



Stanburn Curriculum Coverage Medium Term Plan

Religious Education



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p style="color: blue;">Understanding the World</p> <p>ELG – People, Culture and Communities</p> <p><i>Pupils will learn to:</i></p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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. 					
YR1	<p>How did the world begin?</p> <p>Introductory Lesson: To show respect when talking about big ideas.</p> <ol style="list-style-type: none"> 1. To identify what creation means in relation to the natural world. 2. To recognise that people believe God created the world by listening to the Jewish and Christian stories. 3. To recognise that there are different creation stories to explain how the world began. 	<p>What do some people believe God looks like?</p> <ol style="list-style-type: none"> 1. To express ideas about God. 2. To explain how some Muslim people express their ideas about God. 3. To recognise some of the different forms of God in the Hindu worldview. 4. To recognise that many Christian people believe Jesus is the son of God and God on Earth. 5. To identify how some religious 	<p>What is God’s job?</p> <ol style="list-style-type: none"> 1. To investigate different beliefs about God through exploring the 99 names of Allah. 2. To identify beliefs about special relationships with God from a Jewish story. 3. To describe what some people believe about God using Jewish scripture. 4. To describe what some people believe about God using a Christian 	<p>Why should we care for the world?</p> <ol style="list-style-type: none"> 1. To explore who might own the world through a creation story. 2. To investigate why some people believe God created humans last in the creation story. 3. To understand the meaning of stewardship through exploring quotes. 4. To investigate what some Muslims believe about caring for the world by 	<p>How do we know that new babies are special?</p> <ol style="list-style-type: none"> 1. To explore the belief in a God that created humans and suggest why babies are special to parents. 2. To explain why some Muslim people welcome a new baby with the Adhan. 3. To explain how some Muslim people welcome a new baby by investigating Aqiqah. 4. To explain how 	<p>Why should we care for others?</p> <ol style="list-style-type: none"> 1. To identify how and why some people care for others by exploring the Sikh belief in Sewa. 2. To investigate why many Muslims believe it is important to care for others by exploring Zakat. 3. To investigate why some ways of caring might take more effort and receive less thanks than others by exploring Tzedakah.



Stanburn Curriculum Coverage Medium Term Plan

Religious Education



	<ol style="list-style-type: none"> 4. To express ideas about what a creator might be like based on creation stories. 5. To know that many Humanists use science to understand how the world began. 6. Where did the world come from? 	<p>worldviews refer to and represent God.</p> <ol style="list-style-type: none"> 6. To identify and explain some of the different names people use for God. 	<p>story.</p> <ol style="list-style-type: none"> 5. To understand what some Hindus believe about God's different forms and identify the roles of the Trimurti. 6. To explore some Zoroastrian beliefs about God through their creation story. 	<p>exploring stories about Muhammad.</p> <ol style="list-style-type: none"> 5. To understand why some people believe it is important to care for the world by exploring ahimsa. 6. To understand the importance of taking care of the world from different views. 	<p>some Hindu people welcome a new baby by exploring Jatakarma.</p> <ol style="list-style-type: none"> 5. To explore how promises are made during Christian baptism ceremonies. 6. To identify why names are sometimes an important part of baby naming ceremonies. 	<ol style="list-style-type: none"> 4. To explore Christian teachings on caring through stories about Jesus. 5. To identify some Humanist beliefs about the importance of caring for others. 6. To explore modern examples of how people use their skills to care for other.
YR2	<p style="text-align: center; color: blue;">Why is it important to give thanks?</p> <p>Introductory lesson: Respectful Religion and worldviews – What are big questions? To identify and discuss big questions.</p> <ol style="list-style-type: none"> 1. To identify how and why some people say thank you. 	<p style="text-align: center; color: blue;">What do candles mean to people?</p> <ol style="list-style-type: none"> 1. To express and compare ideas about the meaning of candles. 2. To recognise why candles are used to represent stories and beliefs. 3. To know that the 	<p style="text-align: center; color: blue;">How do we know some people have a special connection to God?</p> <ol style="list-style-type: none"> 1. To identify how the Christmas story symbolises that Jesus is special. 2. To investigate why Guru Nanak is seen as special from birth within the Sikh worldview. 	<p style="text-align: center; color: blue;">What is a prophet?</p> <ol style="list-style-type: none"> 1. To identify the characteristics of a prophet by exploring a story. 2. To investigate stories about people's responses to the role of a prophet. 3. To explore the promises made to 	<p style="text-align: center; color: blue;">How do some people talk to God?</p> <ol style="list-style-type: none"> 1. To consider why some people might choose to talk to God. 2. To investigate ways some people pray. 3. To recognise how different people use their bodies to pray by exploring 	<p style="text-align: center; color: blue;">Where do some people talk to God?</p> <ol style="list-style-type: none"> 1. To explore how Muslims pray both individually and in a mosque. 2. To describe and explain the features of an Orthodox Christian church. 3. To compare different Christian



