

EVAP Religious Education Curriculum Plan 2021-2023

RE is taught weekly at EVPA. The aim of this subject is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

At EVPA we follow the Northants agreed syllabus for RE; using this as the foundation document the development of skills and knowledge is carefully planned to ensure progression from Early Years Foundation Stage through to the end of Upper Key Stage Two where our children will be ready to continue their learning of this key subject at secondary school.

At EVPA we have mixed age classes, therefore, the curriculum is designed on a two year cycle; this cycle ensures that there is no repetition of coverage and that progression of skills and knowledge is carefully implemented. The skills progression documents and curriculum intent documents that accompany this long term planning document can be found in the 'RE' area of our school website.

The Progression Documents are designed to support teachers with their planning. The progressions contain information on the important knowledge appropriate to each key stage, as well as suggestions for vocabulary, questions and activities. Following the progressions should enable students to develop an understanding of the religion or non-religious worldview and what it means to live one's life as a follower of the religion or world view today. Opportunities will be made to relate, compare, and contrast the variety of beliefs and values and to make links between them throughout the teaching. Students will also be presented with the opportunity to reflect upon, evaluate, and critique what they learn, and make connections with their own lives and experiences.

Pupils' achievement in RE is measured as either 'Working Towards the Expected Standard' 'Working At the Expected Standard' or 'Exceeding the Expected Standard'. A teacher judgement is made at the end of terms 2, 4 and 6 and is recorded on FFT.

Where appropriate, visitors to school and off site visits are used to enhance and broaden children's learning experiences in RE.

The EVPA IREACH values are embedded in all teaching at EVPA and regular links are made between our school values of those values seen in different religions. This helps our children make connections between their own lives and values and those from different religious and cultural backgrounds.

	Term 1	Term 2	Term 3
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Year 1 & 2 Cycle A	<u>Christianity</u>	<u>Judaism</u>	<u>Sikhism</u>
	<p>Visit to the Church and find out about the celebrations that happen in it</p> <p>The celebrations of Harvest and Christmas</p> <p>The Old and New Testament: stories from the Old Testament (Moses; 10 Commandments; David and Goliath)</p> <p>Bible stories: Feeding of the 5000; Jesus walks on water; Jesus calms the storm</p>	<p>Visit a synagogue and find out about the important features.</p> <p>Know that centuries ago Jewish people used to live in the Middle East as a nomadic nation but nowadays they live all over the world.</p> <p>The Maccabees revolt and the Chanukah miracle</p> <p>Shabbat</p> <p>Moses and Torah</p> <p>The 10 Commandments</p> <p>Hear some stories from the Torah: the story of Abraham and Isaac, of Jacob and Esau and the story of Moses receiving Torah from God.</p>	<p>The Three Duties</p> <p>Guru Granth</p> <p>One Creator</p> <p>Guru Nanak and his Birthday Celebrations</p> <p>Guru Granth Sahib</p> <p>How Life and Death are celebrated</p> <p>Doing Good Deeds</p> <p>Links to other Faiths</p>
	Term 1	Term 2	Term 3

Year 1 & 2 Cycle B	<u>Christianity</u>	<u>Humanism</u>	<u>Islam</u>
	<p>Visit to the Church and find out about the features of the church (stained glass windows, font, belfry etc)</p> <p>The celebrations of Advent and Easter</p> <p>The Old and New Testament (Creation; Daniel in the Lion's Den)</p> <p>Bible stories: Jesus turns water into wine; Jesus heals a blind man; Jesus heals a paralysed man</p>	<p>How humans are similar to, and different from, other animals</p> <p>Human achievements in science, medicine, arts and society</p> <p>The Happy Human as a symbol of Humanism Happiness</p> <p>Valuing and celebrating human life by marking key moments in people's lives such as births, weddings and deaths</p> <p>Thinking about the consequences of our actions</p> <p>The Golden Rule</p> <p>Taking care of other living creatures and the natural world</p>	<p>Visit a local mosque and become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers.</p> <p>Prophet Mohammed</p> <p>Explore what life was like for Prophet Muhammad as a child</p> <p>Qur'an</p> <p>Festivals – Ramadhan and Eid ul Fitr</p>
	Term 1	Term 2	Term 3

