

RELIGIOUS EDUCATION

INTENT – Luddenden CE School is committed to providing an environment which nurtures curiosity, independence and a love of learning. Our Religious Education (RE) curriculum aims to ensure all pupils learn from and about the Christian religion and other world faiths, so they can understand and appreciate the world around them. We follow the Kirklees Local Agreed Syllabus for Religious Education. The Believing and Belonging 2021 syllabus states that: ‘A broad and balanced programme of RE will reflect three key areas. First, it will include a study of the key beliefs and practices of religions and other world views, including those represented in West Yorkshire. Secondly, it will provide opportunities to explore key religious concepts and common human questions of meaning, purpose and value, often called ‘ultimate’ questions. Thirdly, it will enable pupils to investigate how beliefs affect moral decisions and identity, exploring both diversity and shared human values.’ Religious education encourages pupils to reflect critically and responsibly on their own spiritual, philosophical and ethical views.

IMPLEMENTATION – We follow the units of work that fulfil the requirements of the Believing and Belonging locally agreed syllabus for Kirklees. All children have at least one hour per week of Religious Education. Progression Maps outline the skills expected to be demonstrated in each year group in order to reach end of key stage expectations. Religious Education lessons are taught by class teachers in a variety of ways, including discussion, investigation and enquiry, drama, stories, art and written work.

IMPACT – Pupils are able to describe and make connections between different features of the religions and other world views they study, in order to reflect on their significance. They are able to discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth. They discuss and apply how beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair, reflecting on their own answers to these questions. Pupils consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years/Year 1 Cycle A	E4. Who belongs in my family and community? - Where do we live? Where do we belong? - What makes a good friend? - What groups do we belong to? - What does it mean to belong to a faith community? - How does the life of Jesus teach people about friendship? - How do Hindu families celebrate love between brothers and sisters?	1.3 Understanding Christianity. Why does Christmas matter to Christians? - Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. - Recognise that stories of Jesus’ life come from the Gospels. - Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. - Decide what they personally have to be thankful for at Christmas time.	E5. How do people celebrate special times? Spring - Chinese New Year - Easter - Eid Al-Adha - Holi - Lent & Mardi Gras - Pesach - Ramadan Eid - Vaisakhi	E3. Who cares for me? - What rules do we have at home and at school? - How can we help at home and at school? - How does the life and example of Jesus teach people about how to care for others? - What do Jesus’ stories tell us about how we can care for others? - How does the life and example of the Prophet Mohammed teach people about caring for others? - What do Buddhist stories tell us about how we can care for others? - What do Hindu stories tell us about how we care for others? - Who can we help in the world?	F1.12 How and why do we care? - Who do we care about? - How do Christians care for others? - How do Muslims care for others? - How do Sikhs care for others? - How do Hindus care for others? - How do Buddhists care for others? - How do I care for others?	E6. How do we understand and care for the world? - What is beautiful about the natural world? - What is the Christian story of creation? - What do Jewish people believe about creation? - What do Muslims believe about creation? - What do Hindus believe about creation? - How can we look after the world?
Early Years/Year 1 Cycle B	E2. Why are some objects special? - What makes a home? - Which objects are special to me? - What artefacts are special to Jewish people? - What books are special to Jewish people? - What artefacts & books are special to Christians? - What artefacts & books are special to Muslims? - What artefacts & books are special to Hindu families?	E5. How do people celebrate special times? Autumn and Winter - What is a celebration? - Harvest - Rosh Hashanah - Moon Festival - Hindu Diwali - Sikh Diwali - Hannukah - Christmas	E1. Which places are special to members of our community? - What makes a place special? - Where are special places for me at home, school or in my community? - Which places are special for Christians? Why? - Which places are special for Muslims? Why? - Which places are special for Hindus? Why? - Which places are special for Sikhs? Why? - How are special places the same or different?	1.5 Understanding Christianity. Why does Easter matter to Christians? - Recognise that Incarnation & Salvation are part of a ‘big story’ of the Bible. - Tell stories of Holy Week & Easter from the Bible & recognise a link with the idea of Salvation (Jesus rescuing people). - Recognise that Jesus gives instructions about how to behave. - Give at least three examples of how Christians show their beliefs about Jesus’ death & resurrection in church worship at Easter. - Think, talk & ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas	C1.5 Why are festivals important? - How do we celebrate special occasions? - Why is Harvest Festival important to Christians? - What happens at Sukkot and why is this important to Jews? - What happens during the holy month of Ramadan and the celebration of Eid al-Fitr? - How do Hindus prepare to celebrate Diwali? - How do Sikhs celebrate Bandi Chhor Divas at Diwali? - How do people and communities choose to celebrate?	C1.3 How can we make good choices? - How do our school rules make our school a happy place? - What do we do to show that we are keeping to the rules? - Does it matter if we keep to the rules? - What are the Ten Commandments? - What are the Five Pillars of Islam? - How do Christians/Buddhists/Hindus/Muslims/Sikhs make good choices? - What do religious and non-religious stories say about rules and guidelines?

