



RE CURRICULUM

At the Trumpington Federation, we use the 2023-2028 Cambridgeshire Agreed Syllabus for Religious Education as the starting point for our learning. Lessons are organised into schemes of work which allow us to provide in-depth coverage of a range of religions, spiritual and secular belief systems and to also reflect and prepare our pupils for the multicultural society we live in. At its heart, our curriculum allows pupils to learn about religions and learn from religions, building on their individual starting points, beliefs and needs. It is our expectation that all pupils will develop a high level of 'religious literacy' or understanding of the faiths studied during their time at the Federation.

The topics are linked, where appropriate, to other subject areas such as history, geography, science, PSHE and art in order to allow students to explore the 'bigger picture'. Each topic is intended to provoke thought and discussion on a number of key questions with an emphasis on enquiry, investigation and reflection, drawing on pupils' direct experiences as a starting point (for example, the study of religious festivals in Key Stage 1) with the concepts becoming more abstract in upper Key Stage 2 (such as, 'what is forgiveness?'); their responses to such ideas include art work, debate, and extended research and presentation.

	Autumn Term	Spring Term	Summer Term
EYFS	Educational Programme - 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		

	<p>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.</p> <p>Core experiences:</p> <ul style="list-style-type: none"> • Sharing high-quality books that explain beliefs and world faiths - non-fiction, poetry and fiction • Reading traditional religious stories e.g. Rama and Sita. • Exploring religious festivals e.g. Diwali through play. Particularly ones relevant to the cohort of children and their home experiences. • Role-playing ceremonies / festivals / celebrations. • Talking about similarities and differences between themselves and others • Sharing special events in their own lives with others <p>Particularly looking at the following festivals linked to the topics being taught:</p> <ul style="list-style-type: none"> - Diwali - Christmas - Hanukkah - Lunar New Year - Easter 		
	<p>End of EYFS expectation (ELG) Understanding the world- People and communities</p> <ul style="list-style-type: none"> • 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; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 		
<p>Year 1</p> <p>Key Questions</p>	<p>Autumn 1 - Who is Jesus? A great teacher or a great leader? How and why do people celebrate birthdays and other events?</p>	<p>Spring 1 - Why is it important to recognise the birth of a baby?</p>	<p>Summer 1 - What makes a church a special place?</p>

		Spring 2 - Why is the Bible important?	Summer 2 - Comparison between Christian church and other faiths.
Assessment Statements	<ul style="list-style-type: none"> • I know that Jesus was a historical person (a first century Jew) • I know that Jesus is important to Christians and stories about him are found in the Bible. • I can name some stories about Jesus and stories he told. • I know the stories about Jesus related to Christmas and Easter and the importance of these to Christians. • I can explain some festivals and traditions in other religions. 	<ul style="list-style-type: none"> • I know that baptism is a special time for Christians and compare this to other faiths. • I know that the Bible is a special book for Christians. • I can explain that the Bible comes in two parts (Testaments) • I can name some stories from the Bible (for example the Creation story, David and Goliath etc) • I can explain how Christians might reads the Bible at home and in church. • I know that the Bible can help Christians think about their behaviour. 	<ul style="list-style-type: none"> • I have visited a local church and identified some of the main features of the building. • I can explain what happens in a church and why. • I can name some important events that take place within churches (baptism, worship, weddings) • I can explore stories connected with the church (for example, associated with the stained glass) • I can explain who leads church services and explain the role of a vicar. • I can make simple comparisons between the areas of Christianity I have learned and another religion.
Skills	<ul style="list-style-type: none"> • I can begin to name the different beliefs, practices and religious stories of Christianity. • I can begin to talk about and find meanings behind different beliefs, practices and religious stories. • I am familiar with some key words associated with Christianity. • I can show how different people celebrate aspects of religion. 		
Year 2 Key Questions	<p>Autumn 1 - Judaism</p> <p>What is important for Jewish people?</p>	<p>Spring 1 - How do different people worship?</p>	<p>Summer 1 – What artefacts are important to religion? Focus on Sikhi</p>

