

Cranmore Infant School

**Religious Education  
curriculum**

*We love to learn and  
together we grow*

# Vision Statement

Religious Education for children provokes challenging questions about the meaning and purpose of life. Our goal is to develop pupils' knowledge and understanding of Christianity amongst other religion and religious traditions through the enquiry approach. We enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. We teach pupils to develop tolerance and respect for others, including people with different faiths and beliefs and helps to challenge prejudice. Within Religious Education we prompt pupils to consider their responsibilities to themselves and to others and to explore how they might contribute positively to their communities and to the wider society. It encourages empathy, generosity and compassion.

# Religious Education Aims

- ▶ Make Religious Education a learning experience to look forward to.
- ▶ Provide a broad and balanced RE curriculum within the framework of statutory requirements and those of the locally agreed syllabus
- ▶ Develop pupils' knowledge and appreciation of Christianity and other principal religions in Great Britain.
- ▶ Promote the spiritual, moral, cultural, mental and physical development of pupils.
- ▶ Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- ▶ Provide a safe enquiry space.
- ▶ Enhance critical thinking and evaluation skills.
- ▶ Equip pupils for a world of diversity.
- ▶ To know about and understand a range of religions and worldviews.
- ▶ To express ideas and insights about the nature, significance and impact of religions and worldviews.
- ▶ Encourage pupils to respect ideas, religions and worldviews which may differ to our own.

## Religious Education whole school schema

	EYFS	Year 1	Year 2
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Shows an interest in other people.</li> <li>Understand family customs and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and retell the Christian creation story</li> <li>Remember some of the Christmas story Explain that Jesus is special to Christians.</li> <li>Retell a time when Jesus showed friendship</li> <li>Recall the events of Palm Sunday</li> <li>Talk about how Jewish people celebrate the Shabbat.</li> </ul>	<ul style="list-style-type: none"> <li>Remember something Jesus said or did to be kind.</li> <li>Explain that Christians believe Jesus was a gift from God.</li> <li>Talk about Jewish practises.</li> <li>Recall what Christians believed happened on Easter Sunday.</li> <li>Explain what happens when Muslims pray and go to the mosque.</li> <li>Explain what happens when Muslims complete the Hajj.</li> </ul>
Expressing and communicating ideas related to religions and worldviews	<ul style="list-style-type: none"> <li>Different things make me unique.</li> <li>Understand that we don't always enjoy the same things.</li> <li>Talk about the past and present.</li> <li>Understand that we don't all do the same things</li> </ul>	<ul style="list-style-type: none"> <li>Express an opinion about creation</li> <li>Talk about how the world got here.</li> <li>Make links between things that are important to me.</li> <li>Talk about my friends and why I like them.</li> <li>Explore what it means to be a good friend.</li> <li>Explain how belief can affect decision making.</li> </ul>	<ul style="list-style-type: none"> <li>Explain why we should be kind with reasons.</li> <li>Discuss why Christians believe God gave Jesus to the world.</li> <li>Suggest the most and least important things Jewish people do that God asks them to do.</li> <li>Offer my own opinion about the empty tomb on Easter Sunday.</li> <li>Discuss how Muslims feel a sense of belonging when they are praying.</li> <li>Talk about something which is important to Jewish people.</li> </ul>

## Religious Education whole school schema

	EYFS	Year 1	Year 2
Gaining and deploying the skills for studying religions and worldviews.	<ul style="list-style-type: none"><li>• Have a sense of their immediate family.</li><li>• Beginning to have their own friends.</li><li>• Understand similarities and differences.</li></ul>	<ul style="list-style-type: none"><li>• Use creative ways to express their own ideas about the creation story.</li></ul>	<ul style="list-style-type: none"><li>• Ask some questions about believing in God and offer some ideas of their own. Ask and suggest answers to questions arising from stories across more than one faith. Talk about issues of good and bad, right and wrong arising from stories.</li></ul>

# Nursery & Reception

## Religious Education Knowledge

In Early Years, the children spend time exploring the religions of Christianity and Judaism in the first two terms. The children think about the celebrated festivals in the Christian calendar, linking this to the celebrations in Judaism. The final term brings this together with exploring special stories and places of a multitude of religions.

