

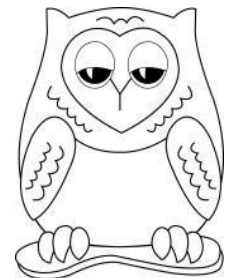
# Common Road Infant and Nursery School

## Our RE Curriculum

At Common Road Infant School and Nursery we use the Wakefield locally-agreed syllabus for Religious Education to deliver a high-quality Religious Education for our children. This curriculum enables all of the children in our school to acquire and develop skills, knowledge, a mutual respect and tolerance of different beliefs and religions. The syllabus encourages and enables pupils to explore their own beliefs, values and traditions and in a meaningful and engaging way. Through RE teaching our children will gain a coherent knowledge and a deep understanding of a range of world religions. Through this teaching, we will spark children's curiosity to find out and know more about different religions and cultures. Our teaching must provoke questions about meaning and purpose, beliefs about God, issues of right and wrong, and what it means to be human. It must also provide opportunities for children to discuss and debate and for misconceptions and stereotypes to be addressed swiftly and effectively by skilled teachers. Through religious education we aim to acknowledge our children's immediate needs and nurture their spiritual, moral, social and cultural awareness ensuring they grow into valued and responsible adults.

### **RE in the Early Years**

Early Years Foundation Stage In the Early Years the locally agreed syllabus is followed alongside Development matters and the EYFS Framework documents linking closely with the 'Understanding the World' strand of the EYFS curriculum. In the EYFS children build their understanding of religious stories, people and places. They also look at celebrations and festivals and why these are important. They do this through regular teaching and themed weeks/events.



# Early Years

## Statutory Framework: Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

### 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. Explore the natural world around them, making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

	<b>Marvellous Me</b>	<b>Traditional Tales</b>	<b>People Who Help Us</b>	<b>Transport</b>	<b>Growing and Changing</b>	<b>Under the Sea</b>	<b>To be explored through...</b> <ul style="list-style-type: none"> <li>- creative play, make-believe, role play, dance and drama;</li> <li>- dressing up and acting out scenes from stories, celebrations or festivals;</li> <li>- making and eating festival food;</li> <li>- talking and listening to each other; hearing and discussing stories, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination;</li> <li>- exploring authentic religious artefacts;</li> <li>- seeing pictures, books and videos of places of worship and meeting believers in class;</li> <li>- listening to religious music;</li> <li>- starting to introduce religious terminology;</li> <li>- work on nature, growing and life cycles or harvest;</li> <li>- seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet;</li> <li>- starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.</li> </ul>
<b>Friday reflection time (Wakefield Agreed Syllabus)</b>	F4: Which times are special and why?	F1: Which stories are special and why?	F2: Which people are special and why?	F3: Which places are special and why?	F6: What is special about our world and why?	F5: Where do we belong?	
<b>Celebrations (theme week)</b>	<b>Linked to Diwali:</b> What times are special and why? Which stories are special and why? Which people are special and why?	<b>Linked to Christmas:</b> Which stories are special and why? Which people are special and why? What times are special and why?		<b>Linked to Easter:</b> Which stories are special and why? Which people are special and why? What times are special and why?	<b>Linked to Eid and Ramadan:</b> Which stories are special and why? Which people are special and why? What times are special and why?		

