



Religion and Worldviews Curriculum Overview

At Easton we follow two main schemes called Understanding Christianity and the South Gloucestershire syllabus for Religious Education.



<u>Year Group</u>	<u>Religions</u>	<u>Term 1-2</u>	<u>Term 3-4</u>	<u>Term 5-6</u>
R	Christianity Introduction to a range of religions depending on the children in the class	<p>Understanding Christianity: Incarnation F2: Why do Christians perform Nativity Plays at Christmas?</p> <p>Visitor: Priest or Christian Encounters</p> <ul style="list-style-type: none"> • Re-tell parts of a religious story • Name names some things that are special to a religion. • Recognise pictures of religious stories or characters. • Talk about what I think is interesting or puzzling. • Talk about things I do or my family does. • Talk about what is important to me and other people. 	<p>South Glos: F5 Where do we belong?</p> <ul style="list-style-type: none"> • Re-tell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them feel special • Recall simply what happens at a traditional Christian infant baptism. • Recall simply what happens when a baby is welcomed into Islam. 	<p>South Glos: F6 What is special about our world?</p> <ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Re-tell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Express ideas about how to look after animals and plants • Talk about what people do to mess up the world and what they do to look after it

<p>1</p>	<p>Christianity Judaism</p>	<p style="text-align: center;">South Glos: 1.3 Who is Jewish and what do they believe? Visitor: Member of Synagogue</p> <ul style="list-style-type: none"> • Ask good questions about how Jewish artefacts are used and their meaning. • Talk about how the mezuzah in the home reminds Jewish people about God. • Talk about how Shabbat is a special day of the week for Jewish people. • Give some examples of what Jewish people might do to celebrate Shabbat. • Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means. 	<p style="text-align: center;">Understanding Christianity: Salvation 1.5: Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> • Recognise that Christians believe incarnation and Salvation are part of the ‘big story’ of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) • Recognise that Christians believe Jesus gives instructions about how to behave. • Give three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. • Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. 	<ul style="list-style-type: none"> • South Glos: 1.6 • How and why do we celebrate special and sacred times? • To include: Passover, Easter, Eid • Describe how a festival is celebrated. • identify some ways Christians celebrate Easter • Describe what happens and what is being celebrated at Eid-ul Fitr • Describe what happens during Ramadan • Retell stories connected with Easter and say why these are important to Christians • Consider questions such as how might these foods help people remember this festival? • Think of reasons why some people choose to fast during Ramadan • Give reasons why some people like to celebrate important events <ul style="list-style-type: none"> • Give reasons why some people use music in celebrations • Describe the link between a selection of Easter artefacts and the story and celebration of Easter events • Describe the link between a selection of Pesach symbols and the story of Pesach
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2	Christianity Islam	<p style="text-align: center;">South Glos 1.2 Who is Muslim and what do they believe? To Include: Boy who threw stones at trees</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim’s beliefs about God and can make links with some of the 99 Names of Allah (A1) • Retell a story about the life of the Prophet Muhammad. • Recognise objects used by Muslims and suggest why they are important. • Understand how Muslims use holy words to live their lives by. 	<p style="text-align: center;">South Glos 1.4 What can we learn from sacred books? To include: Qur’an, Torah, Bible</p> <ul style="list-style-type: none"> • Talk about some of the stories that are used in religion and why people still read them • Recognise that sacred texts contain stories which are special to many people and should be treated with respect. • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories • Talk about issues of good and bad, right and wrong arising from the stories 	<p style="text-align: center;">Understanding Christianity: God 1.1: What do Christians believe God is like? Trip: Easton Family Centre/Church or Visit from Christian Encounters</p> <ul style="list-style-type: none"> • Know that Christians believe in God, and that they find out about God in the Bible. • Know the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father and know what this story means to Christians • Can give examples of ways in which Christians shows their belief in God as loving and forgiving and how beliefs are put into practice.
3	Christianity Islam	<p style="text-align: center;">South Glos: L2.4 Why do people pray? Trip: Mosque</p> <ul style="list-style-type: none"> • Describe ways in which prayer can comfort and challenge believers • Explore and discuss the practice of prayer in the religions studies • To make connections between what people believe about prayer and what they do when they pray • Consider and evaluate the significance of prayer in the lives of people today. 	<p style="text-align: center;">South Glos: L2.5 Why are festivals important to religious communities? To include: Easter, Diwali, Eid</p> <ul style="list-style-type: none"> • Discuss what is worth celebrating • Explore what Christians celebrate at Easter • Explore why Diwali is significant to Hindus • Explore why Muslims celebrate at the end of Ramadan • Explore why Jewish people celebrate Pesach annually • Reflect on our knowledge of festivals and celebrations 	<p style="text-align: center;">Understanding Christianity: Creation 2A.1 What do Christians learn from the creation story?</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.) • Ask questions and suggest answers about what might be important in the creation story for Christians living

