



Beaufort Primary School RE Curriculum (abridged)



Support Materials and full syllabus:


<https://www.cofeguildford.org.uk/education/standing-advisory-council-on-religious-education/surrey-agreed-syllabus-for-religious-education>

Useful Websites

<https://www.reonline.org.uk/> - focuses on all religions and gives planning, activities and background knowledge to the religion you are teaching.

<https://www.bbc.co.uk/bitesize/subjects/z7hs34j> - ks2

<https://www.truetube.co.uk/ethics-and-religion> - gives film clips and planning ideas

Year group	THEMES/TOPICS	EXPERIENCES 	KNOWLEDGE AND SKILLS				
			Outdoors	Impact on values	Festivals linked to the religion	Thinking about beliefs	Asking questions
N1	Understanding the World	Point out the similarities between different families, as well as discussing differences - circle time and stories used to show differences, for example: <i>And Tango makes three; Dogs can't dance; The Family Book by Todd Parr.</i> Books and play materials that reflect the diversity of life in modern Britain, including race and religion		WALT make connections between the features of their family and other families. WALT notice differences between people	Christmas Eid Diwali Easter		
N2	Understanding the World	Celebrate and value cultural, religious and community events and experiences.		WALT continue developing positive attitudes about the differences between people.			

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R	<p>Understanding the World</p> <p>Let's Celebrate</p>	<p>Visit a local church.</p> <p>Create questions to ask when visiting the church.</p> <p>Role play area - different special places.</p> <p>Stable & manger outside for children to role play.</p> <p>Invite parents in to talk about how they celebrate certain festivals.</p> <p>Experience a Diwali day.</p>		<p>WALT understand that some places are special to members of their community.</p>	<p>Christmas Diwali (Possibly Eid depending on children in the class)</p>	<p>WALT Know some similarities and differences between different religious and cultural communities in this country.</p> <p>WALT draw on own experiences and what has been read in class.</p>	
1	<p><u>Why should we look after our world?</u></p> <p><u>Why is Christmas important to Christians?</u></p>	<p>Work on the garden and outside area - especially on environmental issues for example, littering. Project on being a good neighbour - this could involve looking after their street and people in it; doing a good deed for someone you know.</p> <p>Creation art A creation wheel that tells the story. Creation stories - C is for Creation Stories A to Z of Religion and Beliefs BBC Teach - YouTube</p> <p>Make a nativity scene using playdough/clay/small world resources. Children to explain who the main people in the story are.</p>	<p>WALT explain why and how they should demonstrate care for their environment.</p>	<p>WALT retell the creation story. WALT explain why they think Christians, Jews and Muslims and people of no religious view believe they should care for the world we live in.</p> <p>WALT sequence the main events of the story using religious vocabulary such as manger, shepherds, wise men, angel Gabriel, Bethlehem.</p>	<p>Harvest Festival</p>	<p>WALT respond to the world with a sense of wonder and appreciation.</p> <p>WALT distinguish that Christmas is important for Christians because it tells of the birth of Jesus.</p>	<p>WALT pose questions about creation and reflect that some questions about creation are difficult to answer.</p>

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	<u>Who is Allah, and how do Muslims worship him?</u>	<p>Practise the different prayer positions.</p> <p>Art - create prayer mats.</p> <p>Draw their family and decorate around them with all the names they call them.</p>		<p>WALT describe why Muslims wash before praying.</p> <p>WALT describe their own experiences e.g. different names they call special people / what or who they respect</p>		<p>WALT describe what some of Allah's names might mean and why they might be 'beautiful' to a Muslim.</p> <p>WALT explain how the different prayer positions might help a Muslim to pray.</p>	
2	<p><u>Who is Jesus?</u></p> <p><u>What does the Christmas story tell Christians about Jesus?</u></p>	<p>Get a vicar or someone from the local church to tell the children a story (Open the Book team).</p> <p>Create a class book about the stories of Jesus (boy Jesus in the temple, Jesus being baptised, Jesus healing a blind man, Jesus calming the great storm, the Sermon on the Mount).</p> <p>Become detectives to find out the hidden clues in the Christmas story.</p>		<p>WALT talk about their choice of friends.</p> <p>WALT talk about ways of helping others.</p> <p>WALT talk about experiences from Jesus' life that they can identify with e.g. choosing friends, being lost / losing someone.</p> <p>WALT demonstrate respect & sensitivity for the feelings / thoughts / beliefs of others in the way that they talk</p>	<p>WALT discuss the festivals that celebrate Jesus' life.</p> <p>WALT recognise that Christmas is the celebration of Jesus' birth.</p> <p>WALT understand that Christians believe there are clues in the story that show who Jesus is.</p>	<p>WALT retell events from Jesus' life.</p> <p>WALT identify which events show Jesus is like God.</p> <p>WALT compare their ideas or beliefs about Jesus e.g. miracles.</p> <p>WALT talk about what a clue means in relation to the story (and perhaps also Christmas traditions).</p>	<p>WALT recognise that Jesus' miracles raise puzzling questions.</p> <p>WALT ask questions about Jesus' life.</p> <p>WALT raise questions about the puzzling aspects of the clues in the Christmas story.</p>