## RE Progression Overview – KS1

	Autumn	Spring	Summer
<b>Year 1</b>	<b>Focus religions: Christianity and Judaism.</b>		
<b>Coverage</b>	<p>Children will learn about Christianity, what it means to be a Christian, the church, Bible and key Christian celebrations. They will learn about some key stories from the Bible and talk about their meanings. They will learn about important figures in Christianity such as God and Jesus, as well as key symbols of Christianity.</p> <p>Children will learn about Judaism, what it means to be Jewish, the Synagogue, Torah and key Jewish celebrations. They will learn about key Jewish stories and teachings, and talk about their meanings. They will learn about important figures in Judaism such as Abraham and Moses, as well as key symbols of Judaism.</p> <p>Children will make comparisons between Christianity and Judaism.</p> <p>They will also reflect on the beliefs and teachings of these religions and within their own lives so that they can confidently express their personal beliefs, ideas and values. They will gain and deploy the skills needed to enable them to participate positively in society by respecting the beliefs of others within their community.</p>		
	<p><b><u>Autumn 1</u></b></p> <ul style="list-style-type: none"> <li>Who is a Christian and what do they believe? (1:1)</li> <li>What does it mean to belong to a faith community? (1:7) (Linked to Christianity)</li> </ul> <p><b><u>Autumn 2</u></b></p> <ul style="list-style-type: none"> <li>What makes some places sacred? (1:5) (Linked to Christianity)</li> </ul> <p><b>Celebrations:</b> Christianity - Christmas (briefly why it is celebrated. Look in depth at how it is celebrated and typical Christian customs at Christmas)</p> <ul style="list-style-type: none"> <li>How and why do we celebrate special and sacred times? (1:6) (Linked to Christianity)</li> </ul>	<p><b><u>Spring 1</u></b></p> <ul style="list-style-type: none"> <li>Who is Jewish and what do they believe? (1:3)</li> <li>What does it mean to belong to a faith community? (1:7) (Linked to Judaism, refer back to Christianity)</li> </ul> <p><b><u>Spring 2</u></b></p> <ul style="list-style-type: none"> <li>How and why do we celebrate special and sacred times? (1:6) (Linked to Judaism and Christianity). <b>Passover and Easter fall at the end of this half term.</b></li> </ul> <p><b>Celebrations:</b> Judaism – Passover, Shabbat Christianity – Easter (briefly why it is celebrated. Look in depth at how it is celebrated and typical Christian customs at Easter time).</p>	<p><b><u>Summer 1</u></b></p> <ul style="list-style-type: none"> <li>What can we learn from sacred books? (1:4) (Linked to Christianity and Judaism)</li> </ul> <p><b><u>Summer 2</u></b></p> <ul style="list-style-type: none"> <li>What makes some places sacred? (1:5) (Linked to Judaism)</li> </ul> <p><b>Celebrations:</b> Judaism – Shavuot</p> <ul style="list-style-type: none"> <li>How and why do we celebrate special and sacred times? (1:6) (Linked to Judaism). <b>This can be linked to the summer 2 sacred books unit.</b></li> </ul>

## Year 1 key learning

Autumn  
1

### Who is a Christian and what do they believe? (1:1)

### What does it mean to belong to a faith community? (1:7) (Linked to Christianity)

Talk about some simple ideas about Christian beliefs about God and Jesus (A1).

- Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).
- Ask some questions about believing in God and offer some ideas of their own (C1).
- Recognise and name some symbols of belonging from their own experience, for Christians suggesting what these might mean and why they matter to believers (A3).

What is a Christian?

Christians can be found worldwide.

How do we show that we belong? How do Christians show that they belong? (They might wear a cross, visit a church, read the bible, the lords prayer, pray, get Baptised and get married).

What do Christians believe? (That there is one God, Jesus is the Son of God, Jesus was sent to help mankind to live good lives).

What do you think God is like?

What do Christians think God is like? (Link to story 'The Parable of the lost sheep')

Does everyone believe the same thing about God?

Who was Jesus?

What can we learn from the story of Zacchaeus?

#### **Vocabulary:**

Religion – What people believe and practice

Christian – Someone who believes in Jesus and follows his teachings

Crucifix – A cross with the figure of Jesus on

Church – The place of worship for Christians

Bible – The holy book for Christians

Jesus – The son of God

God – The creator of everything

Baptism – A special celebration to welcome people into the Christian faith

Marriage – A special celebration where two people are joined

Parable – A short, simple story that teaches a lesson

Moral – The lesson that is taught

Autumn  
2

## What makes some places sacred? (1:5) (Linked to Christianity)

### How do we celebrate special and sacred times? (1.6 – Linked to Christianity / Christmas)

- Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).
- Talk about ways in which stories, objects, symbols and actions used in churches show what people believe (B2).
- Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).
- Ask good questions during a school visit about what happens in a church (B1).
- Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).
- Identify two ways people show they belong to each other when they get married (A1).

What is meant by 'sacred' and 'holy'?

What things and places are special to you and why?

How do we show respect to other people's belongings?

What is the name of the sacred place for Christians?

What does a Church look like? (Do they all look the same?)

