

About this document

This document demonstrates how we deliver our Religious Education. We follow the Ealing Agreed Syllabus. In this document, enrichment activities such as trips, visits, local walks and engaging practical activities are highlighted in **yellow**. Key skills and learning objectives are in **bold**. Finally, key vertical (across year groups), horizontal (across subjects within a year group) and diagonal (across year groups and subjects) links are highlighted in **green**.

Key Aims of our curriculum**All pupils should:**

- Read and understand a range of **stories that guide**
- Be given the opportunity to discuss and reflect on **answering life questions**
- Consider and discuss **identity, diversity and belonging**
- Have an understanding of **acting ethically**
- Investigate and discover religious aspects of **humankind and the environment**
- Make links between **human experience and belief**
- Learn about different **sources of inspiration**
- Explore **human experience and spiritual expression**
- Compare and contrast the values, beliefs and practices with those of the **Sikh faith**

Key Skills:

Pupils should be taught to and have opportunities to:

- **Reflect** –on feelings, relationships, experience, ultimate questions, beliefs and practices
- **Empathise** –considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; developing the ability to identify feelings such as love, wonder, forgiveness and sorrow; seeing the world through the eyes of others, and seeing issues from their point of view
- **Investigate** – asking relevant questions; knowing how to gather information from a variety of sources; knowing what may constitute evidence for justifying beliefs in religion
- **Interpret** – drawing meaning from artefacts, works of art, music, poetry and symbolism; interpreting religious language; suggesting meanings of religious texts
- **Evaluate** – debating issues of religious significance with reference to evidence and argument
- **Analyse** – distinguishing between opinion and fact; distinguishing between the features of different religions
- **Synthesise** – linking significant features of religion together in a coherent pattern; connecting different aspects of life into a meaningful whole
- **Apply** – making the association between religion and individual, community, national and international life
- **Express** – explaining concepts, rituals and practices; expressing religious views, and responding to religious questions through a variety of media

Topic	Y1 Learning Journey
Caring for our world	Year 1 will go on a local walk to explore the nature that surrounds us, reflecting on—and responding to —their surroundings. They will learn about some aspects of growth, development, and caring for young life by looking at examples of human and other animal families. They will explore how people respond to ‘the divine spark’ by learning about the Hindu ‘Namaste’ greeting. Pupils will listen to and respond to creation stories from different traditions and will discover how different religions encourage people to look after nature, comparing it with what they know about the Sikh faith and linking it the work of environmental charities .
Special Food	Pupils will read stories and discuss the foods that have special meaning in different traditions such as Christmas, Eid and Kwanza. They discuss how food is important in Sikh celebrations and how charitable works often involve a donation of food. They will look closer at specific celebrations such as Passover or Eid, tasting and making some food where appropriate, and discussing why food plays such an important role in celebrations. Finally, they will learn about fasting; asking and answering questions based on their own experiences or from a visitor of a different faith.
Learning from stories	Pupils will listen to and respond to a range of stories with messages, both religious and non-religious. They will ask questions about what they have heard and demonstrate an understanding of the moral messages. The class will compare messages from stories in different religions and find similarities between the characters and morals. Using their knowledge of key current affairs, children will try to apply some of the rules from morality tales to situations, suggesting actions that could or should be taken and producing writing or art work to demonstrate this.
Topic	Y2 Learning Journey
The Importance of Water	Year 2 will begin by relating their knowledge of plants and their requirements for growth to humans and their needs. They will describe what is needed for healthy humans and what could happen if they don’t get what they need. Pupils will discuss, draw and write about the importance of clean water, including what happens in the world when there is not enough water or access to it. They may draw, use role play and ICT to demonstrate their understanding of drought and its effects. Pupils will describe the use of water in ritual in a range of traditions, including Christian Baptism, ritual bathing in the Ganges for Hindus, Muslim prayer rituals etc. During a visit to a local place of worship , they will pay special attention to how water is used (e.g. baptism, wudu, tashlich). Back in class, pupils will compare and contrast the use of water in one or more religion with the Sikh faith.
Special Places	Using photos and drawing, the class will discuss and share places that are special to them. During their visits to local places of worship , pupils will focus on the aspects of the building that make it a special place, comparing and contrasting with other places they are familiar with. Focussing Islam, children will use a range of resources to discover and describe the key features of mosques and some of the rituals involved in visiting. They will explain why this makes it a special place and compare it with aspects of a Gurdwara. Finally, children will design a special place that could be used for reflection or prayer e.g. a peace garden. Pupils could draw or paint ideas and or a mathematical plan of how it could be laid out. They will present their ideas in groups to explain why this would be a special place
Special Days	To start the conversation, pupils will compare different calendars used by different cultures, both religious and non-religious, observing differences and comparing . Year 2 will use a range of resources to find out about several special days in different faiths, discussing what, when and how other faiths and cultures celebrate and comparing with their own experiences. They will look at some of the key traditions which link many celebrations e.g. card or present giving and in small groups design

