

## **RE FULL SCHEME**

### **See RE Festivals Overview for Festival dates and units.**

Skills (see Skills Progression for detail)

Application (App)

Investigation (Inv)

Analysing/Comparing (Comp/Ana)

Reflecting (Refl)

Empathising (Emp)

### **Religious Education Intent**

At Fairchildes, our intention for our Religious Education curriculum is to provide children with knowledge and understanding of principal religions, cultures, traditions and festivals as well as other Worldviews, such as British Values. We aim to ensure that all of our pupils are equipped with the skills needed to be good citizens, with compassion for others, and therefore thrive in our diverse world. Our curriculum is designed to allow children to build on previous learning and encourages them to identify links within RE topics, the wider world and across other subjects.

It is our intent to provide opportunities for children to celebrate festivals from a range of religions, handle artefacts, visit places of worship and also engage with people of different faiths to enrich their learning. It is imperative that all pupils have a sense of belonging and identity and that everyone feels valued equally. Through our RE curriculum, we aim to ensure that our pupils learn to accept and appreciate other beliefs and cultures whilst also being confident in who they are and what they believe.

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**R.E Curriculum AUTUMN 1- Rules**

<b>The big question “Do we need rules?”</b>		
<b>Rules</b>		
<b>Yr</b>	<b>Objectives</b>	<b>Suggested Activities</b>
EY FS	What are the rules for our classroom?	Discuss behaviour in school. How can we show that we understand our rules? Create a class rules chart for the classroom.
1	What are the class rules?  What are the school rules? Why are they important?	Look at the school rules and discuss and identify why they are important.  What would happen if we didn't have them?  Run scenarios of what would happen if rules are/are not followed, children to act these out in class.
2	What rules do Christians follow?	What are the 10 commandments? Look at the 10 commandments and discuss.  Chn to create their own 10 commandments for the world.(Link to British values)

<b>KS2</b>		
Key vocab: ●		
3	What rules do the different religions follow?	Look at the rules for different religions. Compare and contrast activities between Christianity, Islam and Judaism.
4	Which rules do all religions have?	Are the class/school rules similar to the rules that embed all religions? compare and contrast. What British laws support the rules of religion? Which are still relevant rules? Short piece explaining cultural vs religious rules
5	What is the difference between a rule and a law? What is a sin?	Look at the seven deadly sins. lust, gluttony, greed, sloth, envy, pride, wrath What do each mean? What are the consequences of breaking a deadly sin? Which of these sins have they committed? Do they think that these sins should be punishable by death? Examples of these sins in daily life, how would they prevent these? Are all examples of the deadly sins equal? Look at some of the 5 Buddhist precepts and compare with 10 commandments.
6	Does society need rules?	What are the consequences if society didn't have rules? Do laws ever change? (Look at the law of blasphemy) How and why do laws/rules change? (Look at how one of our former pupils/parents pushed through a change in law - Lillian's laws) Also could look at Jewish and Islamic food rules. Run scenarios on a society without rules. Short piece explaining cultural vs religious rules.

**R.E Curriculum Autumn 2 - Christmas and Other major religious festivals.**  
**(inc. Christmas)**

<b>The big question " What is the meaning of Christmas?"</b>		
<b>Symbolism and Christmas</b>		
<b>Yr</b>	<b>Objectives</b>	<b>Suggested Activities</b>

EYF S	The Christmas Story  How do we know Christmas is coming?	Retelling of the Christmas story, using puppets to tell. Ordering the story etc. Chn to be told that this is a Christian story. What are the children doing at home/in school for Christmas?
1	To retell the Nativity in detail  Symbols at Christmas	Chn to recap the story of the nativity and perform.  What are the symbols of Christmas? Chn to look at Christmas cards and sort which are linked to Christianity and which are linked to Christmas. Which are linked to the nativity? Why?  Trip: Christingle service Trip: Christchurch Purley
2	What does the cross mean?  How do people celebrate Christmas?	Look at the cross. What does it mean? How does it relate to Christianity? What is advent? Why do we have an advent calendar? Chn to know that advent is a period of time (and not just chocolate!) What symbols are linked to Christmas? Why? Are they Christian or Christmas? Which other religions have symbols? Compare and contrast.  Look at how at Christian believers, non-Christian believers and those of other faiths. Who celebrates? Compare and contrast.

