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**Wibsey Primary School**

**RE Cumulative Curriculum**

**By the end of Year 6 our pupils will:**

* Know about and understand a range of religions and other world views:
* They will describe and make connections about different religions and world views;
* They will explain different belief symbols and actions;
* They will describe and understand links between stories and other aspects of different communities;
* Explore questions of belief and meaning:
* They will understand the challenges of commitment;
* They will understand the diversity seen within communities;
* Give a personal response to belief and meaning:
* They will discuss and present their own views;
* They will consider how diverse communities can live together.

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Faith Focus** | Christianity Islam | Christianity IslamNon-religious approaches to life | Christianity IslamNon-religious approaches to life  | Christianity IslamJudaismSikhismNon-religious approaches to life | Christianity IslamJudaismSikhismNon-religious approaches to life | Christianity IslamJudaismSikhismNon-religious approaches to life | Christianity IslamJudaismSikhismNon-religious approaches to life |
| **Stories****Christian****Muslim****Jewish****Non-religious** | Christmas – story of the Nativity | * The Good Samaritan
* Story of the birth of Jesus
* Prophet Muhammad and the Camel
* Story of Seven New Kittens
* The Baby Birds (Gill Vaisey)
* Musa and the Watering Hole
 | * The Prodigal Son
* Feeding of the 5000
* Jairus’s daughter Healing of the Blind Man
* The Lost Sheep
* Androcles and the Lion (Aesop’s Fables)
* Emperor and the Seed
* Good Samaritan
 | * Noah and the Ark
* Story of Zacchaeus
* Parables:
* The Sower and the Seed
* The Sheep and the Goats
* The Wise and Foolish Builders
* The Man at the Pool of Siloam
* Jewish creation Story
* Islamic creation story
 |  | 10 Commandments | Pan Pujari |
| **Skills Development** | * Recall
* Talk about and notice
 | * Recall
* Talk about and notice
* Respond to questions
* Talk about ideas
 | * Recall and name
* Retell and suggest meanings for
* Recognise similarities and differences
 | * Describe
* Explain and suggest reasons for
* Identify and describe similarities and differences
 | * Describe and make links
* Explain and give reasons
* Describe and show understanding
* Explore and describe similarities and differences
* Reflect and give examples
 | * Describe and make links
* Explain and give reasons
* Compare and identify similarities and differences
* Reflect and give a personal response
 | * Compare and contrast views
* Give a considered response
* Explain a range of options and give reasons
* Weigh up different points of view
* Summarise and apply a range of ideas
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| **Pupils at Wibsey will be taught to:** |
| **Knowledge of Religious Belief and Practices** |
| **Believing****Units studied****(Syllabus Units)** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | * Which stories and books are special? (1:1)
* Who brought messages about God and what did they say? (1:5)
 | * What did Jesus teach and how did he live? (2.5)
 | * What do Christians believe about a good life? (3.3)
* What do creation stories tell us? (3.4)
 | * How do the Five pillars guide Muslims? (4.3)
* Why are Gurus at the heart of Sikh belief and practice? (4.4)
 | * What do Christians believe about the old and new covenants? (5.4)
 | * What do Christians believe about Jesus’ death and resurrection? (6.2)
 |
|  | **Nursery****Pupils in Nursery will be taught:** * The story of the Nativity and those behind other celebrations eg Rama and Sita

**Reception****Pupils in Reception will be taught:** * To compare the stories from different faiths
 | **Which stories and books are special?****Pupils in Year 1 will be taught:*** The bible and Qu’ran as special books to Christians and Muslims
* What Christians believe about the Bible
* The composition of the Bible - Old and New Testament
* What Muslims believe about the Qu’ran
* How Christians and Muslims read their Holy Books and treat them
* To retell and suggest meanings for stories in the Qu’ran:
* To retell and suggest meanings for stories in the Bible:

