

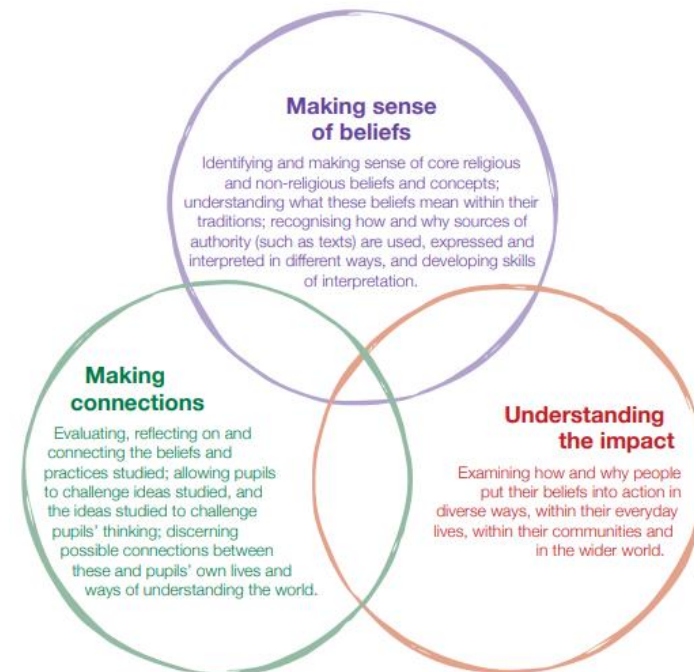
Intent

- To develop a sense of identity and belonging.
- To learn about and from different religions.
- To engage in discussions around different religions.
- To participate positively in society with its diverse religions and worldviews.
- Respect and understand the faith, beliefs, values and traditions of others.
- To develop a deeper level of thinking and reasoning.

Key documents for lesson planning:

Refer to: **Harmony and Diversity, Religious Education in Leicester City, non-statutory guidance 2019 - 2024**

Refer to: **RE Leicestershire agreed syllabus 2021-2026**



	Curriculum	Knowledge	Skills	Vocabulary
F1 – Discovering	Development matters: <ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people. • Develop their sense of responsibility and membership of a community (PSHE) 	<ul style="list-style-type: none"> • Know and understand beliefs matter to people. • Know some stories from different religious and cultural backgrounds. • Know some key features of celebrations, festivals and special times. • To know what is right and wrong 	<ul style="list-style-type: none"> • Develop vocabulary • Ask questions • Observe and explore • Experience • Talk about own experiences 	Belief, God, Religion Christmas Diwali Eid Vaisakhi Celebrate cards, special food, decorate, festival
F2 - Discovering	RE: Leicestershire agreed syllabus 2021-2026: <ul style="list-style-type: none"> • Which places are special and why? • Which stories are special and why? CHRISTIANITY <ul style="list-style-type: none"> • Why is Christmas special for Christians? • Why is Easter special for Christians? 	<ul style="list-style-type: none"> • Know and understand that beliefs matter to people • Know and understand that people believe and live differently • Know some stories from different religious and cultural backgrounds • Recognise some religious symbols, objects and religious vocabulary and use them correctly • Explore features of celebrations, festivals and special times 	<ul style="list-style-type: none"> • Develop religious vocabulary-naming objects, religions • Asking questions • Observe (same and different) • To explore and express own opinions, feelings and experiences including about themselves. • Experience 	Believe, God, Religion, stories, Christmas, Jesus, Mary, Joseph, Bethlehem, Easter, Christian, Christianity, church, Hindu, Hinduism, Diwali, Rama, Sita, Diva, Muslim, Islam,