## KS2

Key vocab:

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3	<p>What is the meaning of Christmas?</p> <p>What does the advent wreath represent?</p>	<p>Chn to discuss what they think the true meaning of Christmas is.</p> <p>Recap the story of Christmas. Look at a Christian advent wreath. Explain to chn what each part of the wreath represents. Hope, peace, joy, love. God's infinite love and evergreen leaves that represent eternal life. Compare and contrast with other religions that celebrate light. Chn to create their own advent wreath to represent their own.</p> <p>Compare to Eid/Diwali. How do these festivals compare to christmas.</p>
4	<p>Recap the symbols of Christmas</p> <p>Retell the nativity story.</p>	<p>Which other symbols are used in the Christian church at Christmas time? What do they think Christmas is really about? Chn to share "their" Christmas. What symbols do they surround themselves with? Why do we celebrate Christmas with a tree? Compare to symbols across different religions. How do these have a similar role.</p> <p>Look at the Nativity story in detail and retell from another point of view. Herod, The Donkey, Mary, Joseph, the Shepard etc.</p>
5	<p>What is a symbol?</p>	<p>Chn to look at someone dressed in clothes with no labels and compare with someone wearing lots of brands. Who is better? Why? Then given information about the two people. Person A mainly positive, Person B mostly shallow. Do symbols make a person good or bad?</p> <p>What do symbols mean? Look at examples. Which symbols carry power? Who gives them power? Look at Pride symbols, Buddhist symbols, and commercial symbols e.g Nike swoosh, Louis Vuitton, Anarchy A. Which symbols represent something positive and meaning (not money). Look at positive symbols Vs commercial symbols.</p> <p>Compare and contrast the story of Jesus' birth and Buddha's birth and the symbols that are associated with this.</p>
6	<p>What is a symbol?</p>	<p>What do symbols mean? Look at examples. Which symbols carry power? Who gives them power? Look at the corruption of symbolism e.g nazi swastika, cross of St George.</p>

	<p>What is the meaning of Christmas?</p> <p>How has Christmas changed?</p>	<p>Look at the impact of modern commercialisation on Christmas. Why have things changed over time? Look at Christmas cards with snow on sold in Australia. Look at data for retailers over time.</p> <p>Compare and contrast the symbols that surround them at Christmas.</p> <p>What are traditional and what are modern symbols? Where have some of these modern symbols come from? Look at eating turkey, coca-cola Santa.</p> <p>Look at Christmas through history, how have traditions changed? Compare Victorian Christmas to modern day.</p> <p>Why do we give presents at Christmas? Are they needed? What is the meaning of Christmas in their family? Share as a class.</p>
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### R.E Curriculum Spring 1

<b>The big question “What is community?”</b>		
Key Vocab:		
<b>Yr</b>	<b>Objectives</b>	<b>Suggested Activities</b>
EYF S	Who helps us?	<p>Chn to identify people who help them within the school/ home life</p> <p>Why are these people important? How do they help? How should we respond when someone helps us (showing gratitude)</p> <p>Chn to explore who helps them within the community. Look at the different role of the emergency services. Look at rubbish collectors, road maintenance etc. Discuss what would happen if these people were not there to help us. Who is important in the community? (discuss that everyone has value)</p>

