



Drybrook School RE Curriculum Planning

	Term 1	2	3	4	5	6
Faith event calendar For the year	<p>Arba'een - Islam September 17</p> <p>Rosh Hashanah – Jewish, September 25-27</p> <p>Yom Kippur - Jewish October 4-5</p> <p><i>Birth of the Prophet Muhammad - Islam October 8</i></p> <p>Sukkot - Jewish October 9-16</p> <p>Shemini Atzeret/Simchat Torah - Jewish October 16-18</p>	<p><i>Birth of the Prophet Muhammad - Islam October 24</i></p> <p>Diwali -Hindu October 24</p> <p>Hanukkah * Jewish December 18-26</p> <p>Christmas Christian December 25</p>	<p>Feast of the Epiphany - Christian January 6</p> <p>Sankranti - Hindu January 14</p> <p>Lunar New Year - Interfaith/National January 22</p>	<p>Ash Wednesday - Christian February 22</p> <p>Beginning of Lent - Orthodox Christian February 28</p> <p>Purim - Jewish March 6-7</p> <p>Ramadan - Islam March 22-Apr. 21</p> <p>Good Friday Christian April 7</p> <p>Easter - Christian April 9</p> <p>Passover (Pesach) - Jewish April 5-13</p>	<p>Vaisakhi - Sikh April 14</p> <p>23rd Night of Ramadan - Islam April 14</p> <p>27 th Night of Ramadan - Islam April 18</p> <p>Eid al-Fitr - Islam April 21</p> <p>Ascension Day - Christian May 18</p>	<p>Shavuot - Jewish May 25-27</p> <p>Holy Day of Arafah - Islam June 28</p> <p>Eid-al-Adha - Islam June 29</p> <p>Eid al-Ghadeer - Islam July 7</p>

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EYFS	Term 1	and 2	Term 3	and 4	Term 5	and 6
Nursery		Unit F2: Why is Christmas special for Christians?		Unit F3: Why is Easter special for Christians? Page 33 GAS		Unit F6: Which stories are special and why? Page 36
Enrichment						
Reception	Unit F1 Why is the word God Special to Christians? Page 31 GAS The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living	Unit F2: Why is Christmas special for Christians? Page 32 GAS The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living	Unit F4: Being special: where do we belong? Friendship Page 34 The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.	Unit F3: Why is Easter special for Christians? Page 33 GAS The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living	Unit F5: Which places are special and why? Page 35 The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.	Unit F6: Which stories are special and why? Page 36 The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living
Enrichment						

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KS1	Term 1	2	3	and 4	Term 5	and 6
Year 1	<p>Unit 1.1 What do Christians believe God is like? [God] GAS Page 45</p> <p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</p>	<p>Unit 1.3 Why does Christmas matter to Christians? [Incarnation] GAS page 47</p> <p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living</p>	<p>Unit 1.4 What is the 'good news' Christians say Jesus brings? [Gospel] Page 48</p> <p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</p>	<p>Unit 1.5 Why does Easter matter to Christians? [Salvation] Page 49</p> <p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living</p>	<p>Unit 1.7 Who is Jewish and how do they live? [God/Torah/the People] Page 51</p> <p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</p>	<p>Unit 1.8 What makes some places sacred to believers? Page 52</p> <p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living</p>
Enrichment						
Year 2	<p>Unit 1.2 Who do Christians say made the world? [Creation] GAS page 46</p> <p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief,</p>	<p>Unit 1.3 Why does Christmas matter to Christians? [Incarnation] GAS page 47</p> <p>Compare to another festival (see faith event calendar) Other festivals – Hanukkah festival of light Diwali – festival of light</p>	<p>Ceremonies Islam – Aqiqah Judaism – Bar Mitzvah Sikhism - Dastar Bandi Christianity –wedding Hinduism - wedding</p>	<p>Unit 1.5 Why does Easter matter to Christians? [Salvation] Page 49</p> <p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief,</p>	<p>Rules and routines . The Ten Commandments (Christianity and Judaism) Shabbat (Judaism) The Five Pillars (Islam) The 5 Ks (Sikhism)</p>	<p>Unit: 1.10 What does it mean to belong to a faith community? Places of worship Page 54</p> <p>The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by</p>