Year 2/3 Cycle A	C1.2 How are symbols used to welcome new life? - How are symbols used to welcome new life? - How do you welcome a baby into your family? - How is a baby welcomed into the Sikh faith? - How is a baby welcomed into the Christian faith? - How do Muslims welcome a new baby? - How do Humanists welcome a new baby?	2A.2 Understanding Christianity. People of God – What is it like to follow God? - Make clear links between the story of Noah and the idea of covenant. - Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.	C1.4 How and why do people pray? - What is prayer & why do people pray? - How do Christians/Muslims/Sikhs/Hindus/Jews pray? - How do Buddhists meditate & follow Buddha’s example? - What actions, positions or symbols help in prayer? - How do people prepare to pray? - Can symbols of faith help us to pray? - What does prayer/ reflection mean to us?	CL2.2 How do different people express spirituality? - What is spirituality? - How can you show what you believe? - What do symbols tell us about beliefs? - How do Christians use visual arts to express beliefs? - How do Muslims use calligraphy and pattern to express beliefs? - How do religions use words as an art form to express beliefs? - How are different individuals & communities inspired by music? - How can dance express faith?	F1.11 How do Hindu stories help believers live their lives? - How do stories tell us something about ourselves and the world? - How do we learn about and deal with ‘other’ people in the world? - What is truth? How can the same thing look different to different people? - What is mystery? How do Hindus treat other people? - How do Hindus care for the world? - What do Hindus believe about God in the World?	F1.13 What do religions and world views say about our wonderful world? - What is good about our world? - What does it feel like to create something? - What do Christian and Jewish stories say about how the world began? - What do Islamic stories say about how the world began? - What do other religious worldviews say about how the world began? - What do non-religious worldviews say about how the world began? - How do different people help to protect the planet? - What actions and changes can we make?
Year 2/3 Cycle B	C1.6 Which books and stories are important? - Why are some books special and how are they treated? - What are some of life's big questions? - How do we know that the Bible is a special book for Christians; the Qur'an is a special book for Muslims; the Torah is a special book for Jewish people and the Guru Granth Sahib is a special book for Sikhs? - What are the morals or messages from the stories in these special books? - Can we answer any of life's big questions using messages from special books?	F1.14 What stories from the Bible have been retold over many years? - How are important messages passed on? - What is the story of Jonah? - What is the story of Daniel? - What is the story of Abraham? - What is the story of Esau and Jacob? - What is the story of Joseph? - What is the story of Noah? - What is the story of Jesus’ birth?	FL2.13 Inspirational leaders - What makes a good leader? - How do the stories about Jesus show that he was an inspirational leader? - How do the teachings of the Prophet Muhammad provide Muslims with a model for living? - Who is Moses and why is he still important to Jews today? - Which leaders are inspirational today? - Which leaders influence me?	FL2.11 Creation Stories - What does the Jewish creation story tell about our world? - What does the Islamic creation story tell about our world? - What does Sikh teaching about creation tell about our world? - What does Hindu teaching about creation tell about our world? - How are creation stories relevant and important to religious communities today? - How is looking after the environment linked to creation stories? - What makes a good creation story?	2A.1 Understanding Christianity. Creation and Fall - What do Christians learn from the creation story? - Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. - Make clear links between Genesis 1 and what Christians believe about God and Creation. - Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.) - Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.	F1.15 What did Jesus teach and how did he live? - What special jobs and roles do people have? - Who were Jesus’ disciples? - How did Jesus show caring? - How did Jesus heal people? - What did Jesus teach about generosity? - What was the most important rule that Jesus gave?
Year 4	CL2.6 How do ancient stories influence modern celebrations? - Why does the light of Hanukkah help Jews focus on their belief in G_d? - How does the story of Guru Hargobind and the prisoners remind Sikhs to help others? - Why is light important to Hindus during Diwali? - Why has light been used in festivals of ancient civilisations? - Why are the solstices important to Pagans and others? - Where do current advent traditions come from?	2B.1 Understanding Christianity. God – What does it mean if God is holy and loving? - Identify some different types of biblical texts, using technical terms accurately. - Explain connections between biblical texts & Christian ideas of God, using theological terms. - Make clear connections between Bible texts studied & what Christians believe about God; for example, through how churches are designed. - Show how Christians put their beliefs into practice in worship. - Weigh up how biblical ideas and teachings about God as holy & loving might make a difference in the world today, developing insights of their own.	CL2.3 How do the Five Pillars help Muslims to live a good life? - What are some of the most important features of Islam? - How did Islam start? - What is the Shahadah? - What is Salah? - What is Zakah? - What is Sawm? - Why do Muslims go on Hajj?	FL2.14 How Are the Stories of Holy Week Important to Christians? - What is the significance of Palm Sunday to Christians? - What do the gospels say about the Last Supper? - What do the gospels say about Good Friday? - What do the gospels say about Easter Sunday and why is the resurrection is so important? - How do Christians celebrate Holy Week today?	CL2.1 How do Jews remember Gods covenant? - What is a promise and why are they important? - What is a covenant? - Who was Abraham and why is he important to Jewish people today? - Why is Moses important to Jewish people today and what do they learn from him? - Why is Pesach important and how and why is it celebrated today? - What is Shabbat and why is it a special time for Jewish people?	CL2.5 What faiths and beliefs can be found in our community? - What does it mean to belong to a community? - Which religions are found in our local community? - What religions are found in our region and country? - What is the range of beliefs people hold in our country? - How do Christian places of worship differ? - How do different faiths and believers get on together?

