



Learn Enjoy Succeed Together

# DINNINGTON FIRST SCHOOL RELIGIOUS EDUCATION CURRICULUM

## Curriculum Intent

At Dinnington First School, we understand that religion and beliefs influence our values and are reflected in what we say and do. We understand that RE is a significant subject on its own, since it helps students gain information and comprehension of the religions and beliefs that are prevalent in the modern world. Religious education raises difficult questions about the ultimate meaning and purpose of life, ideas about God, the, concepts of right and wrong, and what it is to be human while also opening pupils' eyes to diversity and encouraging acceptance. RE at Dinnington supports the wider school curriculum, enabling pupils to develop their curiosity about the world around them and in doing so, gaining an understanding and empathy for the views of others in modern Britain so that they can contribute to community cohesion.

### Topic Title Concepts Skills

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	
Y1	<p><b>Expression of Belonging</b>– Children relate their own understanding of belonging to what believers from different from different traditions understand about belonging. They look at how Christians in particular express their sense of belonging, community and identity and at how the church welcomes children into its family. (Traditions, Worship, Symbols, Community, Religious Building &amp; Landmarks) (Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>Christians</b> – Children focus on the theme of celebration through the exploration and experience of the festivals of Christmas. The starting point is the familiar practice of giving gifts at Christmas, which is shared by most Christians and people from a secular background, then the children explore the Christian belief that Jesus is God's gift to and the light of the world.. (Festivals, Traditions, Worship, Symbols, Community) (Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>Introducing the Bible Through Characters and Stories</b> – Pupils will learn about the importance of the Bible and about some of its content through exploration of some well-known characters and stories. The stories are used as a vehicle for discussing concepts such as faith, faithfulness, obedience, trust, the making and keeping of promises, responses to encounters with God and people's relationships with God. (Noah, Joseph Moses). (Traditions, Worship, Symbols) (Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Use Religious Vocabulary)</p>	<p><b>Easter</b> – Children focus on the theme of religious celebration through exploration and experience of the Christian festival of Easter. Children begin with the Easter Day stories and explore the Christian beliefs that Jesus brings new life and is God's gift to the world. (Festivals, Traditions, Worship, Symbols, Community) (Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Use Religious Vocabulary)</p>	<p><b>Teaching Through Stories</b> – Pupils explore some parables from the gospels and learn that Jesus was a good story teller who used stories to teach people about God. Pupils will draw on their own experience and understanding of storytelling and story writing. Reference should be made to scripture in religions other than Christianity. (Traditions, Worship, Symbols) (Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Use Religious Vocabulary)</p>		
Y2	<p><b>Christian Beliefs &amp; Practices</b> Pupils are introduced to the idea that religious beliefs and faith require expression, both individually through daily life and collectively in a community through, for example, worship. (Traditions, Worship, Symbols, Religious Building &amp; Landmarks) (Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>Hanukkah</b>– Pupils focus on the theme of celebration through the exploration and experience of the festival Hanukkah. They will explore the origins and significance of some of the practices associated with the Jewish festival of Hanukkah, including the symbol of light. (Festivals, Traditions, Worship, Symbols, Community, Religious Building &amp; Landmarks) (Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>Ideas About God In Christianity &amp; Judaism</b>– Pupils are introduced to some Christian and Jewish beliefs about God, the nature of God and the activity of God in the world. Pupils learn why Christians and Jewish people describe God in terms of positive personal qualities and have opportunities to reflect on their own experiences and feelings of love, wonder, awe and mystery. (Worship, Symbols, Community, Religious Building &amp; Landmarks) (Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>Judaism – Torah &amp; Shabbat</b>– Pupils are introduced to the Sefer Torah (the Torah scroll), which is the focal point of Jewish worship and the source of Jewish teaching, custom and practice. Pupils learn about how the Torah is regarded and treated and why it is so precious to Jewish people. They consider what rules and teachings influence their own lives and what they value. (Traditions, Worship, Symbols, Community, Religious Building &amp; Landmarks) (Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>Judaism – Beliefs &amp; Practices</b>– Pupils will learn about the key beliefs and practices in Judaism by emphasising current practice, while giving pupils the opportunity to learn about the historical foundation of the religion. Pupils have opportunities to express their own feelings about these beliefs and practices. (Traditions, Worship, Symbols, Community, Religious Building &amp; Landmarks) (Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>Religions in the Local Community - Sikhism.</b> Pupils are introduced to some Sikh beliefs about god. They will explore key beliefs in this religion and the 5 articles of faith. Learn about Guru Nanak the founder of Sikhism. Identify similarities and differences to Judaism and Christianity. (Festivals, Traditions, Worship, Symbols, Community, Religious Building &amp; Landmarks) (Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	



