

BIG IDEAS					
Religious stories and narratives	Worship – relationships with god/s	Beliefs	Symbols, Institutions and Community – religious organisation	Ethics and Morality	Celebration and rituals

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Important narratives and celebrations	Y1 – Christianity – the Nativity	Y2 – Hinduism – Diwali and the Story of Rama and Sita	Y1 – Islam – Ramadan and Eid al-Fitr	Y2 – Judaism – The Exodus and Passover	Y1 – Sikhism – Guru Nanak	Y2 – Buddhism – Siddhartha Gotama
	LO: to know the story of Jesus's birth LO: to discuss the ways in which Jesus is special to Christians LO: to know why Christians celebrate Christmas LO: to know how Christians worship in church LO: to discuss what is important to Christians during the Christmas celebration / to make connections with what is important to them during religious celebration LO: to know how Christians celebrate Christmas	LO: to know the story of Rama and Sita LO: to understand that Hindus believe in many different deities LO: to understand some of the ways Hindus worship LO: to know some of the symbols of Hinduism and what they mean LO: to infer morals we can learn from Rama and Sita / to compare it with other stories we know LO: to know some ways Hindus celebrate Diwali	LO: to know why Muslims celebrate Eid al-Fitr LO: to discuss the ways in which Mohammed is special to Muslims / to know what the Shahadah is LO: to know why Muslims celebrate Ramadan LO: to know how Muslims pray and what a mosque looks like LO: to understand the significance of fasting for Muslims / to make links with their own lives LO: to know how Muslims celebrate Eid al-Fitr	LO: To know the story of the Exodus LO: to know why Jews celebrate Passover LO: to know the meaning behind some of the symbols in Judaism LO: to consider what we mean by freedom and why it is important to us LO: to know how Jews celebrate Passover	LO: to know the story of Guru Nanak and how Sikhism began LO: to know how Sikhs feel about God LO: to know how Sikhs worship LO: to know how Sikhs worship in a Gurdwara LO: to explore some of the ways that Sikhs help people within their community LO: to know how Sikhs pray in a Gurdwara	LO: to know how Siddhartha Gotama became the Buddha LO: to discuss the ways in which Buddhists worship LO: to understand the three Universal Truths LO: to know and explore some of the symbols of Buddhism LO: to discuss how they feel about what the Buddha saw on leaving his palace / to make connections with what they believe is unfair in their own societies and how they can help others LO: to know how Tibetan Buddhists celebrate during the Chockor Duchen Festival
	Useful Links https://www.nationalgallery.org.uk/stories/the-nativity	https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-diwali-festival-of-light/z668ap3	https://www.bbc.co.uk/news/ground/15451833			
Big ideas in religion and our lives	Y3 – Christianity – Suffering and Forgiveness – the miracles of Jesus and the Easter Story	Y4 – Islam – Pilgrimage and Service – Hajj and the Five Pillars of Islam	Y3 – Hinduism – Birth and Death -	Y4 – Judaism – Rules and Law - Moses and the Ten Commandments	Y3 – Sikhism – Devotion and Community – The 5 Ks of Sikhism	Y4 – Buddhism – Change - The Four Noble Truths
	LO: to know the story of Easter LO: to know that Jesus is the son of God and to understand the Holy Trinity LO: to understand why forgiveness is important to Christians LO: to understand what the cross represents to Christians	LO: to know the story of Abraham, Hajar and Ishamel. LO: to know why Hajj is so important to Muslims LO: to understand each of the Five Pillars and their significance to Muslims. LO: to know what the Kaaba is	LO: to know the Hindu creation story LO: to know that Hindus believe God is in everybody. LO: to know that each Hindu god is believed to be a part of the supreme God Brahman.	LO: to know the story of the Ten Commandments LO: to know who Moses was and his importance to the Jewish faith LO: to know what the Ten Commandments are LO: to know that the Torah is the holy book for Jews	LO: to know how Guru Gobind Singh founded the Khalsa LO: to know what the Khalsa is LO: to know what the 5 Ks are and how they demonstrate devotion	LO: to know how the Buddha discovered the Four Noble Truths LO: to consider how the Buddha's example is important to Buddhists LO: to understand the Four Noble Truths LO: to know some of

