St Breward Community Primary School Religious Education Curriculum

Our RE curriculum is vocabulary rich with a strong focus on building understanding about religions around the world. In Key Stage 1, the children are taught on a 2-year rolling programme based on the Cornwall Agreed Syllabus 2020-2025.
In Key Stage 2, we follow the Opening Worlds Curriculum, this is a 4-year rolling programme, adapted to the needs of our mixed age class.

Key Stage 1

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	**1.10 Belonging** What does it mean to belong to a faith community?	**1.1 God** What do Christians believe God is like? 5 weeks Christmas unit: **1.3 Incarnation** Why does Christmas matter to Christians?	**1.7 Jews** Who is Jewish and how do they live? - Part 1	**1.9 World and others** How should we care for the world and for others, and why does it matter?	**1.7 Jews** Who is Jewish and how do they live? - Part 2	**1.2 Creation** Who do Christians say made the world?
B	**1.6 Muslims** Who is a Muslim and how do they live? Part 1	**Discovery RE:** What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?	**1.6 Muslims** Who is a Muslim and how do they live? Part 2.	**1.5 Salvation** Why does Easter matter to Christians?	**Unit 1.8 CK4RE:** What makes some people and places in Cornwall sacred?	**1.4 Gospel** What is the 'good news' Christians believe Jesus brings?

Key Stage 2

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	**Hinduism 1: A Hindu story:** Rama and Sita Ancient stories. The Ramayana and context The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights) First reference to Vishnu The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light. What does the story of Rama and Sita mean to Hindu peoples?	**Hinduism 2: More Hindu stories** Vishnu and his avatars 1 – story of Manu and Matsya the fish Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics (revisit Ramayana) Vishnu's symbols Origins of Hinduism in Indus Valley/Hinduism as a sacred religion Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita What do Hindus learn from Vishnu's stories and symbols?	**Hinduism 3: Even more Hindu stories** Ganesha stories and their meanings Parvati and Shiva - family in Mount Kailash The festival of Teej - women in Hinduism Puja ceremony Puja in Hindu stories Listening to Hindu people talk about their beliefs and practices. Optional visit to Hindu temple and/or people How do Hindus show their devotion?	**Judaism 1** Abraham, Isaac, Jacob How have stories from the Hebrew Bible shaped Judaism? How did the Jews explain what they saw and experienced? Including stories from the Hebrew Bible. Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel Contexts relating to land, kinship, war. Links with history: ancient civilisations of the Middle East provide place and cultural context that makes these stories make sense (e.g. Egypt, Mesopotamia). These stories in turn reinforce knowledge of geography and history of early civilisations. Why is the Promised Land so important in Judaism?	**Judaism 2** - Joseph, Moses and the Exodus Including the following stories from the Hebrew bible: Joseph in Egypt Moses, Passover and the Exodus (Red Sea and the wilderness and tabernacle) Mount Sinai and 10 commandments Promised Land Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising. Why do Jews celebrate the festival of Passover?	**Judaism 3** Samuel, Saul, David and the Kingdom Stories inc. David and Goliath and King David. Solomon and the building of the Temple in Jerusalem Babylonian stories: captivity and destruction of the Temple; e.g. Daniel in the lions' den, King Nebuchadnezzar Jews return to Promised Land (link to Persian king Cyrus from Y3 History) Note on Judaism units: Stories are framed through questions about Judaism, keeping a sense of it as the Hebrew Bible rather than a Christian ("Old Testament") lens. Summer 1 and 2 introduce practices, customs and rituals of Jewish people, linking practices and beliefs back to the stories (e.g. while studying Passover "this food represents bitterness of tears…") How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?
B	**Christianity 1** The family of Jesus The Roman province of Judea in first century BC. New Testament stories: Jesus's family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah ('the Christ') Symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism (link to Summer 2 Religion) Joseph – a carpenter from the line of Jewish kings (David theme) Mary and the Angel Gabriel (the Annunciation). Mary	**Christianity 2** The birth of Jesus New Testament stories: birth of Jesus (Matthew and Luke's Gospels) The nativity story The shepherds' story The Wise Men (the Epiphany) Herod and the killing of the infants. Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music? How do Christians express their beliefs about Jesus at Christmas time?	**Christianity 3** Life and teachings of Jesus New Testament stories: life of Jesus and its meaning for Christians Jesus in the Temple Jesus is baptised and tempted Disciples and Sermon on the Mount Miracles of Jesus Parables of Jesus Transfiguration of Jesus Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music? How does the life and teaching of Jesus affect the way in which Christians live?	**Christianity 4** The death and resurrection of Jesus New Testament stories: Jesus rides into Jerusalem (Palm Sunday), Jesus turning over the money changers' tables in the Temple, Last Supper (Maundy Thursday), Crucifixion & Christian understanding of sacrifice* (Good Friday), The Resurrection (Easter Day). *Link back to Exodus and the sacrifice of the Passover lamb, but keep distinction between Jewish and Christian interpretations. Why are these stories important to Christians? What do the death and resurrection of Jesus mean in Christian traditions?	**Christianity 5** The message of Jesus spreads Stories from Acts of the Apostles and Paul's epistles: The Ascension of Jesus and the apostles The Day of Pentecost Paul's conversion and missionary journeys Gentile Christians, the Council of Jerusalem and multiethnic nature of the early Church Letters of Paul Spread of Christianity across Mediterranean, into Africa (links with history and empire of Aksum) and Syria into the Greek world. Early Christian Church including beliefs, worship and practices.	**Islam 1** Ramadan Muhammad's teachings about Sawm and Ramadan Ramadam and the Muslim calendar The meaning and experience of Ramadan to two Muslims living in Britain today – from Turkish and Bangladeshi traditions The festival of Eid ul Fitr – origins, meaning and practices today within differing Muslim traditions What does Ramadan mean to Muslims today?

