on year. Each unit explores a key big question that seeks to enable children to develop the understanding and skills they need to appreciate others responses to these questions, as well as develop responses of their own.

Hazelwood's Approach to Teaching and Learning

At Hazelwood you will see a range of real, relevant, immersive and purposeful learning opportunities within a nurturing, enabling environment, including the following approaches to teaching and learning:

- Children **exploring and answering big questions** which allow them to think deeply about their learning
- Children **hearing and using key vocabulary** in a range of contexts
- Children **speaking in full sentences** using the key vocabulary taught
- **Cold calling** - supporting all children in engaging in their learning and believing they can achieve
- **Adaptive teaching** - responding to the needs of all children
- **Retrieval practice** – allowing children to know more, remember more and do more
- **Positive relationships and quality interactions** that nurture our responsible citizens
- **Spaced and sequential learning** over time to help children learn more quickly and remember learning better.

In a typical RE lesson, you will see:

- Children **gaining:**
 - substantive knowledge, that is the factual and conceptual content of the curriculum
 - disciplinary knowledge or ways of knowing, that is the methods, procedures and tools that are part and parcel of RE
 - personal knowledge, that is children's own worldviews and how they shape their encounters with the content of RE.
- **Children learning new vocabulary** building on prior learning and making connections to other concepts.
- Children **thinking deeply about human questions** and developing the skills they need to respond to them.
- Children **finding out and investigating** key questions.
- Children **expressing their ideas and insights** about religious and non-religious worldviews.
- Children presenting their own and others ideas in a respectful way and demonstrating an appreciation of other beliefs.
- Children learning through a range of different forms including stories, music, art and poetry.

Real, Relevant Immersive learning opportunities in RE are really important in ensuring our children are engaging with the real world around them. Our children have the **opportunity to visit and experience a range of places of worship** throughout their time at Hazelwood. We have regular visitors from the local community and faith leaders to share their beliefs, practices and traditions, this allows children to ask their own respectful questions. To further enhance our RE curriculum, our children take part in RE



focus days such as 'The Festival of Lights' allowing children to fully immerse in particular celebrations from different religions.

Impact

How do we assess?

We assess our children using a range of methods.

- Routine, embedded, informal formative assessment is built into every lesson to assess children's new knowledge, both substantive and disciplinary.
- Questioning forms a large part of our assessment. We use a variety of questions to constantly check children's knowledge is secure and that children are learning to think deeply about the diverse world around them.
- Low-stakes quizzes and retrieval practice to support children in remembering more and ensure learning is retained. This ongoing information supports teachers in identifying how well children have remembered and understood. This enables them to adapt and/or re-teach immediately, ensuring no pupil ever gets left behind.
- Teachers use the unit and lesson learning outcomes provided in the planning to support assessment.
- Teachers highlight the lesson question or objective to quickly show those who have remembered and understood their learning. The lesson question or objective will be hashed if it is partially met.
- At the end of each term, summative data is collected and recorded on Scholar Pack.

How do we know that children are at age-related expectation?

- Children are using the taught key vocabulary and substantive knowledge to answer big questions at the end of the unit.
- Children are able to talk confidently about what they have learnt.
- Children are able to engage in discussions about their learning respectfully and sensitively.
- Children meet the expected outcomes of the lesson and unit.
- Children are working at a greater depth if they demonstrate a deeper understanding of their learning and meet the exceeding outcomes of the lesson and unit.

How do our children feel about RE?

- *"I like RE because I like learning about other people's belief"*
- *"I notice that lots of religious share the same values as we do"*
- *"I like finding out about different religions"*
- *I like talking about RE in class in makes you think!"*

Hazelwood Schools - RE Curriculum Overview

Strands: **Expressing**, **Living**, **Believing**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Educational Programme: Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world . As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension					
Nursery. These are planned adult led learning opportunities	Which people are special and why? Strand: Living <u>Linked to PSHE and Family:</u> <i>Me and my special people</i> <i>My culture</i>	What times are special and why? Strand: Believing <u>Personal special times and celebrations: linked to cohort</u> <i>Diwali, Christmas, Eid, Easter</i>			Linked to places visited that are special to them: Strand: Expressing F3 Which places are special and why? <i>Places of worship they know and some may have been to</i>	
Questions	Who is special in your family? What makes them special?	Who Celebrates? How to Hindu’s celebrate? How to Christian’s Celebrate? How do Muslims Celebrate? What stories are told at special times?			What makes a place special? What places are special to you? What special places are there in our community?	
Vocabulary	Special people, family	Rama, Sita, Ravana, diva, light, Jesus, born celebrate, special stories, special times, Allah, Mosque, Eid			Special places. Mosque, church, vicar, imam	
End of Key stage Core Vocabulary	General language of Religious Study: Religion, Special, Special books, Special places. special stories, Christianity, Prayer, Christmas, Bible, Church, Jesus, Judaism: Moses, Passover, Torah, Synagogue, Islam: Allah, Prophet Muhammad, Qur’an, Mosque, Non-religious worldviews: None religious					

