



Burbage Primary School's

Religious Education Curriculum

Intent:

'Inspiration, Community and Growth' underpin our vision; these words capture everything we strive for at Burbage Primary School. Our aim is to foster life-long learners who are active members of the community, locally and globally with growth mindsets to go beyond limited thinking.

At Burbage we are ambitious for all pupils to achieve their full potential through a carefully sequenced, broad and balanced curriculum. This is knowledge focused but also equips children with the necessary skills to succeed in life.

Our R.E curriculum has a significant role for the development of pupils' spiritual, moral, social and cultural development. We promote respect and open-mindedness towards others with different faiths and beliefs and encourage pupils to develop their sense of identity and belonging through self-awareness and reflection. We will engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions. We will also explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. We want them to know how religious education promotes understanding and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.

Year 1

Christianity

- Be able to remember and re-tell the Christian creation story and explain what Christians believe about how the world was created.
- Remember the Christmas story and explain why the gifts and Jesus are special to Christians.
- Recall a story about Jesus and his friends, say how he showed friendship and explain why.
- Recall what happened on Palm Sunday and understand what some of the symbols in the Easter story mean.



Judaism

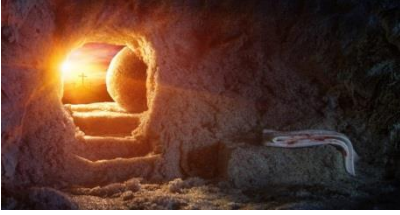


- Talk about some of the things that Jewish people do to celebrate Shabbat and why it is important to Jewish children.
- Recognise symbols of Chanukah (Hanukkah) and explain what some of the symbols mean.





Vocabulary:

Creation, special, friendship, important, nature, belief, decision, influence, Palm Sunday, dreidel, Chanukah/Hanukkah.



Year 2

Christianity	Judaism
<ul style="list-style-type: none">• Explain some ways that Christians try to follow Jesus' example of being kind.• Recall the Christmas story and be able to explain why Christians believe that Jesus was a gift from God to the world.• Be able to talk about the Christian belief in Jesus' resurrection and start to explain why this is important. 	<ul style="list-style-type: none">• Be able to talk about the Seder meal, or another Jewish practice, and describe some of the things Jews do to show respect for God.• Understanding the roles of Abraham or Moses, explain what makes Jewish people believe that they have a special relationship with God.• Describe ways that Jews choose to show their commitment to God and understand that they may do this in different ways. 
Islam	
<ul style="list-style-type: none">• Describe, using the correct vocabulary, the Muslim prayer routine and begin to explain how they believe this helps them in everyday life.• Explain what happens when Muslims pray alone or at the mosque and why they pray in different places.• Recall what the term Hajj means, remember some of the events that happen and why these are important to Muslims. 	<p><u>Vocabulary:</u></p> <p>Prayer, resurrection, practice, commitment, routine, mosque, Hajj, Seder, respect.</p>



Year 3

Christianity	Hinduism
<ul style="list-style-type: none">• Make links between Christian beliefs and Christmas and the way they celebrate it.• Explain own beliefs about the true meaning of Christmas and compare to Christian beliefs.• Retell story about Jesus healing someone and understand that stories like this can have meaning whether they actually happened or not.• Explain the symbolism of the cross for Christians.• Recognise and explain the symbols relating to the Last Supper. 	<ul style="list-style-type: none">• Describe some of the ways Hindus celebrate the festival of Divali.• Begin to understand how Divali brings a sense of belonging to Hindus.• Describe some Hindu gods and start to explain their significance to Hindus.• Understand why the River Ganges is important to Hindus and also begin to suggest why non-Hindus might also want to visit this river. 
<p><u>Vocabulary:</u> Symbols, belonging, crucifixion, healing, Divali, significance.</p>	



Year 4

Christianity	Judaism
<ul style="list-style-type: none">• Begin to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth).• Describe what a Christian might learn about forgiveness from a Biblical text.• Explain how Christians might try to put into practice Jesus' teachings about forgiveness.• Identify the right names for places/ceremonies or symbols that are special to Christians. 	<ul style="list-style-type: none">• Describe some of the ways that Jews choose to show commitment to God.• Understand why Jews may show their commitment to God in different ways.• Make links between Abraham and Moses stories and use these to explain what makes Jewish people believe they have a special relationship with God.• Identify and describe some of the ways Jews try do as God asks and start to explain why they feel it is important. 
<p><u>Vocabulary:</u> Seder meal, Kashrut laws, Kosher, forgiveness, incarnation, commitment, ceremonies, symbols.</p>	

Year 5

Christianity	Sikhism
<ul style="list-style-type: none">• Explain the Christian belief that Jesus was the Incarnation of God.• Identify different sources of the Christmas story and explain the meaning of Christmas.• Discuss how some events in Holy Week tell Christians about Jesus' purpose/destiny.• Begin to explain whether God intended Jesus to be crucified or whether his crucifixion was the consequence of events during Holy Week.• Describe some of the ways Christians choose to show commitment to God and understand that some of these will be more significant to some Christians than others. 	<ul style="list-style-type: none">• Use the correct names for some Sikh symbols or practices and discuss them.• Make links between how Sikhs practise their religion and the beliefs behind this.• Describe what a Sikh or non-Sikh might learn from a Sikh story and begin to explain why stories can be important.• Explain some of the ways that Sikhs choose to show commitment to God and start to understand that they may do this in different ways. 
<p><u>Vocabulary:</u> Incarnation, symbols, commitment, practise, purpose, destiny, crucified, consequence.</p>	

Year 6

Christianity	Islam
<ul style="list-style-type: none">• Begin to explain the significance of why Mary was chosen as Jesus' mother.• Make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).• Describe what a Christian might learn about life after death and their views on whether anything is ever eternal.• Explain a range of reasons people use to suggest that Christianity is a strong religion today and also give opposing arguments. 	<ul style="list-style-type: none">• Describe how different practices enable Muslims to show their commitment to God and understand some of these will be more significant to some Muslims than others.• Explain how believing in Akhirah influences Muslims decisions and choices as to how to behave towards God and other people.• Understand what is meant by stereotyping and recognise some ways Muslim people may be stereotyped.• Explain two different Muslim interpretations of Jihad and explore their justifications for these. 
<p><u>Vocabulary:</u> Incarnation, symbols, commitment, practise, significance, eternal, life after death, Akhirah, stereotypes, Jihad, justification.</p>	