

Morgans Religious Education Curriculum Overview

KS1 - Christianity and Judaism

LKS2 - Christianity and Islam and Hinduism

UKS2 - Christianity and Sikhism and Buddhism

Term	Nursery
Autumn 1	Justice and Fairness - Explore the rules, routines of settling into a new class. What do religious stories tell us about how to behave?
Autumn 2	Symbols and actions AND Beliefs and Practices - Celebrations and festivals. Talk about, prepare and taste food for celebrations. Christmas as a birthday celebration. How and why do we celebrate joyous events such as Christmas and birthdays?
Spring 1	Human responsibility and values - Notice and explore change and growth in the world. How do people show care and concern for the natural world? Ultimate Questions - Notice seasonal changes. How can we celebrate the changing of the seasons?
Spring 2	Sources of wisdom - The Easter story. Use role play, music and puppets to explore religious stories.
Summer 1	Prayer, worship and reflection - Special places. Where do people go to be still and reflect? Create a special place with the children and use it to experience moments of reflection and create sounds, music and simple word based reflections.
Summer 2	Identity and belonging - Special people. Which people are special to the children? Why?

Reception - Christianity		
Term	Statutory expected outcome	<i>Understanding Christianity.</i> Questions:
Autumn 1	Beliefs and Practices -	How do Christians celebrate Harvest? How do we care for our wonderful world? Hinduism/Sikhism Links: Diwali, Harvest
Autumn 2	Sources of wisdom -	How do people celebrate Diwali? Why do Christians perform nativity plays at Christmas? Links: INCARNATION - F2, Hanukkah
Spring 1	Symbols and actions - Prayer, worship and reflection -	What makes every single person unique and special? What is a place of worship? Trip to local Church or visit from Church.

		Layout and meaning of a church. Other places of worship. Learning about Chinese New Year.
Spring 2	Symbols and actions - Beliefs and Practices -	Why do Christians put a cross in an Easter garden? How is Easter celebrated? <i>Links: SALVATION - F3 Bible, Eid al- Fitr</i>
Summer 1	Human responsibility and values - Justice and Fairness -	What can we learn from stories in the Bible? The story of creation, Noah's Ark. How do other religions celebrate God? How can we help others when they need it? Parables and stories that teach us to care for the world. <i>dd</i>
Summer 2	Identity and belonging -	Where do people worship and what are some special places? What does it mean to belong to a community? Belonging to a family and community. Baptism/Christening. Places of worship.

Year 1 - Christianity and Judaism		
Term	Statutory expected outcome	<i>Understanding Christianity (UC).</i> <i>The Emmanuel Project.</i> Questions:
Autumn 1	1.	What is God like? How do people give thanks to their God? <i>UC: GOD - 1.1. How do Christians, Jews give thanks? Tasting foods and making sukkots.</i>
Autumn 2		Why does Christmas matter to Christians? How do Jewish people celebrate Hanukkah? <i>UC: INCARNATION - 1.3 Core Learning (pages 2 & 3).</i> <i>Hanukkah festival, discussing/making menorahs and their meaning (Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them).</i>
Spring 1		Why is the Torah such a joy for the Jewish Community? <i>Links: Emmanuel project, (Sources of Wisdom) Bible.</i>
Spring 2		Why does Easter matter to Christians?

		Why do Jewish people celebrate Passover? Links: SALVATION - 1.5. Seder plate discussion, passover exploration.
Summer 1		Who made the world? Why is Shabbat important in Judaism? Links: CREATION - 1.2. Linking Judaism, shabbat.
Summer 2		How do people use religious stories to impact their lives? Why do Jewish families say so many prayers and blessings? Links: Emmanuel project, Bible parables, Torah stories

