

WELLESBOURNE PRIMARY AND NURSERY SCHOOL

Living to Learn, Learning to Live

RESPECT	EFFORT	ATTEND	COOPERATE	HONEST
As emotionally intelligent young people we will listen to and value other opinions. We will create a safe and supportive environment where we will feel confident to investigate without fear of being wrong. To consider social and moral dilemmas, reflect on experience, explore reasoned views and moral and ethical issues.	We will learn to take risks in our learning and challenge ourselves and each other. We will be able to explain clearly our investigations and discoveries. We will develop our thinking skills and resilience so that we become motivated and independent learners.	We will learn the importance of concentration, listening and participating during all of our lessons. We value being on time and getting the most from all of our time at school. We will develop an understanding that by being in school and joining in we will get more from our school and support our friends and fellow learners.	As co-operators we will work together and support each other in developing and listening to our ideas. In doing so we will challenge and explore new learning. We will work together being kind, helpful and gentle to all our school community and valuing its diversity.	We will learn that being honest means being true to ourselves. That by being honest with ourselves we learn more and support our friends more. We will learn the importance of honest self evaluation to help us improve and become independent learners. We will learn that honest support of our friends will help them to be better learners.

RELIGIOUS EDUCATION CURRICULUM

	AUTUMN	SPRING	SUMMER
YEAR 1	Friendship (Autumn 1) Gifts (Autumn 2)	Religions & Rituals (Spring 1) Easter (Spring 2)	Caring for Others (Summer 1) Places of Worship (Summer 2)
YEAR 2	Nature and God (Autumn 1) Gifts and giving (Autumn 2)	Rules and Routines (Spring 1) Beginnings and endings (Spring 2)	Places of Worship (Summer 1) Ceremonies (Summer 2)
YEAR 3	Sikhism Rites of Passage (Autumn 1) Light & Advent (Autumn 2)	Christian Symbols (Spring 1) The Cross (Spring 2)	Inspirational Figures
YEAR 4	Sacred Texts (Autumn 1) Christianity (Autumn 2)	Buddhism (Spring 1) Easter (Spring 2)	Pilgrimages
YEAR 5	Authority Figures (Autumn 1) Stories from the Bible (Autumn 2)	Sign and Symbols (Spring 1) Festivals and celebrations (Spring 2)	Inspirational Figures (Summer 1) Rights & Responsibilities (Summer 2)
YEAR 6	Sikhism	Free Will and Determination: The Crucifixion	Justice and Freedom

YEAR 1

During R.E. we will develop our knowledge and understanding of

AUTUMN	SPRING	SUMMER
Friendships Gifts	Religions & Rituals Easter	Caring for Others Places of Worship
<ul style="list-style-type: none"> I can say who my friends are and describe what I do with my friends. I can explain how to be a good friend. I can explain how a disagreement can be resolved. I can explain which qualities make a good friend. I can think about the consequences of different actions. I can explain who Jesus' disciples were. I can explain what Christmas is. I can explain how Christians celebrate Christmas. I can explain why gifts are given at Christmas. I can explain what happens at Eid al-Fitr and why. I can explain how Muslims celebrate Eid al-Fitr I can explain what Zakat is <p><i>This topic links with English.</i></p>	<ul style="list-style-type: none"> To understand what a ritual is. To discuss what Salat is and why it is important to Muslims. To explore the ritual of puja. To explore what happens during Holy Communion To compare rituals from different religions. To discuss and apply some features of religious rituals. I can explain why Palm Sunday is important to Christians I can explain what happened on Maundy Thursday. I can explain why the cross is an important symbol for Christians. I can explain what a surprise is. I can explain how the disciples felt on Easter Sunday. I can explain how Christians celebrate Easter. <p><i>This topic links with English.</i></p>	<ul style="list-style-type: none"> I can explain how people can look after each other. I can explain what the festival of Raksha Bandhan represents. I can explain the message in the story The Good Samaritan. I can explain what a langar meal is. I can explain the message in the story Be My Guest I can understand different points of view. To know what a place of worship is. To discuss key parts of a Jewish synagogue. To discuss key parts of a Hindu mandir To discuss key parts of a Christian church. To discuss why places of worship are important in religions. To use and apply the key parts of a place of worship to a new design. <p><i>This topic links with English.</i></p>