	and the visit to Elizabeth (the Visitation). Why are these stories important to Christians? Strong emphasis on diverse cultural depictions of Jesus in art. Each cultural setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian, Chinese, Indian as well as European depictions). Disciplinary focus: history and theology Why is the idea of 'Messiah' so important to Christians?				How did Christianity develop in the early Church and how do we know?	
C	**Islam 2** The stories of the prophets Stories from the Qur'an and Muslim tradition, including: Stories of the prophets: Adam, Nuh, Ibrahim, Musa, Suleyman, Dawud The Valley of the Ants What Muslims learn from these stories, both in the past and today. Where these stories can be found and how they have been passed on Continuities and contrasts in stories within different faiths in the Abrahamic tradition What do Muslims learn from the prophets as role models?	**Islam 3** Living Muslim traditions Living as a Muslim in contrasting traditions: Five pillars of Islam (Sunni) The ten obligatory acts (Shia) Living as a Muslim in places beyond Britain (spotlight: Lebanon). Focus on Salah Focus on Hajj and its relationship with stories from the prophets learned in Islam 2 What lies behind the traditions of hajj?	**Christianity 6** Living Christian traditions Christianity around the world: Britain, Orthodox Christianity (link with work on Byzantine Empire, Constantinople in history), Christianity in South America (links to The Amazon in Year 5 geography). The evolution of Christianity within Muslim worlds (focus on Baghdad and Cairo). Visits to churches: how to 'read' a church Interviews with Christians from various traditions (Anglican, Baptist, Pentecostal, Catholic, Orthodox) How do art, architecture and music in various cities, towns and villages in Britain reflect the experiences, quests and challenges of these diverse traditions? NB, see below, for potential to extend this unit into Spring 2. Schools might even merge Christianity 6 and 7, doing their visit to a church in the middle of Christianity 6. How are Christian beliefs and practices around the world similar and different?	**Christianity** Christian sites and spaces, including visit to local church School-designed unit to focus on one or more local Christian places of worship and communities, integrating a visit to a local church or cathedral. Schools will design this unit to suit their local church or cathedral of choice. Detailed guidance will be provided, just as with local history and geographical fieldwork. The aim is for schools to draw heavily on and revisit the content in the previous 6 units on Christianity, and especially Christianity 6, Living Christian Traditions.	**Buddhism 1** The prince who became the Buddha Geographical and historical setting incl story of Siddhartha Gautama The three great sights: illness, old age, death Suffering and human desire Enlightenment The never-ending cycle of samsara Links to ancient civilisations How does the life and teaching of Siddhartha Gautama affect the way in which Buddhists live?	**Buddhism 2** Buddhist stories and traditions Stories of the spread of Buddhism More Buddhist stories incl: Kisa and the mustard seeds Angulimala The monkey king Buddhist teaching about the Four Noble Truths, karma and the Eightfold Path Buddhist practices including meditation, Tibetan, prayer flags Similarities and differences between Buddhist and Hindu attitudes towards dharma, samsara, reincarnation (Year 3 religion) Buddhism today in the UK, India, Tibet. What do Buddhist stories teach Buddhists about enlightenment?

D	**Sikhism 1** The teaching of the gurus Key events in the life of Guru Nanak: birth, childhood, his profound experience, his four udasis (journeys), death The story of Nanak and the cobra Connections between Guru Nanak and Hinduism (Year 3 religion), Islam (Years 4 and 5 religion) and Buddhism (Year 5 religion) The importance of eating together: langar The ten human gurus The making of the Khalsa and Guru Gobind Singh The Guru Granth Sahib: the eternal living guru Sikh stories incl the milk and the blood from the chapatis Sikhism today incl London How do Sikhs use their stories and sayings in their everyday lives?	**Sikhism 2** Living Sikh traditions Sikhism in practice (referred to as Sikhi by Sikhs) Modern day Khalsa, incl the five Ks, as well as amrit Dhari, kesa Dhari, seha Dhari The gurdwara A typical langar meal in a gurdwara The importance of seva (service) in Sikhi Amritsar The festival of Vaisakhi Sikh identity in modern Britain	**Christianity 8** Art and action: three Christian lives	**Holy spaces and places** School designed unit A study of two religious sites, integrating a visit to one of them One Christian site, one any world religion.	**Stories which point to truth** Aesop's Fables A variety of ancient fables to read with the class from sixth-century Greece Fiction that points to truth Preparation for Summer 2 where pupils will be introduced to non-religious worldviews	**Reason and Revelation** Asking big questions without reference to religion, God, holy scriptures e.g. How can I live a good life? What is good? What happened before birth? What will happen after death? Four philosophers, including one Christian and a prominent humanist who has not looked to the numinous or transcendent (referring back to ancient Greece and philosophers from Year 3 history, e.g. Socrates).