



Curriculum Content for RE

Aims and Vision: The staff at Springfield Junior School feel that ‘RE opens the children’s eyes to the world around them and the people and cultures too’. At Springfield, we teach Religious Education through specially planned RE days that follow the Suffolk SACRE’s Agreed Syllabus. The children are given the opportunity to learn about the six main religions in the UK: Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism. Through a mixture of fun, interactive and research based lessons, children learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways. They learn to reflect on and consider important questions that arise in each area.

Prior Learning	Study the main stories of Christianity.
	Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
	Study other religions of interest to pupils.

Year 3 Topics/Context	Skills	Knowledge and Content	Vocabulary to be learnt
Christianity Learning about the religion	<p>Empathy – Begin to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others</p> <p>Investigation – Begin to ask relevant questions about the religion</p> <p>Reflection – Begin to reflect on the feelings, relationships, experience, ultimate questions, beliefs and practices</p>	<ul style="list-style-type: none"> - Know that the bible is the book of God. - Know and understand meaning of the symbol - Know when Jesus was born - Recall key events in the Christian calendar 	Bible, Church, Jesus, Christians, Christmas, baptism, advent, hymns, resurrection
Judaism All about the book	<p>Analysis – To begin to distinguish between the features of different religions</p> <p>Reflection – Begin to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices</p> <p>Synthesis – Begin to connect different aspects of life into a meaningful whole</p>	<ul style="list-style-type: none"> - Know the books that are sacred in Judaism - Understand how the Torah needs to be treated, handled and read. - Look at Christian/Judaism creation stories and compare 	Torah, Synagogue, Kippah, Yad,

<p>Hinduism Worship, Pilgrimage and Sacred places</p>	<p>Empathy – Begin to see the world through the eyes of others</p> <p>Reflection – Begin to reflect on the beliefs and practices</p> <p>Investigation – Begin to ask meaningful questions about belief</p> <p>Interpretation – Begin to draw meaning from artefacts</p>	<ul style="list-style-type: none"> - Know who Brahman is and his importance. - Understand that God has many diverse forms. - Investigate different shrines at home and in the temple - Identify symbolic actions 	<p>Mandir, temple, muris, Brahman, praying, bowing, offerings, Hindu</p>
<p>Christianity The true meaning of Easter</p>	<p>Interpretation – Identify and draw meaning from artefacts, works of art, or poetry</p> <p>Investigation – Know how to gather information from a variety of sources</p>	<ul style="list-style-type: none"> - Identify the keys events of Jesus' crucifixion - Consider how Christians prepare for Easter - Understand key beliefs or concepts linked with them 	<p>Easter, Pentecost, Holy week, resurrection,</p>

Year 4 Topics/Context	Skills	Knowledge and Content	Vocabulary to be learnt
Judaism Living the faith	<p>Analysis – Explain and distinguish between the features of different religions</p> <p>Reflection – Reflect on feelings, relationships, experience, ultimate questions, beliefs and practices</p> <p>Synthesis – Connect different aspects of life into a meaningful whole</p>	<ul style="list-style-type: none"> - Understand the main Jewish festivals including Shabbat and Hannukah - Identify key beliefs in Judaism - Identify key beliefs in the celebration of Rosh Hashanah and Yom Kippur 	Shema, Psalms, Yom Kippur, Hannukah, Shabbat, Rosh Hashanah
Islam About the book	<p>Investigation – Ask relevant and meaningful questions about the belief</p> <p>Reflection – Reflect on feelings, relationships, experience, ultimate questions, beliefs and practices</p> <p>Synthesis - To be able to connect with different beliefs and</p>	<ul style="list-style-type: none"> - Identify key events associated with the Qur’an - Understand the importance of having teachings written down. - Reflect on passages of the Qur’an that teaches wonders of creation - Understand how and why Muslims show respect to the Qur’an 	Prophets, Scrolls of Ibrahim, Tawrah, Zabur, Injil, Qur’an,
Christianity Religion and the individual	<p>Analysis - Distinguishing between opinion and fact</p> <p>Empathy - Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow</p>	<ul style="list-style-type: none"> - Describe ceremonies which show public commitment to Christian faith - Explore the 10 commandments - Understand why Christians follow Jesus - Compare own involvements with groups you belong to with Christians belonging with God. - Identify the teachings, rules or codes of conducts Christians believe and follow. - Understand the commitments of Christians. 	Zacchaeus, followers, commandments, Sermon on the mount,
Judaism Worship, Pilgrimage and sacred places.	<p>Empathy – Develop skills to see the world through the eyes of others</p> <p>Reflection – Able to reflect on the beliefs and practices</p> <p>Interpretation – Able to draw meaning from artefacts</p>	<ul style="list-style-type: none"> - Explore how and when Jews pray - Identify the features of a synagogue - Describe synagogue worship - Identify key Jewish symbols - Explain how a Jewish community is organised and led. 	Synagogue, Ark, Bimah, Ner, Tamid, Torah,