	<p>Autumn 2 - Celebrations Page 29 of Agreed Syllabus</p> <p>Why is Christmas important? Compare with other festivals of light such as Holi(Hindu festival of light)</p>	<p>Christians, Judaism, Muslim;</p> <p>Spring 2 - How does the Khalsa influence the lives of Sikh families? Explore key concepts of Sikhi.</p>	<p>Summer 2 - What is important for Muslims?</p> <p>See Page 32 and 33 of 'Agreed Syllabus' for progression statements.</p>
Assessment Statements	<ul style="list-style-type: none"> • I know that Jewish people worship and meet in a synagogue. • I can recognise some Jewish symbols: eg Star of David, Menorah, ceremonial clothing. • I can explain how Shabbat is an important Jewish festival and can begin to explain the story behind it, and how Jewish people might mark Shabbat. • I know that the Torah is the holiest document for Jews and can name some facts about Torah scrolls. • I can explain how the Ten Commandments are important for Jews. • I can explain important moments in a Jewish person's life and in the Jewish calendar. • I can name different religious celebrations and identify differences and similarities between them. 	<ul style="list-style-type: none"> • I can explain the meaning of worship and features of this in different religions. • I know that the Guru Granth Sahib is important to Sikhs and is respected as the Living Guru. • I can explain how the 5 ks are important to Sikhs. • I know that Sikhs might visit a Gurdwara and how these are important to the community. • I can name some central values of the Sikh way of life. • I know how life and death are celebrated and accepted in the Sikh faith. 	<ul style="list-style-type: none"> • I can explain the symbols behind different religious artefacts. • I know that Muslims worship in a mosque and can name some important features of the building. • I can explain the importance of the Prophet Muhammad to Muslims. • I know that the Qu'ran is a special book for Muslims and know some important messages from the book. • I can name some likely features of a Muslim's daily life. • I can name some special times and festivals for Muslims (eg Ramadan and Eid ul-Fitr)
Skills	<ul style="list-style-type: none"> • I can name different beliefs and practices of Christianity and Judaism and look for similarities (for example, within their celebrations) 		

	<ul style="list-style-type: none"> • I can use a range of vocabulary associated with different religious beliefs. • I can talk about and find meanings behind a range of different beliefs and practices. • I can ask and respond to questions about what individuals and faith communities do. 		
Year 3	Judaism – what is important for Jews about being part of God's family?	<p>Spring 1 - Church people- who are the saints of God and why are they important?</p> <p>Page 32 of Agreed Syllabus</p> <p>Spring 2 - The church year – is Easter a festival of new life or sacrifice?</p>	What are the special religious texts?
Assessment Statements	<ul style="list-style-type: none"> • I know behaviours and practices that take place in synagogues and that these can differ between different groups of Jewish people (eg Traditional/Progressive Judaism) • I know how Shabbat is marked (eg with the lighting of two candles) and how this can differ between groups. • I understand the importance of Shalom. • I know important events in the Torah (eg the creation of the world, the death of Moses) • I can explain that some books and commandments are shared with Christians. • I can explain important features of the Jewish Calendar – for example Rosh Hashanah and Yom Kippur. • I know how sin and forgiveness are important concepts in Judaism (and other religions) 	<ul style="list-style-type: none"> • I can name some important Christian figures from different countries and periods in history. • I can explain what a 'saint' is and how they are important to Christians today. • I can explain why and how people pray. • I know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated (considering symbolic colours and special hymns for example) 	<ul style="list-style-type: none"> • I know that the Bible is a library of different books and can give some examples. • I can explain how holy books can teach believers about God and about how they should behave. • I know how to find a reference in a Bible, using chapters and verses. • I know some major aspects of teachings in the Bible, including stories related to Jesus.
Skills	<ul style="list-style-type: none"> • I can recall different beliefs and practices of Christianity and at least one other religion. • I can retell some of the religious and moral stories from multiple different religious texts and books. • I can suggest and find meanings behind different beliefs and practices. • I can suggest meanings of some religious and moral statements and suggest how they relate to right and wrong. • I can begin to explain my own ideas, thoughts and opinions and give good reasons for these ideas. 		

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Year 4	<p>What do people believe about the creation of the world?</p> <p><i>Creation stories – Christianity and five other world faiths needed - Christian, Muslim, Aborigine, Hindu, Chinese, Hopi Indian.</i></p> <p>Page 36 Of Agreed Syllabus</p>	<p>Islam – what difference does belonging to a faith make to a family?</p> <p>Why is prayer important to Muslims?</p>	<p>Summer 1 - Christian worship – how and why are churches different?</p> <p>Summer 2 - What moral guidance do sacred texts provide?</p>
Assessment Statements	<ul style="list-style-type: none"> • I can investigate the creation stories of different faiths. • I can understand the Biblical Creation stories alongside scientific theories about the origins of the universe. • I can understand how different faiths, and groups within faiths, can have different views on creation. • I can respond sensitively to differences in belief and opinion. 	<ul style="list-style-type: none"> • I can name the main features of a mosque and understand their use and significance. • I understand the significance of Mecca and pilgrimage to Muslims. • I can explain why and how Muslims pray and the importance of the Five Pillars. • I can understand why Muslims show respect for the Qu'ran and how it is a guide in many Muslim's lives. • I know about the life of, and some of the teachings of the Prophet Muhammad and how he is seen as a role model. 	<ul style="list-style-type: none"> • I can understand that there is variety in Christianity and that there are different denominations. • I can show how these differences are reflected in distinctions within different churches. • I can explain how different faiths are guided morally by their sacred texts. • I can name the sacred texts of a range of different world religions and make comparisons between them.