What objects and symbols might you find in a Church? (altar, cross, crucifix, font, lectern, candles) What might they be used for?

What happens in a Church?

Children to explore how Christians use song music in worship (hymns)

What is Christmas?

Why is Christmas celebrated?

How is Christmas celebrated? (go to Church, exchange gifts, decorate homes, celebrate advent, have Christmas dinner, go to Christingles).

#### **Vocabulary:**

Sacred – Something special and holy

Holy – Something special that is connected to a religion

Church – The place of worship for Christians

Symbol – Something that represents another thing

Altar – A special table or platform in a Church

Cross – Represents where Jesus was crucified

Crucifix – A cross with the figure of Jesus on

Font – A container that holds holy water in a church

Lectern – The place where someone stands to read from the bible in a church

Worship – Showing your love and respect for God

Hymns – Songs to thank God

Advent - The countdown to celebrating Christmas

Christmas – The celebration of Jesus' birth

Christingle – Symbolises Jesus as the light of the world

#### **Visit**

Church

(Link to Baptism/marriage)

Spring 1

## Who is Jewish and what do they believe? (1:3)

### What does it mean to belong to a faith community? (1:7) (Linked to Judaism, refer back to Christianity)

Talk about how the mezuzah in the home reminds Jewish people about God (A3).

- Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).
- Re-tell a story that shows what Jewish people might think about God, suggesting what it means (A2).
- Ask some questions about believing in God and offer some ideas of their own (C1).
- Recognise and name some symbols of belonging from their own experience, suggesting what these might mean and why they matter to believers (A3).

What is a Jew?

Jews can be found worldwide.

Recap how do we know that we belong? How do Jews show that they belong? (wearing Jewish clothing, have the mezuzah on their house, visit a Synagogue, take part in Prayer, eat Kosher food).

What do Jews believe? (in 1 God, God sent messages through prophets (eg. Moses)).

What do Jews believe about God? (creation story)

What is Shabbat and why is it celebrated?

How is Shabbat celebrated?

#### **Vocabulary:**

Mezuzah – A small scroll that Jewish people put on their doorway.

Symbol – Something that represents another thing

Kosher – Food that Jewish people are allowed to eat

God – The creator of everything

Moses – The leader who helped the Israelites escape from slavery in Egypt

Creation – The making of something

Synagogue – The place of worship for Jews

Prophet – Someone who delivers messages from God

Kippah – A small cap that Jewish men / boys wear

Tallith – A shawl worn over the head or shoulders of Jewish men

Shabbat – A special day of rest for Jews

## Spring 2

### How and why do we celebrate special and sacred times? (1:6) (Linked to Judaism and Christianity)

Identify some ways Christians celebrate Easter and Jews celebrate Passover (A1).

- Re-tell stories connected with Easter and Passover and say why these are important to believers (A2).
- Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (Passover) (B1).
- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).

What is a celebration?

What and how do you celebrate?

What is Passover?

Why is Passover celebrated? (To remember how their ancestors escaped slavery – story of Moses)

How is Passover celebrated? (Matzah – unleavened bread, Seder plate, read from the book Haggadah to tell the story of the Passover, Jewish song such as the Dayenu). What do they symbolise?

What does Passover symbolise? (freedom and the link between God and the Jewish people).

What does freedom mean to you? Can you think of a time when you felt free/not free?

What is Easter?

Why is Easter celebrated? (Easter story)

How is Easter celebrated? (hot cross buns, Easter eggs, religious service, fish on Good Friday).

#### **Vocabulary:**

Passover – A Jewish holiday that celebrates freedom

Celebrations – A special event where people come together

Unleavened bread – Bread that has not risen

Seder plate – A special plate used at Passover celebrations

Haggadah – A special book used during Passover celebrations

Symbol – Something that represents another thing

Freedom – Being able to make your own choices

Ancestors – Family members who lived a long time ago

Slavery – When someone is forced to work and cannot leave

Easter – A Christian holiday that celebrates Jesus' resurrection

Tomb – A special place where someone is buried

Resurrection – Coming back to life

Crucifixion – Being punished by being nailed to a large cross

Summer  
1

## What can we learn from sacred books? (1:4) (Linked to Christianity and Judaism)

Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).