				<p>today, and for people who are not Christians.</p> <ul style="list-style-type: none"> • Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'. • Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. • Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. • Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.
4	<p>Christianity Hinduism Judaism</p>	<p>South Glos: L2.8 What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> • Learn about key aspects of Hindu belief and worship. What we call 'Hinduism' is the diverse way of life, spiritual practices and beliefs of the Indian people. • We are focussing on British Hindus, and there is great diversity in British Hinduism as well as the original Indian Hinduism. • We will find out some key Hindu beliefs, and how these are expressed in thoughts and actions. • We will also think about being a Hindu in Britain today. 	<p>South Glos: L2.6 Why do some people think life is a journey?</p> <ul style="list-style-type: none"> • Suggest why some people see life as a journey and identify some of the key milestones in this journey • Describe what happens in Christian, Jewish and or Hindu ceremonies of commitment and say what these rituals mean • Link up some of the questions and answers about how believers show commitment with their own ideas about community, belonging and belief. • Explain similarities and differences about ceremonies of commitment • Discuss and present their own ideas about the value and challenge. 	<p>Understanding Christianity: Gospel 2A.4 What kind of world did Jesus want? Visitor: Priest / Christian Encounters</p> <ul style="list-style-type: none"> • Identify the stories as part of a Gospel, which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how some Christians today try to follow Jesus • Offer suggestions about what Jesus' actions towards a leper might mean for some Christians • Make simple links between the Bible text and the concept of Gospel • Give examples of how some Christians try to show love to all, including how members of the clergy follow Jesus' teaching • Make links between the Bible stories studied and the importance of love,

				and life in the world today, expressing some ideas of their own clearly
5	Christianity Hinduism Judaism	<p>South Glos: Locally Distinctive Unit U2 What can we learn from the life of John Wesley?</p> <p>Trip: The New Room Synagogue - Festival of Lights</p> <ul style="list-style-type: none"> • Know who John Wesley was, what he believed and how he helped others. • Describe why people followed him. • Discuss and present own views of what is important and what they think is a good way to help others. • Observe and understand what a Christian might learn from the life of John Wesley. • Link their own ideas of how to live a good life with the teaching of John Wesley. • Explain why John Wesley's preaching was influenced by wanting to change the world he lived in. • Understand the challenges of John Wesley's teaching and how his life changed England in the 18th Century. 	<p>South Glos: U2.4 If God is everywhere, why do we go to places of worship?</p> <ul style="list-style-type: none"> • Describe what places of worship are for. • Give reasons how and why believers suggest places of worship are significant in their lives. • Recount the key features of a Church/Synagogue/Mandir. • Make links between beliefs and features of the places of worship. • Describe similarities and differences between different religions or sects within religions. 	<p>Understanding Christianity: Creation 2B.2 Creation and Science. Conflicting or complimentary?</p> <ul style="list-style-type: none"> • Outline the importance of Creation on the timeline of the "big story" of the Bible. <ul style="list-style-type: none"> • Make clear connections between Genesis 1 and Christian belief about God as a creator. • Show understanding of why many Christians find science and faith go together • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account
6	Christianity Islam Humanism	<p>South Glos: U2.6 What does it mean to be a Muslim in Britain today?</p> <p>Visitor: Iman</p>	<p>Understanding Christianity: Salvation 2B.7 What difference does the resurrection make to Christians?</p>	<p>South Glos: U2.7 What matters most to Christians and Humanists?</p> <p>Visitor: Bristol Humanists</p>

		<ul style="list-style-type: none"> • Make links between Muslim practice of the five pillars and Muslim beliefs about God • Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad • Describe and reflect on how the Qur'an is significant to Muslims Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims • Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim • Identify and explain connections between the main functions of the Mosque and Muslim beliefs 	<ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining the place within it of incarnation and Salvation. • Suggest meanings for resurrection accounts and compare their ideas with ways in which Christians interpret these texts. • Explain connections between Luke 24 and the Christian concepts of Resurrection, Salvation Incarnation and Hope. • Make connections between Christian believe and how Christian worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the Resurrection makes sese and inspires them. • Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today. 	<ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. • Describe some Christian and Humanist values simply. • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. •
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