Year 3 & 4 Cycle A	<u>Christianity</u>	<u>Judaism</u>	<u>Sikhism</u>
	<p>The cycle of the Christian year, the meanings of the major festivals (Christmas, Easter) and how they are celebrated including the use of symbolic colours and special hymns</p> <p>The significance of the BC/AD dating system</p> <p>The structure of the Bible (verses, chapters, Gospels etc)</p> <p>Lives of people who have followed Jesus – Saint Francis; Saint Patrick; St Andrew, St David, St George</p>	<p>The concept of Shabbat as a day dedicated to God through celebrating his creations and respecting them.</p> <p>The Jewish calendar</p> <p>Important celebrations such as Bar Mitzvah</p> <p>Torah scrolls and the 5 books of Moses</p> <p>The story of King David</p>	<p>Explore Sikh belief about God expressed in the Mool Mantar. Eg Creator, Sustainer etc</p> <p>How Sikhs meditate and serve in Gurdwaras and in their own homes.</p> <p>Why Seva (Selfless Service) such an important aspect of human life.</p>
	Term 1	Term 2	Term 3

Year 3 & 4 Cycle B	<u>Christianity</u>	<u>Humanism</u>	<u>Islam</u>
	<p>How Christians celebrate the festivals of Harvest, Remembrance Sunday, Advent Lent, Ascension Day, Pentecost.</p> <p>The variety in Christianity - explore / compare their different structures and discover how these can reflect distinct practices and beliefs (e.g. font or baptismal tank).</p> <p>How people pray and some prayers including The Lord's Prayer</p> <p>The four Gospels.</p>	<p>How Humanists decide what to believe</p> <p>Humanists' views on happiness</p> <p>Humanist celebrations</p> <p>Humanist values</p>	<p>The Muslim calendar</p> <p>The main features of a mosque and understand the use of it.</p> <p>The major aspects of teachings of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty. Link stories- Prophet & the woman who used to throw rubbish.</p>
	Term 1	Term 2	Term 3

Year 5 & 6 Cycle A	<u>Christianity</u>	<u>Judaism</u>	<u>Hinduism</u>
	<p>Holy Communion / Eucharist / Mass / Lord's Supper – how these are celebrated in church and why they are important to many Christians.</p> <p>The creation story alongside scientific theory.</p> <p>How Jesus is portrayed in art from different ages and cultures and how this can send a message about different beliefs relating to him.</p>	<p>Different groups of the Jewish people - understand the basic difference between Traditional and Progressive Judaism.</p> <p>Rosh Hashanah and Yom Kippur and the 10-day period between them when Jewish people try to ask forgiveness for all their wrong doings in the previous year.</p> <p>Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God.</p> <p>Spiritual meaning of the Hebrew alphabet („letters of fire”), numerical value of letters and words.</p>	<p>Place of worship - mandir / temple. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities.</p> <p>The symbolism of selected murtis and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva, Parvati, Durga, Sarasvati, Rama, Krishna) and what these tell about the nature of God.</p> <p>The Hindu way of welcoming babies.</p> <p>Karma and how this influences the way Hindus live their lives.</p>
	Term 1	Term 2	Term 3

Year 5 & 6 Cycle B	<p style="text-align: center;"><u>Christianity</u></p> <p>Explore Christian life and practice in another country.</p> <p>Explore how the belief in God the creator influences Christian views on environment and climate justice</p> <p>Jesus' miracle stories – Jesus heals a blind man; Jesus; the raising of the widow's son; the healing of the paralysed man.</p>	<p style="text-align: center;"><u>Buddhism</u></p> <p>The life of Buddah</p> <p>Buddhist communities</p> <p>The Four Noble truths</p> <p>Key Festivals</p> <p>Works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened</p>	<p style="text-align: center;"><u>Islam</u></p> <p>The Qur'an and its significance as a guide today in the lives of Muslims.</p> <p>Understand the significance of Makkah, also the place for pilgrimage, the place where Prophet was born and also the direction towards which Muslims face when praying.</p> <p>Know the Five Pillars (Sunni) and the Ten Obligatory Islamic acts (Shia) of Worship.</p>
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