

MANCHESTER COMMUNICATION PRIMARY ACADEMY

# INTENT AND SEQUENCING

## RE Subject Overview

Curriculum



NURSERY						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME</b>	HINDUISM	CHRISTIANITY	JUDAISM	SIKHISM	ISLAM	
<b>OBJECTIVE 1: TBAT...</b>	Know the name of the religion, Hinduism and some key facts about it, including what its followers are called.	Know the name of the religion, Christianity and some key facts about it, including what its followers are called.	Know the name of the religion, Judaism and some key facts about it, including what its followers are called.	Know the name of the religion, Sikhism and some key facts about it, including what its followers are called.	Know the name of the religion, Islam and some key facts about it, including what its followers are called.	Talk about my own experiences of religion or celebration with confidence.
<b>OBJECTIVE 2: TBAT...</b>	Understand some elements of Hindu culture, such as music, art and food.	Understand some elements of Christianity culture, such as music, art and food.	Understand some elements of Judaism culture, such as music, art and food.	Understand some elements of Sikhism culture, such as music, art and food.	Understand some elements of Islam culture, such as music, art and food.	Understand that different people believe different things and we should respect everyone.
<b>OBJECTIVE 3: TBAT...</b>	Share in a Hindu celebration experience, talk about it and our own experiences.	Share in a Christianity celebration experience, talk about it and our own experiences.	Share in a Judaism celebration experience, talk about it and our own experiences.	Share in a Sikhism celebration experience, talk about it and our own experiences.	Share in a Islam celebration experience, talk about it and our own experiences.	
<b>SUGGESTED EXPERIENCES OR RESOURCES</b>	Rangoli patterns Hindu food Holi - festival of colour	Christmas experiences - understand the nativity story	Learn about Jewish music and Hannukah	Learn about and celebrate Sikh new year	Make moon and star mobiles or Eid decorations.	
<b>KNOWLEDGE &amp; VOCABULARY</b>	Holi Rangoli Diwali	Christmas Jesus Nativity	Menorah Shammash	Sikhism Guru Nanak	Eid Muslims Islam	
<b>CURRICULUM GOALS:</b>	Remember and talk about celebrations we have experienced in and out of school. Know that different people believe different things. Show interest in other people's lives. Share experiences of religious festivals.					

RECEPTION						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME</b>	<b>HINDUISM</b>	<b>CHRISTIANITY</b>	<b>JUDAISM</b>	<b>SIKHISM</b>	<b>ISLAM</b>	
<b>OBJECTIVE 1: TBAT...</b>	Know the name of the God, place of worship, religious text and religious leaders.	Know the name of the God, place of worship, religious text and religious leaders.	Know the name of the God, place of worship, religious text and religious leaders.	Know the name of the God, place of worship, religious text and religious leaders.	Know the name of the God, place of worship, religious text and religious leaders.	Know facts and features about/of the main 5 religions studied.
<b>OBJECTIVE 2: TBAT...</b>	Identify key symbols, festivals and figures from the religion.	Identify key symbols, festivals and figures from the religion.	Identify key symbols, festivals and figures from the religion.	Identify key symbols, festivals and figures from the religion.	Identify key symbols, festivals and figures from the religion.	Know a celebration from the main 5 religions and compare them.
<b>OBJECTIVE 3: TBAT...</b>	Understand how it is important to listen to each other's views and experiences.	Understand how we can share each other's celebrations, even if we don't share beliefs	Know facts and features of the 3 religions studied and be able to recall them.	Talk confidently about experiences we have had of religion, festivals and celebrations.	Understand that not everyone has a religion, or people have different ones, but it's important to be kind.	
<b>SUGGESTED EXPERIENCES OR RESOURCES</b>	Access realia, ensure element of RE in provision, use of quizzing to practice retrieval. Circle times to share experiences.			Visit a Sikh Gurdwara		
<b>KNOWLEDGE &amp; VOCABULARY</b>	Hinduism: Hindus, many forms of Brahman, Mandir, Vedas, Diwali & Holi.	Christianity: Christians, God, Church, Bible, Christmas, Easter, Jesus.	Judaism: Jews, God, Synagogue, Torah, Hanukkah, Passover, Abraham	Sikhism: Sikhs, God, Gurdwara, Guru Granth Sahib, Guru Nanak's Birthday, Guru Nanak.	Islam: Muslims, Allah, Mosque, Quran, Eid, Mohammed.	
<b>CURRICULUM GOALS:</b>	Name and identify 5 of the major faiths (Christianity, Islam, Hinduism, Sikhism and Judaisim). Remember key facts about each religion including name of the God, followers, special building, special book/text, festivals and key figures					