	a mini celebration for multi-religious event, designing invitations, cards, a menu and decorations and then celebrating together in class.
Topic	Y3 Learning Journey
Beliefs and Worship - Hinduism	Pupils will begin by sharing their knowledge and experience of Hinduism, asking questions they will answer later. Using a range of resources, they will discover and retell Hindu origin stories and some key facts about the religion. IN groups, children will research information and stories about the Trimurti of Shiva, Vishnu and Brahma, using their writing and art skills to present their findings to the class. As a follow up to their visit to a local Mandir , children will draw and label some of the shrines they observed, as well as some of the features and rituals e.g. <i>puja thali</i> . Finally, they will demonstrate their understanding of the 9 main beliefs of Hinduism, including <i>ahimsa</i> and reverence for nature , comparing this with their own beliefs.
Identity and Celebrations – Diwali and festivals of light	Through stories, video clips and independent research, pupils will find out key facts about festivals from other world religions that involve light: <i>Eid-ul Fitr, Christmas, Hanukah and Diwali</i> . They will read and retell stories and find out how and why people from these traditions celebrate. They will show their understanding in a variety of ways , for example: making divas and making their own book about Rama and Sita; designing and making Eid cards; drawing, labelling and explaining the symbolism of an Advent wreath; drawing a menorah and writing about how it relates to the story of Hanukah.
Prayer and Worship	Pupils will discuss what worship is and why people might choose to worship. They first learn about how Muslims worship , including the importance of wudu, comparing it with their knowledge of other faiths . They will explain the distinction between Muhammad and Allah and hear some of the hadiths that Muslims recite in prayer. Pupils will then learn about the different types of prayer for Christians (adoration, confession, thanksgiving and supplication) reading out examples of each and summarising the key messages . They will compare the roles of Jesus with Muhammad and understand the importance of the Lord’s Prayer. Next the class will learn about worship in the Jewish faith, in particular, the role that children play. They will learn about Jewish celebrations in the home, including Shabbat, Passover and Purim.
Signs and Symbols	Studying a range of signs and symbols from a range of traditions, children will identify the ones that they recognise and categorise them. They will examine the significance of Passover for Judaism, explaining the symbolic significance of the Seder plate . They will then discuss the significance of hand gestures in Buddhism, identifying such gestures as seen in statues and pictures from the Buddhist tradition. Following this, pupils will investigate the use of metaphor in the Bible. They will learn about how Jesus is described as a shepherd etc. and explain what this metaphor means . Finally, Pupils will explain why in Islam it is forbidden to draw images of God and discuss the reasons for this. They will look at examples of Islamic art and create their own using geometric paper
Initiation Practices	Pupils will begin by discussing initiation events from their own lives to develop an understanding of the concept (starting school, parents starting a new job etc.). They will discuss and explain the concept of a ‘rite of passage’ and write about their experiences with such ceremonies (e.g. naming ceremonies, weddings, etc.). The class will use a range of resources to compare and contrast ceremonies from the start of life (baptism/naming) in a variety of religions as well as ceremonies that mark a transition to adulthood, demonstrating an understanding of the key events and meanings . They will look at the symbols that signify belonging in the Sikh faith, using the 5Ks as an example and speaking to an Amritdhari about the significance of these symbols. The class will then explain the significance of such symbols in other religions.
The Bible	The class will begin by reflecting on the importance of Guru Granth Sahib Ji in the Sikh faith, explaining its significance and