	<p>Development matters:</p> <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. • See themselves as a valuable individual.(PSHE) • Think about the perspectives of others (PSHE) <p>ELG (People, culture and communities) -</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Explore features of special places • Have an understanding of right and wrong and how to treat others/show respect • Ask questions about things that puzzle them in life and stories. • Identify and notice what is important or concerns them in religious stories, artefacts or people they encounter. • Explore how they feel about themselves and the religious stories, artefacts, people or ideas they encounter <p>Which places are special and why?</p> <ul style="list-style-type: none"> •Talk about somewhere that is special to themselves, saying why. • Show images of special places (Church/Mosque/Synagogue). Look at some images of features and discuss. Ask children to choose the most interesting picture(s) and collect children’s questions about the image(s). • Go for a nature walk, handle and explore natural objects that inspire awe and wonder; talk about how special our world is, and about looking after it. <p>Which stories are special and why?</p> <ul style="list-style-type: none"> • Talk about the Bible being the holy book for Christians that helps them to understand more about God and people. Look at a range of children’s Bibles to see how they are similar/different. • Share a Bible story from a suitable children’s Bible, e.g. Butterworth and Inkpen series; Scripture Union’s The Big Bible Storybook. • Listen and explore different religious stories (e.g. Hinduism – The story of Ganesh, Islam – Muhammed and the boy who threw stones at trees, Judaism/Christianity – David and the shepherd boy.) <p>CHRISTIANITY Why is Christmas special for Christians?</p>	<ul style="list-style-type: none"> • Recognise features of religions eg festivals and celebrations • Match, group, sort • Record ideas eg, using pictures, drawings, photos, collages, creative activities • Talk about things that are special to them. • To reflect on religious stories, express opinions and know what is important. • Exploring the natural world. 	<p>Eid, Ramadan, Mosque, Sikh, Sikhism, Gurdwara, Jew, Jewish, Synagogue</p> <p>Celebrate, Cards, Special food, Decorate, Respect, festival, party</p>
--	---	--	---	--

		<ul style="list-style-type: none"> • Use a story sack to introduce a crib scene, beginning with the three figures, Mary, Joseph and baby Jesus, and including shepherds, wise men, donkey, angels, etc. Read the story of Christmas from a children's Bible and refer back to figures. • Discuss birthdays and make links to Jesus' birthday. • Talk about Christmas gifts. Connect with the story of the wise men who gave gifts to Jesus. Reinforce the most important gift to Christians would be Jesus. <p>Why is Easter special for Christians?</p> <ul style="list-style-type: none"> • Have items related to Palm Sunday (e.g. Bible or storybook of Palm Sunday, donkey mask, white cloth or robe, cut-out palm leaves) • Tell the story of Palm Sunday. • Talk about how the cross reminds Christians that the Bible says Jesus died on a cross, and then was buried in a cave tomb. Use a Story Bible or video clip (e.g. Channel 4's animated Bible stories) to tell the story. • Help children to learn that most Christians believe Jesus did not stay dead, but came to life again. That's why Easter is a happy festival for Christians. It is also why eggs are linked to Easter – symbols of new life. 		
	Curriculum	Knowledge	Skills	Vocabulary
Year 1 - Exploring	Christianity Islam Judaism Sikhism How should we care for others and the world and why does it matter? CHRISTIANITY Who is a Christian and what do they believe? How do Christians worship? Why is the bible important to Christians?	Autumn 1 CHRISTIANITY Who is a Christian and what do they believe? - What do Christians believe God is like? (God) Stories that reflect Gods qualities (e.g. The lost son) How and where do Christians worship? – <ul style="list-style-type: none"> • How going to church helps Christians to worship, e.g. sense of community, praying together, music • How features of a church can aid worship. • Special people – ministers, elders, priests Why is the bible important to Christians?	<ul style="list-style-type: none"> • Develop their religious vocabulary • Ask questions • Recognise and name • Identify and compare • Make observations • Describe features of religions including some beliefs. • Find Similarities/differences • Group, sort, categorise • Label • Discuss and share own beliefs • Record ideas, thoughts and facts in different ways 	God, Prayer, worship, Festival, symbol, Christian , Jesus , Christmas , Nativity , Easter , Church , Cross , Bible , Pulpit , Lectern , Font , hymn , Islam , Muslim , Qur'an , Mosque , Allah , Prophet , Muhammad (pbuh) , Prayer mat , Ramadan , Eid-ul-Fitr , Fasting , Iman , Angels , Judaism , Jews , Torah , Kosher ,