Y1						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME</b>	HINDUISM	CHRISTIANITY	JUDAISM	SIKHISM	ISLAM	ATHEIST
<b>OBJECTIVE 1: TBAT...</b>	Remember the key religious facts from Reception and understand where Hinduism comes from.	Remember the key religious facts from Reception and understand where Christianity comes from.	Remember the key religious facts from Reception and understand where Judaism comes from.	Remember the key religious facts from Reception and understand where Sikhism comes from.	Remember the key religious facts from Reception and understand where Islam comes from.	Understand that not all people have a religion, some are agnostic and some are atheist
<b>OBJECTIVE 2: TBAT...</b>	Know and understand the rules which Hindus follow, including what they eat and wear.	Know and understand the rules which Christians follow, including what they eat and wear.	Know and understand the rules which Jews follow, including what they eat and wear.	Know and understand the rules which Sikhs follow, including what they eat and wear.	Know and understand the rules which Muslims follow, including what they eat and wear.	Consider how people know what is right and wrong, whether they have a religion or not
<b>OBJECTIVE 3: TBAT...</b>	Understand the value of community in supporting each other.	Understand how although the Queen is the head of the Church of England, it's OK to be from any religion (or none).	Understand how a local area meets the needs of its residents - study of Prestwich.	Know the 5Ks and what they represent to Sikhs	Understand the value of a diverse society and how our culture is enriched by variety.	
<b>SUGGESTED EXPERIENCES OR RESOURCES</b>	Visit a Hindu temple	Bitesize videos, see/try items of clothing, try foods.				
<b>KNOWLEDGE &amp; VOCABULARY</b>	Hindu Vishnu Brahma Lakshmi Mandir Vedas Shrine The holy cow Vegetarian food Bindi	The 10 commandments Church of England The Queen	The holy land Kippah, Kosher food, Friday-Sat evening sabbath. Orthodox Jews - they have stricter rules.	Turban, Kangha, Kesh, Kara, Kachera, Kirpan, Vegetarian, no set day for worship, Langa, Sewa.	Friday prayers (jummah), mosque school, Hijab, halal foods only (no pork)	
<b>CURRICULUM GOALS:</b>	Describe how each religion influences the way its followers dress, eat and the things they do (pray etc). Identify similarities and differences between religions and non-religious people. Empathise with people from different backgrounds. Understand what makes us all similar and members of a community. Begin to understand the rules which each religion has. Remember the key religious figures from the major faiths.					

Y2						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME</b>	HINDUISM	CHRISTIANITY	JUDAISM	SIKHISM	ISLAM	
<b>OBJECTIVE 1: TBAT...</b>	Remember the religious leader, place of worship, text and understand how it was written.	Remember the religious leader, place of worship, text and understand how it was written.	Remember the religious leader, place of worship, text and understand how it was written.	Remember the religious leader, place of worship, text and understand how it was written.	Remember the religious leader, place of worship, text and understand how it was written.	Compare and contrast the ways that the religions are studied, how followers worship and learn.
<b>OBJECTIVE 2: TBAT...</b>	Understand how people access religious teaching through places of worship and access to texts.	Understand how people access religious teaching through places of worship and access to texts	Understand how people access religious teaching through places of worship and access to texts.	Understand how people access religious teaching through places of worship and access to texts.	Understand how people access religious teaching through places of worship and access to texts.	Understand how inaccurate religious teaching can be dangerous in any religion.
<b>OBJECTIVE 3: TBAT...</b>	Understand the story of Holi and why the followers celebrate it.	Understand the parable of the good samaritan and what it teaches Christians.	Understand the story of Noah and what it teaches Jews (and Christians).	Understand the story of 'the true business' and what it teaches Sikhs	Understand the Qu'ranic parable of the house spider and what it teaches Muslims	
<b>SUGGESTED EXPERIENCES OR RESOURCES</b>	Study of the story of Holi	Visit a Church	Study the story of Noah	Study the story of 'the true business'	Study the story of the house spider	Interpreting the same source in different ways - bias
<b>KNOWLEDGE &amp; VOCABULARY</b>	Holi Temple The Vedas Shruti Mandir	Church Parable	The Torah/ old testament of the bible/ Quran link	Parables Gurdwara	Mosque Jummah	Fake news
<b>CURRICULUM GOALS:</b>	Remember the religious text, leaders and places of worship for each religion. Understand how the religious texts were written and who by. Understand how people access religious teaching. Identify the danger of extremist or inaccurate religious teaching.					

