

YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>INTENT</b> – Luddenden CE School is committed to providing an environment which nurtures curiosity, independence and a love of learning. Our Religious Education (RE) curriculum aims to ensure all pupils learn from and about the Christian religion and other world faiths, so they can understand and appreciate the world around them. We follow the Kirklees Local Agreed Syllabus for Religious Education. The Believing and Belonging 2021 syllabus states that: ‘A broad and balanced programme of RE will reflect three key areas. First, it will include a study of the key beliefs and practices of religions and other world views, including those represented in West Yorkshire. Secondly, it will provide opportunities to explore key religious concepts and common human questions of meaning, purpose and value, often called ‘ultimate’ questions. Thirdly, it will enable pupils to investigate how beliefs affect moral decisions and identity, exploring both diversity and shared human values.’ Religious education encourages pupils to reflect critically and responsibly on their own spiritual, philosophical and ethical views.</p> <p><b>IMPLEMENTATION</b> – We follow the units of work that fulfil the requirements of the Believing and Belonging locally agreed syllabus for Kirklees. All children have at least one hour per week of Religious Education. Progression Maps outline the skills expected to be demonstrated in each year group in order to reach end of key stage expectations. Religious Education lessons are taught by class teachers in a variety of ways, including discussion, investigation and enquiry, drama, stories, art and written work.</p> <p><b>IMPACT</b> – Pupils are able to describe and make connections between different features of the religions and other world views they study, in order to reflect on their significance. They are able to discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth. They discuss and apply how beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair, reflecting on their own answers to these questions. Pupils consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>						
Early Years	<p><b>F.1 Where do we live and who lives there?</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members.</li> <li>They know that other children don’t always enjoy the same things, and are sensitive to this.</li> <li>Make a link between pupils own personal experiences and those of their friends</li> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p><b>Religions Studied</b> Christianity Islam</p>	<p><b>F.2 How do Christians celebrate Christmas?</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members</li> <li>They know about similarities and differences between themselves and others and among families, communities and traditions.</li> </ul> <p><b>Religions Studied</b> Christianity Islam Hinduism Sikhism</p>	<p><b>F.3 What makes a good helper?</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members.</li> <li>They know that other children don’t always enjoy the same things and are sensitive to this.</li> <li>Make a link between pupils own personal experiences and those of their friends</li> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p><b>Religions Studied</b> Christianity Islam</p>	<p><b>F.4 What can we see in our wonderful world?</b></p> <ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>They talk about the features of their own immediate environment and how they feel about them.</li> <li>They make observations of the natural world around them and explain why some things occur and talk about changes. They can say what they do and do not like.</li> </ul> <p><b>Religions Studied</b> Christianity</p>	<p><b>F.5 Who and what are special to us?</b></p> <ul style="list-style-type: none"> <li>They know that other children don’t always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p><b>Religions Studied</b> Christianity Islam</p>	
Year 1	<p><b>1.1 Which books and stories are special?</b></p> <ul style="list-style-type: none"> <li>Talk about books, which are special to them, and books, which are special to religious believers.</li> <li>Notice how some books are special to religious believers, and talk about how they are treated</li> <li>Talk about some religious stories</li> <li>Respond to questions about the meanings of stories.</li> </ul> <p><b>Religions Studied</b> Christianity Islam Judaism Sikhism</p>	<p><b>1.2 How do we celebrate special events?</b></p> <ul style="list-style-type: none"> <li>Name some celebrations and talk about how these are celebrated</li> <li>Talk about their experiences and feelings connected to celebrations or customs</li> <li>Notice what happens and respond to questions about the meanings of religious celebrations.</li> </ul> <p><b>Religions Studied</b> Christianity Islam Judaism</p>	<p><b>1.3 What does it mean to belong to a church or a mosque?</b></p> <ul style="list-style-type: none"> <li>Talk about places of worship and the objects and symbols they might see.</li> <li>Notice what happens in special places or on special occasions and respond to questions about this.</li> </ul> <p><b>Religions Studied</b> Christianity Islam</p>	<p><b>1.4 How and why do we care for others?</b></p> <ul style="list-style-type: none"> <li>Recall and talk about some religious stories</li> <li>Respond to questions about stories</li> <li>Respond with ideas about how to care for others.</li> </ul> <p><b>Religions Studied</b> Christianity Islam</p>	<p><b>1.5 Who brought messaged about God and what did they say?</b></p> <ul style="list-style-type: none"> <li>Name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph.</li> <li>Retell and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe Jesus is special and call him the ‘Son of God’.</li> </ul> <p><b>Religions Studied</b> Christianity</p>	