Year 2 - Christianity and Judaism		
Term	Statutory expected outcome	<i>Understanding Christianity.</i> <i>The Emmanuel Project.</i> Questions:
Autumn 1		What do Christians believe God is like? Why is learning to do good deeds so important to Jewish people? Links: Emmanuel project, GOD - 1.1 - Digging deeper. How do Christians, Jewish people give thanks. Focus on charities.
Autumn 2		Why does Christmas matter to Christians? Why do Jewish people celebrate Hanukkah? Links: INCARNATION - 1.3 - Digging deeper. Hanukkah festival, revisiting menorahs and their meaning/story, other traditions for hanukkah.
Spring 1		Why do Jewish families talk about repentance at New Year? Why do Jewish people celebrate Passover? Links: Emmanuel Project, links to Shabbat. Tasting seder plate, discussing/revisiting passover
Spring 2		Why does Easter matter to Christians? Links: SALVATION - 1.5 - digging deeper.
Summer 1		What is the good news that Jesus brings? Who made the world? Links: GOSPEL - 1.4 CREATION - 1.2 - digging deeper.
Summer 2		What symbols and stories help Jewish people remember their covenant with God? Links: Emmanuel Project, Festivals, places of worship, religious teachings, religious people

Year 3 - Christianity and Hinduism (links to Judaism)		
Term	Statutory expected outcome	<i>Understanding Christianity.</i> <i>The Emmanuel Project.</i> Questions:
Autumn 1		What do Christians learn from the Creation story? Links: CREATION & FALL - 2a.1 Islamic creation stories, similarities and differences (revisit link of Christian to Jewish for similarities too)
Autumn 2		How does the story of Rama and Sita inspire Hindus to follow their dharma? Links: Emmanuel Project, Rama and Sita, revisit Christmas, Hanukkah make connections.
Spring 1		What kind of world did Jesus want? Links: GOSPEL - 2a.4, teachings from Bible
Spring 2		Why does a Hindu want to collect good karma? Links: Emmanuel Project, 10 commandments, heaven
Summer 1		What is it like to follow God? Links: PEOPLE OF GOD - 2a.2
Summer 2		What spiritual pathways to Moksha are written about in Hindu scriptures? Links: Emmanuel Project, Aum symbol etc.

Year 4 - Christianity and Islam (links to Judaism)		
Term	Statutory expected outcome	<i>Understanding Christianity.</i> <i>The Emmanuel Project.</i> Questions:
Autumn 1		How do some Muslims show Allah is compassionate and merciful? Places of worship, name for God, prayers and practices, symbols. Links: Emmanuel Project, Christians and Jewish people God connections.
Autumn 2		What is the Trinity? Links: GOD & INCARNATION - 2a.3, signs and symbols in Christianity and Judaism. Church.
Spring 1		Why do Christians call the day Jesus died 'Good Friday'?

		Links: SALVATION - 2a.5, Easter story
Spring 2		How does a Muslim show their submission and obedience to Allah? Links: Emmanuel project, Ramadan, Eid-ul-fitr, festivals in Christianity, fasting
Summer 1		When Jesus left, what was the impact of Pentecost? Links: KINGDOM OF GOD - 2a.6
Summer 2		Why do Muslims call Muhammad the 'Seal of the Prophets'? Links: Emmanuel Project, Jesus, disciples

Year 5 - Christianity and Sikhism (links to Judaism)		
Term	Statutory expected outcome	<i>Understanding Christianity.</i> <i>The Emmanuel Project.</i> Questions:
Autumn 1		What does it mean if God is holy and loving? Links: GOD - 2b.1
Autumn 2		How does the teaching of the gurus move Sikhs from dark to light? Links: Emmanuel Project, Christians and Jews God connections.
Spring 1		How can following God bring freedom and justice? Links: PEOPLE OF GOD - 2b.3 and Sikh's 5K's and how they represent being free from vanity etc.
Spring 2		What did Jesus do to save human beings? Links: SALVATION - 2b.6
Summer 1		How do Sikhs put their beliefs about equality into practice? Links: Emmanuel Project, Church, places of worship
Summer 2		What would Jesus do? Links: GOSPEL - 2b.5

Year 6 - Christianity and Buddhism and Humanism (links to Judaism)		
Term	Statutory expected outcome	<i>Understanding Christianity.</i> <i>The Emmanuel Project.</i> Questions:
Autumn 1		How did Buddha teach his followers to find enlightenment?