RE Curriculum KS1 & KS2

	discussing their knowledge of such holy books in other religions. In this unit, pupils will focus in particular on the Bible, beginning by looking at copies and discussing some of its features e.g. Old/New Testaments; 'books,' chapter and verse. They will discover how to reference and find particular verses and make comparisons with hukumnama from Guru Granth Sahib Ji. Pupils will look in particular at Psalm 23, explain the meaning and listen to the hymn that derives from that psalm. They will read and retell stories featuring key figures from the Old Testament, drawing links with the significant roles they play in other Abrahamic faiths.
Topic	Y4 Learning Journey
Beliefs and Worship - Judaism	In this unit, the class will begin by learning and retelling the 'sacred history' of Judaism, including some of its key figures. They will explain the significance of Abraham, including his importance in Christianity and Islam, finding verses from the appropriate scriptures about him. They will demonstrate and understanding of some of the key tenets of the Jewish faith, including the fact it is monotheistic, some of the names for God and how Jews view the Torah. Pupils will visit a Synagogue , learning and reporting on how Jews worship , including the significance of the mezuzah.
Identity and Celebrations - Judaism	Recapping some of their knowledge of the sacred history of Judaism, pupils will retell the story of significant events such as Passover, explaining how it is celebrated today. They will explain the significance of the Sukkah in the festival of Sukkot, working together to construct a version of their own. Finally, pupils will research the story of Hanukah, how it is celebrated and the traditions involved therein. They will experience and recount how Jews celebrate Hanukkah by constructing their own dreidel, explaining the meaning of the Hebrew lettering and tasting traditional Jewish foods.
Spirituality through Art	Pupils will begin this unit by looking at religious art works from artists and movements that they are already familiar with e.g. renaissance sculptors and/or painters. They will discuss and compare the symbolic significance of light in art from different faiths, looking at a range of different art works e.g. stained glass windows, 'halo' symbols in various faiths and the use of light in architecture. They will look closely and respond to particular Christian artworks (e.g. William Homan Hunt, <i>Light of the World</i> and James Tissot, <i>Ruins</i>), making links with particular passages from The Bible and explaining the messages behind the art. They will investigate Islamic art, comparing it with that of other faiths and identifying the key features of Islamic architecture from around the world, designing and drawing Islamic style tiles.
Spiritual Leaders – Jesus	In this unit, children will listen to and retell the main events from Jesus' life, including his birth, his death and the Christian celebrations that mark these. They will demonstrate an understanding of the fact that Jesus was a Jew and was considered by some as a teacher, but that many did not follow him. They will hear some of his lessons from the Sermon on the Mount and explain how many of these went against conventional Old Testament and social norms e.g. loving and forgiving all people. They will use drama to retell some of the parables of Jesus, explaining their meaning and significance.
Rules for Living	Pupils will begin by reflecting on the 'rules' that are part of the Sikh faith e.g. the 5Ks , explaining why these are good rules to follow and how they make one feel part of a community. They will discuss and explain the precepts of Buddhism, the Ten Commandments and the pillars of Islam, inviting practicing members of those faiths to explain their significance and answer questions. Finally, the class will look at the parable of the Good Samaritan and compare the 'Love thy neighbour' rule with similar rules in other religions.
Religious Buildings	Pupils will begin by recalling their visits to religious buildings in previous years, comparing and contrasting key features inside and out, rules and rituals. They will use a variety of sources to explain the significance of architecture within churches and mosques, describing the key features and locations and comparing with their own experience in Gudwaras. Finally,