Stanburn Curriculum Coverage Medium Term Plan

Religious Education



	<ol style="list-style-type: none"> 2. To appreciate why harvest is an important time to express gratitude. 3. To identify some of the ways and reasons Hindus and Christians might show their gratitude to God. 4. To describe how and why some Hindus use puja to express gratitude to God. 5. To describe how Christian worship songs are used to express gratitude to God. 	<p>festival of Diwali can be celebrated in different ways.</p> <ol style="list-style-type: none"> 4. To know how some Christian followers might celebrate Advent. 5. To understand why candles are used during Hanukkah. 6. To understand what candles mean to people. 	<ol style="list-style-type: none"> 3. To identify how some people know that others are special using stories. 4. To understand that some people believe certain children are special by exploring a Hindu story. 5. To understand why Muhammad is special to some people through exploring a story. 6. To investigate a story that shows Jesus as special for some believers. 	<p>some prophets in stories and scriptures.</p> <ol style="list-style-type: none"> 4. To investigate how the role of Muhammad is important to some Muslims using stories and scripture. 5. To explore the role of Jesus in different worldviews using stories and scripture. 6. To explain the importance of Guru Nanak for some Sikhs by looking at key events and teachings. 	<p>practices.</p> <ol style="list-style-type: none"> 4. To understand why some people use special objects and clothing during prayer. 5. To explore Hindu prayer practices and the significance of special objects. 6. To explore where some prayers come from. 	<p>places of worship.</p> <ol style="list-style-type: none"> 4. To explore the importance of the synagogue to some Jewish people by identifying features that help them pray. 5. To discuss why a Gurdwara is a special place for some Sikh people by discovering the importance of its different features. 6. To find out why different places are important to people because of their beliefs.
YR3	<p style="text-align: center; color: blue;">What makes us human?</p> <p>Introductory lesson: What are worldviews?</p>	<p style="text-align: center; color: blue;">Where do we get our morals from?</p> <ol style="list-style-type: none"> 1. To explain what morals are. 	<p style="text-align: center; color: blue;">Is scripture central to religion?</p> <ol style="list-style-type: none"> 1. To examine some key beliefs about 	<p style="text-align: center; color: blue;">What happens when we do wrong?</p> <ol style="list-style-type: none"> 1. To analyse the consequences of 	<p style="text-align: center; color: blue;">Why is water symbolic?</p> <ol style="list-style-type: none"> 1. To explore how water is important to life practically 	<p style="text-align: center; color: blue;">Why is fire used ceremonially?</p> <ol style="list-style-type: none"> 1. To describe how fire can symbolise