Hazelwood Schools - RE Curriculum Overview

Strands: **Expressing**, **Living**, **Believing**



	Autumn	Spring	Summer
EYFS	Educational Programme: Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world . As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension		
Reception These are planned adult led learning opportunities	Which stories are special and why? <u>Christianity & Islam</u> <i>Believing (F1)</i> Special stories, Stories special to Christians, Stories special to Muslims	Which places are special and why? <u>Christianity & Islam</u> <i>Expressing (F3)</i> Where is special to me Special place for Christians - Visit a Church Special place for Muslim (linked to our community)	What is special about our world? <u>Christianity, Islam and Judaism</u> <i>Living (F6)</i> What is special about our world The story of creation story of Muhammad and the Kittens
Questions	<ul style="list-style-type: none"> • What is your favourite story? What do you like about it, and why? • What stories are special to Christians? What happens in a story from the Bible? Does the story tell you about God? What do you learn? • What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you about God? • What is the holy book for Muslims? • What are the similarities and differences between different people’s special stories? 	<ul style="list-style-type: none"> • Where is special to me? • Where is a special place for Christians to go? • What makes a church special? • Where is a holy place for Muslims to go? • What makes a mosque special? • What is important in a church and a mosque? How are holy buildings similar and different? • What is needed to make a truly special place of our own? 	<ul style="list-style-type: none"> • What are our favourite things about nature? • What story do Christians tell about how the creation of the world? • How can we tell the story of creation? • What stories do Muslim people tell about God’s creation? • How does Prophet Muhammad show Muslims how to behave in the story of Muhammad and the Kittens? • Is our world ‘very good’?
Vocabulary	Bible, Christian, Holy book, scripture God, Prayer, Message, Messenger, Muhammad, Bible, Qur’an Special, Special books special stories,	Special places. Church, Jesus, God, Prayer, bells, altar, font, bible, vicar, stained glass windows Allah, Prophet Muhammad, Qur’an, Mosque, Peace Dome, minaret, prayer mats on the carpet, area for wudu, shoe racks	design, create, creator, creation, Story of creation Special books, Moses, Passover, Torah, Synagogue, Bible Allah, Prophet Muhammad, world, creatures, care
End of Key stage Core Vocabulary	General language of Religious Study: Religion, Special, Special books, Special places. special stories, Christianity, Prayer, Christmas, Bible, Church, Jesus, Judaism: Moses, Passover, Torah, Synagogue, Islam: Allah, Prophet Muhammad, Qur’an, Mosque, Non-religious worldviews: None religious		

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Strands: **Expressing**, **Living**, **Believing**



KS1	Autumn	Spring	Summer
Year 1 Big question	<p>Who is a Christian and what do they believe? Strand: <i>Believing</i> (1.1) Christianity <i>Christian Beliefs about God -Visit a Church</i> <i>The Bible</i> <i>The Importance of Jesus</i> <i>Miracles</i> <i>Prayer</i> (Story of the Nativity – through Year 1 performance) Visit a Church</p>	<p>What makes some places sacred? Strand: <i>Expressing</i> (1.5) Christianity, Islam, <i>Recap church from Reception,</i> <i>Mosque</i> <i>Similarity and difference between places of worship,</i> <i>Music and worship</i> <i>Importance of places of worship in community</i></p>	<p>What does it mean to belong to a faith community? Strand: <i>Living</i> (1.7) Christianity, Islam and Judaism <i>The meaning of belonging</i> <i>Christian, Muslim, Jewish belonging</i> <i>Welcoming a baby</i> <i>Showing belonging</i> Visiting speaker</p>
Questions	<ul style="list-style-type: none"> Who is a Christian and what do they believe? What do Christians believe about God? What does the Bible teach us about God? Why is Jesus important to Christians? What do the miracles of Jesus teach us about what is important to Christians? Why do Christians pray? Who is a Christian? 	<ul style="list-style-type: none"> Where do I feel safe? Where is a sacred place for believers to go? Which place of worship is sacred for Christians? Which place of worship is sacred for Muslims? How are places of worship similar and different? How are places of worship similar and different? Why are places of worship important to our community? 	<ul style="list-style-type: none"> Do we all belong to something? How do Christians show they belong? How do Muslims know that they belong? How do Jewish people show they belong together as a community? How do Jewish people show they belong together as a community? How do some people show they belong to one another?
Unit Vocabulary	Christian, God, church, Bible, gospel, believe, faith, belief, Jesus, creation story	Christian, God, church, Bible, gospel, believe, faith, belief, Jesus Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star worship, holiness, sacred	church, altar, font, Judaism, Shabbat, mezuzah, Tenakh Call to Prayer, adhan belonging, worship, wise sayings, rules for living
End of Key stage Core Vocabulary	<p>General language of Religious Study: Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, cooperation, belonging, worship, holiness, sacred, creation story Christianity: Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel Judaism: Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh Islam: Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid. Non-religious worldviews: Humanist, Golden Rule, non-religious</p>		



