

## Sir Alexander Fleming Primary School - RE Curriculum Overview 2022-23



Great RE teaching will help children make connections to previous learning

**Christianity, Judaism, Islam, Sikhism, Buddhism, Hinduism**

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b> <a href="#">Reception - Reception - Telford &amp; Wrekin Council</a>	Myself -Who am I? Myself what am I like?  Playful RE	Religious Festivals Who celebrates -what and why? Christmas – Jesus' Birthday Diwali  Playful RE	Special times What happens at a birthday and a baptism?  Playful RE	Religious Festivals How and why do Christians celebrate Easter  Playful RE	Myself- Do we belong together? Weddings  Playful RE	Special times What special times do we celebrate. Weddings  Playful RE
<b>Stories/Art Resources/ Quality provocations</b>	<b>Buddha at Bedtime</b>  Home Challenge – U is for Unique	<b>The Nativity Story</b> <b>Rama and Sita</b> <a href="#">The Well Good News of Christmas – Our 2016 Christmas story for children - YouTube</a> Sorting Christmas cards, nativity and non-religious depictions.	Alfie gives a hand Shirley Hughes  Home Challenge – Special occasions	<b>The Easter Story</b>  <a href="#">The Seriously Surprising Story – Our 2018 Easter story for children - YouTube</a>	<b>Noah's Ark</b> How Mrs Monkey Missed the Ark – Judith Kerr	
<b>Visits</b>		<b>Sutton hill church – Christmas carols / nativity</b>	<b>Sutton hill church visit for mock Baptism</b>	<b>Imam Sulaiman from Telford Central Mosque visit</b>		

<b>Year 1</b> 50 minutes a week <a href="#">Year 1 - Year 1</a> <a href="#">- Telford &amp; Wrekin Council</a>	Stories of creation Creation and Thanksgiving How do Christians say thank you <b>UNIT A</b>	Find out about Christian and Islamic buildings  <b>UNIT D</b>	Questions that Puzzle Us What's the most puzzling thing we can think of? <b>UNIT C</b>	Questions that puzzle Us Mysteries  <b>UNIT C</b>	Stories of creation Stories about the beginning of the Earth <b>UNIT A</b>	Special Stories  <b>UNIT B</b>
<b>Stories/Art Resources / Quality provocations</b>	The Creation Story	My First Quran	If all the world were... by Joeseeph Coelho		Jewish Tales by Shoshana Boyd Gelfand	Bilal: the slave who would not be quiet The woman at the gates of Makkah Lost Sheep Feeding 5000
<b>Visits</b>		St Michael's Church				Islamic stories at school – Imam Sulaiman

<b>Year 2</b> 50 minutes a week <a href="#">Year 2 - Year 2</a> <a href="#">- Telford &amp; Wrekin Council</a>	Respect for Everyone Why are we special?  <b>UNIT A</b>	Symbols of Belonging What is a symbol?  <b>UNIT B</b>	Holy Books  <b>UNIT C</b>	Symbols of Belonging Easter  Make links to Islam and Judaism when exploring Easter	<u>Project</u> – Community context (from the church), design and send a survey to the church. Use the responses to answer question 'How important is a Church leader's role within the community?'	Beginning to Learn from Islam  Making connections between Abrahamic religions. <b>UNIT D</b>
<b>Stories/Art Resources / Quality provocations</b>	All Because You Matter – Tami Charles & Bryan Collier You Are Very Special' BY Su Box	Planet Omar : Accidental Trouble magnet - Zanib Mian				My First Quran
<b>Visits</b>				St Michael's Church	Sutton Hill Church	Islamic stories at school

<b>Year 3</b> 1 hour a week <a href="#">Year 3 - Year 3 - Telford &amp; Wrekin Council</a>	Diwali How and why do Sikhi and Hindus celebrate? Buddhists too to make links between dharmic religions.  <b>UNIT A</b>	Intro to concept of Dharmic religions. Substantive knowledge of Sikhi and Hinduism Symbols/festivals/sacred places/practices/beliefs/stories.  Explore the different reasons for celebrating Diwali in Hinduism, Buddhism and Sikhism.	Leaders and Followers Family and Faith. Jewish and Christian. Who inspires you? Who was Jesus?  Religious and Non-Religious. Explore Marcus Rashford/David Attenborough etc. <b>UNIT C</b>	Explore the Abrahamic Covenant  How does Islam, Judaism, and Christianity see the covenant?  Assessment – What do all Abrahamic religions have in common?	Living in Harmony: How do we show we care? <b>UNIT B</b>	Life as a journey <b>UNIT D</b>
<b>Stories/Art Resources / Quality provocations</b>	The Vedas and Upanishads for children by Roopi Pai (In resource box)	The Vedas and Upanishads for children by Roopi Pai (In resource box) The people who saw the Judas tree The Bhagavad Gita The Milk and the Jasmine Flower – link to kirpan. Defend religious rights of all faiths	Use the peace makers and world changers cards in the resource box. Organise an interview with Rev. Dawn. Organise a Teams meeting with a Rabbi. What can we learn about family, faith and leading?	<a href="#">The Abrahamic covenant - The covenant - GCSE Religious Studies Revision - WJEC - BBC Bitesize</a> – For teachers.	<a href="#">The Islamic Stories of The Prophet and the Ants and The Crying Camel   Religions of the World - YouTube</a> Does religion support using animals as entertainment? Would religious leaders agree with 'I'm a celebrity's' use of creatures? Do you?	
<b>Visits</b>	Experience Harvest at Sutton Hill Church				Mosque visit	