# NURSERY/ RECEPTION

## Religious Education curriculum

	Autumn	Spring	Summer
Theme	<p><b>Autumn 1</b> Special People</p> <p><b>Autumn 2</b> Christmas <b>Concept:</b> Incarnation</p>	<p><b>Spring 1</b> Celebrations</p> <p><b>Spring 2</b> Easter</p>	<p><b>Summer 1</b> Story Time</p> <p><b>Summer 2</b> Special Places</p>
Key Question	<p><b>Autumn 1</b> What makes people special?</p> <p><b>Autumn 2</b> What is Christmas?</p>	<p><b>Spring 1</b> How do people celebrate?</p> <p><b>Spring 2</b> What is Easter? Concept: Salvation</p>	<p><b>Summer 1</b> What can we learn from stories?</p> <p><b>Summer 2</b> What makes places special?</p>
Religion	<p><b>Autumn 1 &amp; 2</b> Christianity &amp; Judaism</p>	<p><b>Spring 1</b> Hinduism</p> <p><b>Spring 2</b> Christianity</p>	<p><b>Summer 1</b> Christianity, Islam, Hinduism, Sikhism</p> <p><b>Summer 2</b> Christianity, Islam &amp; Judaism</p>

# Nursery & Reception Religious Education Vocabulary

## Autumn 1

Jesus Moses

## Autumn 2

Mary Joseph Frankincense Myrrh.

## Spring 1

Nowruz Holi Vishnu

## Spring 2

Jesus Palm Sunday The Last Supper Cross Tomb

## Summer 1

Parable Allah Brahmin Sadhana Guru Nanak

## Summer 2

Church font Lectern Alter

Mosque Minaret Musalla Mihrab Minbar Qur'an

Synagogue Ark Prayer Shawls Kippah Torah



# Year One

## Religious Education Knowledge

Years One builds upon what has been taught in the Early Years as the children look in more depth at what Christians believe - the children take time to ask 'Big Questions' and make connections across religions. The children also learn about Judaism in Year One.

# YEAR ONE

## Religious Education curriculum

	Autumn	Spring	Summer
Theme	<b>Autumn 1</b> Creation Story <b>Concept:</b> God/Creation	<b>Spring 1</b> Jesus as a friend <b>Concept:</b> Incarnation	<b>Summer 1</b> Shabbat
Theme	<b>Autumn 2</b> Christmas <b>Concept:</b> Incarnation	<b>Spring 2</b> Easter-Palm Sunday <b>Concept:</b> Salvation	<b>Summer 2</b> Rosh Hashanah and Yom Kippur
Key Question	<b>Autumn 1</b> Does God want Christians to look after the world? <b>Autumn 2</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	<b>Spring 1</b> Was it always easy for Jesus to show friendship? <b>Spring 2</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	<b>Summer 1</b> Is Shabbat important to Jewish children? <b>Summer 2</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?
Religion	<b>Autumn 1 &amp; 2</b> Christianity	<b>Spring 1 &amp; 2</b> Christianity	<b>Summer 1 &amp; 2</b> Judaism

# Year 1

## Religious Education Vocabulary

### Autumn 1

Creation Story Adam Eve

### Autumn 2

Mary Joseph Frankincense Myrrh

### Spring 1

Zacchaeus Mary Martha Lazarus

### Spring 2

Palm Sunday Palm cross

### Summer 1

Shabbat Challah

### Summer 2

Rosh Hashanah Yom Kippur Shofar

# Year Two

## Religious Education Knowledge

By the end of KS1 children will be able to-

- Recall and name different beliefs and practises.
- Retell and suggest meanings to some religious and moral stories.
- Recognise different symbols and actions linked with religious communities.
- Ask and respond to questions.
- Observe and recount different ways of expressing identity and belonging.
- Notice and respond sensitively to similarities between religions and worldviews.
- Explore questions about belonging, meaning and truth.
- Find out about examples of cooperation between people who are different
- Find out about questions of right and wrong

# YEAR TWO

## Religious Education curriculum

**Autumn**

**Spring**

**Summer**

**Theme**

**Autumn 1**

What did Jesus teach?

**Autumn 2**

Christmas - Jesus as a gift from God

**Spring 1**

Prayer at home

**Spring 2**

Easter- Resurrection

**Summer 1**

The Covenant

**Summer 2**

Hajj

**Key Question**

**Autumn 1**

Is it possible to be kind to everyone all of the time?

**Autumn 2**

Why do Christians believe God gave Jesus to the world?

**Spring 1**

Does praying at regular intervals help a Muslim in his/her everyday life?

**Spring 2**

How important is it to Christians that Jesus came back to life after His crucifixion?

**Summer 1**

How special is the relationship Jews have with God?

**Summer 2**

Does completing Hajj make a Muslim a better person?

**Religion**

**Autumn 1 & 2**

Christianity

**Spring 1**

Islam

**Spring 2**

Christianity

**Summer 1**

Judaism

**Summer 2**

Islam

# Year 2

## Religious Education Vocabulary

### Autumn 1

Samaritan    parable

### Autumn 2

Advent    Jesus    Christians    Christmas

### Spring 1

Salah    Allah    Qur'an    Makkah    Ka'bah

### Spring 2

Easter Egg    Hot cross bun    Resurrection

### Summer 1

Covenant    Abraham    Isaac    Ten commandments    Mezuzah    Shema

### Summer 2

Grand Mosque    Five pillars    Pilgrimage    Mount Arafat    Makkah/ Mecca    Qur'an    Hajj    Hajj robes