YEAR 2

During R.E. we will develop our knowledge and understanding of

AUTUMN	SPRING	SUMMER
Nature and God Gifts and giving	Rules and Routines Beginnings and endings	Places of worship Ceremonies
<ul style="list-style-type: none"> I can recall the Christian Creation Story. I can explain why the Creation Story is important to Christians. I can explain why harvest is important to Christians. I can explain why Sukkot is important to Jews. I can explain the message in the story 'Prince Siddhartha and the Swan'. I can explain the message in the story 'The Boy Who Threw Stones at Trees'. To discuss how and why beginnings and endings can be marked in different ways. To explore how Sikhs celebrate New Year. To discuss how names are used and given in Sikhism. To discuss how Christians mark the beginning of their journey of faith. To explore the links between new life and the Christian story of Easter. To apply what I have learnt about religious beliefs to my own beginning or ending ceremony. <p><i>This topic links with English.</i></p>	<ul style="list-style-type: none"> I can explain why it is important to have rules. I can recall some of our school routines. I can order the Ten Commandments. I can explain why Shabbat is important to Jews. I can describe the Five Pillars of Islam. I can explain what the Five Ks are. I can make decisions based on humanist values To discuss how and why beginnings and endings can be marked in different ways. To explore how Sikhs celebrate New Year. To discuss how names are used and given in Sikhism To discuss how Christians mark the beginning of their journey of faith. To explore the links between new life and the Christian story of Easter. To apply what I have learnt about religious beliefs to my own beginning or ending ceremony. <p><i>This topic links with English.</i></p>	<ul style="list-style-type: none"> To consider what makes a place special to people. To explore what it is like to visit a mosque. To explore what it is like to visit a gurdwara. To discuss the shape of Buddhist temples. To compare different places of worship. To apply what I know about places of worship to my own design. To describe what a ceremony is. To explore what happens at an Aqiqah. To explore what happens at a Bar Mitzvah and Bat Mitzvah ceremony. To explain what happens at a Dastar Bandi. To explain what happens at a Hindu wedding. To use what I have learnt to help me plan a ceremony. <p><i>This topic links with English.</i></p>

YEAR 3

During R.E. we will develop our knowledge and understanding of

AUTUMN	SPRING	SUMMER
Sikh Rites of Passage Light and Advent	Christian Symbols The Cross	Inspirational Figures
<ul style="list-style-type: none"> • To find out who Sikhs are and what they believe • To find out about the naming ceremonies of Sikh children. • To find out about the Sikh baptismal ceremony of Amrit. • To find out about Sikh marriage ceremonies. • To find out about Sikh funerals and beliefs on life after death. • To explore the use of light. • To understand that Christians believe Jesus is the light of the world. • To find out about Advent. • To understand why Christians celebrate Christingle. • To explore the theme light of the world. <p><i>These topics link with English.</i></p>	<ul style="list-style-type: none"> • To understand what symbols are and that different faiths have different symbols • To understand the symbols and places of worship associated with major religions. • To match symbols associated with certain religions. • To research the meaning of Christian symbols. • To investigate symbols in religious stories. • Activity based on the symbol 'Happy Human' and its link to humanist beliefs and values • To explore what Christians believe. • To know that there are different types of cross. • To be able to design a cross. • To explore a church and understand why the cross is important to Christians. • To create an Easter celebration. <p><i>These topics link with English.</i></p>	<ul style="list-style-type: none"> • To explore people who are special to us. • To think about how we behave has an effect on other people. • To understand what inspirational means. • To explore why Jesus is considered inspirational to Christians. • To explore inspirational figures from a range of cultures. • To think about how inspirational figures inspire us. <p><i>These topics link with English.</i></p>