	Who do we help?	How can we help each other? How can we help ourselves? (discuss skills for independence) Who can we help at home? Who can we help at school? Who can we help in the community? Who may need their help in the community? What should they do if they see someone hurt? (safeguarding and what to do – tell an adult).
EYF S	What is lent?	<b>Lent lesson (to be taught in the week of Shrove Tuesday and Ash Wednesday – at least one piece of work to be put in RE book)</b> What is pancake day? Why do we celebrate it? What is its real name?
1	Do you have a duty of care to look after family?  Do you have a duty of care to look after friends?  Was Jesus a good friend?	What are the duties you have towards your family? Sorting activity – Which of these should, could and could not be your responsibility (have a variety of activities; remembering your P.E kit, paying the bills, worrying about money, going to the shops, looking after younger siblings etc)  What qualities should a good friend have? What makes a good friend? How do you make sure you have those qualities? What things should you have to do for your friend? (have a variety of activities; tell tales share food, share toys, giving money, keeping secrets, helping them if they have fallen, make sure they are coping in school/at home)  Was Jesus a good friend? What qualities did he have? Could look at miracle stories - how he helped others by giving them necessities Read Parable of the lost sheep to highlight not abandoning friends in their time of need. Remind chn that this is a Christian story.
1	What is lent?	<b>Lent lesson (to be taught in the week of Shrove Tuesday and Ash Wednesday – at least one piece of work to be put in RE book)</b> What is lent? What would they find difficult to give up for 40 days?
2	Who do you have a duty of care for?	Discuss who they should look after; family? Friends? Strangers? Community members? Read Lion and the mouse fable. Did they show friendship? Did they have a duty of care to one another? Who in the community has a duty of care towards us? Chn to split into teams to investigate how they help us. Could ask members of the community to talk to children about how they help. Shop workers/ Police/ Paramedics/ Sanitation/ Learning mentors/ Tracey Andrews/ Cleaners/ Caretakers.

		When should you have to look after your family and when should you not? Who may we need to look after in our family and why? Should you always have to look after family members? As a child are they expected to look after older members of their family?
2	What is lent?	<b>Lent lesson (to be taught in the week of Shrove Tuesday and Ash Wednesday – at least one piece of work to be put in RE book)</b> What is lent? Why do people make pancakes? What is the significance?

<b>KS2</b>		
Key vocab: ●		
3	Why should we look after other people?  Why should we care for the world?	Discuss why we should look after others. Are people who need help to blame for their situation? Look at situations that can happen without any reason (divorce, bereavement – gauge depending on chn, homelessness) Why do people need food banks? Charity shops? Donations? Why are people homeless? What can we do to help? What do we gain from helping others?  Look at the Jewish festival of Tu B'shevat, the Jewish tree planting festival. Why do they plant trees? How does it help the environment? Why are trees important?  Can link to Rainforest topic why trees are being cut down – e.g. Palm oil
	What is the story of lent?	<b>Lent lesson (to be taught in the week of Shrove Tuesday and Ash Wednesday – at least one piece of work to be put in RE book)</b> Learn the story of Jesus in the wilderness and know how this relates to lent.
4	What is the benefit of being charitable?  Why should we care for the world?	Discuss charity in school. Why should we look after other people? What can we do as individuals? What can we do as a class? What can we do as a school/community?  Which religions consider it important to care for the environment? What do they do?



		How should we look after the planet? What is happening at the moment? Look at human's impact and pollution. Look at Blue Planet plastic problem.
	What is lent?	<b>Lent lesson (to be taught in the week of Shrove Tuesday and Ash Wednesday – at least one piece of work to be put in RE book)</b> Recap story. What did Jesus give up? Why do Christians give something up at lent? Can chn give up something as a class for lent?
5	Do we have a duty of care to other people and the wider community?	Look at how the main religions answer this question. Zakat is a compulsory charity in the Muslim faith. Discuss if this is a good or bad thing. Why do all religions believe charity is important? Can look at Hindu faith where it is believed all humans are one family. Discuss "Do unto others as you would have them do unto you." What would happen if nobody was charitable? What would be the impact? Discuss Link to the Vine
5	What is temptation?	<b>Lent lesson (to be taught in the week of Shrove Tuesday and Ash Wednesday – at least one piece of work to be put in RE book)</b> Recap story. How was Jesus tempted? How did he avoid these temptations?
6	Who is responsible to the world for the environment?	Look at faith leaders. What is the role of faith leaders? What do they do to care for the world? What happens if no one cares for the world? Do you have to have faith to be charitable? Does it help? Look at the role of faith leaders in disaster situations.
6	How to resist temptation?	<b>Lent lesson (to be taught in the week of Shrove Tuesday and Ash Wednesday – at least one piece of work to be put in RE book)</b> Recap story. How was Jesus tempted? What temptations do you have to contend with on a daily basis? How do you resist?