Hazelwood Schools - RE Curriculum Overview

Strands: **Expressing**, **Living**, **Believing**

KS1	Autumn	Spring	Summer
Year 2	<p>Who is a Muslim and what do they believe? Part 2 Strand: <i>Believing</i> (1.2) <u>Islam</u> <i>T God</i> <i>Prophet Muhammad</i> <i>Stories</i> <i>The Mosque</i> <i>Prayer – Mecca</i> <i>Qur’an</i> Visit a Mosque</p>	<p>How and why do we celebrate special and sacred times? Strand: <i>Expressing</i> (1.6) <u>Christianity, Islam/ Judaism</u> Easter Pesach Eid-al-fitr</p>	<p>How should we care for others and the world, and why does it matter? Strand: <i>Living</i> (1.8) <u>Christianity & Judaism</u> <i>Care</i> <i>Christian teachings</i> <i>Jewish teachings</i> <i>Golden rule</i> <i>The beginning of the world</i></p>
Questions	<ul style="list-style-type: none"> • What do people think about God? • Who was the Prophet Muhammad, and why is he important to Muslims? • What stories of the Prophet do Muslims love to tell? • What makes a place or an object special to us? And to Muslims? • What is a mosque, and what happens at a mosque? • What can we learn from Muslim holy words? • What happens at the celebration of Eid-ul-Fitr, and why? • Who is a Muslim, and what do they believe? 	<ul style="list-style-type: none"> • What do you celebrate and why? What stories do your family tell? • What do you celebrate and why? What stories do your family tell? • How do Christians celebrate Easter? • What matters most at Easter? • Why do Jewish people tell the story of Passover (Pesach) every year? • What do Muslims celebrate at Id-ul-Fitr? • How and why do people celebrate special and holy times? 	<ul style="list-style-type: none"> • Should we care for everyone? • How have some people shown they cared? How is the golden rule an encouragement to care? • What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?
Unit Vocabulary	<p>Muslim, Islam, Important, special, holy, God, Allah, PBUH, Prophet, Creation, belief, faith, mosque, prayer mat, wudu, Qur’an, minaret, dome, mihrab, worship, Arabic, calligraphy crescent moon and star, Eid, Ramadan, Fasting, tawhid.</p>	<p>celebration, festival, Christian, Jesus, Palm Sunday, Last supper, crucifixion, tomb, Easter Sunday, miracle, symbol, palm leaf, bread and wine, crown of thorns, hot crossed bun, empty cross, Holy week, traditions, service, Jewish Passover (Pesach), Seder plate, shank bone (zeroa), egg (beitzah), bitter herbs (maror), vegetable (karpas) sweet paste (haroset), Matzah, Muslim Id-ul-Fitr, Fasting, charity, prayer,</p>	<p>Unique, Valuable, bible, good Samaritan, Sukkot, Tzedakah, Torah, Mother Teresa/Doctor Barnardo, golden rule, non-religious views, inspire, creator, creation story,</p>
End of Key stage Core Vocabulary	<p>General language of Religious Study: Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, cooperation, belonging, worship, holiness, sacred, creation story Christianity: Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel Judaism: Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh Islam: Muslim, Islam, Allah, Prophet, mosque, Eid, Qur’an, moon and star, Ramadan, tawhid. Non-religious worldviews: Humanist, Golden Rule, non-religious</p>		