	<p>Why does Christmas matter to Christians? Why does Easter matter to Christians?</p> <p>ISLAM</p> <p>Who is a Muslim and how do they live? How do Muslims worship? Why is the Qur'an important to Muslims? Which special days and festivals are important to Muslims?</p> <p>JUDAISM</p> <p>Who is a Jew and how do they live? How and where do Jews worship? How do they celebrate?</p> <p>SIKHISM</p> <p>Who is a Sikh and what do they believe? Where and how do Sikhs worship?</p> <p>How should we care for others and the world and why does it matter?</p>	<ul style="list-style-type: none"> • The Bible as a sacred text for Christians – its use in corporate and individual worship/reflection. • Types of writing in the Bible, e.g. stories, poems. The Bible as a life guide, e.g. texts about how Christians should live and treat each other. <p>Autumn 2</p> <p>Why does Christmas matter to Christians? (Incarnation)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. <p>Spring 1</p> <p>SIKHISM</p> <p>Who is a Sikh and what do they believe?</p> <ul style="list-style-type: none"> • The three duties of life (pray, work, give) • The five Ks (Kesh, Kara, Kanga, Kaccha, Kirpan) <p>Where and how do Sikhs worship?</p> <ul style="list-style-type: none"> • Daily prayers (Panj Bania) • Going to the Gurdwara – How do Sikhs show respect in the Gurdwara? • Reading the Guru Granth Sahib <p>Spring 2</p> <p>Why does Easter matter to Christians? (Salvation)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible (using child friendly language) • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). <p>ISLAM</p>	<ul style="list-style-type: none"> • Show an awareness and mindfulness of other peoples opinions. 	<p>Shabbat, Chanukah/Hanukkah, Sikhism, Sikh, Guru, Gurdwara, Guru Granth Sahib. 5 K's : kesh, kara, kanga, Kaccha, kirpan Value, opinion, world, matters, nature, different, same</p>
--	--	--	--	--

		<p>Who is a Muslim and how do they live? (God/Tawhid/ibadah/iman)</p> <ul style="list-style-type: none"> • The prophet Muhammed – stories about his life and about other prophets. • Belief in angels. <p>How and where do Muslims worship?</p> <ul style="list-style-type: none"> • Ibadah (worship and belief in action) – use of significant objects, e.g. prayer beads, prayer mats, compass, Qur'an. • Salah – One of the the Five Pillars • Wudu (washing). • Worship in the home and mosque. <p>Why is the Qur'an important to Muslims?</p> <ul style="list-style-type: none"> • The Qur'an as the revealed holy book for Muslims – how it should be treated with respect. • The Qur'an as a life guide, e.g. texts about how Muslims should live, and respect others. • Stories which help Muslims to understand the power of Allah, e.g. the Night of Power. <p>Deeper thinking: What can stories teach us about life?</p> <p><u>Summer 1 (dependant on when Eid falls)</u></p> <p>Which special days and festivals are important to Muslims?</p> <ul style="list-style-type: none"> • Ramadan. • Eid-UI-Fitr – celebration of the successful completion of Ramadan. <p><u>Summer 1</u></p> <p>JUDAISM</p> <p>Who is a Jew and how do they live? (God/Torah/People)</p> <ul style="list-style-type: none"> • Find out what special objects Jewish people might have in their home (e.g. mezuzah, candlesticks, challah bread, challah board, challah cover, wine 		
--	--	--	--	--

		<p>goblet, other kosher food, Star of David on a chain, prayer books, chanukiah, kippah).</p> <ul style="list-style-type: none"> • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>How and where do Jews worship?</p> <ul style="list-style-type: none"> • Look at some stories from the Jewish Bible (Tenakh) which teach about God looking after his people (e.g. the call of Samuel (1 Samuel 3); David and Goliath (1 Samuel 17). • Recognise the Shema as an important daily prayer • Place of worship: the Synagogue. • Religious book: The Torah. <p>How do they celebrate?</p> <ul style="list-style-type: none"> • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. <p><u>Summer 2</u></p> <p>How should we care for others and the world and why does it matter?</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify a story/text that says something about each person being unique and valuable. Give an example of a key belief in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. <p>Understand the impact:</p>		
--	--	--	--	--