YEAR 4

During R.E. we will develop our knowledge and understanding of

AUTUMN	SPRING	SUMMER
Sacred Texts Christianity <ul style="list-style-type: none"> To discuss what makes an item sacred To identify and compare different books of the Bible and their authors. To explore different text types in the Bible. To understand how stories are used in the Bible to teach lessons. To explain how Christians use the Bible and why it is important to them. To compare a personal sacred item with the Christian sacred text of the Bible. I can describe who Jesus was and his importance to Christians. I can give an example to show my understanding of the trinity. I can name Christian special places from a picture. I can explain what happened when Jesus was in the desert and how this is marked by Christians today. I can explain what the Bible is and the two key sections. I can list the key symbols of Christianity. <p><i>These topics link with English.</i></p>	Buddhism Easter <ul style="list-style-type: none"> I can explain who and where Buddhism was founded. I can explain the main beliefs held by Buddhists. I can explain which places are special for Buddhists I can explain what happens at the major Buddhist festival. I can explain what the Buddhist holy book is and what is in it I can name and explain the meaning of Buddhist symbols. why Jesus prayed to God his Father what we can learn from the prayers spoken by Jesus on the cross <p><i>These topics link with English.</i></p>	Pilgrimages <ul style="list-style-type: none"> I can explain the role of pilgrimage in Buddhism. I can explain the role of pilgrimage in Christianity. I can explain the role of pilgrimage in Hinduism. I can explain the role of pilgrimage in Islam. I can explain the role of pilgrimage in Judaism. I can describe a special journey I have undertaken. <p><i>These topics link with English.</i></p>

YEAR 5

During R.E. we will develop our knowledge and understanding of

AUTUMN	SPRING	SUMMER
Authority Figures Stories from the Bible	Sign and Symbols Festivals and celebrations	Inspirational Figures Rights & Responsibilities
Authority Figures <ul style="list-style-type: none"> • what makes a good leader • what is the importance of Abraham's family tree • how Muhammad (PBUH) become an authority figure • what do people believe Sacred texts <ul style="list-style-type: none"> • why holy books are important • how they are used Creeds, Statements of belief... <ul style="list-style-type: none"> • what a creed is • why people of faith have a creed Stories from the Bible Christmas <ul style="list-style-type: none"> • what do we mean by 'traditional Christmas' <i>These topics link with English.</i>	Places of Worship <ul style="list-style-type: none"> • how what people believe affects their worship Signs and symbols <ul style="list-style-type: none"> • what we understand by 'place of worship' • how is symbolism is used in places of worship • why a place of worship so important to faith followers Festivals and celebrations <ul style="list-style-type: none"> • why festivals are so important • what can we learn from the food eaten at Last Supper • how what people believe affects their worship <i>These topics link with English.</i>	Inspirational Figures <ul style="list-style-type: none"> • what makes someone inspirational • what we can learn from Anne Frank • how what people believe affects their behaviour Rights and Responsibilities <ul style="list-style-type: none"> • how what people believe affects their behaviour <i>These topics link with English.</i>

YEAR 6

During R.E. we will develop our knowledge and understanding of

AUTUMN	SPRING	SUMMER
Sikhism	Free Will and Determination: The Crucifixion	Justice and Freedom
<ul style="list-style-type: none"> To consider some important beliefs for Sikhs who follow a religion called Sikhism To recognise the qualities of a leader or of leadership Understand how Guru Nanak was a great leader and is respected by all Sikhs To understand that there were 10 Sikh Gurus To identify what qualities the Gurus had that made them good leaders. To be able to explain why the Guru Granth Sahib is so important to Sikhs. To be able to explain how the origins of the Guru Granth Sahib are reflected in its treatment by modern Sikhs. To be able to explain the symbolism of the treatment of the Guru Granth Sahib. To find out how the Khalsa was formed <p><i>These topics link with English.</i></p>	<ul style="list-style-type: none"> I can remember key events in Holy Week and begin to question them. I understand the terms 'free will' and 'determinism' and can relate these terms to the crucifixion. I can question if Jesus' life was part of a plan and I can relate these thoughts to my own life. I can analyse events in Holy Week to justify a line of argument. I can understand the term 'atonement' and relate it to commitments in my life. I can relate the experience of Jesus and the idea of a life plan to my own life and choices I make. <p><i>These topics link with English.</i></p>	<ul style="list-style-type: none"> I can examine the concept of freedom I can examine the concept of justice. I can compare concepts of justice I can describe the influence of religious and non-religious world views on the human rights movement. I can describe the influence of religious views on nonviolent protest movements. I can examine the concepts of freedom and justice and how they might conflict. <p><i>These topics are linked to PSHEe</i></p>