Year 2	<p><b>2.1 How is new life welcomed?</b></p> <ul style="list-style-type: none"> <li>Find out and talk about different ways of welcoming new life; name some artefacts</li> <li>Recognise similarities and differences in welcoming ceremonies for new babies</li> <li>Respond sensitively to the feelings and beliefs of Christians and Muslims</li> </ul>	<p><b>2.2 How can we make good choices?</b></p> <ul style="list-style-type: none"> <li>Re-tell stories about religious and non-religious rules, suggesting some meanings</li> <li>Find out about and give examples of different religious rules</li> <li>Begin to express ideas about what makes a good rule and why these are important in helping people to live together co-operatively.</li> </ul> <p><b>Religions Studied</b></p>	<p><b>2.3 How and why do people pray?</b></p> <ul style="list-style-type: none"> <li>Find out how Christians and Muslims pray and name some artefacts relating to prayer</li> <li>Recognise similarities and differences between how Christians and Muslims pray</li> <li>Ask questions and respond to questions about prayer</li> <li>Begin to express their own ideas about the meaning of prayer.</li> </ul>	<p><b>2.4 How can we look after the planet?</b></p> <ul style="list-style-type: none"> <li>Ask and respond to questions about the world and creation</li> <li>Re-tell religious and non-religious stories and beliefs about creation and suggest some meanings</li> <li>Begin to express ideas about how to care for the planet.</li> </ul> <p><b>Religions Studied</b> Christianity</p>	<p><b>2.5 What did Jesus teach and how did he live?</b></p> <ul style="list-style-type: none"> <li>Retell some of Jesus’ parables</li> <li>Express ideas and respond to questions about stories from the life and teachings of Jesus.</li> <li>Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today.</li> <li>Name and retell key events in the final days of Jesus’ ministry, including: Palm Sunday (John 12:12-15); the last supper (Mark 14:</li> </ul>	

	<ul style="list-style-type: none"> <li>Ask and respond to questions about belonging.</li> </ul> <p><b>Religions Studied</b> Christianity Islam Non-religious</p>	Christianity Islam Judaism Non-religious	<p><b>Religions Studied</b> Christianity Islam</p>	Islam Non-religious	12-26); crucifixion (Luke 23:26-56) the empty tomb (Luke 24: 1-12). Recall how these are remembered in Holy Week and Easter.	<p><b>Religions Studied</b> Christianity</p>
Year 3	<p><b>3.1 How do Jews remember God's covenant with Abraham and Moses?</b></p> <ul style="list-style-type: none"> <li>Re-tell some Jewish stories and consider their importance.</li> <li>Discover how Jews express their faith through rituals and actions.</li> <li>Express ideas about the rituals and practices, which demonstrate belonging to a community.</li> </ul> <p><b>Religions Studied</b> Judaism</p>	<p><b>3.2 What is spirituality and how do people experience this?</b></p> <ul style="list-style-type: none"> <li>Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms</li> <li>Express their beliefs and values through creating a piece of expressive art.</li> </ul> <p><b>Religions Studied</b> Christianity Islam Judaism Sikhism Non-religious</p>	<p><b>3.3 What do Christians believe about a good life?</b></p> <ul style="list-style-type: none"> <li>Re-tell some well-known parables and teachings of Jesus and consider their meaning</li> <li>Observe and consider how the Bible influences Christians in the way they live</li> <li>Respond thoughtfully and express ideas about right and wrong.</li> </ul> <p><b>Religions Studied</b> Christianity</p>	<p><b>3.4 What do creation stories tell us?</b></p> <ul style="list-style-type: none"> <li>Re-tell a range of creation stories, making links between them.</li> <li>Express ideas about creation and suggest meanings for the stories</li> <li>Express different views and ideas about helping to look after the world around them.</li> </ul> <p><b>Religions Studied</b> Christianity Islam Judaism Sikhism Non-religious</p>	<p><b>3.5 Who can inspire us?</b></p> <ul style="list-style-type: none"> <li>Describe and make links between different leaders (religious and non-religious), exploring similarities and differences.</li> <li>Explain how leaders teach through their personal qualities, actions and stories.</li> <li>Give examples of the ways in which communities follow their leaders.</li> </ul> <p><b>Religions Studied</b> Christianity Islam Judaism Non-religious</p>	