**Who brought messages about God and what did they say?****Pupils in Year 1 will be taught:*** Muslims beliefs about God
* Christian beliefs about God
* What a prophet is
* Stories about prophets from the Old Testament
* The early prophets of Islam
* God’s promise to Noah
* Prophecies about the birth of Jesus and the story of his birth
* The differences between Christian and Muslim beliefs about Jesus
 | **What did Jesus teach and how did he live?****Pupils in Year 2 will be taught:*** Key events in the life of Jesus
* The Disciples
* Key events from Jesus’s ministry
* Parables and why Jesus used them
* The meaning of some parables
* The story of Easter
* Christian response to the teachings of Jesus
 | **What do Christians believe about a good life?****Pupils in Year 3 will be taught:*** The composition of the Bible
* The Bible’s influences on Christian life.
* The greatest commandment
* Definition of a parable and what they teach about living a good life
* Stories from Jesus’s life and what they teach about how to live a good life
* Accounts of Jesus’ healings and what they tell Christians about how to live a good life

**What do creation stories tell us about our world?** **Pupils in Year 3 will be taught:*** The terms ‘creation’ and ‘creator’
* Christian. Muslim and Sikh beliefs about God as the Creator
* Creation stories from different faiths, non-faiths and beliefs
* Jewish Shabbat and a day of rest for Christians
* Individual responsibility to looking after the world
 | How do the Five pillars guide Muslims?**Pupils in Year 4 will be taught:*** The origin of Islam
* What Muslims believe about Allah
* The Prophet Mohammad
* The Five Pillars of Islam and their significance for Muslims

**Why are Gurus at the heart of Sikh belief and practice?****Pupils in Year 4 will be taught:*** What a Guru is
* The life of Guru Nanak
* Guru Nanak’s enlightenment and its significance
* The values and beliefs Guru Nanak taught
* Sikh beliefs about God
* The Mool Mantar
* The Guru Granth Sahib
* How Sikhs treat the Guru Granth Sahib and why
 | What do Christians believe about the old and new covenants?**Pupils in Year 5 will be taught:*** Abraham and why he is important to Christians, Jews and Muslims
* The Abrahamic faiths
* What Muslims and Jews believe about Abraham.
* Gods covenant with Abraham
* Moses and God’s covenant with him
* The story of the Exodus
* King David and God’s covenant with him
* Jesus’s genealogy
* The concept of ‘incarnation’ and terms ‘Messiah’ and ‘Saviour’
* Gospel narratives of Jesus’ birth -
* The new covenant between mankind and God through Jesus
* The communion service
* The different titles used by and of Jesus
 | What do Christians believe about Jesus’ death and resurrection?**Pupils in Year 6 will be taught:*** The Gospel accounts of Jesus’ death and resurrection
* The significance of events in the Easter story for Christians
* Concepts of sacrifice and victory in relation to Jesus’ death
* Stories after the resurrection
* The Ascension story
* The Story of Pentecost
* Christian belief in the Trinity
* The impact of Pentecost on the lives of Christians
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| **End Points****Knowledge of Religious Beliefs and Practices** **Believing** | At the end of Nursery pupils can:* Recognise that different stories are important to different people.