Skills	<ul style="list-style-type: none"> • I can recall and use the correct vocabulary in regard to different beliefs of different religions. • I can compare similarities of at least three different religious texts and understand the diversity of belief in different religions. • I can express views about why belonging to a faith community can be valuable to people. • I can begin to directly compare different responses to ethical questions looking at different religions, and non-belief. 		
Year 5	<p>Autumn 1 - Jesus – who do people say I am?</p> <p>Autumn 2 - Are the 10 commandments still relevant today?</p> <p>Page 34 of Agreed Syllabus?</p>	What is it like to be a Christian? UK and other parts of the world.	Hinduism – what do stories and images of deities tell us about Hindu beliefs?
Assessment Statements	<ul style="list-style-type: none"> • I can consider the two Biblical narratives of the birth of Jesus and how they are now seen as one story. • I can explain some of the miracle stories associated with Jesus. • I can explore stories told during important parts of the Christian calendar (ie Holy Week, Ascension, Pentecost) and understand how these relate to Christians' beliefs about God. • I can explore how Jesus is portrayed in art and culture. • I can name some of the Ten Commandments and how many of these are still important to people today. • I can consider how people of other faiths, and non-belief, follow similar commandments. 	<ul style="list-style-type: none"> • I can explore Christian life and practice in other countries. • I can explain important moments in the personal lives of Christians – eg baptism, confirmation, funerals. • I can explain how Christians have an important role in public life, such as ministers in hospitals. • I can explain how Holy Communion is celebrated in church and how this is important. • I can give examples of different Christian denominations in the UK and how their practices and beliefs may be different. 	<ul style="list-style-type: none"> • I can name different Hindu deities and understand that Brahman is the supreme spirit. • I can identify the symbolism of selected murtis (such as Ganesha, Brahma, Vishnu) and the stories associated with them. • I can explain features of Hindu life and ceremony (eg Namakarana). • I can explore the idea of karma and how this relates to the Hindu belief in reincarnation. • I can name features of Hindu worship and the role of the mandir.

Skills	<ul style="list-style-type: none"> • I can understand and evaluate the diversity of belief in different religions, nationally and globally. • I can begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs, practices and sacred writings. • I can make connections, and identify differences and similarities, between different belief systems. 		
Year 6	<p>Autumn 1 - Judaism (and Christianity) – how are religious symbols important to people today?</p> <p>Autumn 2 - Big philosophical questions</p> <p>Ethical questions? P27 A.S.</p> <p>Add - Christmas today is it really about Jesus? A.S p29</p>	<p>Spring 1 - Themes which span beliefs and religions include humanism</p> <p>Spring 2 - Buddhism What does it mean to be a Buddhist? Can we all be enlightened? <i>Page 35 of Agreed Syllabus</i></p>	<p>P20 of A.S - How should we treat each other? P 36 for unit of work</p> <p>How and why do ‘religions’ help the poor? Explore fundraising (and link to charity event)</p> <p>Move Buddhism here?</p>
Assessment Statements	<ul style="list-style-type: none"> • I can confidently explain the concept of Shabbat and how it is marked by different Jews. • I can explain the significance of the Bar/Bat Mitzvah ceremony and how this is related to the responsibilities of Jews in the 21st Century. • I can recall some details of the story of King David and the symbolism in the Star of David. • I can recall some details about the Hebrew alphabet and the Torah scrolls. 	<ul style="list-style-type: none"> • I can identify themes and conventions that span a range of different belief and non-belief systems. • I can draw perceptive comparisons between different belief systems. • I can present information on a theme to others, using references from multiple religions. • I can explain some of the beliefs of humanists and how these beliefs might be formed. 	<ul style="list-style-type: none"> • I can recall some details about the life of the Buddha and how this is significant to Buddhists today. • I can identify features of a Buddhist temple and their symbolism. • I can recall the Four Noble Truths and elements of the eight-fold path and Samsara. • I can explain the importance of enlightenment to Buddhists and how this relates to the Bodhi tree.

		<ul style="list-style-type: none"> I can explain the role different religions have in public life, in particular in charity. 	<ul style="list-style-type: none"> I can identify some of the values Buddhists consider important and relate these to other religions.
Skills	<ul style="list-style-type: none"> I can make connections, and identify differences and similarities, between different beliefs and practices of religions. I can express creative views as to why belonging to a faith community may be valuable to individuals and recognise that those with no faith also have a belief system. I can reflect and respond to the significance of meaning behind different beliefs, practices and sacred writings. I can discuss and apply my own ideas about ethical questions, identifying how these might differ or originate from different religions. 		