- Re-tell stories from the Christian Bible and stories from Judaism suggest the meaning of these stories (A2).
- Ask and suggest answers to questions arising from stories Jesus told and from Judaism (C1).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).

What is meant by 'sacred' and 'holy'?

What is the Christian sacred book?

What lesson can we learn from the story of the Good Samaritan?

What is Jewish sacred book?

How do Jews use and treat the Torah?

What lesson can we learn from the story of David and Goliath?

To know that some stories are told in more than one religion (eg Noah and the Ark). What does this tell us about religion? (people in different religion can hold similar beliefs).

### **Vocabulary:**

Sacred – Something special and holy

Holy – Something special that is connected to a religion

Bible – The holy book for Christians

Torah – The holy book for Jews. The Torah are scrolls.

Scrolls – A long piece of paper that is rolled up

Samaritan – Someone who helps others when they are in need.

Summer  
2

## What makes some places sacred? (1:5) (Linked to Judaism)

- Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).
- Talk about ways in which stories, objects, symbols and actions used in synagogues show what people believe (B2).
- Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).
- Ask good questions during a school visit about what happens in a synagogue (B1).

What is meant by 'sacred' and 'holy'?

What things and places are special to you and why? (recap)

What is the name of the sacred place for Jews?

What does a Synagogue look like? (Do they all look the same?)

What objects and symbols might you find in a Synagogue? (Ark, Torah Scroll, Bimah, Ner Tamid) What might they be used for?

What happens in a Synagogue?

Children to explore how Jews use song music in worship

### **Vocabulary:**

Sacred – Something special and holy

Holy – Something special that is connected to a religion

Synagogue - The place of worship for Jews

Symbol – Something that represents another thing

Ark – A large cupboard in a synagogue which faces Jerusalem

Torah – The holy book for Jews. The Torah are scrolls.

Bimah – A stage in a synagogue where the Torah is read aloud

Ner Tamid – A lamp that is always lit in a synagogue

Rabbi – A Jewish teacher

Worship – Showing your love and respect for God

**Visit**

Synagogue

<p><b>Year 2</b></p> <p><b>Coverage</b></p>	<p><b>Focus religions: Christianity and Islam.</b></p> <p>Children will learn about Islam, what it means to be a Muslim, the Mosque, Qur'an and key Islamic celebrations. They will learn about some key stories from the Qur'an and talk about their meanings. They will learn about important figures in Islam such as Allah and Mohammed, as well as key symbols of Islam.</p> <p>Children will explore the theme of belonging and how that relates to religion as well as their own sense of belonging to different communities. They will also think about how religious teachings reflect the value of caring for others, and how they can show that they care for people in their lives and communities.</p> <p>Children will draw on previous learning - make comparisons between Christianity, Judaism and Islam.</p> <p>They will also reflect on the beliefs and teachings of these religions and within their own lives so that they can confidently express their personal beliefs, ideas and values. They will gain and deploy the skills needed to enable them to participate positively in society by respecting the beliefs of others within their community.</p>		
<p><b><u>Autumn 1</u></b></p> <ul style="list-style-type: none"> <li>• Who is a Muslim and what do they believe? (1:2)</li> <li>• What does it mean to belong to a faith community? (1:7) (Linked to Islam, refer back to Christianity and Judaism)</li> </ul> <p><b><u>Autumn 2</u></b></p> <ul style="list-style-type: none"> <li>• What can we learn from sacred books? (1:4) (Linked to Islam)</li> </ul> <p><b>Celebrations:</b></p> <p>Christianity – Christmas (Looking in depth at the nativity story and symbols of Christmas with origins in the nativity story)</p> <ul style="list-style-type: none"> <li>• How and why do we celebrate special and sacred times? (1:6) (Linked to Christianity)</li> </ul>	<p><b><u>Spring 1</u></b></p> <ul style="list-style-type: none"> <li>• What makes some places sacred? (1:5) (Linked to Islam)</li> </ul> <p><b><u>Spring 2</u></b></p> <ul style="list-style-type: none"> <li>• How and why do we celebrate special and sacred times? (1:6) (Linked to Christianity and Islam). <b>Eid and Easter fall at the end of this half term.</b></li> </ul> <p><b>Celebrations:</b></p> <p>Islam – Eid / Ramadan</p> <p>Christianity – Easter (Looking in depth at the story of Easter and symbols of Easter – how they relate to the story).</p>	<p><b><u>Summer 1 &amp; 2</u></b></p> <ul style="list-style-type: none"> <li>• How should we care for others? (1:8) (Linked to Christianity and Islam)</li> </ul>	

