



**Forton Primary School – Religious Education Curriculum 2023-2024**

***Our Intent is: To support our children’s personal search for meaning by engaging enquiry into the question, “What does it mean to be human?” Exploring answers offered by world religions and world views.***

2023-2024					
The Nook EYFS					
<p><b>Key Learning linked to Culture and Beliefs</b></p> <p><b>Communication</b> - express feelings, give opinions and reasons, comment on significant events in their own lives, talk about family, friends and the local community. Consider issues of similarity and difference in gender, language, ethnicity, religion, culture and SEND. Use their developing language skills to share experiences, ideas, give explanations, make suggestions, choices and decisions, either verbally or non-verbally.</p> <p><b>Respect</b> – themselves, special things in their own lives, other people including their ideas, feelings, beliefs, culture, possessions.</p> <p><b>Observe</b> – look closely and consider the people and the lives of different people and events in the world around them, examine objects and find out more about them.</p> <p><b>Describe</b> – themselves, friends, family, other people, significant places, events, objects or artefacts.</p> <p><b>Research</b> – show curiosity and interest, find out about people, special places and events or objects, explore and ask different types of questions, examine possibilities, consider alternatives.</p> <p><b>Vocabulary</b> – language of tolerance, respect and co-operation</p>					
Nicky Nook					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Christianity (God)</u></b></p> <p>Does how we treat the world matter?</p>	<p><b><u>Christianity (Jesus)</u></b></p> <p>Why do Christians say that Jesus is the ‘Light of the World’?</p>	<p><b><u>Hindu dharma</u></b></p> <p>How might people express their devotion?</p>	<p><b><u>Islam</u></b></p> <p>Why do Muslims believe it is important to obey God?</p>	<p><b><u>Christianity (Church)</u></b></p> <p>What unites the Christian community?</p>	<p><b><u>Judaism</u></b></p> <p>What aspects of life really matter?</p>

<ul style="list-style-type: none"> <li>• retell (simply) the Genesis 1 story of creation</li> <li>• suggest why Christians might think it is important to look after the world</li> <li>• suggest ways that Christians might express their concern for the natural world</li> <li>• describe how and why Christians might thank God for creation at Harvest festivals</li> <li>• identify ways in which humans use (and abuse) the natural world</li> <li>• talk about why our planet should matter to all humans – and how this should influence our behaviour</li> <li>• reflect on their own use of the world's resources</li> <li>• ask questions about what they can do to show that they care about the world</li> </ul>	<ul style="list-style-type: none"> <li>• suggest what Christians might mean when they refer to Jesus as 'the Light of the world'</li> <li>• talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God</li> <li>• identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carl services, Christingle) – and the symbolic meaning</li> <li>• talk about the different ways that Christians might celebrate Christmas</li> <li>• identify different ways that humans use light</li> <li>• discuss the importance of light – as a source of comfort, security and hope</li> <li>• talk about how and why light might be an important symbol</li> <li>• ask questions about the value of sources of light in their own lives</li> <li>• talk about the people who provide comfort, security and hope for them</li> <li>• suggest ways in which they might be a light for others</li> </ul>	<ul style="list-style-type: none"> <li>• know that Hindus believe in one God (Brahman) who can be worshipped in many forms</li> <li>• know that these forms (the deities) have different qualities and are portrayed in different ways</li> <li>• suggest why Hindus might believe that it is important to show devotion to the deities</li> <li>• know that Hindus might worship at a Mandir and/or the home shrine</li> <li>• suggest why worship in the home might be important</li> <li>• describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)</li> <li>• talk about qualities that make some people special</li> <li>• identify ways in which humans show their gratitude to the people who matter in their lives</li> <li>• talk about who is special to them and why</li> <li>• reflect on who they should be grateful to and how they might</li> </ul>	<ul style="list-style-type: none"> <li>• suggest why Muslims believe that it is important to respect God</li> <li>• talk about why Muslims would want to show their gratitude to God</li> <li>• know that submission to God is an important aspect of Islamic life</li> <li>• identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis</li> <li>• describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat</li> <li>• suggest how making time for the five daily prayers is an act of submission</li> <li>• talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer)</li> <li>• identify ways in which humans show their gratitude</li> <li>• talk about the things they do on a regular basis as a sign of their commitment and belonging</li> </ul>	<ul style="list-style-type: none"> <li>• suggest beliefs and values that might unite the Christian community</li> <li>• talk about why some Christians might think it is important to come together to worship God</li> <li>• identify symbols (images and actions) used in Christian worship</li> <li>• talk about how and why symbols might be used in Christianity</li> <li>• identify and describe features of a church</li> <li>• identify signs and symbols in the world around them</li> <li>• talk about the school logo – what values it might represent and how it might unite the school community</li> <li>• ask thoughtful questions about signs and symbols</li> <li>• talk about communities that they belong to – and how they show their commitment to these communities</li> </ul>	<ul style="list-style-type: none"> <li>• to understand that what Jewish followers believe</li> <li>• to understand that there is a shared belief my most religions that there must be a cause for the existence of the world</li> <li>• retell some of the stories (eg. the story of the flood and the story of Abraham)</li> <li>• explain what these teach believers about God.</li> <li>• understand the basic rituals and rules in Judaism</li> <li>• explore examples of special days and celebrations in Judaism</li> <li>• explore how religions might provide moral guidance and authority</li> </ul>
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		show this in words and actions	<ul style="list-style-type: none"> <li>reflect on who they should be grateful to and how they show this</li> </ul>		
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<b>Clougha</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b><u>Christianity (God)</u></b></p> <p>How and why have some people served God?</p>	<p><b><u>Islam</u></b></p> <p>Why is the Prophet Muhammad an example for Muslims?</p>	<p><b><u>Christianity (Jesus)</u></b></p> <p>What does it mean to be a disciple of Jesus?</p>	<p><b><u>Christianity (Church)</u></b></p> <p>What do Christians mean by the Holy Spirit?</p>	<p><b><u>Sikhism</u></b></p> <p>Why are the Gurus important to Sikhs?</p>	<p><b><u>Hindu Dharma</u></b></p> <p>Why is family an important part of Hindu life?</p>