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	<p>Why is Easter important to Christians?</p>	<p>Visit a mosque.</p> <p>Create a project on Islam, comparing their family values to a Muslim one.</p> <p>Listen to the story of Mohammad (pbuh) and how he wrote the Qur'an</p>	<p>Design and create an Easter garden to show the different parts of the story.</p>	<p>WALT suggest why Muhammad (pbuh) is important to Muslims and how they show respect.</p> <p>WALT demonstrate how the Qur'an should be treated and suggest why this might be.</p> <p>WALT identify how peace and respect are important to Muslims.</p>	<p>WALT suggest what different artefacts and symbols mean e.g. the cross and parts of an Easter garden.</p>	<p>WALT compare what we think about Easter with what a Christian might say.</p> <p>WALT explain Christian belief linked with the different symbols, referring to the Easter story</p> <p>WALT retell stories about Muhammad (pbuh) and suggest what people might learn from them or what made Muhammad (pbuh) a good leader.</p> <p>WALT consider why Muslims might learn parts of the Qur'an by heart.</p>	
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3	<p>How can a synagogue help us to understand the Jewish faith?</p> <p>How did the church begin?</p> <p>Why are presents given at Christmas - and what might Jesus think about it all?</p>	<p>Trip to a synagogue</p> <p>Make Challah bread</p> <p>Create art showing the symbols of Pentecost.</p> <p>Read the story of Pentecost.</p> <p>Visit local church for a Christmas investigation.</p> <p>Class to create a class box of gifts to send - eg Operation Christmas Child.</p>		<p>WALT describe how attending synagogue makes a difference to Jews, relating this to their own experiences.</p> <p>WALT give reasons for why the apostles acted as they did.</p> <p>WALT identify what influenced them, and why.</p> <p>WALT be able to comment on what's important to people at</p>	<p>WALT decide which parts of the celebration of Christmas</p>	<p>WALT make links between Jewish beliefs and parts of the synagogue / Jewish artefacts.</p> <p>WALT identify the impact of words from the shema or Torah on Jewish people's lives.</p> <p>WALT retell the story of Pentecost and describe its importance for Christians.</p> <p>WALT make links between the apostles' experience of receiving the Holy Spirit and the spread of the Church.</p> <p>WALT describe and suggest meanings for the symbols of Pentecost, making links with the biblical account.</p>	<p>WALT ask, and give thoughtful responses to, questions about Pentecost.</p>
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	<p>Easter: what happened - and what matters most to Christians?</p>	<p>Visit local church for an Easter investigation.</p>		<p>Christmas time and why.</p> <p>WALT make links between what they suggest Jesus might think about Christmas and the commercialisation of Christmas.</p> <p>WALT identify the difference that their gift might make for the person receiving it.</p> <p>WALT say what made them choose their gift, linking it with the learning in this unit.</p> <p>WALT describe what matters most at Easter, making reference to answers that a Christian might give, and their own thinking.</p>	<p>maintain the true meaning of Christmas for a Christian and why.</p> <p>WALT order the key events and talk about their importance for Christians.</p>	<p>WALT make links between clues within the story and what Christians believe about Jesus.</p> <p>WALT describe the symbols connected with the Easter story and link them to Christian beliefs about Jesus / Easter.</p> <p>WALT make links between Jewish Passover and the Lord's Supper / communion.</p>	<p>WALT respond in our own way to some of the events or puzzling questions raised (e.g. about sacrifice) and compare our ideas with the ideas of others.</p>
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	<u>How do people celebrate new life?</u>	<p>Compare a religious baby ceremony and a humanist one.</p> <p>Work in groups to plan a ceremony.</p> <p>Visit church to see a baptistery.</p>		<p>WALT consider what we would promise or say to a new baby. WALT respond to what to do to show they are committed to something.</p> <p>WALT describe why it is important for many people to celebrate the birth of a baby.</p>		<p>WALT identify similarities and differences in the ways people welcome babies.</p> <p>WALT give meanings for some symbols and language used in these ceremonies, using technical vocabulary.</p>	<p>WALT ask and respond to questions about belonging.</p>
4	<u>What does it mean to be a Muslim?</u>	Revisit story of Muhammad		<p>WALT discuss the importance of respect for others or special words from their own and a Muslim point of view.</p> <p>WALT describe how following the teaching of the Qur'an affects daily life for Muslims.</p>		<p>WALT describe key moments from the life of the prophet Muhammad and explain their significance in Muslim belief.</p> <p>WALT describe how teachings or words from the Qur'an or stories from the life of Muhammad might inspire Muslims.</p> <p>WALT make connections with what inspires them.</p>	