Hazelwood Schools - RE Curriculum Overview

Strands: **Expressing**, **Living**, **Believing**

LKS2	Autumn	Spring	Summer
Year 3	<p>Why do people pray? <i>Strand: Expressing(L2.4)</i></p> <p><u>Christianity, Hinduism, Islam</u> What is prayer? Islamic prayer Christian prayer Hindu prayer Similarities and differences</p>	<p>What does it mean to be a Hindu in Britain today? <i>Strand: Living (L2.8)</i></p> <p><u>Hinduism</u> Main beliefs Hindu deities Puja (worship) Aarti (light) Music Reincarnation Life in Britain today Visit a Hindu Temple</p>	<p>What do different people believe about God? <i>Strand: Believing (L2.1)</i></p> <p><u>Christianity, Hinduism, Islam, Humanism</u> Our own beliefs Christian - Trinity Muslims - Allah Qur'an Humanism Comparison to Hindus</p>
Questions	<ul style="list-style-type: none"> • What is prayer? Is prayer helpful? How could we answer this question? • What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life? • How and why do Christians like to pray? • How do Hindus pray and worship at home and in the Mandir? • What is similar and different in the words of three prayers (Muslim, Christian, Hindu) • Reflection: What more can we discover? Does reflection matter to me? • What have we learned from Muslims, Hindus + Christians about prayer, symbols and worship? • Concluding activities: ways of recording learning through making up and exploring their own questions 	<ul style="list-style-type: none"> • How do Hindus show their faith? Faith in what? • A Hindu life; what is important? • Why is Mahatma Gandhi a Hindu Hero? • What is it like to be a Hindu in Britain today? 	<ul style="list-style-type: none"> • Seeing is Believing' – is it? What do I think about believing in God? • What do Christians believe about God? • What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity? • What do Muslims believe about Allah? • What do Muslims believe about the Holy Quran, Allah's gift to humanity? • How do Hindu people show what they believe about gods and goddesses? • Why are three of the gods of the Hindu way especially important? • What difference does it make to life if you believe there is no God? Finding out about Humanism • What are the similarities and differences between different ideas about God? • What have we learned about ideas of God from Hindus, Christians, Humanists and Muslims?
Unit Vocabulary	Prayer, Meditate, Prophet Muhammad, Qur'an, Pillar of Islam, wadu, Murthi, Gods and Goddesses, shine, worship, Subha beads, puja, Krishna, Mecca, Bible, Mandir, Muslim First Surah of the Qur'an, the Christian Lord's Prayer, the Hindu Gayatri Mantr.	Hindu, mandir, murtis, gods & goddesses (deities), bhajan (worship songs), Puja (worship), Aarti (light), dharma (duty), Artha (providing for family), Karma (cause and effect), Kama (enjoyment), Moksha (hope to be reunited with God), reincarnation, life after death, destiny, soul, hero Diwali, Aum (Symbol), Ramayana	God, worship, devotion, belief, metaphors, Holy Spirt, Trinity, Moses, Allah, Shahadah, Prophet, Qur'an, gods & goddesses (deities), symbolism, Hindu murtis, Trimurti (Three forms), Brahma, Shiva and Vishnu, Humanist, non-religious, spiritual but not religious, atheist, believer, influence, reflection

Hazelwood Schools - RE Curriculum Overview

Strands: **Expressing**, **Living**, **Believing**



End of Key Stage Core Vocabulary	<p>General language of religious study: Religion, spirituality, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model.</p> <p>Christianity: Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven</p> <p>Judaism: Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah</p> <p>Islam: Muslim, Islam, Allah, Prophet, mosque, Qur'an, surah, moon and star, paradise</p> <p>Hindu Dharma: Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana</p> <p>Non-religious worldviews: Humanist, Golden Rule, nonreligious, spiritual but not religious, atheist</p>
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Hazelwood Schools - RE Curriculum Overview