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	reflecting on their own ideas and ways of living. Compare to other religions creation stories Sukkot – Judaism Prince Siddhartha- Buddhism The Boy Who Threw Stones at Trees - Islam			reflecting on their own ideas and ways of living Other beginnings and endings ceremonies Sikhism – Vaisakhi (new year) Sikhism - Naam Karan Christianity - baptism		religion and belief, reflecting on their own ideas and ways of living
Enrichment						

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KS2	Term 1	2	3	4	5	6
Year 3	<p>Hinduism</p> <p>An overview of Hinduism, focusing on its origins, core beliefs, festivals, special places. Children will explore the different holy books, identify key Hindu symbols and understand their meanings.</p>	<p>The Nativity Story</p> <p>The key parts of the Nativity story. The children will work creatively to enhance their learning experience. They will find out how the Nativity story began, the journey undertaken (relating it to the children's own understanding of journeys and distance), where Jesus was born and why, the visitors who came after the birth and how baby Jesus' life was at risk. The unit will conclude with the children thinking through the different parts of the Nativity story to decide what they feel is the most significant part of the story for Christians today.</p>	<p>Islam</p> <p>Finding out where Islam originated from. Special places linked to the religion. Key festivals. Symbolism for Muslims The holy book (Qur'an) The main beliefs held by Muslims.</p>	<p>Good Friday</p> <p>key aspects of the Easter story and will focus on the question 'What is good about Good Friday?' The children will work creatively to enhance their learning experience. They will start with an overview of the Easter story in lesson one. Then they will move on to focus on the good within the Easter story by looking at the words of Jesus and the actions of people. Finally, the children will look at the hope new life brings and this idea within the Easter story.</p>	<p>Sikhism</p> <p>an overview of Sikhism, focusing on its origins, core beliefs, festivals, special places. Further they will explore the different holy books and identify key Sikh symbols and understand their meanings.</p>	<p>Judaism</p> <p>key aspects of the Jewish faith. They will work creatively to enhance their learning experience. They will find out where Judaism originated, about special places linked to Judaism and about key festivals in Jewish life. The children will also learn about symbols in Judaism, the Jewish holy book and the main beliefs held by Jews</p>
Enrichment						
Year 4	<p>Buddhism</p> <p>will teach your class about key aspects of the Buddhist faith. The children will work creatively to enhance their learning experience. They will find out where Buddhism originated, about special places linked to Buddhism and</p>	<p>People of faith</p> <p>learn about the lives of people of faith from different religions. They will identify key events in their lives, how their faith and beliefs have influenced them to overcome challenging circumstances, and how it has inspired their lives</p>	<p>Christianity</p> <p>Learn about key aspects of the Christian faith. The children will work creatively to enhance their learning experience. They will find out where Christianity originated, about special places linked to Christianity and about key festivals in</p>	<p>Food and fasting</p> <p>children will explore the role food plays within religions. They will discuss how food is used in everyday life, before looking at examples of its use within specific religions. Children will learn about food rules within Judaism, how</p>	<p>Pilgrimage</p> <p>learn about what a pilgrimage is for both secular and religious people. They will then focus on the six main world religions and identify the role of pilgrimage in that religion. This will include finding out about specific</p>	<p>The Bible</p> <p>This unit on the Bible will look at the Bible in Christianity, its origins, its role as a sacred religious text and how it is used by Christians around the world. Children will consider the authorship of the Bible, discussing the Christian belief that it</p>