## Year 2 key learning

Autumn  
1

### Who is a Muslim and what do they believe? (1:2)

### What does it mean to belong to a faith community? (1:7) (Linked to Islam, refer back to Christianity and Judaism)

- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).
- Re-tell a story about the life of the Prophet Muhammad (A2).
- Recognise some objects used by Muslims and suggest why they are important (A2).
- Recognise and name some symbols of belonging for Muslims suggesting what these might mean and why they matter to believers (A3).

What is a Muslim?

Muslims can be found worldwide.

What do Muslims believe about God? (link to 99 names for Allah, believe that there is one God, that Allah created the World).

What are the 5 key Muslim beliefs? (5 pillars)

Why is Allah important to Muslims?

Why do Muslims use 99 names for Allah?

Who was the Prophet Mohammad and why was he important (The crying camel story)?

What can we learn from the story 'The crying Camel'?

How do we show that we belong? How do Muslims show that they belong? (wear a Hijab, wear a skull cap, pray 5 times a day, visit a Mosque, read the Qur'an)

Children to recognise and name some objects used by Muslims and say why they are important.(Prayer beads, prayer mat, Qur'an and Rehal, Hijab).

Children to recognise and name the Crescent and Star symbol and what they represent.

#### **Vocabulary:**

Muslim – Someone who follows Islam

Allah – The name Muslims use for God

Prophet Mohammad – the person who receives messages from Allah and shares them with people

Hijab – The headscarf Muslim women wear

Skull Cap (Topi) – A small cap that Muslim men wear to Mosque

Mosque – The place of worship for Muslims

Qur'an – The holy book for Muslims

Prayer beads/ tasbeeh beads – A string of beads that Muslims use to pray

Prayer Mat – A small carpet used by Muslims to pray on

Rehal – A book stand for the Qur'an

Crescent and Star – The symbol of Islam

Autumn  
2

## What can we learn from sacred books? (1:4) (Linked to Islam)

- Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).
- Re-tell stories from the Quran (Islam); suggest the meaning of these stories (A2).
- Ask and suggest answers to questions arising from stories Mohammad told (Islam) (C1).
- Talk about issues of good and bad, right and wrong arising from the stories (C3).
- Identify some ways Christians celebrate Christmas (A1).
- Re-tell stories connected with Christmas and say why these are important to believers (A2).
- Ask questions and suggest answers about stories to do with Christian festivals (B1).
- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).
  
- What is a holy book? Why is a holy book considered holy? How should we treat a holy book?
- What is contained within a holy book? Why is this important? (the word of God / teachings on how to live a good life).
- Make connections between the holy books they have studied – Bible, Torah and Qur'an.
- Retell stories from the Qur'an – suggesting meanings and exploring right and wrong through discussion (The woman who threw rubbish and the boy who threw stones at trees).
- Explore some of the ways in which teachings from stories in holy books can be put into practice today / in their own lives.
- Why do Christians celebrate Christmas?
- Re-tell the Nativity story.
- To name Christmas symbols and explain what they represent (star, angel, presents, bells, candles, candy canes).

### Vocabulary:

Holy – Something special that is connected to a religion

Bible – The holy book for Christians

Qur'an – The holy book for Muslims

Nativity – The story of Jesus' birth

### Visits:

Church - Autumn 2

## What makes some places sacred? (1:5) (Linked to Islam)

- Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).
- Talk about ways in which stories, objects, symbols and actions used in mosques show what people believe (B2).
- Ask good questions during a school visit about what happens in a mosque (B1).
  
