****

**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.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Faith Focus** | Christianity  Islam | Christianity  Islam  Non-religious approaches to life | Christianity  Islam  Non-religious approaches to life | Christianity  Islam  Judaism  Sikhism  Non-religious approaches to life | Christianity  Islam  Judaism  Sikhism  Non-religious approaches to life | Christianity  Islam  Judaism  Sikhism  Non-religious approaches to life | Christianity  Islam  Judaism  Sikhism  Non-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 |
| **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 |
| **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 |
| **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:**  Nursery  Celebrate 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 family  Reception  Explore 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 |
| **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 |
| **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): |
| **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 |
| **Vocabulary** | Celebration  Church Different  Care | Faith Belief  Muslim Christian  Bible Qu’ran  Old / New Testament  Church Mosque Prophet  Care  Jesus Mohammad  Ramadan  Eid-Ul-Fitr | Islam Christianity  Religion  Non-religious  Parable Moral  Easter  Prayer / pray  Baptism  Creation Story  Choice | Commandment  Creation  Jew / Jewish  Sikh  Promise  Covenant  Pesach  Rabbi Torah  Spirituality  Inspiration  Leader | Guru  Mool Mantar  Guru Granth Sahib  Hanukkah  Menorah  Diwali  Symbolism  Community  Diversity  Denomination | Abrahamic Faith  Incarnation  Pilgrimage  Hajj  Golden Temple  Jerusalem  Forgiveness  Reconciliation  Confession  Moral Value  Humanist | Death / resurrection  Gospels  Sacrifice  Ascension  Pentecost  Trinity  The 5 Ks’s  The Khalsa  Purim  Responsibility  Rite of Passage  Bar Mitzvah |
| **Core Learning Experiences** | Take part in Nativity  Reception – Visit to the church  Explore religious festivals through provision and role play | Visit to a Mosque and Church  Take part in Nativity | Take part in Easter presentation | Visit to a synagogue | Visit to two different denominations within the local area  Visit to a Gurdwara  Visit by a Sikh | Visit of a Muslim to talk about their experiences on Hajj |  |