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	<p>Sikhism- what do Sikhs value?</p>	<p>Children to cook a meal for others as in a langar (community kitchen) and then reflect on the experience.</p> <p>Visit a Gurdwara or have a speaker/visitor to come in.</p>		<p>WALT comment on Sikh beliefs e.g. about equality, and make links with their own ideas.</p>		<p>WALT identify the impact of key teachings of Guru Nanak Ji or the Guru Granth Sahib on Sikh life</p> <p>WALT make links between Sikh symbols / artefacts / practices and Sikh beliefs or ways of life</p> <p>WALT describe how Sikhs demonstrate that the Guru Granth Sahib Ji is important.</p>	
	<p>How can artists help us to understand Christmas?</p>	<p>Paintings to use- http://the-creative-business.com/24-famous-paintings-nativity/</p> 		<p>WALT use symbolism to express things which are difficult to convey in words.</p> <p>WALT compare their ideas / symbolism with the ideas / symbolism of others, giving reasons.</p>	<p>Focus on the Nativity Scene.</p>	<p>WALT describe and suggest meanings for the symbolism used within the art.</p> <p>WALT investigate and connect the meanings with Christian belief about Jesus being God 'incarnate'.</p>	

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	<p>How does Lent help Christians prepare for Easter?</p>	<p>Create own art based on what they have learnt.</p> <p>Hold an art exhibition to display the art they have created.</p> <p>Story of Jesus in the desert.</p>		<p>WALT create ideas that are connected with the concepts of preparation / confession / reflection.</p> <p>WALT sensitively compare their own thoughts about Lent with others'.</p>	<p>WALT make links between the story of Jesus in the desert and Lent.</p> <p>WALT identify some things that might most affect a Christian's life during Lent.</p>		
5	<p>Why is light an important sign at Christmas?</p> <p>What helps Hindus to Worship?</p>	<p>Make a Christingle and describe what it represents.</p> <p>Read the story in the dark.</p> <p>Circle time about their feelings towards light and darkness.</p> <p>Neasden Temple visit</p> <p>Cross curricular DT- create Hindu food eg Pongal rice.</p> <p>Meditation</p> <p>Story of Rama and Sita, Hindu creation story and others.</p>		<p>WALT draw meanings about good and evil from a Hindu story.</p>	<p>WALT describe how light is used (e.g. in a Christingle) and what it represents, linking it with Christian beliefs about the person of Jesus Christ.</p> <p>Look at different festivals celebrated - Diwali, Holi</p>	<p>WALT describe what Christians mean when they say that Jesus is the 'Light of the World'</p> <p>WALT make comparisons between their own experiences of places of worship with the Hindu Mandir.</p> <p>WALT reflect on good and evil as illustrated in Hindu stories and make links with</p>	<p>WALT ask questions about the meaning of light and darkness in the context of the Christmas narrative and compare their ideas with the ideas of others.</p>

