



BRADGATE
Education Partnership

Religious Education Curriculum

Why teach RE?

- ▶ Bradgate Education Partnership curriculum for religious education promotes the following:
- ▶ Respect
- ▶ Awareness of cultural difference
- ▶ Tolerance
- ▶ Diversity
- ▶ Acceptance
- ▶ British Values
- ▶ Beliefs



Curriculum Aims: At the end of their education in a BEP primary school, children will have developed mutual respect and tolerance for different faiths and beliefs. The curriculum enables both children and adults, within schools, to feel included and valued. Pupils will have an informed, empathetic and respectful view of society in order to promote tolerance and become responsible citizens.

Children will be able to co-operate and engage critically with religions and beliefs in order to prepare them for later life and the society in which they live.

Stories are at the heart of this curriculum; many faiths have different stories that are fundamental to their beliefs. Subject matter is rich and relevant and enrichment opportunities such as visitors/visits/artefacts play a central part.

Knowledge

In our RE lessons, we aim to ensure that both our pupils' substantive and disciplinary knowledge is built upon year on year.

- ▶ **Substantive Knowledge:** Knowledge and 'substance' of our curriculum e.g. people, dates, features of something
- ▶ **Disciplinary Knowledge:** Skills our children develop on how to interpret the world around them and the methods we use to gather information.
- ▶ **Personal Knowledge:** The attitudes, experiences and assumptions which shape the way that students experience the religious and non-religious. Part of this knowledge is being aware of how this is changing over time and why.



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Our curriculum is organised around four substantive strands of learning.

Substantive Strands of Learning

Belonging / Community

When you belong to a group, you feel welcomed and understood by other people in the group. An important part of belonging is that there is mutual understanding, acceptance and support.

A community is a group of people who have things in common. It could be they live in the same area, have similar backgrounds or worship a particular religion.

Sacred and Special

Something sacred is holy, devoted to a religious ceremony, or simply worthy of awe and respect. Special is distinctive, exceptional or extraordinary.

Creation

To make or bring in to existence.

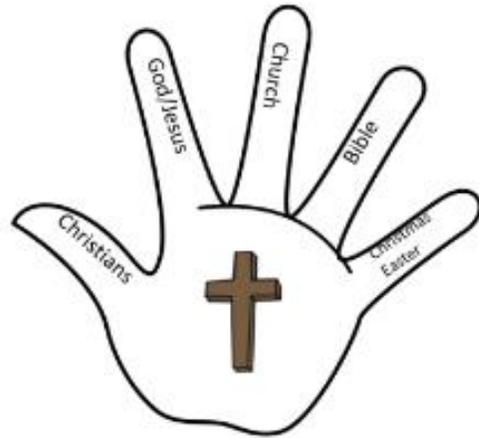
Belief

An acceptance that something exists or is true

Five Fingers of Faith/Hands of Faith

- ▶ All children will be familiar with the, 'Five Fingers of Faith' /Hands of Faith.
These cover five facts for each of the religions:

- ▶ followers
- ▶ God/Founder
- ▶ place of worship
- ▶ Holy text
- ▶ celebrations
- ▶ symbol



Faiths we study

- ▶ Judaism
- ▶ Sikhism
- ▶ Christianity
- ▶ Hinduism
- ▶ Islam
- ▶ Buddhism
- ▶ Humanism



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Judaism	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between different people.</p> <p>Show an understanding of their own feelings and those of others</p> <p>Show sensitivity to their own and others needs.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>	<p>Understand the term Religious Education.</p> <p>Recognise the symbol associated with Judaism.</p> <p>Identify followers of Judaism believe in God.</p> <p>Identify places of worship for Jewish people.</p> <p>Identify the holy book and how it should be treated.</p> <p>To know that the Jewish festival Sukkot celebrates harvest.</p>	<p>Retrieve five fingers of faith.</p> <p>To know what the Star of David stands for.</p> <p>Recall the life of a Jewish child.</p> <p>Understanding ceremonies happen in a synagogue.</p> <p>To retell the story of Moses in a basket</p> <p>Create my own Sukkah.</p>	<p>Explain who founded Judaism and where.</p> <p>To understand the main beliefs of the Jewish faith.</p> <p>To explain what the Jewish holy book is and how it is used.</p> <p>Name and explain the meanings of Jewish symbols.</p> <p>Understand why Jews celebrate Hanukah.</p>	<p>To retell the Jewish creation story.</p> <p>Understanding the role of the Rabbi.</p> <p>Understand the Jewish symbol Hamsa.</p> <p>To understand why Jewish people celebrate Rosh Hashanah.</p>	<p>Understand why the Sabbat is important to Jewish people.</p> <p>To explore the concept of forgiveness.</p> <p>Explain why forgiveness is important to Jewish people.</p> <p>To explore forgiveness in the Jewish faith.</p> <p>To explore the significance of Yom Kippur for Jewish people</p>	<p>To know how faith helps Jewish people when life gets hard.</p> <p>To understand the term orthodox Jew and know how they differ from other Jews.</p> <p>To understand the term Kosher and how this relates to food.</p> <p>Recalling the story of Passover.</p> <p>Explain how Passover is celebrated.</p>

Year 1 Autumn 1

Judaism

Cultural Capital and Enrichment Opportunities:

What makes this relevant to me?