Year 5 Topics/Context	Skills	Knowledge and Content	Vocabulary to be learnt
Hinduism	<p>Empathy – Confidently consider the thoughts, feelings, experiences, attitudes, beliefs and values of others</p> <p>Investigation – Are able to ask relevant and meaningful questions about the religion</p> <p>Reflection – Respectively reflect on the feelings, relationships, experience, ultimate questions, beliefs and practices</p>	<ul style="list-style-type: none"> - Learn about the Hindu religion and Hindu’s believing in one God which comes in different forms - Identify tilaks and know the significance - Find out about the law Karma. - Consider the rules that Hindu’s adopt in relation to food - Identify the responsibility for each God. 	Vishnu, Rama, Krishna, Shiva, Lakshmi, Ganesha, tilak, karma, Dharma
Sikhism	<p>Interpretation - Suggesting meanings of religious texts</p> <p>Application - Making the association between religion and individual, community, national and international life</p> <p>Empathy - Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others</p>	<ul style="list-style-type: none"> - Identify the Sikh holy book and understand the importance - Investigate how and why the Adi Granth was compiled, and knows it contains the words of Gurus. - Consider the practice of taking vak. - Look at different stories and events associated with the origins of Sikh texts 	Guru Granth Sahib, festivals, ceremonies, Adi Granth, gurbani,
Christianity	<p>Synthesis - Linking significant features of religion together in a coherent pattern</p> <p>Application - Making the association between religion and individual, community, national and international life</p> <p>Investigation - Knowing how to gather information from a variety of source</p>	<ul style="list-style-type: none"> - Reflect on the church as the ‘body of christ’ - Investigate how Christians teach their children about faith - Explore how the festivals of the church calendar in relation to Jesus life. - Consider how Christians prepare for Easter and the stories, customs and key Christian beliefs or concepts linked with them 	Holy week, Ascension, Easter, Pentecost, prayers, Messiah, resurrection, victory,
Christianity	<p>Synthesis - Linking significant features of religion together in a coherent pattern •</p> <p>Empathy - Seeing the world through the eyes of others, and seeing issues from their point of view</p> <p>Analysis - Distinguishing between the features of different religions</p>	<ul style="list-style-type: none"> - Discuss the purpose of worship using prayers and songs - Describe elements of Christian worship - Investigate the importance of Eucharist and it’s connection with the last supper and how it is celebrated in two different churches - Identify the significant features of a church building - Consider why some Christians go on pilgrimage to particular places 	Pilgrimage, confession, absolution, offerings, intercessions, creed, Eucharist, prayers, altar, communion table, font, baptistery, Holy Land, Walsingham, Lourdes

Year 6 Topics/Context	Skills	Knowledge and Content	Vocabulary to be learnt
Buddhism	<p>Synthesis – Connecting different aspects of life into a meaningful whole</p> <p>Analysis – Distinguishing between features of different religions.</p> <p>Application – Making association with religion and individual and community</p>	<ul style="list-style-type: none"> - Understand the key beliefs of Buddhists - Identify Buddhists beliefs of God as a guide - Learn about the four noble truths - Identify the five moral precepts which all Buddhists try to adopt - Understand the commitments Buddhists make and codes of conduct they follow. 	
Christianity	<p>Empathy – Seeing the world through others</p> <p>Investigation - Know how to gather information through a variety of sources</p> <p>Analysis – Drawing through fact and opinion</p>	<ul style="list-style-type: none"> - Identify the bible as the basis of Christian faith and its authority as the revealed ‘word of God’ - Compare how the bible is used - Discuss the different kinds of writings in the Bible and know that the Gospels have special status as record of Jesus life. - Understand the role of Christian minister in offering support and guidance 	Gospel, minister, sermon, personal devotion, public worship
Christianity	<p>Investigation – Knowing how to gather information from a variety of sources</p> <p>Empathy – Confidently consider the thoughts, feelings and attitudes of others</p> <p>Interpretation – Draw meanings from works of art, music, poetry and symbolism</p>	<ul style="list-style-type: none"> - Investigate how Christians think of Jesus as a ‘saviour’ - Describe key events in Jesus’ ministry - Discuss with Christians their beliefs and ideas about Jesus and which of his words and actions affect them most. - Reflect on the role of important New Testament figures 	Ministry, befriending, forgiving, healing, miracles, parables, New Testament, John the Baptist, St Paul, baptism, temptations
Islam	<p>Empathy – Consider thoughts and feelings and experiences of individuals</p> <p>Analysis – Distinguishing between the features of different religions.</p>	<ul style="list-style-type: none"> - Understand the role of Niyah when saying the Shahadah and identifying oneself as a Muslim. - Investigate the Five Pillars of Islam, considering why a Muslim keeps them and their impact on daily life. - Describe how Muslims prepare for and perform Salah, including the role of Qibla, wudu and different positions. - Identify features inside or outside a Mosque - Investigate Hajj the reasons for visiting and the activities which take place - Consider why Muslims visit Madinah or the al Aqsa Mosque in Jerusalem. 	Mosque, dome, mihrab, minbar, Hajj, Qila, wudu, Salah

SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

Reflection - this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

Empathy - this includes:

- 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

Investigation - this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation - this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation - this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis - this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

Synthesis - this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application - this includes:

- Making the association between religion and individual, community, national and international life

Expression - this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media