At the end of Reception pupils can:* Recognise that people have different beliefs.
 | **At the end of Year 1 pupils can:*** Recall who reads the Bible and Qu’ran and explain how they are treated and read
* Retell a story from the Bible and / or Qu’ran and suggests its meaning to believers
* Name a prophet and recall a story about them
* Explain why Christians believe Jesus was a special baby and why they call him the ‘Son of God’
 | **At the end of Year 2 pupils can:*** Identify key events from Jesus’ life and explain why they are significant / special to Christians
* Retell a story from Jesus’s life and a parable he told and explain how they show God’s love and affect how Christians live their lives
 | **At the end of Year 3 pupils can:*** Explain how the Bible teaches Christians how to live their lives, giving examples from known stories about Jesus and parables he told
* Retell a range of creation stories, comparing and making links between them
* Explain why people of different faiths and world views teach that the world should be cherished
* Explain what is meant by ‘spirituality’ and how this is expressed
* Explain why different symbols are significant / respond thoughtfully to what is shown
* Compare and contrast Jesus, Mohammad and Moses as leaders, exploring their similarities and differences
* Explain how leaders teach through their personal qualities, actions and stories.
 | **At the end of Year 4 pupils can:*** Describe and explain the 5 Pillars of Islam and how believers apply these to their lives
* Explain why Gurus are at the heart of Sikh belief and practice and show an understanding of Sikh practices relating to the Guru Granth Sahib
 | **At the end of Year 5 pupils can:*** Explain why Islam, Christianity and Judaism are Abrahamic faiths
* Compare and contrast what Christians believe about one of the old covenants with the new covenant
 | **At the end of Year 6 pupils can:*** Summarise the significance of Jesus’ death and resurrection for Christians using Gospel narratives
* Demonstrate understanding that Jesus’s death is seen a sacrifice and a way of forgiveness and salvation, showing understanding of these terms
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|  **Expressing** Units Studied | **EYFS** | **Year 1*** How do we celebrate special events? (1:2)
* What does it mean to belong to a church or mosque? (1:3)
 | **Year 2*** Why and how is new life welcomed? (2:1)
* How and why do people pray? (2:3)
 | **Year 3*** How do Jews remember God’s covenant with Abraham and Moses? (3:1)
 | **Year 4** * How are important events remembered in ceremonies? (4:1)
 | **Year 5*** Why are some journeys and places special? (5:1)
 | **Year 6** * How do Sikhs show commitment? (6:1)
* How do Jews remember the kings and prophets in worship and life? (6.4)
 |
| **Expressing Belief** | **Pupils in EYFS will be taught:** NurseryCelebrate and value cultural, religious and community events and experiences* Hindu Diwali
* Christmas
* Eid – compare differences and similarities to Christmas

Talk about places that are special to them and their familyReceptionExplore different religious beliefs through resources in provision, sharing personal experiences and performance.* Easter
* Christmas
* Hindu Diwali
* Compare and contrast Diwali and Eid to Christmas

Explore places in the local community that are special to different groups of people – the church | **How do we celebrate special events?****Pupils in Year 1 will be taught:** * Celebrations and why people celebrate
* Harvest Festival as a Christian festival
* Ramadan and Eid-Ul-Fitr as Muslim festivals
* Fasting at Ramadan
* How and why Muslims celebrate Eid-Ul-Fitr

**What does it mean to belong to a church or mosque?****Pupils in Year 1 will be taught:** * The Church as community of people to which Christians belong
* The key features of the Church, why they are important and that there are similarities and differences between different churches
* What happens in the church
* The key features of the Mosque (Masjid)
* The role of the Iman
* Christian and Muslim symbols
* Prayer at the Mosque and Church
 | **Why and how is new life welcomed?****Pupils in Year 2 will be taught:** * How and why the arrival of a new baby is celebrated by people
* How Christians welcome a new baby – baptism and dedication
* The symbols and objects used in Christian baptism and their meaning
* How Muslims welcome a new baby and the meaning of some of the customs that take place after the birth of a baby
* The adhan
* Shaving the hair
* Baby naming
* The aqiqah

**How and why do people pray?****Pupils in Year 2 will be taught:** * What prayer is and why people pray
* Christians pray in different ways
* The Lord’s Prayer
* Objects used by Christians in prayer
* How Muslims prepare for prayer
* How Muslims pray
* The different objects used by Muslims in prayer
 | **How do Jews remember God’s covenant with Abraham and Moses?****Pupils in Year 3 will be taught:*** What it means to keep a promise
* Covenant as a special promise between God and people
* God’s covenant with Noah -
* Abraham and why he is important to Jews.
* The OT covenant with Abraham
* Why Moses is important to Jews.
* Moses’ life story
* The first Pesach
* How Jews celebrate Pesach
* The synagogue as a Jewish place of worship
* The Rabbi
* The Torah
 | **How are important events remembered in ceremonies?****Pupils in Year 4 will be taught:*** How and why Hanukkah and is celebrated
* The Menorah
* Bandi Chor Divas and its significance to Sikhs
* The story of Guru Hargobind and the release of the prisoners
* How and why Hindus celebrate Diwali
* The story of Rama and Sita
* Light in festivals of Ancient Civilisations:
* The symbolisn of light
 | **Why are some journeys and places special?****Pupils in Year 5 will be taught:*** What Pilgrimage is
* Key pilgrimage sites (Islam, Christian, Jewish) on a map
* Hajj Pilgrimage for Muslims
* Pilgrimage sites for Christian
* The significance of the Golden Temple for Sikhs
* Why Jerusalem is and why it is important to Jews, Muslims and Christians
 | **How do Sikhs show commitment?****Pupils in Year 6 will be taught:*** The concepts of ‘ commitment’ and ‘values’
* How Sikhs demonstrate commitment
* Sewa
* The langar
* The story of Panj Pujari
* The Khaksa and the 5K symbols
* The story of the formation of the Khalsa (Amrit)

