

Religious Education

Curriculum Principles

By the end of Year 6, a student of RE at Dixons Manningham Primary will:

- Know the beliefs and values of the world faiths, including non-faith beliefs and their influence upon individuals, communities, and cultures.
- Understand how to think critically and responsibly on their own and others' spiritual, philosophical, and ethical viewpoints whilst maintaining respect for commonality and diversity in the world around them.
- Develop a moral viewpoint on the world around them which is non-judgemental of others and allows them to become responsible citizens both within their local community and the wider world.
- Develop a vocabulary which allows them to articulate and debate their personal viewpoints, whilst maintaining respect and open mindedness of others' beliefs and views.

To maximise participation and enjoyment within RE, units of work will be carefully planned to allow progression across the year groups. Units have been intelligently sequenced to help students embed transferable skills ready for secondary school, develop their cultural capital and responsibly access the wider community and world around them.

The Religious curriculum has a broader non-statutory curriculum to create well-rounded curriculum content in line with statutory curriculum requirements.

The DMN RE curriculum is drawn from the Agreed Bradford RE Syllabus Believing and Belonging

The sequence of knowledge is underpinned by the following strategic anchors:

- values and personal responsibility
- self determination
- debate
- deconstructing stereotypes
- healthy living

The curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- students will develop a knowledge about different religions, cultures, beliefs and ways of life which are different to their own and develop and understanding an acceptance of these
- students will develop their cultural capital and knowledge and understanding of the world around them so that they learn to become responsible citizens within their community
- students develop a strong self-belief of who they are, what they stand for and how they can develop further
- students learn to be able to hold a viewpoint and articulate this in the best way possible to others, using a range of knowledge-based language and vocabulary
- students accept that others' viewpoints and beliefs may be different to theirs and this is what makes the world around them interesting and diverse, rather than confusing or unknown
- students learn how to keep themselves healthy, both physically and mentally to extend their life-long wellbeing
- students feel ready and confident to enter the world around them, knowing how to keep themselves safe



Religious Education Curriculum
Curriculum overview

	Knowledge, skills and understanding to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Early Years	<p>Me in my World</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>ELG: Talk about the lives of the people around them and their roles in society.</p> <p>Compare and contrast from stories, including figures from the past.</p> <p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>How do people celebrate special times (Spring)</p> <p>How do people celebrate Chinese New Year?</p> <p>What happens at Holi?</p> <p>How and why is Eid ul-Fitr celebrated?</p> <p>What happens at the Sikh festival of Vaisakhi?</p> <p>What happens before and during Lent?</p> <p>Why is Easter important to Christians?</p> <p>What is the Jewish festival of Pesach?</p> <p>How and why is Eid al-Adha celebrated?</p>	<p>Which places are special to members of our community?</p> <p>What makes a place special?</p> <p>Where are special places for me at home, school or in my community?</p> <p>Which places are special for Christians? Why?</p> <p>Which places are special for Muslims? Why?</p> <p>Which places are special for Hindus? Why?</p> <p>Which places are special for Sikhs? Why?</p> <p>How are special places the same or different?</p>
YEAR 1	<p>Nativity</p> <p>How can we make good choices?</p> <p>The Ten Commandments are ten basic rules for Jews, Christians, and Muslims.</p> <p>Most Muslims follow the Five pillars of Islam. The first pillar is Shahadah – a statement of faith. Zakat means giving to charity. Sikhs worship at the Gurdwara. The free food kitchen in the Gurdwara is called a langar hall. Buddhists and Hindus follow the principle of 'karma' – actions today will affect tomorrow. Stories with morals help us to think about the consequences of our actions.</p>	<p>Why are festivals important?</p> <p>Celebrations help to mark and remember special times. Christians celebrate Harvest Festival by showing gratitude and giving to others.</p> <p>At the festival of Sukkot, Jewish people build shelters and remember the story of Moses in the desert. Muslims celebrate Eid at the end of the month of fasting during Ramadan.</p> <p>Hindus and Sikhs celebrate Diwali with diva lights and fireworks. Hindus remember the story of Rama and Sita. Sikhs remember the story of Guru Hargobind.</p> <p>Religious and non-religious celebrations may include candles, gifts and special food.</p>	<p>What does it mean to belong to a community of belief?</p> <p>Planning details to follow</p>
YEAR 2	<p>Why are festivals important?</p> <p>Why is Harvest Festival important to Christians?</p> <p>What happens at Sukkot and why is this important to Jews?</p> <p>What happens during the holy month of Ramadan and the celebration of Eid al-Fitr?</p> <p>How do Hindus prepare to celebrate Diwali?</p> <p>How do Sikhs celebrate Bandi Chhor Divas at Diwali?</p>	<p>Which books and stories are important?</p> <p>Recognise special books and notice how they are treated.</p> <p>Explain how the Bible is a special book for Christians; the Qur'an is a special book for Muslims; the Torah is a special book for Jewish people and the Guru Granth Sahib is a special book for Sikhs.</p>	<p>How are symbols used to welcome new life?</p> <p>Planning details to follow</p>