Strands: **Expressing, Living, Believing**

LKS2	Autumn	Spring	Summer
Year 4	<p>How do family life and festivals show what matters to Jewish people? Strand: Living (L2.10) <u>Judaism</u> Shabbat Rosh Hashanah Yom Kippur Pesach Torah - Visit a synagogue</p>	<p>Why is Jesus inspiring to some people? Strand: Believing (L2.3) <u>Christianity</u> Inspiration Jesus' actions Jesus as a teacher Jesus today Giving strength Who inspires me - Visiting speaker</p>	<p>Why do some people think that life is a journey and what significant experiences mark this? Strand: Expressing (L2.6) <u>Christianity, Hindus, Jewish & non-religious people</u> Baptism Bar/Bat mitzvah Reincarnation Marriage Similarities and differences</p>
Questions	<ul style="list-style-type: none"> What is worth celebrating? What do Jewish families celebrate every week? Why do Jewish people celebrate Rosh Hashanah? Why do Jewish people celebrate Yom Kippur? Why is Pesach important for Jews? Why are commandments and blessings important to Jewish people? 	<ul style="list-style-type: none"> What does the word 'inspiring' mean? Who is inspiring? What do we know about Jesus' life story? Is his story inspiring for some people? Was Jesus inspiring because of his actions? Did Jesus' teachings inspire people? How and why? What did Jesus teach? Was he a good teacher? Was he an inspiring teacher? Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day? Is Jesus still important today? Why? Who to? How does it show? What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others? Does being inspired by Jesus make a person stronger? Who is inspiring for me? Who is inspiring for other children in my class? 	<ul style="list-style-type: none"> What does a journey mean to us? What is the significance of Baptism to Christians? How do Jewish people mark becoming an adult? What ceremonies do Hindus mark in the journey of life? Why do people choose to get married? Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?
Unit Vocabulary	Shabbat, Synagogue, Torah, Religious Festival, Rosh Hashanah, Yom Kippur Exodus, Slave, Moses, Hebrew, Kosher, Passover (Pesach), forgiveness and repentance, freedom and justice, r	inspired, Inspiring, inspiration, role-model, values, virtues, Saint Paul, gospel, Holy Week, Easter, incarnation, Holy Spirit, miracle, teachings, parables, devotion, belief, blessed, Beatitudes (Happiness sayings of Jesus), symbolic, hope after death, salvation, resurrection,	rituals, guidance. Belonging/initiation, community, worship, devotion, community, commitment, belief, ceremony, baptism, confirmation, Bat Mitzvah, dharma, karma, moksha, sacred thread ceremony, spiritual, Gayatri mantra, marriage, vows, faithfulness, ketubah (Jewish wedding contract),
End of Key stage Core Vocabulary	<p>General language of religious study: Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model.</p> <p>Christianity: Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven</p> <p>Judaism: Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah</p> <p>Islam: Muslim, Islam, Allah, Prophet, mosque, Qur'an, surah, moon and star, paradise</p> <p>Hindu Dharma: Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana</p> <p>Non-religious worldviews: Humanist, Golden Rule, nonreligious, spiritual but not religious, atheist</p>		

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Strands: **Expressing**, **Living**, **Believing**



LKS2	Autumn	Spring	Summer
Year 5	<p>What does it mean to be a Muslim in Britain today? Strand: <i>Living</i> (U2.6)</p> <p>Islam <i>Guidance</i> 5 pillars of Islam Shahadah (declaration) Salah (prayer) Zakat (charity) Sawm (fasting) Hajj (pilgrimage)</p>	<p>If God is everywhere why go to a place of worship? Strand: <i>Expressing</i> (U2:4)</p> <p><u>Christianity, Judaism, Hinduism, Sikhism</u> What is a place of worship? The church The Mandir The Synagogue The Gurdwara Visit Gurdwara</p>	<p>Why do some people think God exists? Strand: <i>Believing</i> (U2.1)</p> <p><u>Christianity and non-religious (e.g. Humanists)</u> What do people believe? Agnostics and atheists What is true? How the world began</p>
Big questions	<ul style="list-style-type: none"> • What helps Muslims through the journey of life? • What is the key belief of Muslims? How does this affect their lives? • Why does prayer matter to Muslims? • How is charity important to Muslims? • Why do Muslims fast? • Why do Muslims want to go on a pilgrimage? • What is a special place for Muslims? • Can you think of similar commitments to the five pillars in your life? What matters to Muslims? 	<ul style="list-style-type: none"> • What is a place of worship? What is it for? • What is a Christian place of worship? What is it for? • What is a Hindu place of worship? What is it for? • What is a Jewish place of worship? What is it for? • What is a Sikh place of worship? What is it for? • What is a place of worship? What is it for? 	<ul style="list-style-type: none"> • How many people believe in God? • Is God real? What do Christians think? • How do we know what is true? Why do people believe or not believe in God? • What do Christians believe about how the world began? Do they all share the same idea? • Why do some people believe God exists? Why do some people believe God doesn't exist?
Unit Vocabulary	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Shahadah (declaration), salah (prayer), Zakat (charity), Sawm (fasting), Hajj (pilgrimage), generosity, Eid ul Adha, Mecca, guidance	Christian, Anglican church, Baptist church, font, baptistry, lectern, platform, pastors, priests, Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, puja. Jewish, reform Judaism, orthodox Judaism, synagogue, schul, Torah, Ark, bimah, commandments, Ner Tamid (Eternal light) Sikhi, Guru, Gurdwara, Langar, Guru Granth Sahib, Waheguru, the 5 Ks, Vaisakhi, Harimandir Sahib, Nam Japna, Vand Chakna, Sewa embody, devotion, prayer, worship,	theism, atheism agnosticism. Creator Spirit, Eternal, almighty interpretation, harmony, respect, justice, faith, interfaith, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, big bang theory, Humanist, rationalist, exist, existence
End of Key stage Core Vocabulary	<p>General language of religious study: Religion, harmony, respect, justice, faith, interfaith, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion, prejudice, persecution</p> <p>Christianity: Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape</p> <p>Judaism: Judaism, Jewish, synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam</p> <p>Islam: Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj.</p> <p>Hindu Dharma: Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma</p> <p>Non-religious worldviews: Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious</p>		