Year 5/6 Cycle A	CU2.5 How and why are Jewish festivals celebrated? - What do we know about Jews and Judaism? - What happens at Rosh Hashanah? - Why is Yom Kippur such a solemn and holy day? - How is Sukkot celebrated today? - How is the giving of the Torah remembered at Shavuot? - How is the festival of Purim celebrated? Why do Jewish people celebrate so many festivals today?	2B.8 Understanding Christianity. Kingdom of God – What kind of king is Jesus? - Explain connections between biblical texts & the concept of the Kingdom of God. - Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. - Make clear connections between belief in the Kingdom of God & how Christians put their beliefs into practice in different ways, including in worship & in service to the community. - Relate Christian teachings or beliefs about God’s Kingdom to the issues, problems & opportunities of their own lives & the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.	FU2.15 How do Buddhists live a meaningful life? - What is happiness? - What is suffering? - How do people deal with or overcome suffering? - How did Siddhartha learn about suffering? - How did Siddhartha learn about overcoming suffering? - What are Buddhism’s five precepts? - What guidelines for living do Buddhists follow? What is suffering and how can it be overcome?	CU2.6 What do Christians believe about the old and new covenants? - What do we understand about the word ‘covenant’? - Why is Abraham important to Christians? - What do Jews and Muslims believe about Abraham? - What do we know about Moses and why is he important to Christians and Jews? - Why is King David important to Jews and Christians? - What do the stories of Jesus’ birth tell us about Christian beliefs? - What titles was Jesus given and what did He use about himself?	FU2.11 What is the significance of Easter, Ascension and Pentecost? - What happens in Holy Week? - What does the Bible say about Jesus’ resurrection? - What do Christians believe about Easter? - What is the evidence for the resurrection? - Why do Christians call Jesus a king? - What is Ascension Day? What is Pentecost and how do Christians understand the Holy Spirit?	FU2.13 Why are rites of passage important? - What is a rite of passage? - What happens at a Bar and Bat Mitzvah and why are these ceremonies important for Jews? - What happens at Amrit and why is this important for some Sikhs? - What different rites of passage do Hindus take? - Why is Confirmation or Believer’s Baptism important for Christians?
Year 5/6 Cycle B	CU2.4 How might pilgrimage transform people’s lives? - What do we mean by pilgrimage? - What is it like to visit the Western Wall if you are Jewish? - How does pilgrimage to Mecca inspire Muslims? - What places and journeys are significant to Christians? - Why is Jerusalem a significant place of pilgrimage for Abrahamic faiths? - Why is pilgrimage to the River Ganges significant to Hindus? - Why is Amritsar important?	2B.3 Understanding Christianity. People of God - How can following God bring freedom and justice? - Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. - Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. - Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. - Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	FU2.12 Should we forgive others? - What is forgiveness? - What did Jesus teach about forgiveness? - Why does saying sorry matter to Christian believers? - What examples of Christian forgiveness and reconciliation can be found today? - What difference might Christian beliefs about reconciliation make?	2A.5 Understanding Christianity. Salvation – Why do Christians call the day Jesus died Good Friday? - Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible’s ‘big story’. - Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. - Give examples of what the texts studied mean to some Christians. - Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. - Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. - Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly	FL2.12 Bible and Christian Good Life - Why is the Bible such a special book for Christians? - What are the rules for a good life in the Old Testament? - What were the greatest commandments that Jesus taught? - What do parables tell Christians about how to live a good life? - What does the story of Zacchaeus tell about how to live a good life? - What do the stories of healing others explain how to live a good life? - How can you apply teachings from the Bible on how to live a good life?	CL2.4 How do the lives of the Gurus inspire Sikhs? - Who was Guru Nanak? - What values did Guru Nanak teach? - What do Sikhs believe about God? - How did the Gurus pass on their teachings? - How do Sikhs treat their scripture, Guru Granth Sahib? - How do the teachings of Guru Nanak and the other Gurus still inspire Sikhs today?