Stanburn Curriculum Coverage Medium Term Plan

Religious Education



	<p>To recognise that everyone has a worldview by exploring influences.</p> <ol style="list-style-type: none"> To consider what makes humans special by exploring beliefs about the soul. To describe what some people believe about being human through exploring personal responses. To explore the meaning of spirituality to different people. To explain how and why some Buddhists meditate. To present own and others' views to answer the enquiry question, 'What makes us human?'. 	<ol style="list-style-type: none"> To evaluate the importance of religious guidance to some Christian and Jewish people. To explore how some people remember moral guidance. To describe how some people apply religious guidance in daily life. To analyse religious and non-religious guidance. To express and justify opinions about moral guidance. 	<p>scripture from the Jewish worldview.</p> <ol style="list-style-type: none"> To explain how beliefs about the source of scripture may impact the value placed on it. To make connections between beliefs about the Qur'an and the Hadith and how they are used. To recognise and explain similarities and differences between Jewish and Christian scripture. To explore the ways some Christians view and use the Bible. To evaluate what makes scriptures central to religion 	<p>wrongdoing by exploring different perspectives.</p> <ol style="list-style-type: none"> To examine some Christian beliefs about the process of forgiveness. To investigate how some religious people seek God's forgiveness after wrongdoing. To investigate some beliefs about what happens to the soul after repentance. To investigate some Christian beliefs about cleansing the soul. To explore some Hindu beliefs on how actions can affect the soul. 	<p>and symbolically.</p> <ol style="list-style-type: none"> To explore the significance of water in rituals. To understand the concept of purity in relation to water. To investigate water's symbolism and role in various religious rituals. To explore how water is considered precious in different cultures and religions. To investigate how water is connected to special places through poetry and images. 	<p>remembrance for some Christian and Jewish people.</p> <ol style="list-style-type: none"> To explore ways that fire can be used in the community. To explore how fire is used at the Olympics. To explore the significance of the eternal flame in the Jewish and Zoroastrian worldviews. To examine how Hindu beliefs can be expressed through the symbolic use of fire. To make links between the symbolism of fire in different worldviews.
YR4	Are all religions equal? Introductory Lesson: To	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best-selling book of all	Does the language of scripture matter?



Stanburn Curriculum Coverage Medium Term Plan

Religious Education



	<p>listen and respond respectfully to others' thoughts, opinions and ideas.</p> <ol style="list-style-type: none"> To recognise that there are many connections between religious worldviews. To explain similarities and differences in how people understand God. To identify how some Sikh beliefs and practices reflect ideas about religious equality. To determine how Bahá'í teachings influence some practices. To express ideas about religious equality and harmony. 	<ol style="list-style-type: none"> How do people communicate beliefs without words? What can we find out about scripture? What does it mean if scripture was revealed or remembered? Lesson 4: Why do some worldviews have more than one book of scripture? How do some people demonstrate the value of scripture? How do sacred texts play a part in some people's lives? 	<ol style="list-style-type: none"> What do promises mean? What promises do we make? Can we see the importance of someone's beliefs on the outside? How else might some people show their commitment? What else might people give up for their beliefs? What might someone sacrifice? 	<ol style="list-style-type: none"> What do we know about Jesus? Who was around at the time of Jesus? What did people think of the Romans? What is a prophecy? What might miracles suggest about Jesus? What happened when Jesus died? 	<p>time?</p> <ol style="list-style-type: none"> How did the Christian Bible come to be? What is in the Bible? How did the Bible become a bestseller? How can the Bible mean different things to different people? Where might we find the Bible? How is the Bible relevant for some people today? 	<ol style="list-style-type: none"> What came before written scripture? How has Biblical Hebrew evolved? Is all Arabic the same? Should prayers be said in their 'original' languages? How important are translations of religious scripture? Why does some religious scripture contain artwork?
YR5	Why do people have to stand up for what they	Why doesn't Christianity always look	What happens when we die? (Part 1)	What happens when we die? (Part 2)	Who should get to be in charge?	Why are some places in the world significant to