<ul style="list-style-type: none"> <li>• know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)</li> <li>• identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)</li> <li>• suggest why these prophets chose to listen to and follow God</li> <li>• identify Christians who might be described as people who listened to and followed God</li> <li>• describe how and why some Christians might devote their lives to serving God</li> <li>• talk about what is meant by a sense of vocation</li> <li>• identify inspirational people/role models for the world today</li> <li>• describe the qualities that inspirational people might have</li> <li>• discuss who makes a good role model and why</li> <li>• raise and discuss questions about following others – including both positive and negative responses</li> </ul>	<ul style="list-style-type: none"> <li>• develop and understanding of the importance of founders and leaders for religious communities</li> <li>• identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)</li> <li>• describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)</li> <li>• describe and give reasons for the Islamic practice of Zakah</li> <li>• suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable</li> <li>• identify characteristics of a good role model</li> <li>• discuss how good role models can have a positive impact on individuals, communities and societies</li> <li>• reflect on their own aspirations for themselves and others</li> <li>• ask questions and suggest answers about how they can try to make the world a better place</li> </ul>	<ul style="list-style-type: none"> <li>• know what is meant by discipleship</li> <li>• know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus</li> <li>• identify beliefs and values within religious teachings (eg. ‘Follow me and I will make you fishers of men’ – Matt 4:19)</li> <li>• describe how and why Christians might try to follow the example of Jesus through mission and charity work</li> <li>• describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs</li> <li>• talk about what it means to have charisma</li> <li>• describe what makes a good leader and why people might want to follow him/her</li> <li>• discuss what motivates people to want to make a difference</li> <li>• reflect on their own leadership abilities</li> <li>• discuss their own desires to make a difference in the world/in their communities</li> </ul>	<ul style="list-style-type: none"> <li>• know what Christians mean by the Holy Spirit</li> <li>• suggest how belief in the Holy Spirit as God’s presence in the world might have an impact on individuals and communities</li> <li>• identify Christian values exemplified in the gifts of the Spirit</li> <li>• identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations</li> <li>• describe how and why Pentecost is celebrated</li> <li>• describe why some Christians might take part in a procession of witness</li> <li>• describe aspects of being human that we should be proud of</li> <li>• discuss what it means to be a successful human – and the different measures of success that might be applied</li> <li>• discuss their own sense of value and what is good/unique about being them</li> <li>• reflect on the people that they value in their lives – and how they show their appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• understand who the Gurus are and why they are important</li> <li>• explore the origins of Sikhism</li> <li>• explore the existence of a God in Sikhism</li> <li>• retell key stories linked to religious traditions</li> <li>• explore key vocabulary linked to Sikhism</li> <li>• describe the purpose of key artefacts used during worship</li> <li>• explore key features of a religion; worship, prayer and rituals</li> <li>• learn about special days and celebrations within the religion</li> </ul>	<ul style="list-style-type: none"> <li>• develop an understanding of the importance of duty and commitment to many religions</li> <li>• know that following dharma (religious duty) is an important part of Hindu life</li> <li>• suggest the impact of belief in dharma, particularly the belief that there are three ‘debts’ – duty owed to God/the deities, duty owed to teachers, and duty owed to family</li> <li>• describe how and why Hindus might celebrate Raksha Bandhan</li> <li>• identify aspects of the celebration which remind Hindus of their dharma</li> <li>• identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)</li> <li>• identify sources of authority and inspiration</li> </ul>
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					<ul style="list-style-type: none"> <li>• consider what our ‘duties’ as human beings are</li> <li>• reflect on their own duties – to themselves, to their families, to their communities</li> <li>• discuss who or what they follow – and why</li> <li>•</li> </ul>
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<b>Pendle</b>					
Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>Christianity (God)</u></b> Why is it sometimes difficult to do the right thing?	<b><u>Islam</u></b> Why is the Qur’an so important to Muslims?	<b><u>Hindu Dharma</u></b> What might Hindus learn from stories about Krishna?	<b><u>Christianity (Jesus)</u></b> What do we mean by a miracle?	<b><u>Christianity (Church)</u></b> How do people decide what to believe?	<b><u>Judaism</u></b> Do people need laws to guide them?
<ul style="list-style-type: none"> <li>• describe Christian beliefs about sin and forgiveness</li> <li>• describe and explain the teaching from Genesis 3 – of how</li> </ul>	<ul style="list-style-type: none"> <li>• explore Islamic beliefs about the Qur’an as the word of God</li> <li>• explain how and why the Qur’an is a source</li> </ul>	<ul style="list-style-type: none"> <li>• make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty</li> </ul>	<ul style="list-style-type: none"> <li>• describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus</li> <li>• retell a selection of miracle stories – and</li> </ul>	<ul style="list-style-type: none"> <li>• describe what Christians mean when they talk about one God in Trinity</li> </ul>	<ul style="list-style-type: none"> <li>• understand who the Gurus are and why they are important</li> <li>• explore the origins of Sikhism</li> </ul>