Hazelwood Schools - RE Curriculum Overview

Strands: **Expressing**, **Living**, **Believing**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>What do religions say to us when life gets hard?</p> <p>Strand: <i>Believing</i> (U2.3)</p> <p><u>Christianity, Hinduism non-religious (e.g. Humanists)</u></p> <p><i>Death</i> <i>The soul</i> <i>Reincarnation</i> <i>Heaven/Jannah</i> <i>Non-religious views</i></p>		<p>What matters most to Christians and Humanists?</p> <p>Strand: <i>Living</i> (U2.7)</p> <p><u>Christianity & Humanism</u></p> <p><i>Rules</i> <i>Humanists</i> <i>Right and wrong</i> <i>Christians</i> <i>Peace</i> <i>Helping the world</i></p>		<p>What can be done to reduce racism? What can we learn from religious and non-religious worldviews?</p> <p>Strand: <i>Expressing</i> (U2.9)</p> <p><u>Christianity, Islam, non-religious</u></p> <p><i>What is racism?</i> <i>Case study – Bristol</i> <i>St. Peter</i> <i>Golden Rule – Can following it reduce racism?</i> <i>Different religious figures</i> <i>Individual expression</i></p>	
Big questions	<ul style="list-style-type: none"> • What questions have you got about what happens when we die? • What do some people think carries on after we have died? What is our soul? • Do you get to heaven if you do things wrong? • What do Christians think happens when we die? • What do people who don't believe in God think happens when we die? • What different ideas are there about what happens when we die? What do I think? 		<ul style="list-style-type: none"> • Do rules matter? Why? What is a code for living? • Who is a humanist? What codes for living do non-religious people use? • What can we learn from discussion and drama about good & bad, right & wrong? • What codes for living do Christians try to follow? • What can we learn from a Values Game? • Peace: is it more valuable than any money? • Can we create a code for living that would help the world? 		<ul style="list-style-type: none"> • Racism: what is it, and why is it unfair? • What can we learn from the stories of two statues in Bristol? Colston & Wesley • How did Saint Peter learn that 'God has no favourites'? • The Golden Rule and Silver Rule: what are they, and why are these rules found in so many religions? Can following the Golden Rule reduce racism? • Anti-racist people from different religions – what can we learn from some examples? • How can I express my own vision for justice and equality? 'More unites us than divides us.' (Jo Cox MP) 	
Unit Vocabulary	Bereaved, heaven, afterlife reincarnation, death, funeral, sprit, soul, judgement karma, belief. Non-religious, ultimate questions, compassion, Moksha, Dharma, Karma, mercy,		Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious, moral dilemma, honesty, fairness, justice, generosity, forgiveness, motives, Valuable, peacemaker		Anti-racist key concepts: Fairness, Prejudice, Racism, Ethnicity, Justice. Hate speech, White privilege The language of shared human experience: Racism Appreciation, Sensitivity, Respect, Acceptance, Prejudice	
Core Vocabulary	<p>General language of religious study: Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion, prejudice, persecution</p> <p>Christianity: Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape</p> <p>Judaism: Judaism, Jewish, synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam</p> <p>Islam: Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj.</p> <p>Hindu Dharma: Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma</p> <p>Non-religious worldviews: Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious</p>					