Talk from Jewish person

Handling artefacts

Synagogues in the local area

Tour/virtual tour of a synagogue

Enquiry Questions:

- How do you think something special to you should be treated?

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	Understand the term Religious Education	Religious education is learning about people who have different beliefs.	community belonging	Religion belief
2	Recognise the symbol associated with Judaism	A symbol is a mark or character The Star of David is the symbol of the Jewish faith.	belonging sacred	Star of David Judaism Jewish Symbol
3	Identify that followers of Judaism believe in God.	A follower is a person who attaches themselves to someone or a set of beliefs. People who follow the Jewish faith are Jews. Jews believe in God.	belonging creation	Follower Judaism Jew
4	Identify places of worship for Jewish people.	Jewish people worship in a Synagogue.	sacred/special	Worship Synagogue
5	Identify the holy book and how it <u>should be treated.</u>	The holy book for Jewish people is the Torah. Jewish people believe that Torah contains instructions from God on how to live their lives. You can only touch this with a <u>Yad</u>	sacred/special	Holy Torah <u>Yad</u>
6	To know that the Jewish festival Sukkot celebrates harvest.	A festival is a day or period of celebration for religious reasons. Jewish people hold a festival called Sukkot. This celebrates harvest. People <u>don't</u> go to work/school for two days. They go to a synagogue to worship.	belonging community	festival Sukkot harvest

Year 6 Autumn 1

Judaism



Cultural Capital and Enrichment Opportunities:

What makes this relevant to me?
Talk from Jewish person
Handling artefacts
Synagogues in the local area
Tour/virtual tour of a synagogue
Friends/family may be Jewish
Sense of community

Enquiry Questions:

- How does faith help Jewish people when times get hard?
- What is the difference between Orthodox Judaism and Reform Judaism?
- Should the pharaoh have let the Hebrew people go sooner?

Suggested Teaching Sequence	Objectives Covered	Sticky Knowledge	Substantive Strands	Key Vocabulary
1	To know how faith helps Jewish people when life gets hard	Challenging times often inspire an increased commitment to performing “mitzvahs” — acts of kindness and charity that help heal the world.	community/ belonging	Mitzvah commitment kindness charity
2	To understand the term orthodox Jew and know how they differ from other Jews	Orthodox Judaism is the traditional form of Judaism. Orthodox Jews believe that the Torah is God’s word and should followed like a law. Reform Judaism began in the 1880s. It is a new way of interpreting beliefs of the religion Reform Judaism can make up their own minds about how to practice and interpret the beliefs of the religion.	community/ belonging belief	Orthodox Reform Torah
3	To understand the term Kosher and how this relates to food	In Hebrew, Kosher means ‘fit’. Laws of Kosher talk about what foods can be eaten, how and where it should be prepared. Dairy and meat cannot be eaten together. Pork and shell fish cannot be eaten. Parve food (vegetables and grains) can be eaten with any foods.	sacred/special belief	Kosher dairy

Cultural Capital and Enrichment

What makes this relevant to me?

- ▶ Talk from a person of faith
- ▶ Handling artefacts
- ▶ Visiting religious buildings
- ▶ Visiting/speaking with people in our community

Enquiry questions

For example:

What does the story of Jonah and the Whale tell us about forgiveness?

Why is the Shabbat special to Jewish people?

How is Yom Kippur linked to forgiveness?

EYFS

EYFS

Stories to be shared: Jonah and the Whale

Objectives to be taught through continuous provision reflecting on the different ways in which children learn through playing and exploring, active learning and creating and thinking critically.

Early Learning Goal

Understanding the World	Sticky Knowledge
Past and Present: Talk about the lives of the people around them and their roles in society.	Can name family members A community is a group of people. Their school is a community.
People, Culture and Communities: Know some similarities and differences between different	People have different beliefs Christians celebrate Christmas and Easter
Personal and Social Development	
Self-Regulation: Show an understanding of their own feelings and those of others	We are all special and different
Building Relationships: Show sensitivity to their own and others needs.	Begin to be aware of responding with kindness.
Communication and Language	
Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions	It is important to listen to others and share ideas. All ideas are valued.
Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	

Festivals

Broomfield's chosen timetable



Unit	Term	Festival	Date
Judaism	Autumn 1	Sukkot	6 th - 13 th October
Sikhism	Autumn 1 and 2	Diwali	18 th – 20 th October
Christianity	Autumn 2	Christmas	25 th December
Hinduism	Spring 1	Holi	4 th March
Islam	Spring 2	Eid	19 th – 20 th March
Buddhism	Summer 1	Vesak	1 st May
Humanism	Summer 2	World Humanist Day	21 st June

Other festivals and celebrations will be covered during whole school assemblies.