Stanburn Curriculum Coverage Medium Term Plan

Religious Education



	believe in?	the same?				believers?
	<p>Introductory lesson: Respectful R&W – Does everyone have the same beliefs about God?</p> <p>Lesson 1: What does freedom look like?</p> <p>Lesson 2: How have beliefs been challenged in the past?</p> <p>Lesson 3: How can light represent standing up for what you believe in?</p> <p>Lesson 4: Should we celebrate Bonfire Night?</p> <p>Lesson 5: How can we stand up for what we believe in?</p>	<p>1: Why did some people believe Jesus was the Messiah?</p> <p>2: How did Christianity develop?</p> <p>3: What is Roman Catholicism?</p> <p>4: How have historical changes impacted Christianity?</p> <p>5: How can being part of a Christian community give a sense of belonging?</p> <p>6: Does everyone have the same picture of Jesus?</p>	<p>1: Why do some people believe in a soul?</p> <p>2: How do some people make up for bad deeds?</p> <p>3: If there's a heaven, what might it be like?</p> <p>4: What is the purpose of a funeral?</p> <p>5: How do some people seek forgiveness in their lives?</p> <p>6: How do some people remember those that have died?</p>	<p>1: If there's a soul, where does it go?</p> <p>2: What is samsara?</p> <p>3: How might someone reach moksha?</p> <p>4: How can people find comfort after death?</p> <p>5: What is nirvana?</p> <p>6: What does enlightenment look like?</p>	<p>1: How are laws created?</p> <p>2: How is a leader chosen?</p> <p>3: Where do religious laws come from?</p> <p>4: How did Guru Nanak choose a successor?</p> <p>5: When can someone become a leader?</p> <p>6: How can religious texts be leaders?</p>	<p>1: What can make a place significant?</p> <p>2: How can religious events make a place significant?</p> <p>3: What makes the Harmandir Sahib significant to many Sikhs?</p> <p>4: How can a river be a goddess?</p> <p>5: Can relics make a place significant?</p> <p>6: Who can visit significant places?</p>



Stanburn Curriculum Coverage Medium Term Plan

Religious Education



YR6	<p>Why does religion look different around the world? (Part 1)</p> <p>Introductory lesson: Respectful R&W – What words can be used to describe God?</p> <p>1: How do some religions believe in the same God?</p> <p>2: How might a Jewish person observe Shabbat?</p> <p>3: Why is Friday night dinner different?</p> <p>4: What can a head covering tell us about identity?</p> <p>5: Why might someone want to cover their hair?</p>	<p>Why does religion look different around the world? (Part 2)</p> <p>1: How can God be linked to a place when he is everywhere?</p> <p>2: What can it be like as a Hindu in the UK?</p> <p>3: What does being Sikh mean to different people?</p> <p>4: Why are festivals of light important in different worldviews?</p> <p>5: How do some Buddhists practise beliefs in their daily lives?</p> <p>6: Do all Buddhists practise in the same way?</p>	<p>Why is it better to be there in person?</p> <p>1: What can make a space significant? People, place or practice?</p> <p>2: Why might a Jewish person want to visit Jerusalem?</p> <p>3: Why is Jerusalem significant to some Muslim people?</p> <p>4: How can shared challenge bring people together?</p> <p>5: Are all journeys pilgrimages?</p> <p>6: Why is it better to be there in person?</p>	<p>Why is there suffering? (Part 1)</p> <p>1: How do people suffer?</p> <p>2: What is free will?</p> <p>3: Why do we cause suffering?</p> <p>4: Does being good always mean less suffering?</p> <p>5: If God is all-powerful, can suffering not be stopped?</p> <p>6: How might beliefs about Jesus affect responses to suffering?</p>	<p>Why is there suffering? (Part 2)</p> <p>1: What can suffering teach us about happiness?</p> <p>2: What can cause suffering?</p> <p>3: How do some people overcome suffering?</p> <p>4: How can Hukam help in difficult times?</p> <p>5: Who is the best at helping?</p> <p>6: How can beliefs affect our understanding of suffering?</p>	<p>What place does religion have in our world today?</p> <p>1: What is my worldview?</p> <p>2: What can we find out about religion in the UK from census data?</p> <p>3: What can buildings tell us about religion in the UK?</p> <p>4: Where and why do religions spread?</p> <p>5: What is freedom of religion or belief?</p> <p>6: Why should we learn about religions and worldviews?</p>
-----	---	--	--	---	--	--