		<ul style="list-style-type: none"> • Give an example of how people show that they care for others (e.g. by giving to charity), making links between religions learnt. • Give examples of how Christians and Jews (and other religions learnt) can show care for the natural earth • Say why Christians and Jews (and other religions/non-religious people) might look after the natural world <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world 		
Year 2 - Exploring	<p><u>See Harmony and Diversity, Religious Education in Leicester City, non-statutory guidance 2019 - 2024</u></p> <p>Christianity Islam Sikhism Hinduism</p> <p>What does it mean to belong to a faith community?</p> <p>CHRISTIANITY What do Christians believe God is like? How do Christians worship? Why is the bible important to Christians? How do Christians celebrate the journey of life? Why does Christmas matter to Christians? Why does Easter matter to Christians?</p>	<p>Autumn 1 CHRISTIANITY What do Christians believe God is like?</p> <ul style="list-style-type: none"> • Who do Christians say made the world? (Creation) • What is the 'good news' Christians believe Jesus brings? (Gospel) <p>How and where do Christians worship? –</p> <ul style="list-style-type: none"> • How symbols aid worship, e.g. cross, stained glass windows, statues, candles, water. • Special times, e.g. baptism, confirmation <p>Deeper thinking: What makes some places special?</p> <p>Why is the bible important to Christians?</p> <ul style="list-style-type: none"> • What can stories teach us about life? • How do we show we care for others? <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p>	<ul style="list-style-type: none"> • Develop their religious vocabulary • Ask questions and find some answers (research). • Identify • Make observations • Describe • Explain • Investigate • Compare, similarities and differences • Group, categorise, classify and list • Give reasons for • Record ideas, thoughts and facts in different ways • Show an awareness and mindfulness of other peoples opinions. 	<p>Belief, Ceremonies, Symbol, Belief, Believer, Baptism, confirmation, Communion, Worship, Lord, Parable, creation, Ceremony, Islam, Muslim, Allah, Prophet, Muhammad (pbuh), mosque, Qur'an, Prayer mat, Minaret, Eid, Ramadan, Fasting, 5 pillars: shahada, salah, Zakat, sawm, Hajj, Sikhism, Vaisakhi, Guru Ganth Sahib, Gurdwara, Guru Nanak, Hindu, Diwali, Rama, Sita, Diva, Raksha Bandhan, Holi,</p>

	<p>ISLAM</p> <p>Who is a Muslim and how do they live?</p> <p>How do Muslims worship?</p> <p>Why is the Qur'an important to Muslims?</p> <p>Which special days and festivals are important to Muslims?</p> <p>How do Muslims celebrate the life journey?</p> <p>SIKHISM</p> <p>Why is the Guru Granth Sahib important to Sikhs?</p> <p>Which special days are important to Sikhs?</p> <p>HINDUISM</p> <p>Who is a Hindu and what do they believe?</p> <p>How do Hindus worship?</p> <p>Which sacred texts are important to Hindus and why?</p> <p>Which special days and festivals are important to Hindus?</p> <p>How do Hindus celebrate the life journey?</p> <p>What does it mean to belong to a faith community?</p>	<p>Who is a Christian and what do they believe?</p> <p>Features of a church</p> <p>The Bible as a sacred text for Christians</p> <p>Autumn 2</p> <p>Why does Christmas matter to Christians? (Incarnation)</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <p>The story of Jesus' birth (Christmas story)</p> <p>HINDUISM</p> <p>Who is a Hindu and what do they believe?</p> <ul style="list-style-type: none"> • Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer) – links to ancient stories. • Other deities e.g. Lakshmi - goddess of fortune, Hanuman - god of protection, Ganesh -god of wisdom. • Importance of the Earth – Festival of Holi. • Values: devotion to God, respect for mother and Mother Earth, respect for father and ancestors, respect/care for other people/all living things, importance of honesty and truthfulness. • Importance of family – the community as family. <p>How do Hindus worship?</p>		<p>Mandir, Aum, shrine, puja tray, Bhagavad Gita, Vedas, Krishna</p> <p>Naming ceremonies:</p> <p>Namkaran (Hindu), Naam Karan (Sikh), Aqiqah (Muslim), Baptism (Christian)</p> <p>Faith, community, love, identity, belonging</p>
--	--	--	--	---