- What are special and sacred places?
- What is a mosque and what happens there? (ablution area, prayer hall, mihrab, minbar, minaret, dome, The Adhan – Call to prayer 5 times a day)
- Which sacred objects can be found in a Mosque? (Quran, prayer mat, tasbih beads, Rehal, Topi)

### Vocabulary:

Sacred – Something special and holy

Holy – Something special that is connected to a religion

Religious – Having beliefs about God

Worship – Showing your love and respect for God

Mosque – The place of worship for Muslims

Dome – The curved part of the roof of a Mosque

Minaret – The tower attached to a Mosque where the call to prayer is performed

Prayer Hall – The place in a Mosque where Muslims pray

Minbar – A platform in a Mosque where the Imam speaks

Mihrab – A Decorative part of the mosque that shows the direction of Mecca

Imam – A Muslim religious leader

Preach – To give a speech about religion

Crescent and Star – The symbol of Islam

Quran – The holy book for Muslims

Ablution Area – The place in a Mosque where Muslims wash before prayer

Prayer Mat – A small carpet used by Muslims to pray on

Prayer beads/ tasbih beads – A string of beads that Muslims use to pray

Rehal – A book stand for the Qur'an

Skull Cap (Topi) – A small cap that Muslim men wear to Mosque

Adhan – The call to prayer

## How and why do we celebrate special and sacred times? (1:6) (Linked to Christianity and Islam).

- Re-tell stories connected with Easter and Eid/Ramadan and say why these are important to believers (A2).
  - Ask questions and suggest answers about stories to do with Christian festivals (Easter) and a story from Islamic festivals (Eid/Ramadan) (B1).
  - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).
  - Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).
- 
- Why do we celebrate Easter?
  - What does Jesus' death symbolise (love and sacrifice)
  - What did Jesus' resurrection symbolise (hope and new life)
  - What are the symbols of Easter and what do they represent? (Easter eggs, hot cross buns, palm branches, lambs)
  - How and why do Christians sing hymns at Easter time? (sing Hosanna)
  - Why do Muslims celebrate Eid?
  - How do Muslims take part in Ramadan?
  - How and why do Muslims take part in Ramadan? (Zahra's blessing)
  - How and why do Muslims celebrate Eid? (The best Eid Ever)

### Vocabulary:

Easter – A Christian holiday that celebrates Jesus' resurrection

Sacrifice – Giving up something that you like or want

Resurrection – Coming back to life

Hope – Wishing for something good to happen

Palm branches – The leaves of palm trees

Hymns – Songs to thank God

Ramadan – A special month of fasting for Muslims to show their love for God

Eid Al-Fitr – A special festival that marks the end of ramadan

Iftar – The meal that is eaten after the sun has gone down during ramadan

Fasting – Choosing to go without food or drink

Henna – A dye made from plants, used to make patterns on the skin

Salwar kameez – Loose shirt and trousers worn by Muslims

Hibjab – Head covering worn by muslim women

Arabic – A language spoken in some parts of the world

**Visit**

Mosque

**Summer  
1 & 2**

## **How should we care for others? (1:8) (Linked to Christianity and Islam)**

- Re-tell Bible stories and stories from the Quran about caring for others and the world (A2).
  - Identify ways that some people make a response to God and Allah by caring for others and the world (B1).
  - Talk about some texts from Christianity and Islam that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).
  - Use creative ways to express their own ideas about the creation story and what it says about what God and Allah is like (C1).
- 
- What are the similarities between how Christians and Muslims believe we should live our lives? (pillars of islam and good samaritan)
  - How do Christians follow Jesus' teaching to love your neighbour as you would love yourself? Refer back to the story of the good Samaritan (help the community: litter picking, collections for food banks, visit to carehome)
  - How and why do Christians follow the Golden Rule?
  - How do Muslims show care for others in the community? (raise money for charity, donation of toys).

### **Vocabulary:**

Zakah - Giving money to charity

Sadaqah – Doing good deeds voluntarily.

Golden Rule – Treat others the way that you want to be treated

Community – A group of people that share something in common

Charity – Giving help to people in need

Donation – Something that you give to help someone else

RE teaching and learning should enable pupils to...

<p><b>A. Know about and understand a range of religious and non-religious worldviews.</b></p>	<p><b>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</b></p>	<p><b>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</b></p>
---	--	---

## End of key stage outcomes

RE should enable pupils to:

<p><b>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</b></p>	<p><b>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</b></p>	<p><b>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</b></p>
<p><b>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</b></p>	<p><b>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</b></p>	<p><b>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</b></p>
<p><b>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</b></p>	<p><b>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</b></p>	<p><b>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</b></p>