RE Curriculum KS1 & KS2

	children will conduct their own research into other places of worship, explaining the significance of key features within Synagogues or Mandirs.
Topic	Y5 Learning Journey
Beliefs and Worship - Islam	To begin this unit, pupils will recap and explain their understanding of key beliefs in Islam – that it is monotheistic and that Muhammad is a prophet. They will read Surah 112 of the Qur'an, discussing its significance and comparing with similar messages from other religions. They will explain the significance of a prophet, retelling the life of Muhammad and linking other Islamic prophets (Adam, Jesus, Abraham) with other religions. Finally, pupils will recap their understanding of the 5 pillars of Islam, explaining how these rules shape the lives of many Muslims
Identity and Celebrations - Islam	Pupils will learn about key celebrations in Islam and relate them to the history of the religion. For example, they will explain the historical and cultural significance of Ramadan and its origins. They will explain what Muslims do during Ramadan and how they celebrate Eid-ul-Fitr, taking part in some food tasting . Finally, they will learn about Hajj, researching what it is, the rituals involved and why it is so important to practising Muslims.
Seeds of Unity	Pupils will begin by hearing the parable of the mustard seed and summarising its teaching . They will investigate the symbolism of seeds, plants and the environment in other traditions by hearing about the significance of the Banyan Tree from the Bhagavad Gita. They will compare and contrast what different faiths teach about caring for the environment, summarising key beliefs and teachings. Finally, pupils will reflect on the use of nature in religious settings, visiting a garden and being mindful of their feelings there.
Moral Dilemmas	Pupils will begin by discussing the difference between right and wrong. They will ask if it is it always easy to know the right thing to do and whether there are examples of situations where there is a definite right or wrong, including those with religious themes, for example, if there is a god, why does he allow poverty to exist? They will link these issues with their PSHE work on charity and sewa, considering whether people do good things because of their religion or because of their values. Pupils will read and summarise the Christian teachings on the relationship between power and responsibility (e.g. Psalm 72, parable of the wedding feast, Matthew 19:24) and comparing them with Sikh beliefs on sewa and wealth (Vand Chakna, <i>Blessed is the godly person and the riches they possess because they can be used for charitable purposes and to give happiness – Guru Amar Das Ji, A place in God's court can only be attained if we do service to others in this world, Guru Granth Sahib Ji 26</i>)
Pilgrimage	Pupils will begin by sharing their knowledge and experiences of journeys to special places e.g. Harmandir Sahib or Kartapur Sahib. They will revisit their knowledge of the Haji to explain the meaning of <i>pilgrim</i> and <i>pilgrimage</i> , recounting the journey and rituals involved. They will then research and present key information about pilgrimages in other faiths such as Lourdes (Christianity), The Western Wall (Judaism), Varanasi (Buddhism) and the Ganges (Hinduism).
History of Belief	The class will share their knowledge from history about religions in the past, e.g. Roman gods or Norse myths, creating a timeline which demonstrates their understanding of the chronology of religious beliefs. They will use a range of sources to research and report on a significant archaeological find, e.g. Sutton Hoo, explaining what was found and how it helps us to understand the religious beliefs of cultures in the past. Finally they will research and report on the religious beliefs of Britain during key periods in its history e.g. Bronze age, Roman, Saxon, Norman and Tudor, using historical sources to explain how beliefs have changed and evolved.
Topic	Y6 Learning Journey
Beliefs and Worship -	The class will recap their understanding of some of Jesus' key teachings. They will read some Bible quotes, explaining the

RE Curriculum KS1 & KS2

<p>Christianity</p>	<p>significance of some of the literal and metaphorical language e.g. light, saviour, lord, and shepherd. They will use a visit to a church of a different denomination to compare the features and rituals with those of a previously visited church (e.g. Catholic- CofE)</p>
<p>Identity and Celebrations - Christianity</p>	<p>Pupils will begin by sharing their understanding of key Christian celebrations – Christmas and Easter. They will link bible passages which tell us about what happened at the birth and death of Jesus with these celebrations. They will explain why the death of Jesus is seen as a cause for celebration and how the different stages of Easter allow for mourning and celebration. Finally pupils will investigate how Christmas has been celebrated throughout history and separate the traditional Christian elements of the festival from more modern ones.</p>
<p>Beliefs regarding death</p>	<p>To begin this sensitive subject, pupils will share their beliefs, feelings and emotions about death. They will ask and answer challenging questions around death, the afterlife and mourning in different faiths. They will investigate and summarise Buddhist and Hindu beliefs in life and death, including funeral practices, comparing them with those in the Sikh faith. Pupils will then discuss Islamic and Christian beliefs in an afterlife and explain the significance of following certain rules in order to reach 'paradise.' Finally, they will learn about the Jewish focus on living a moral life, rather than preparing for an afterlife. They will explain the significance of mourning rituals such as Kaddish prayers and sitting shiva.</p>