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	about key festivals in Buddhist life. The children will also learn about symbols in Buddhism, the Buddhist holy book and the main beliefs held by Buddhists.	and work. They will compare and contrast these experiences throughout the unit. Children will explore their stories before examining the role of beliefs and/or faith in their own lives.	Christian life. The children will also learn about symbols in Christianity, the Christian holy book and the main beliefs held by Christians.	abstaining from food can be a religious act with reference to the Christian festival of Lent, and will consider how and why religious believers fast through looking at the Muslim festival of Ramadan. Children will then discuss how food is also used within religions for celebrations, before applying all they have learnt to plan a celebratory feast event	pilgrimages, such as the Hajj, when and where the pilgrimages take place, and what takes place during the pilgrimage. This unit builds on the special places lessons in other RE units focusing on specific religions in Years 3 and 4.	is the Word of God whilst finding out about different writers of books in the Bible. They will discuss the different text types used in the Bible and explore a story in greater depth. Children will apply their learning to consider an item or book that is sacred to them, and reflect on how respect can be shown to things that are sacred to others.
Enrichment						
Year 5	Worship children will focus on aspects of worship across different faiths. They will explore what worship is, what it means to religious believers and how believers worship differently. Children will consider different forms of worship and work independently, and with others, to share their learning about worship through music, art and objects. They will finish the unit by discussing freedom to worship around the world.	The True Meaning of Christmas This Christianity unit will teach your class about the true meaning of Christmas for Christians. The children will work creatively to enhance their learning experience. They will start by questioning the meaning of Christmas to them and then learn about the Christian meaning of Christmas. The children will question if the true meaning of Christmas is still present today and question if the meaning has changed for some	Peace looking at each religion's view of peace and take children on a journey through different acts of achieving and creating peace. The children will compare and contrast the concept of peace across religions. Look at symbolic people of peace and well known symbols of peace before creating their own	Forgiveness will explore what is meant by forgiveness and the role forgiveness plays in world religions. Children will learn about Jewish beliefs about forgiveness, finding out more about Yom Kippur with a focus on the objects used and what Jewish people do at Yom Kippur. Children will also develop an understanding of Buddhist beliefs about forgiveness, reflecting on how the Eightfold Path influences Buddhists in their approach to forgiveness. They will use their knowledge of the beliefs held by Jewish people and Buddhists to	Commitment discusses the concept of commitment and defines what is meant by it. By giving examples of commitments made by famous figures, it encourages children to make their own goals and invites them to review their commitment each week through the unit. Children also explore the concept of sacrifice and why sacrifices may be made. They will examine and discuss a range of religious and non-religious commitments and sacrifices made by others. They find out about non-religious, Jewish and Christian coming-of-age	Justice and freedom They will learn how key figures in history, such as Martin Luther King, were informed and influenced by their own religious beliefs. They will examine the impact of different religious and non-religious ideas about the formation of the Non-Violent Protest and Human Rights Movements. They will conclude the unit by consolidating their understanding of freedom and justice by examining which, if either, is more important, using their learning in this unit to debate this question.

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				<p>help them draw comparisons regarding views on forgiveness. Children will explore the feelings involved when people forgive and are forgiven, through a drama activity. They will use their understanding about forgiveness to create and explain a symbol which represents the concept of forgiveness, working collaboratively with others to deliver a presentation to explain this.</p>	<p>ceremonies, fasting within Islam and marriage within Hinduism. Children will then apply their learning by planning their own commitment ceremony and consider the changes they might make in their life for the benefit of themselves and others.</p>	
Enrichment						
Year 6	<p>Humanism It examines the difference between religious and non-religious worldviews. It then focuses specifically on humanism, its origins, core beliefs and the meaning of the Happy Human symbol.</p>	<p>The Christmas Story The unit will look at The Christmas Story in depth and encourage children to look for differences and similarities in the two accounts within the Bible. The children will investigate traditions associated with celebrating Christmas both here and around the world.</p>	<p>Creation stories Children will learn a range of creation stories from world religions, less known or extinct religions as well as different cultures. They will sequence, compare and contrast the stories throughout the unit. In addition, they will be choosing a variety of ways to present their work which will enable them to reinforce key literacy and computing skills</p>	<p>Crucifixion Free will and determinism This Christianity unit will teach your class about key aspects of the Easter story and will focus on the question 'was Jesus' death part of God's plan'? The children will work creatively to enhance their learning experience. They will start with an overview of the Easter story in lesson one. Then they will move on to focus on 'free will' and 'determinism' and will reflect on these concepts in their own life. The children will look for Biblical evidence to</p>	<p>Eternity Children will explore the definition of and popular ideas relating to the concept of eternity. They will compare concepts of eternity from both religious and non-religious worldviews. This will culminate in an end of unit project,</p>	

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				support their thoughts on Jesus' life and death. Finally, the children will look at the choices they make in their life and how these could be influenced by external factors.	
Enrichment					