### R.E Curriculum Spring 2

**The big question "What is Easter?"**

Key Vocab:		
Yr	Objectives	Suggested Activities
EYF S	What is the true Christian meaning of Easter?  Why do we have Easter eggs?	Who celebrates Easter? How do we celebrate Easter? Discuss new life
1	What is the true Christian meaning of Easter?  Why do we have Easter eggs?	Who celebrates Easter? How do we celebrate Easter? Use clip for brief overview of the Easter story <a href="https://www.bbc.com/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h">https://www.bbc.com/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h</a> Chn to use sequence a simplified version of the Easter story. Discuss emotions of people in the story.
2	Who were Jesus' disciples? Were they loyal to him?	Who were Jesus' disciples? Were they loyal to him? Use clip for brief overview of the Easter story <a href="https://www.bbc.com/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h">https://www.bbc.com/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h</a> Chn to create a sequence of pictures in their book to show the story of Easter (Will be able to use Y1 work following year) Focus on Palm Sunday; Why was Jesus welcomed like a king by the crowd? Look at the symbol of the palm in Christianity. What is the significance?
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KS2		
Key vocab:		
●		
3	What is loyalty?  What is betrayal?	Recap the story of Easter. Focus on the last supper and Judas' betrayal of Jesus. How do they think Jesus felt when he was betrayed? (Could use drama to show this) Have you ever been <i>betrayed</i> ? (discuss levels of betrayal) Is it ever ok to betray a friend? Link to British values Betrayal story for comparison

		Use Hindu story of Lord Ganesha and the Moon to compare the betrayal story. Written work in role of Jesus being betrayed e.g. diary, letter, narrative
4	What is forgiveness?  What is good about good Friday?	Recap the story of Easter What is forgiveness? Discuss Christian belief that Jesus died for our sins. Why did he choose to do this? Seeking Allah forgiveness story – Use to compare to the story of Easter. <a href="https://almadinainstitute.org/blog/seeking-allahs-forgivness/">https://almadinainstitute.org/blog/seeking-allahs-forgivness/</a> Focus on Good Friday. What is good about Good Friday? How important is it to Christians that Jesus came back to life?
5	What is forgiveness?	Recap the story of Easter – ‘Favourite Bible Stories’ What is forgiveness? What do they forgive? What do they not forgive? Why do people find it hard to forgive? What happens to you when you forgive? Is there a difference between forgive and forget? What symbols are associated with Easter in particular? Cross, crucifix. Link artwork - stations of the cross
6	Did Jesus need to die?	Recap the story of Easter Identify the emotions felt with being let down and how it makes us feel. Look at the implications of the crucifixion. Did Jesus need to die? Link to Christians being forgiven. What does Easter mean to a Christian as opposed to a non-Christian?

**R.E Curriculum Summer 1**  
**(inc. Ramadan unit this year 2019)**

<b>The big question “ What makes a religion?” books, places, people</b>		
<b>Children are expected to have heard and experience the Lord’s Prayer</b>		
Yr	Objectives	Suggested Activities