**How do Jews remember the kings and prophets in worship and life?****Pupils in Year 6 will be taught:** * The key beliefs of Jews
* Why David is significant to Jews
* David’s life story:
* Psalm 23 and Psalm 67
* Persecution and the story of Esther
* Why and how the festival of Purim is celebrated by Jews
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| **End Points****Expressing Belief** | At the end of Nursery pupils can:* Talk about places that are special
* Talk about a celebration they have taken part in

At the end of Reception pupils can:* Recognise that people have different beliefs and celebrate special times in different ways.
* Identify simple features of religious life and practice
* Can name the cross as a Christian symbol
* Can express their own experiences and feelings in religious celebrations
* Talk about places that are special to members of their community.
 | **At the end of Year 1 pupils can:*** Recall and name some celebrations that are important to believers, explain why they are important and how they are celebrated
* Identify the similarities and differences between the Church and Mosque and what happens there
 | **At the end of Year 2 pupils can:*** Identify similarities and differences in welcoming ceremonies for babies
* Recognise the different ways that Muslims and Christians pray and Identify the similarities and differences
 | **At the end of Year 3 pupils can:*** Retell some Jewish stories and explain why they are important
* Explain how and why Jews remember God’s covenant with Moses at Pesach
 | **At the end of Year 4 pupils can:*** Describe different celebrations from across different faiths, identifying the reasons for each one and making links between them
* Explain how light is symbolic and why it is a significant symbol to many different religions and non-religious people
 | **At the end of Year 5 pupils can:*** Identify the features of, and explain the similarities and differences, of pilgrimages for different faith groups
* Explain why Jerusalem is significant for different religions
 | **At the end of Year 6 pupils can:*** Summarize features of Sikh beliefs, practices and symbols, considering the meanings behind them
* Describe and explain how and why different festivals are celebrated making links and drawing comparisons
* Summarise key beliefs for Jews including Shema and describe how these affect lives today
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| **Living: How Religious Belief influences Ethics and Morality** |
| **Living** | **EYFS** | **Year 1**How and why do we care for others? | **Year 2*** How can we make good choices?
* How can we look after the planet?
 | **Year 3*** What is spirituality and how do people experience this?
* Who can inspire us?
 | **Year 4** What faiths are shared in our community? | **Year 5**What values are shown in codes for living?Should we forgive others? | **Year 6** How does growing up bring responsibility? |
| **Nursery****Pupils in Nursery will be taught:** * They are in the Wibsey Nursery community and be given some jobs of responsibility for others eg preparing snack
* To follow the Nursery rules and understand why they are important
* To consider how others are feeling

**Reception****Pupils in Reception will be taught:** * Think about their own feelings and compare them with the feelings of others
* To show care for others
 | **How and why do we care for others?****Pupils in Year 1 will be taught:** * The importance of relationships with others are important
* The importance of caring
* Why Christians care for others
* Why Muslims care for others
* How Christians and Muslims show care
 | **How can we make good choices?****Pupils in Year 2 will be taught:** * The importance of rules and the consequence of not following them
* The story of the 10 Commandments
* Christian stories about choice
* The 5 Pillars of Islam
* Moral stories from different faiths

**How can we look after the planet?****Pupils in Year 2 will be taught:** * The meaning of creation
* Creation stories from different faiths of Creation
* The Big Bang Theory
* The importance of caring for the planet
* Groups who campaign for caring for the planet and its resources
 | **What is spirituality and how do people experience this?****Pupils in Year 3 will be taught:*** ‘Spirituality’ and its expression through worship, prayer and music
* Muslim expressions of spirituality
* Symbols and their meanings
* The use of the arts to express belief
* How music is used to inspire believers