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Y3	<p><b>Expressions of Identity</b> Pupils draw on their understanding and experience of belonging and then relate this to how religious people have a sense of belonging to their faith and faith community. Pupils are introduced to a number of outward expressions of religious identity through study of world religions. They consider how and why for religious people expressing their sense of belonging and identity is so important..</p> <p>(Traditions, Worship, Symbols, Religious Building &amp; Landmarks)</p> <p>(Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>Meanings Within Christmas &amp; Divali</b>– Pupils look at how Christians find meaning in the stories of Jesus’ birth. Using visual and written sources and music, pupils learn about and develop their understanding of some of the ways in which Christians celebrate Jesus’ birth. They encounter biblical stories, develop their understanding of the use of symbolic language and examine how religious beliefs and ideas can be conveyed through the arts. They compare and contrast Christmas with Hindu Divali.</p> <p>(Festivals, Traditions, Worship, Symbols, Community, Religious Building &amp; Landmarks)</p> <p>(Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>Content &amp; Significance of the Bible</b>– Pupils will focus on the composition of the Bible and its importance and use in the lives of believers. The Bible embraces a number of genres, which describe the history of the Jewish people and the early years of the Christian Church. Many of the biblical characters and stories are embedded in British culture.</p> <p>(Worship, Symbols, Community, Religious Building &amp; Landmarks)</p> <p>(Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>Meanings Within Easter</b>– Pupils explore the events leading to the death and resurrection of Jesus and the meaning and significance of these events for Christians.</p> <p>(Traditions, Worship, Symbols, Community, Religious Building &amp; Landmarks)</p> <p>(Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>The Person of Jesus</b>– Pupils will learn about what is known about Jesus through history, the gospels and interpretations of Jesus in art. Pupils look at how Jesus is represented through art in different periods and places and think about what the representations convey. They investigate what people in the gospels say about Jesus, as well as what Jesus claimed about himself. Pupils evaluate work on their own impressions of Jesus..</p> <p>(Traditions, Worship, Symbols, Community)</p> <p>(Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>		
Y4	<p><b>The Meaning of Signs &amp; Symbols in Religion</b> Pupils learn about some of the possible or intended meanings of different signs and symbols. The unit considers different religious symbols, including symbolic language, used to express perceptions of God and aspects of faith, and explores the meaning of the symbols for those who use them. Pupils investigate examples of symbolic language to deepen their understanding of important religious concepts.</p> <p>(Worship, Symbols, Religious Building &amp; Landmarks)</p> <p>(Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>Hinduism – God and Worship In The Home</b>– Pupils focus on what do Hindus believe about God. They consider how Hindus show their devotion to God. Pupils learn what puja is and what forms it takes. Pupils identify similarities between Hinduism and their own lives.</p> <p>(Festivals, Traditions, Worship, Symbols, Religious Building &amp; Landmarks)</p> <p>(Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>Hinduism – Beliefs and Practices</b>– Pupils learn about some of the beliefs and practices of Hindus through studying worship in the mandir and the celebration of Divali. There is a focus on how beliefs are exemplified in the festival of Divali. The religious significance of what Divali means to believers is highlighted using pictures, drama, storytelling and model making.</p> <ul style="list-style-type: none"> <li>• What are the key elements of Hindu worship and what do they mean?</li> <li>• What are the meanings in the Rama and Sita story?</li> <li>• What are the most important customs and practices in the festival of Divali and why?</li> <li>• What beliefs, practices and feelings expressed through Divali are similar to those in non-Hindu festivals and celebrations in my family?</li> </ul> <p>(Festivals, Traditions, Worship, Symbols, Community, Religious Building &amp; Landmarks)</p> <p>(Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>Religions in the Local Community - Buddhism</b>– Pupils are introduced to some Buddhist beliefs including the Four Noble Truths and the concept of the Eightfold Path and the concept of Karma. Pupils should understand that Buddhists do not worship a creator – instead they believe in Buddha. Identify similarities and differences in how we live in our own lives.</p> <p>(Traditions, Worship, Symbols, Community, Religious Building &amp; Landmarks)</p> <p>(Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>	<p><b>Humanism.</b> Pupils will learn that Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion.</p> <ul style="list-style-type: none"> <li>• What are the main beliefs and practices of Humanists?</li> <li>• How do Humanists view God?</li> </ul> <p>Consider what elements of Humanism are also seen in other religions.</p> <p>(Festivals, Traditions, Worship, Symbols, Community)</p> <p>(Make sense of Religious Texts, Understand &amp; Interpret Beliefs, Express Beliefs, Appreciate Diversity, Use Religious Vocabulary)</p>		