Y3						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME</b>	<b>HINDUISM</b>	<b>CHRISTIANITY</b>	<b>JUDAISM</b>	<b>SIKHISM</b>	<b>ISLAM</b>	
<b>OBJECTIVE 1: TBAT...</b>	Know and understand the 5 main beliefs of Hinduism.	Understand that Christians believe that Jesus is the son of God.	Understand the similarities and differences between Judaism and Christianity.	Know and understand the 3 duties of Sikhism.	Understand the role of the prophet Muhammad in Islam	Identify the commonalities of key beliefs in the major faiths studied.
<b>OBJECTIVE 2: TBAT...</b>	Understand Dharma in Hinduism.	Understand the Easter story and the role of forgiveness in achieving eternal life.	Understand the importance of the relationship with God in Judaism.	Remember the 5Ks and why they are important to Sikhs	Understand and know the 5 pillars of Islam	Understand atheism and compare it with the key religions.
<b>OBJECTIVE 3: TBAT...</b>	Describe the key beliefs of Hinduism and compare with our own	Compare the key beliefs of Christianity and Hinduism.	Understand the role of judgement in achieving eternal life, compare with Christianity.	Compare the key beliefs of Sikhs and Hindus, identify their similarities and differences	Compare and contrast the 5 pillars of Islam with the 3 duties of Sikhism	
<b>SUGGESTED EXPERIENCES OR RESOURCES</b>	Meet with/interview a Hindu or Hindu leader	Meet with a Christian or Vicar	Visit a synagogue	Meet with a Sikh or leader See the 5Ks	Meet someone who has been on Hajj	Meet an Atheist.
<b>KNOWLEDGE &amp; VOCABULARY</b>	Dharma 5 main Hindu Beliefs Puja Murtis Shrine	Easter Eternal life Resurrection forgiveness	Judgement Eternal synagogue	5Ks 3 duties: Nam Japna, Kirt Kana, Vand Chhnakna	5 pillars of Islam: Shahada, Salat, Zakat, Sawm, Hajj.	Atheism Theism
<b>CURRICULUM GOALS:</b>	<p>Explain what each religion has as its core beliefs.            Identify the key religious figures and the roles they play in each religion.            Compare and contrast the beliefs of each religion, and non-religious people; highlighting similarities and differences.</p>					

Y4						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME</b>	<b>HINDUISM</b>	<b>CHRISTIANITY</b>	<b>JUDAISM</b>	<b>SIKHISM</b>	<b>ISLAM</b>	
<b>OBJECTIVE 1: TBAT...</b>	Understand the concepts of Karma and Moksha	Understand why Christians ask themselves 'What would Jesus do?'	Understand the rules which Jews must follow and the value of Good deeds.	Understand the concept of Sewa and why it is important to Sikhs	Understand the role of sawm and doing good deeds during ramadan.	Consider: How do people without religions develop their moral code?
<b>OBJECTIVE 2: TBAT...</b>	Describe how Karma impacts on the way Hindus live, including what they eat (and don't eat).	Study and understand Matthew c5 v38-40 Jesus' teaching on conflict.	Understand the role of Abraham and the value of the 'holy land' to the Jewish faith.	Understand the importance of equality in sikhism and consider how equal society is/isn't.	Understand the importance of Zakat in the Muslim faith, compare with Sewa.	Consider: What is your moral code? Is it influenced by religion?
<b>OBJECTIVE 3: TBAT...</b>	Compare this way of life with our own, highlighting similarities and differences.	Describe how Christian teaching influences the way they live, compare this with Hindus.	Describe how the Jewish faith influences the way Jewish people act towards others.	Identify the similarities between all of the religions studied so far.	Describe how each religion influences the way its followers act towards others.	
<b>SUGGESTED EXPERIENCES OR RESOURCES</b>			Family trees	How can we make school more equal?	Take part in a ramadan food drive for the food bank. Visit a Mosque.	Create our own moral code
<b>KNOWLEDGE &amp; VOCABULARY</b>	Karma Moksha Samsara Reincarnation Soul Mandir	Parable Forgiveness Morals	Abraham Ten Commandments Star of David Torah Synagogue Jerusalem Pilgrimage	Sewa Equality Waheguru Charity	Zakat Sawm Ramadan	Morals Conscience
<b>CURRICULUM GOALS:</b>	Remember how religious affiliation shapes daily life, including the rules which must be followed. Explain how beliefs shape values and actions. Articulate the importance of tolerant and diverse societies.					