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	<p><u>How do Christians know what happened at Easter?</u></p>	<p>Easter story comparison.</p> <p>Poster telling part of the story of Holy Week.</p> <p>Role play, hot seating, Conscience Alley</p>			<p>WALT compare the similarities within the Gospel accounts of Easter, suggesting reasons for this.</p>	<p>stories they know.</p> <p>WALT recognise links between objects, symbols and practices in Hindu worship and the beliefs that underlie them.</p> <p>WALT relate the key events within the Easter narrative to Christian belief about Jesus.</p>	<p>WALT suggest answers to questions about puzzling aspects of the death and resurrection of Jesus, making reference to the Gospel accounts</p>
	<p><u>How can churches help us to understand Christian belief?</u></p>	<p>Compare different churches and denominations</p>				<p>WALT describe why people choose to express their beliefs in different ways giving examples.</p> <p>WALT gather, select and organise ideas about communion or baptism across two denominations</p>	

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						WALT recognise the connections between beliefs and practices for different denominations.	
6	<p>How do the pillars of Islam help Muslims live a good life?</p> <p>Christmas: What do the Gospels say about the birth of Jesus- and why is it 'good news'?</p>	<p>Islamic art</p> <p>Link the Pillars to the children's own values.</p> <p>Pupils to raise money for a charity- Zakah.</p> <p>Create a newspaper article.</p> <p>Children to create a presentation about the Gospel account given to them to read. Compare the differences once groups have given their presentation.</p>		<p>WALT suggest what might happen as a result of zakah (or other pillar) and consider what might motivate Muslims to give (fast, pray etc.)</p> <p>Link to School value - charity.</p>	<p>WALT compare the events in the two Gospel accounts, suggesting reasons for the differences.</p> <p>WALT explain what the 'good news' in each Gospel is, using evidence from the text.</p>	<p>WALT describe and connect some key Muslim beliefs about Allah, worship practices and the pillars.</p> <p>WALT describe the impact of celebrating and fasting in the life of Muslims.</p> <p>WALT explain how pilgrimage differs from other journeys.</p>	<p>WALT suggest answers to questions about aspects of the birth of Jesus, making reference to both accounts.</p>

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	<p>What is the Buddhist way of life?</p>	<p>Story of how Prince Siddhartha became Buddha.</p> <p>The children could draw an imaginary path leading to Nirvana with drawings alongside it of things that would help them feel at peace.</p> <p>Use a P4C (Philosophy for Children) approach. Give small groups of children eight cards on which are written each of the eight 'pathways' (right understanding/thought/speech/etc). Groups place them in order of importance using a structure of their own choice, such as a pyramid or a single or double ladder.</p> <p>Act out one of the 8 fold paths.</p>		<p>WALT apply ideas and reflections about issues raised e.g. suffering, enlightenment, meditation to their own, and Buddhists' lives.</p>		<p>WALT gather, select & organise ideas about Buddhism.</p> <p>WALT consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life.</p> <p>WALT connect the key beliefs and teachings of Buddhism with features of the religion e.g. artefacts, symbols, rituals.</p> <p>WALT consider whether worship and meditation are different things and why this might be.</p>	<p>WALT suggest answers to questions about creation, using relevant sources & evidence.</p>
	<p>How did it all begin?</p>	<p>Class debates; role play scenarios; Conscience Alley.</p> <p>Create art to express their own thoughts and beliefs about creation.</p> <p>Make a model to depict a creation story (not the Muslim belief because Allah cannot be depicted).</p> <p>Write and record a news report for each of the creation beliefs.</p> <p>Debate how we know what happened at the beginning of the world.</p>				<p>WALT evaluate a range of sources and discuss whether or not we can be sure of how the world began, showing sensitivity for the views of others</p> <p>WALT: describe similarities and differences in</p>	

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		https://www.youtube.com/watch?v=ARyWE8e50yM C is for creation stories link				beliefs about creation. WALT: describe the impact of beliefs about creation on people's lives.	
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