



## RE CURRICULUM

At the Trumpington Federation, we use the 2018 Cambridgeshire Agreed Syllabus for Religious Education as the starting point for our learning. Lessons are organised into half-termly 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.

**Bold = NC statement.**

	Autumn Term	Spring Term	Summer Term
EYFS	<b>Nursery</b> 30 - 50 Month statements (Understanding the World - People and Communities) <ul style="list-style-type: none"><li>● <b>Shows interest in the lives of people who are familiar to them.</b></li></ul>		

	<ul style="list-style-type: none"> <li>● <b>Remembers and talks about significant events in their own experience.</b></li> <li>● <b>Recognises and describes special times or events for family or friends.</b></li> <li>● <b>Shows interest in different occupations and ways of life.</b></li> <li>● <b>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</b></li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>- Different festivals, celebrating different traditions</li> <li>- Which people/stories/places are special and why</li> <li>- Special Events in our lives</li> <li>- Stories and storytellers</li> <li>- Drama, music, dance and art.</li> <li>- First hand experiences of dress and special clothes</li> <li>- The celebration of festivals and tasting special foods</li> </ul> <p><b>Reception</b></p> <p>40 - 60 Month Statements (Understanding the World - People and Communities)</p> <ul style="list-style-type: none"> <li>● <b>Enjoys joining in with family customs and routines.</b></li> <li>● <b>Children know about similarities and differences between themselves and others and among families, communities and traditions (ELG)</b></li> </ul> <p><b>Provision</b></p> <ul style="list-style-type: none"> <li>- Diwali (Rama &amp; Sita story, diva lamps, rangoli patterns...)</li> <li>- Christmas (nativity story, Christmas songs...)</li> <li>- Hanukkah</li> <li>- Chinese New Year (zodiac story, chinese characters, dragon dance, red envelopes, lanterns...)</li> <li>- Easter (easter story, egg hunt, spring poems, easter cards...)</li> </ul>		
<p><b>Year 1</b></p> <p><b>Key Questions and Content</b></p>	<p><b>Autumn 1</b> - Who is Jesus? A great teacher or a great leader?</p>	<p><b>Spring 1</b> - Why is it important to recognise the birth of a baby?</p>	<p><b>Summer 1</b> - What makes a church a special place?</p> <p><b>Summer 2</b> - Stories and symbols – Sikh</p>

	How and why do people celebrate birthdays?	Spring 2 - Why is the Bible important?	How do stories from the Gurus and the concept of seva affect <b>Sikh</b> children?
<b>Curriculum Link</b>	Begin to name the different beliefs and practices of Christianity and at least one other religion		Begin to name the different beliefs and practices of Christianity and at least one other religion
<b>Year 2</b> <b>Key Questions and Content</b>	<p>Autumn 1 - Judaism</p> <p>What is important for Jewish people?</p> <p><i>See Page 36 and 37 of 'Agreed Syllabus' for progression statements.</i></p> <p>Autumn 2 - Celebrations</p> <p>Why is Christmas important? Compare with other festivals of light such as Holi( Hindu festival of light)</p>	<p>Spring 1 - How do different people worship?</p> <p>Christians, Judaism, Muslim;</p> <p>Spring 2 - How does the Khalsa influence the lives of <b>Sikh</b> families? Explore key concepts of Sikhism</p>	<p>Summer 1 – What artefacts are important to religion? Focus on Sikhism</p> <p>Summer 2 - What is important for <b>Muslims</b>?</p> <p><i>See Page 32 and 33 of 'Agreed Syllabus' for progression statements.</i></p>
<b>Curriculum Link</b>	Name the different beliefs and practices of Christianity and at least one other religion and begin to look	Name the different beliefs and practices of Christianity and at least one other religion and begin to look	Suggest and find meanings behind different beliefs and practices.

	<b>for similarities between religions.</b>	<b>for similarities between religions.</b>	
<b>Year 3</b>	<p><b>Judaism</b> – what is important for Jews about being part of God’s family?</p> <p><i>See Page 37 and 38 of ‘Agreed Syllabus’ for progression statements.</i></p>	<p><b>Spring 1</b> - Church people- who are the saints of God and why are they important?</p> <p><b>Spring 2</b> - The church year – is Easter a festival of new life or sacrifice?</p>	What are the special religious texts?
<b>Curriculum Link</b>	<b>Recall the different beliefs and practices of Christianity and at least one other religion.</b>	<b>Recall the different beliefs and practices of Christianity and at least one other religion.</b>	<b>Suggest and find meanings behind different beliefs and practices.</b>
<b>Year 4</b>	<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><b>Islam</b> – what difference does belonging to a faith make to a family?</p> <p>Why is prayer important to Muslims?</p> <p><i>See Page 33 and 34 of ‘Agreed Syllabus’ for progression statements.</i></p>	<p><b>Summer 1</b> - Christian worship – how and why are churches different?</p> <p><b>Summer 2</b> - What moral guidance do sacred texts provide?</p>
<b>Curriculum Links</b>	<b>To begin to understand the diversity of belief in different religions, nationally and globally.</b>	<b>Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.</b>	<b>Recall in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions.</b>

	<p>Begin to compare directly different responses to ethical questions looking at a range of different religions.</p>		
<p><b>Year 5</b></p>	<p>Autumn 1 - Jesus – who do people say I am?</p> <p>Autumn 2 - Are the 10 commandments still relevant today?</p>	<p>What is it like to be a Christian? UK and other parts of the world.</p>	<p><b>Hinduism</b> – what do stories and images of deities tell us about Hindu beliefs?</p> <p><i>See Page 22 and 23 of 'Agreed Syllabus' for progression statements.</i></p>
<p><b>Curriculum Links</b></p>	<p>Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.</p>	<p>Begin to reflect and respond thoughtfully to the significance of meaning behind different beliefs and practices.</p>	<p>Begin to make connections between different belief and practices of all religions.</p>
<p><b>Year 6</b></p>	<p>Autumn 1 - Christianity and <b>Judaism</b> – is religion what you say or what you do?</p> <p><i>See Page 37 and 38 of 'Agreed Syllabus' for progression statements. Assess prior learning from Y3.</i></p> <p>Autumn 2 - Big philosophical questions</p>	<p>Spring 1 - Themes which span beliefs and religions include <b>humanism</b></p> <p>Spring 2 - How and why do 'religions' help the poor? Explore fundraising (and link to charity event)</p> <p><i>See Page 26 - 28 of 'Agreed Syllabus' for progression statements.</i></p>	<p><b>Buddhism</b> – what does it mean to be a Buddhist? Can we all be enlightened?</p> <p><i>See Page 14 and 15 of 'Agreed Syllabus' for progression statements.</i></p>

<b>Curriculum Links</b>	<b>Make connections between different beliefs and practices of all religions.</b>	<b>To understand and evaluate the diversity of beliefs in different religions, nationally and globally.</b>	<b>Make connections between different beliefs and practices of all religions.</b>

**NB - for Christianity progression, see pages 17 to 20 of Agreed Syllabus Document.**