		<ul style="list-style-type: none"> • How going to the Mandir helps Hindus to worship – sense of community. • Symbols in the mandir, e.g. murtis of gods and goddesses, arti ceremony and puja tray, Aum symbol, flowers, offerings of food, divas, bells. • Importance of home shrines. <p>Which sacred texts are important to Hindus and why?</p> <ul style="list-style-type: none"> • The Bhagavad Gita as a sacred text for Hindus - focuses on a person's inner struggles for self-control, selfless duty and spiritual progress in an imperfect world. • Vedas, Ramayana. • Stories: Rama's exile and return, childhood of Krishna <p>Which special days and festivals are important to Hindus?</p> <ul style="list-style-type: none"> • Raksha Bandhan (Rakhi ceremony) – celebration of family unity • Diwali, Ramayana, Holi, birthdays of Rama and Krishna. <p><u>Reinforce as/when/if necessary according to needs of the class-</u> Diwali story (Rama & Sita)</p> <p><u>Spring 1</u> Why does Easter matter to Christians? (Salvation) Understand the impact:</p> <ul style="list-style-type: none"> • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p>Make connections:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, 		
--	--	--	--	--

		<p>or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p> <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <p>Incarnation and Salvation are part of a 'big story' of the Bible (using child friendly language)</p> <p>Easter story</p> <p>SIKHISM</p> <p>Why is the Guru Granth Sahib important to Sikhs?</p> <ul style="list-style-type: none"> • The Guru Granth Sahib as the revealed holy book for Sikhs– how it should be treated with respect. • Used by Sikhs as a life guide, includes sotries and teachings (e.g. Guru Nanak and the boulder) <p>Which special days are important to Sikhs?</p> <ul style="list-style-type: none"> • Vaisakhi <p><u>Spring 2</u></p> <p>ISLAM</p> <p>Who is a Muslim and how do they live? [God/ Tawhid/ibadah/iman]</p> <ul style="list-style-type: none"> • Tawid (Oneness of Allah), Creator, provider of all good things, 99 names of Allah, symbolism. • Imam (Faith). • The five pillars of Islam. <p>How do Muslims worship?.</p> <ul style="list-style-type: none"> • Features of a mosque, e.g. dome, minaret, mimbar, prayer mats, qiblah, mihrab and symbolism. <p>Why is the Qur'an important to Muslims?</p> <ul style="list-style-type: none"> • Akhlaq (character, moral conduct). • Guidance about serving others, supporting the poor, e.g. zakat, almsgiving. 		
--	--	---	--	--

		<ul style="list-style-type: none"> • Stories which help Muslims to understand the power of Allah, e.g. the Creation story. <p>Which special days and festivals are important to Muslims?</p> <ul style="list-style-type: none"> • Eid-Al-Adha – Ibrahim’s test of faith. <p><u>Reinforce as/when/if necessary according to needs of the class-</u></p> <p>Muslims believe in the prophet Muhammed. Worship in the home and mosque. The Qur’an as a life guide, e.g. texts about how Muslims should live, and respect others. Ramadan & Eid-UI-Fitr.</p> <p><u>Summer 1</u></p> <p>CHRISTIANITY</p> <p>How do Christians celebrate the journey of life?</p> <ul style="list-style-type: none"> • What do Christians do to celebrate birth? <p>Significance of actions and symbols, the idea of belonging.</p> <ul style="list-style-type: none"> • How the church brings people together, e.g. at important festivals <p>Deeper thinking: Where do I belong? What do I believe?</p> <p>HINDUISM</p> <p>How do Hindus celebrate the life journey?</p> <ul style="list-style-type: none"> • Naming ceremony (Namkarna). <p>ISLAM</p> <p>How do Muslims celebrate the life journey?</p> <ul style="list-style-type: none"> • Birth of a baby as a blessing (barakah) – aqiqah ceremony, why belonging is special. • Adhaan - call to prayer into baby’s ear. • Shaving of head, weighing of hair. 		
--	--	---	--	--

Summer 2

What does it mean to belong to a faith community?

Make sense of beliefs:

- Recognise that loving others is important in lots of communities.
- Say simply what Jesus and one other religious leader taught about loving other people (stories/quotes/examples).

Understand the impact:

- Give an account of what happens at a traditional Christian/Jewish/Muslim welcome ceremony, and suggest what the actions and symbols mean.
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)

Make connections:

- Give examples of ways in which people express their identity and belonging within faith communities and other communities responding sensitively to differences
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.