Year 4	<p><b>4.1 How are important events remembered?</b></p> <ul style="list-style-type: none"> <li>Describe the different festivals, making links between them.</li> <li>Explain and give reasons for the celebration of each festival</li> <li>Express ideas and opinions about what light represents.</li> </ul> <p><b>Religions Studied</b> Judaism Hinduism Sikhism Non-religious</p>	<p><b>4.2 What faiths are shared in our country?</b></p> <ul style="list-style-type: none"> <li>Explore and describe ways beliefs and values are expressed in different religions through symbols and actions</li> <li>Give examples of ways in which people show they belong</li> <li>Explain why belonging to a community may be valuable but also challenging.</li> </ul> <p><b>Religions Studied</b> Christianity Islam Judaism Sikhism Non-religious</p>	<p><b>4.3 How do the 5 pillars guide Muslims?</b></p> <ul style="list-style-type: none"> <li>Describe and explain key teachings of Islam and the different ways these are interpreted by believers;</li> <li>Describe and show understanding of how Muslim beliefs impact in a variety of ways on the life and decisions of believers;</li> <li>Explain how the pilgrimage of Hajj can affect a Muslims life.</li> </ul> <p><b>Religions Studied</b> Islam</p>	<p><b>4.4 Why are Gurus at the heart of Sikh belief and practice?</b></p> <ul style="list-style-type: none"> <li>Give examples of Sikh beliefs and stories about their Gurus</li> <li>Describe and show understanding of Sikh practices relating to the Guru Granth Sahib</li> <li>Explain and give reasons for Sikh values e.g. equality.</li> </ul> <p><b>Religions Studied</b> Sikhism</p>		
Year 5	<p><b>5.1 Why are some places and journeys special?</b></p> <ul style="list-style-type: none"> <li>Identify and explain features of some special places and journeys</li> <li>Suggest reasons why special places and journeys inspire people</li> <li>Investigate places of pilgrimage and reflect on the challenges involved in the journey.</li> </ul> <p><b>Religions Studied</b> Christianity Islam Judaism Sikhism</p>	<p><b>5.2 What values are shown in codes for living?</b></p> <ul style="list-style-type: none"> <li>Make connections between morals and values found in religious teachings and everyday life.</li> <li>Identify and explain similarities and differences between Humanist, Muslim and Christian values</li> <li>Investigate and apply ideas about values and how people choose to live their lives.</li> <li>Discuss and give examples of right and wrong, love, forgiveness, truth, consequences and honesty.</li> </ul> <p><b>Religions Studied</b> Christianity Islam</p>	<p><b>5.3 Should we forgive others?</b></p> <ul style="list-style-type: none"> <li>Show understanding of some reasons people might feel sorry.</li> <li>Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict.</li> <li>Respond clearly with their own ideas about importance of confession to Christians.</li> <li>Describe how some modern individuals have faced the challenge of forgiveness.</li> </ul> <p><b>Religions Studied</b> Christianity</p>	<p><b>KS2 Easter Unit: Holy Week.</b></p> <ul style="list-style-type: none"> <li>Be able to develop their understanding of the meaning of Easter for Christians.</li> <li>Know what the Bible says by exploring the stories, rituals, customs and symbols in more depth.</li> </ul> <p><b>Religions Studied</b> Christianity</p>	<p><b>5.4 What do Christians believe about the old and new covenants?</b></p> <ul style="list-style-type: none"> <li>Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.</li> <li>Explore the narratives about Moses, the Ten Commandments, the Kingdom, including David, and Jesus making connections between stories and the idea of a covenant between God and the people.</li> <li>Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, 'I am' statements.</li> </ul> <p><b>Religions Studied</b> Christianity</p>	

	Judaism Non-religious				
<b>Year 6</b>	<p><b>6.1 How do Sikhs show commitment?</b></p> <ul style="list-style-type: none"> <li>Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community</li> <li>Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them</li> <li>Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community.</li> </ul> <p><b>Religions Studied</b> Sikhism</p>	<p><b>KS2 Christmas Unit: Why do Christians celebrate Christmas? The Gospel Accounts.</b></p> <ul style="list-style-type: none"> <li>Make links between the 4 gospel accounts of the birth of Jesus and show that they understand the similarities and differences. They state which account they consider the most convincing.</li> </ul> <p><b>Religions Studied</b> Christianity</p>	<p><b>6.2 What do Christians believe about Jesus' death and resurrection? (Easter)</b></p> <ul style="list-style-type: none"> <li>Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels.</li> <li>Express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today.</li> <li>Explain how festivals and seasons are celebrated, including Ascension and Pentecost.</li> </ul> <p><b>Religions Studied</b> Christianity Judaism Sikhism</p>	<p><b>6.3 How does growing up bring responsibilities?</b></p> <ul style="list-style-type: none"> <li>Describe and understand the rights and responsibilities that come with growing up</li> <li>Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies</li> <li>Reflect on their own beliefs, principles and values reasonably.</li> </ul> <p><b>Religions Studied</b> Christianity Judaism Sikhism</p>	<p><b>6.4 How do Jews remember Kings and Prophets in worship and life?</b></p> <ul style="list-style-type: none"> <li>Describe and express ideas about festivals and how and why they are commemorated.</li> <li>Give a considered response to how Jewish people follow the commandments set out in the Torah</li> <li>Summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.</li> </ul> <p><b>Religions Studied</b> Christianity Islam Judaism</p>