**Who can inspire us?****Pupils in Year 3 will be taught:*** What makes a good leader
* Jesus as a role model and inspiration
* The prophet Mohammad as a role-model and an inspiration
* Moses as a good leader and inspiration
* How Christians follow Jesus
* How Muslims follow the example of the Prophet Mohammad
* Inspirational people now and in the past
 | **What faiths are shared in our community?****Pupils in Year 4 will be taught:** * The concept of belonging
* The different faiths that are found in the UK and those that are represented locally
* An understanding ‘diversity’
* Similarities and differences between different places of worship / faiths within the community
* Key features and purposes of a mosque including Ummah
* The term ‘denomination’ within Christianity
* The similarities and differences between different denominations in the local area
* The work of local churches and religious groups within the community
 | **What values are shown in codes for living?****Pupils in Year 5 will be taught:** * Morals and values and ‘a code for living’
* Christian teaching about values and behaviour:
* The teaching of the Prophet (Hadiths) and his influence on the values/ behaviours of Muslims
* ‘Commands’ from the Surah
* The Jewish principles of Tikkum Olam
* Shared human moral values (humanist codes for living)
* Peace and peace keeping organisations

**Should we forgive others?****Pupils in Year 5 will be taught:** * Reconciliation and forgiveness
* Stories Jesus told about forgiveness
* Stories about Jesus demonstrating forgiveness
* The importance of confession to Christians and its link to forgiveness
* Practical examples off forgiveness
 | **How does growing up bring responsibility?****Pupils in Year 6 will be taught:** * ‘Rites of Passage’
* Rites of Passage ceremonies – what happens, promises, beliefs and responsibilities
* Christian Baptism
* Amrit
* Bar Muitzvah):
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| **End Points** | **Reception – ELG**Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class | **At the end of Year 1 pupils can:*** Express ideas about how to care for others and explain how and why Christians and Muslims show care for others
 | **At the end of Year 2 pupils can:*** Explain why rules are important in helping live together co-operatively
* Recall and identify the similarities and differences between Christian and Muslim religious rules
* Recall, compare and contrast different creation stories
 | **At the end of Year 3 pupils can:*** Describe how ‘spirituality’ is expressed and compare and contrast how different faith groups express spirituality
 | **At the end of Year 4 pupils can:*** Identify and describe some differences and similarities between local faith groups, and denominations, drawing links with their work in the local community
 | **At the end of Year 5 pupils can:*** Describe similarities between the codes for living used by Christians and Muslims and one other group
* Explain and give reasons for the challenges of forgiveness and reconciliation and the problems of conflict
 | **At the end of Year 6 pupils can:*** Describe and understand the rights and responsibilities that come with growing up and provide a personal response to the challenges it brings
* Compare a range of religious approaches to rites of passage and show understanding of the importance of these ceremonies
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| **Vocabulary** | CelebrationChurchDifferentCare | Faith BeliefMuslim Christian Bible Qu’ranOld / New TestamentChurch Mosque ProphetCareJesus MohammadRamadanEid-Ul-Fitr | Islam ChristianityReligionNon-religiousParable MoralEaster Prayer / prayBaptism Creation StoryChoice  | CommandmentCreationJew / JewishSikhPromiseCovenantPesachRabbi TorahSpiritualityInspirationLeader | GuruMool MantarGuru Granth SahibHanukkahMenorahDiwaliSymbolismCommunityDiversityDenomination | Abrahamic FaithIncarnationPilgrimageHajjGolden TempleJerusalemForgivenessReconciliationConfessionMoral ValueHumanist | Death / resurrectionGospels SacrificeAscensionPentecost TrinityThe 5 Ks’sThe KhalsaPurimResponsibilityRite of PassageBar Mitzvah |
| **Core Learning Experiences** | Take part in NativityReception – Visit to the churchExplore religious festivals through provision and role play | Visit to a Mosque and ChurchTake part in Nativity | Take part in Easter presentation  | Visit to a synagogue | Visit to two different denominations within the local areaVisit to a GurdwaraVisit by a Sikh  | Visit of a Muslim to talk about their experiences on Hajj |  |