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	and other symbols which represent the resurrection LO: to discuss the ways in which forgiveness is important in their own lives. LO: To know how Christians celebrate Easter across the world.	LO: to consider the importance of service and charity within Islam and how this relates to their own lives. LO: to know the stages of Hajj	LO: to know why the Ganges river is particularly sacred to Hindus. LO: to understand what is meant by 'karma' and how this relates to Hindu beliefs about reincarnation / to make links with their own lives. LO: to know about Hindu death rites and what Shradda is	LO: to consider the role of rules and laws in their own lives. LO: to know why Jews celebrate Shavuot	LO: to know that the 5Ks symbolise members of the Khalsa LO: to consider the ways in which they are part of a community and what this means. LO: to understand why Sikhs celebrate the Vaisakhi	LO: to consider how they feel about and cope with change in their own lives LO: to understand the role of meditation in Buddhist practice
	https://www.bbc.co.uk/bitesize/clips/zyn34wx		Useful links: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3	https://www.bbc.co.uk/bitesize/clips/z687tfr	http://www.sikhs.org/khalsa.htm	
	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Exploring Ethics: young people and religion	Y5 – Christianity and the civil rights movement – Martin Luther King LO: to explain what the Civil Rights Movement was in the 1950s. LO: to examine the life of Martin Luther King and his role as an American Christian Minister. LO: to understand how MLK's faith influence him? LO: to explore the ways in which the civil rights moment protested. LO: to explore how the teachings of forgiveness can be applied to issues of today. LO: to explore how MLK's teachings live on today.	Y6 – Islam – Malala Yousafzai LO: to know who Malala is and the events of her life. LO: to understand what Muslim prayer looks like. LO: to understand how different cultures interpret the teachings of Islam. LO: to understand cultural beliefs within Islam about women and education. LO: to understand why Malala was awarded the Nobel Peace Prize. LO: to understand how major events in a young person's life are observed (akikah, shadada and marriage).	Y5 – Hinduism - Kailash Satyarthi LO: to understand who Kailash Satyarthi is and the events of his life LO: to explore the ways in which KS's faith influenced him (karma/good deeds). LO: To know what the ashrama are (Hindu Rights of Passage). LO: to understand the problem of child labour in India – caste system in Hindu society. LO: to explore the moral implications of child labour. LO: To know how the ashrama are marked.	Y6 – Judaism – Anne Frank LO: to know who Anne Frank was and the events of her life. LO: to understand the persecution of the Jews and how people continue to worship during conflict. LO: to understand the customs and beliefs of Judaism. LO: to look at initiatives that supported Jews in World War II (Oskar Schindler/Kindertransport). LO: to understand the events of the Holocaust and their religious significance. LO: to understand the significance of Rosh Hashanah and Yom Kippur.	Y5 – Sikhism – Being a young Sikh in Britain LO: to know the stories of the ten Gurus LO: to know how young Sikhs worship in Britain and compare this with India LO: to know the expectations around being a devout young Sikh (Sangat) LO: to know how Sikhs worship in the Gurdwara LO: to consider the idea of Sewa (selfless service) and how this relates to their own lives. LO: to know about the Harmandir Sahib and what it means to young Sikhs (pilgrimage)	Y6 – Buddhism – Dalai Lama LO: to understand the significance of the Dalai Lama in Buddhism. LO: to explain the process of rebirth and how the Dalai Lama manifests Buddhist deities. LO: to explain how Buddhists adopt the principles of The Noble Eightfold path. LO: to discuss the ways that a Buddhist monk lives. LO: to discuss the effect of Buddhist teachings on their own lives. LO: to understand the role of meditation in Buddhist practice – visualisation.

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*These units could be taught in fortnightly sessions over a term, alternating with PSHE/ZoR or they could be taught in a block over a fortnight within each term depending on the priorities of the school and other curriculum content across the year.

INTENT for teaching Religious Education at Turnham

At Turnham, we want our learners to have a rich and deep knowledge of world religions which will help them to understand the lives and beliefs of the people who surround them in the brilliantly diverse and multicultural city and country they live in. We believe in a religious education curriculum which provides children with a coherent and progressive approach to the subject that is rooted in narratives, meaning and big ideas which we can all relate to.

We want learners to be equipped with a solid foundational knowledge of major religions and cultures, of what links and distinguishes them from one another, in order to be able to develop a respectful and critical awareness of religion and its important place in our world. Throughout their time at Turnham, children will be building a deepening awareness of the significance of religion in their own lives and those of others; we believe that learning about and from religion is an important aspect in children developing their sense of self as well as their emotional and mental well-being.

Our RE curriculum has been designed to provide children with a range of opportunities which allow learners to: explore religious ideas and sometimes controversial religious issues; meet and listen to members of different religious communities; share their own experiences in a safe and respectful forum; apply and deepen their knowledge of the subject across the curriculum, ask and explore answers to questions; and to promote debate and dialogue while celebrating the diversity that surrounds them.

Learning about religion	Learning from religion	Experiences and opportunities
Pupils should be taught to:	Pupils should be taught to:	a. Pupils should be taught to:

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<ul style="list-style-type: none"> a. explore a range of religious stories and sacred writings and talk about their meanings; b. name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate; c. identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives; d. explore how religious beliefs and ideas can be expressed through the arts and communicate their responses; and e. identify and suggest meanings for religious symbols and begin to use a range of religious words. 	<ul style="list-style-type: none"> a. reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness; b. ask and respond imaginatively to puzzling questions, communicating their ideas; c. identify what matters to them and others, including those with religious commitments, and communicate their responses; d. reflect on how spiritual and moral values relate to their own behaviour; and e. recognise that religious teachings and ideas make a difference to individuals, families and the local community. 	<ul style="list-style-type: none"> b. Visiting places of worship and focusing on symbols and feelings. c. Listening and responding to visitors from local faith communities. d. Using their senses and having times of quiet reflection. e. Using music, dance, drama, art and design to develop their creative talents and imagination. f. Sharing their own beliefs, ideas and values and talking about their feelings and experiences. g. Beginning to use ICT to explore religions and beliefs as practised in the local and wider community.
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