		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
		How do people and communities choose to celebrate?	Suggest meanings for stories with a moral / message from each special book. Talk about how people might follow moral examples from stories to live a good life.	
YEAR 3		How do ancient stories influence modern celebrations? How does the story of Guru Hargobind and the prisoners remind Sikhs to help others? Why is light important to Hindus during Diwali? Why has light been used in festivals of ancient civilizations? Why are the solstices important to Pagans and others? Why does the light of Hanukkah help Jews focus on their belief in G_d? Where do current advent traditions come from?	How do the five pillars help Muslims to lead a good life? The Five Pillars of Islam are central to Muslim life. The first Pillar of Islam is Shahadah, which is the Muslim statement of faith. The second Pillar of Islam is Salah, which is the obligatory prayer performed by Muslims. The third Pillar of Islam is Zakah, which is the obligatory donation to charity, given once a year. The fourth Pillar of Islam is Sawm, which instructs Muslims to fast during the month of Ramadan. The fifth Pillar of Islam is known as Hajj, which is the pilgrimage to Makkah, required by all Muslims	What faiths and beliefs can be found in our country and community? Planning details to follow
Year 4		How do Jews use stories to remember G d's Covenant? What it is like to be Jewish and Jewish beliefs about God. Abraham is the founding father of the Jewish people. God made special promises to His people. Moses is a key leader in the Jewish tradition. The Torah is the Jewish sacred text. Jewish people celebrate the festival of Pesach and the weekly Shabbat, illustrating how Jewish people try to live.	Why do the lives of the Gurus inspire Sikh believers? In 'Sikhi', spiritual teachers are known as gurus. The first Sikh Guru and founder of Sikhi was Guru Nanak. After a three-day disappearance, Guru Nanak returned and began to preach the Sikh faith. Sikhs believe there is only one God and that God is everywhere. Ten human Gurus established sikhi. The Guru Granth Sahib is the sacred text of the Sikh religion and is known as the 'living Guru'.	What values do people live by? Planning details to follow
Year 5		How and why are Jewish Festivals celebrated? Rosh Hashanah is a celebration of the start of the Jewish New Year and is a time to reflect. Yom Kippur is known as the 'Day of Atonement' and is a time to ask God's forgiveness for any sins. Sukkot commemorates God's protection during the period after the Exodus. Shavuot commemorates the revelation of the Torah.	What do Hindu people believe about God? Brahman is God in Hindu Dharma There are many aspects to God shows through many forms. The main 3 forms of Brahman are shown in the Trimurti. Hindus believe in reincarnation and aim to reach Moksha. Hindus generate good karma by following dharma, caring for others and by showing devotion through worship (puja)	Why do some people go on pilgrimage? Planning details to follow



Knowledge, skills and understanding to be gained at each stage*			
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	<p>Purim commemorates the time when Jewish people were saved from death and the bravery of Esther.</p> <p>Celebrating festivals helps create a sense of a global Jewish community for Jewish people.</p>		
Year 6	<p>How do Sikhs symbolise Commitment?</p> <p>What values are important?</p> <p>How do Sikhs show commitment to their faith through religious practice?</p> <p>What symbols are important to Sikhs?</p> <p>How do Sikhs show commitment to their faith through rites of passage?</p> <p>How do Sikhs put their faith into action?</p>	<p>What do Christians believe about the old and new covenants?</p> <p>Define the word 'covenant' and give an example.</p> <p>Summarise narratives about Moses, the Ten Commandments, the Kingdom (including David) and Jesus, making connections between stories and the idea of a covenant between God and the people.</p> <p>Compare and contrast aspects of Christianity, Judaism, and Islam, especially in relation to Abraham and Jesus.</p>	<p>How do different people express their spirituality?</p> <p>Planning details to follow</p>

*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