		Links: Emmanuel Project, life is one of suffering, suffering in Old Testament, no belief in God(s)
Autumn 2		Was Jesus the Messiah? Links: INCARNATION - 2b.4 Judaism, Islam and Buddhism have Messiah beliefs.
Spring 1		How does the Triple Refuge help Buddhists in their journey through life? Links: Emmanuel Project, the Dharma - search for truth, Christian teachings of making people happy
Spring 2		What difference does the resurrection make for Christians? Links: SALVATION - 2b.7
Summer 1		What kind of king is Jesus? Links: KINGDOM OF GOD - 2b.8
Summer 2		Why do Humanists say happiness is the goal of life? Links: Emmanuel Project

Key areas of learning:

Belief and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection
Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness

Expected learning outcomes for the end of EYFS



By the end of EYFS the religiously and theologically literate pupil should:

Share their family traditions and the joy of celebrations, beginning to explore those of other belief communities. Respond, through talk, gesture and play about religious stories, objects, people and practices. Use some basic religious vocabulary and use their imagination and curiosity to develop their interest in the world around them.

Expected learning outcomes for the end of key stage 1



By the end of KS1 the religiously and theologically literate pupil should:

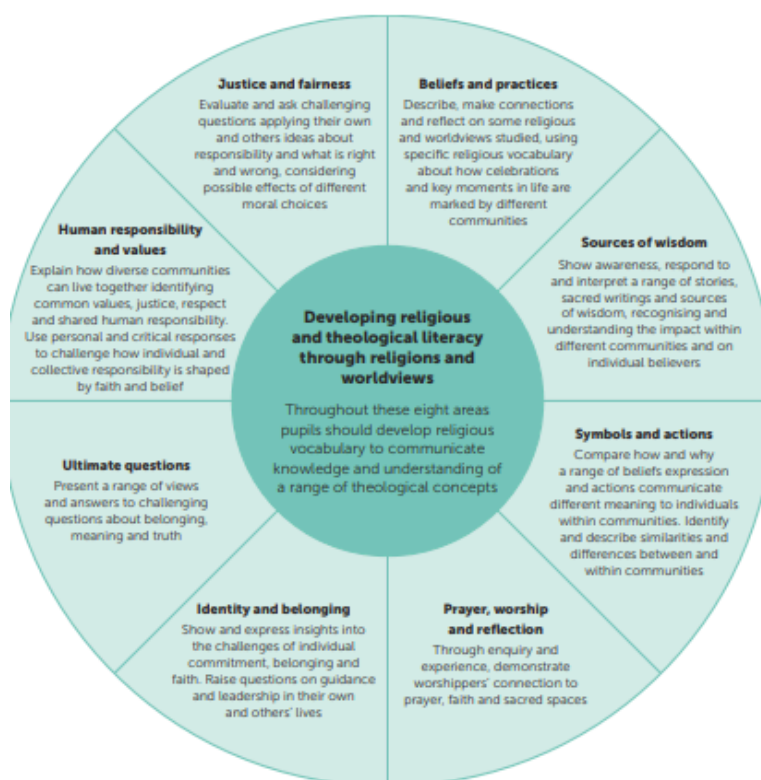
Notice and respond sensitively to some similarities between different religions. Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities.

Expected learning outcomes for the end of lower key stage 2



By the end of lower KS2 the religiously and theologically literate pupil should:

Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.



By the end of upper KS2 the religiously and theologically literate pupil should:

Connect their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Analyse different viewpoints within and between religions and beliefs. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth. Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identify the importance of moral choices, selecting examples and giving reasons to support their ideas.

The core concepts fit into a spiral curriculum, whereby concepts are revisited and explored in more depth as pupils move through the school. These are explored through key questions, however, and so are not applied exclusively – links and connections will be made between concepts during units.