EYF S	What makes places special?  What is the Lord's prayer?	Can the chn name some special places? What makes these places special? When do they go to these special places? Talk about church for Christians What special things happen there?  Children are expected to have heard and experience the Lord's Prayer
1	What special places are there?  What is the Lord's prayer?	Discuss special places. Where is a special place for Christians? Look at some of the vocabulary of churches. Vicar, priest, father, stained glass, altar etc. What special things happen in a church? e.g. weddings, funerals, Christmas How do we celebrate in a church? Listen to priest, singing etc What is a prayer? Who is it addressed to?  Children are expected to have heard and experience the Lord's Prayer
2	What special places are there?  What is the Lord's prayer?	What is a special place for Christians? Discuss churches, explain that people make up a church. Chn to look at the features of a church and features of a mosque then to look at similarities and differences. Who are the special people in a church and mosque? What are the sacred books? Why do people pray?  Children are expected to have heard and experience the Lord's Prayer

<b>KS2</b>		
Key vocab: ●		
3	What are the world religions?	How do people worship in each of the world religions? Compare other places of worship to a church.
4	What are the special places for the world religions?	What are the special places for the world religions? Look at key questions to compare and contrast; Do they all have a leader? What are the sacred texts?

	<p>Do people need to go to a special place to worship?</p> <p>What is the Lord's prayer?</p>	<p>How often do people visit?          What day is their holy day?          (Remember starting point is Christianity, comparing other religions to this)          Do people need to go to a special place to worship?          Is worship a request?</p> <p>Children are expected to have heard and experience the Lord's Prayer          Discuss some of the meaning behind it.</p>
5	<p>What is a pilgrimage?</p> <p>What is the Lord's prayer?</p>	<p>Look at world religions, recap where do they pray?          Are there sacred places around the world?          Look at where these places are in the world. CC/ geography          How does worship help? Does worship solve problems?</p> <p>Children are expected to have heard and experience the Lord's Prayer          Discuss some of the meaning behind it.          Look at Muslim prayer, discuss the meaning behind it.</p>
6	<p>Does completing a pilgrimage make you a better person?</p> <p>What is the Lord's prayer?</p>	<p>Is life like a journey? Does worship make you a better person?          Who is better? The person who always helps others but never worships or the person who never helps others but always worships.          Do all Christians believe and worship in the same way? Look at Catholics, CofE, Methodist, Baptists, Quaker, Mormon, 7 day Adventists.          If they all have the same holy book and the same God, why do they have different interpretations?          Is it only Christianity that has different denominations?</p> <p>Children are expected to have heard and experience the Lord's Prayer          Discuss some of the meaning behind it.          Look at Muslim prayer, discuss the meaning behind it.</p>

## R.E Curriculum Summer 2

<b>The big question “What are some religious stories?”</b>		
Link stories to previous R.E. themes.		
Yr	Objectives	Suggested Activities
EYF S	Why are these stories told? What does the story teach us? What is the message of the story?	Blind men and the elephant (Hindu story)
1	Why are these stories told? What does the story teach us? What is the message of the story?	Moses and the Bulrushes – ‘Bible storybook Pg. 32- Moses and the Bulrushes’, ‘Moses and the Exodus express’ Paul Kerensa
2	Why are these stories told? What does the story teach us? What is the message of the story?	David and Goliath – ‘The Lion Storyteller Bible’ pg. 44 David the Giant Killer, ‘First Bible Stories’ pg. 63- Margaret Mayo, ‘David and Goliath’ – Katherine Sully

<b>KS2</b>		
Key vocab:		
●		
3	Why are these stories told? What does the story teach us? What is the message of the story?	Creation stories from different religions/parts of the world. ‘Creation Book’ Adam and Eve
4	Why are these stories told? What does the story teach us? What is the message of the story?	Story of the Buddha – ‘Buddhist Stories- the story of the Buddha’ Miracles stories – Walking on water, fishes loaves, story of Lazarus, Raising Jairus’ daughter from the dead)
5	Why are these stories told? What does the story teach us? What is the message of the story?	King Solomon – mothers and the baby – ‘Favourite Bible Stories’ pg. 30 Samson and Delilah– ‘Favourite Bible Stories’ pg. 26
6	Why are these stories told? What does the story teach us?	Exodus – ‘Exodus’ Joseph and his coat

	What is the message of the story?	The Monkey king (Buddha)
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