Y5						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME</b>	THE AFTER-LIFE		FREE-WILL		PEACE AND LOVE	
<b>OBJECTIVE 1: TBAT...</b>	Present different religious perspectives in a balanced way.	Understand and compare what is needed in each religion to achieve eternal life.	Revise the rules which religious people must follow.	Study the story of Job (from Islam, Judaism & Christianity) and consider if life is sometimes a test	Present my own views in a considered and considerate way.	Know the key beliefs of humanism and compare with the faiths studied.
<b>OBJECTIVE 2: TBAT...</b>	Understand the concept of 'the soul' and what each religion's view of the soul is.	Understand the power and importance of forgiveness in religion.	Consider: how do people know what is right and wrong? What is a conscience?	Use a range of sources to draw a conclusion	Understand and compare how each religion tells us to treat one another (revise rules).	Consider: what do all religions have in common, including humanism? What does this teach us about how we should live?
<b>OBJECTIVE 3: TBAT...</b>	Know what each religion believes happens after death and what non-religious people believe.	Consider: could all religions be different paths up the same mountain?	Understand the role of choice and forgiveness in the religions studied.	Consider: if God wants us to behave a certain way, why doesn't he just make us behave like that?	Understand how religious teaching can be falsely used to condone violence - extremism in all faiths.	
<b>SUGGESTED EXPERIENCES OR RESOURCES</b>	L4: Study of Gee Walker		L3: Moral dilemmas, e.g. you find £5 on the street, do you... L5: Are religious people more likely to make the 'right' choices? Why? What happens when they don't?			
<b>KNOWLEDGE &amp; VOCABULARY</b>	Free-will. The after-life. The soul. Altruism Eternal Jannah Jahannam Akirah Gan Eden Gehenna Sheol		Conscience. Morality Forgiveness free-will		Love. Peace & non-violence. Extremism Terrorism Radicalisation Humanism Atheist	
<b>CURRICULUM GOALS:</b>	Use a range of sources to present a balanced argument/perspective. Present own views on issues in a way which is confident but sensitive to others' views. Explain and compare each religion's teachings on 3 key issues, reflecting on our own views: Peace and love. The after-life. Free-will.					

Y6						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>THEME</b>	<b>WHO CREATED THE WORLD AND HOW?</b>		<b>CAN I START MY OWN RELIGION</b>		<b>AM I A PHYSICAL OR SPIRITUAL BEING?</b>	
<b>OBJECTIVE 1: TBAT...</b>	Know and be able to compare the creation stories of the main religions and a scientific/ non-religious perspective	Know the story of the poisoned apple in the garden of Eden.	Consider: how do we define what is a religion? What do all religions need?	Know how to identify radical or extremist leaders in religion and society.	Revise: what is the soul? What do the major faiths teach about the soul? Do atheists believe in a soul? What is eternal life?	Understand, what does it mean to be spiritual? Do you have to be 'religious' to be spiritual
<b>OBJECTIVE 2: TBAT...</b>	Know the Ancient Egyptian creation story and compare it to the major faiths.	Understand the concept of utopia and identify the barriers to its achievement.	Understand what atheism is. Consider: could atheism be classified as a religion?	Understand what to do if religious teaching causes harm e.g. FGM.	Understand the key beliefs of Buddhism	Consider: which part of me is most important? What makes me, me?
<b>OBJECTIVE 3: TBAT...</b>	Consider: how do you think the world was made?	Consider: is the world now what its creator* wanted it to be?	Consider: do all religions need to have a view on creation?	Consider: is football a religion?	Compare the key beliefs of Buddhism to those of the faiths studied, including the creation of the world.	
<b>SUGGESTED EXPERIENCES OR RESOURCES</b>	Imagine - John Lennon <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-az-of-religion-and-beliefs-c-is-for-creation-stories/zvfp382">https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-az-of-religion-and-beliefs-c-is-for-creation-stories/zvfp382</a>		<b>Lesson 4: FGM - this will need a parent session in advance, planned with the SG team and split boys/girls</b>		Bart Simpson sells his soul.	
<b>KNOWLEDGE &amp; VOCABULARY</b>	Creationism The big bang Atheist Theist Soul Humanist Agonistic		Prayer Worship Congregation Creationism Theism Atheism Humanism Radicalisation Extremism Terrorism		Spiritualism Eightfold path Enlightenment Nirvana Dukkha Samudaya Magga Nirodha Soul After-life eternal	
<b>CURRICULUM GOALS:</b>	Answer each question from the perspective of the 5 major religions and reflect on own views: Who created the world and how? Can I start my own religion? Am I a physical or spiritual being?					