<p>Adam and Eve disobeyed God</p> <ul style="list-style-type: none"> <li>• suggest different ways that this story might be understood by Christians</li> <li>• describe and explain how and why Christians might use the Lord's Prayer</li> <li>• analyse and interpret the Lord's Prayer – and what guidance it provides for Christians</li> <li>• suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations</li> <li>• consider the different ways that myth and stories are and used</li> <li>• explain how a 'truth' might be contained within a story</li> <li>• consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</li> <li>• discuss and debate things that they consider to be true that others might disagree with</li> </ul>	<p>of guidance for life for a Muslim</p> <ul style="list-style-type: none"> <li>• explain the impact of believing that the Qur'an is divine revelation</li> <li>• describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets</li> <li>• explain how and why Muslims might commemorate the Night of Power</li> <li>• describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God</li> <li>• explain how the teachings of the Qur'an might influence the actions and choices of a Muslim</li> <li>• discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority</li> <li>• suggest when and why people might want guidance about how to live</li> <li>• discuss who or what has guided them in their own beliefs, values and commitments</li> </ul>	<ul style="list-style-type: none"> <li>• explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</li> <li>• explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</li> <li>• describe and explain a variety of ways that Hindus might celebrate the festival of Holi</li> <li>• suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</li> <li>• explain how Holi celebrations might express Hindu beliefs about equality</li> <li>• explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions</li> <li>• consider the different ways that myth and stories are and used</li> <li>• explain how a 'truth' might be contained within a story</li> </ul>	<p>explain what these might reveal to Christians about the nature of Jesus</p> <ul style="list-style-type: none"> <li>• describe why some Christians might go on pilgrimage to places associated with miraculous events</li> <li>• explain the impact that belief in miracles and the power of prayer might have on a Christian</li> <li>• explain the difference between fact, opinion and belief</li> <li>• consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God</li> <li>• discuss their own beliefs – is there anything that they accept as truth which others may not agree with?</li> <li>• reflect on how they make decisions about what is/is not true</li> </ul>	<ul style="list-style-type: none"> <li>• identify the beliefs contained within the Apostle's Creed</li> <li>• explain why the Christian community (The Church) might want/need an agreed statement of belief</li> <li>• describe and explain the meaning of a range of symbols that might be used for the Trinity</li> <li>• explain how symbols might unite the worldwide Christian Church</li> <li>• describe the role of places like Taizé where Christians from different backgrounds might come together to worship</li> <li>• consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life</li> <li>• discuss different responses to sources of authority</li> <li>• raise meaningful questions about things that puzzle them</li> <li>• differentiate between questions that can be answered factually</li> </ul>	<ul style="list-style-type: none"> <li>• explore the existence of a God in Sikhism</li> <li>• retell key stories linked to religious traditions</li> <li>• explore key vocabulary linked to Sikhism</li> <li>• describe the purpose of key artefacts used during worship</li> <li>• explore key features of a religion; worship, prayer and rituals</li> <li>• learn about special days and celebrations within the religion</li> <li>•</li> </ul>
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	<ul style="list-style-type: none"><li>• reflect on what ‘ultimate authority’ might mean for them</li></ul>	<ul style="list-style-type: none"><li>• consider how they decide what is ‘true’ – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</li><li>• discuss and debate things that they consider to be true that others might disagree with</li></ul>		and those that have a range of answers, including personal beliefs and values	
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