<p><b>Year 4</b> 1 hour a week <a href="#">Year 4 - Year 4 - Telford &amp; Wrekin Council</a></p>	<p>Beautiful World Christian creation story <b>UNIT B</b></p>	<p>Beautiful World Jewish creation story and comparisons, reflection <b>UNIT B</b></p> <p>Identifying links between Abrahamic religions. Is creation common to all? How do Dharmic religions believe the world began?</p> <p>Discuss Menorah and the significance of the number 7 in Judaism.</p> <p>Refer to ages of religion; could we have Christianity without Judaism?</p>	<p><b>3 weeks</b> What can we learn from visiting places of worship – Sacred places <b>UNIT A</b></p> <p><b>3 weeks</b> What Buddhists believe.</p>	<p>Abrahamic religions</p> <p>Why do some people think Jesus is inspirational?</p> <p>Resurrection story in Judaism / Christianity / Islam explore and examine links <b>UNIT C</b></p>	<p>Keeping the Five Pillar What helps You with your life journey What are the Five Pillars? <b>UNIT D</b></p>	<p>Keeping the Five Pillars Explore the Five Pillars What can we learn from them? <b>UNIT D</b></p>
<p><b>Stories/Art Resources/ Quality Provocations</b></p>	<p>First Bible</p>	<p>Jewish Tales by Shoshana Boyd Gelfand</p>	<p>Visit from a Buddhist Monk. Story of Buddha Buddha at Bedtime (Resource box)</p>			
<p><b>Visits</b></p>	<p>Experience Harvest at Sutton Hill Church</p>		<p>Traditional church, mosque and synagogue virtual tours</p>	<p>Baptist church Minister visiting school. Pentecostal Reverend visiting</p>		

<p><b>Year 5</b> 45+ hours a year <a href="#">Year 5 - Year 5 - Telford &amp; Wrekin Council</a></p>	<p>What can we learn from Religion about temptation What is it? Reacting to it. Forgiveness <b>UNIT A</b></p>	<p>How and why do Muslims and Jews pray?  <b>Discuss theists, atheists and agnostics</b>  Ensure we talk about non-religious people in this unit. <b>UNIT B</b></p>	<p>Values that matter Rules and a code for living Religious and non-religious <b>UNIT C</b></p>	<p><u>Project</u> - Can you imagine a world without religion? Yoga, calendar, choir, elf on the shelf, community.  Extend to looking at the timeline of religions which includes civilizations – relate to history.</p>	<p><b>Sikhi substantive knowledge unit.</b>  The origins of the Sikh religion (religious timeline). Could there be Sikhi without Hinduism or Islam?  Sewa (selfless service). Relate to Zakat, Christian charity and non religious charity.</p>	<p>Abrahamic religions – Recall the Abrahamic Covenant. What does it mean to <b>Christians</b>, <b>Jews</b> and <b>Muslims</b>?  <b>Assessment – What do all Abrahamic religions have in common?</b></p>
<p><b>Stories/Art Resources/ Quality provocations</b></p>	<p>Jesus tempted in the Judean Desert <a href="#">Temptation is the root cause of unhappiness ! - Hinduism for Kids (hindujagruti.org)</a> Adam and Eve in Christianity, Judaism and Islam</p>				<p><a href="#">What is sewa? Going beyond the langar (natre.org.uk)</a>  <b>The Milk and the Jasmine Flower</b></p>	<p>Information on the Abrahamic Covenant in the RE teacher files.</p>
<p><b>Visits</b></p>		<p>Visit woods etc... is this a place of worship? Local prayer room <b>Mosque Visit</b></p>				

<b>Year 6</b> 45+ hours a year <a href="#">Year 6 - Year 6</a> <a href="#">- Telford &amp; Wrekin Council</a>	<b>Faith and science</b> Consider apparent contradictions and interrelations between science and religion and the ways that scientists, theologians and the public approach these What does science say about religion? What does religion say about science?	<b>Continued...</b> Explore Darwin and natural selection  Explore scientists who are religious/theologians who accept evolutionary discoveries  Assessment Write / present as a scientist Write / present as a theologian	<u>Project</u> - Religions in the local community. What will make Sutton Hill a more respectful/peaceful place? Is it respectful?  Interview Reverend Dawn, put a survey in the Hub. What is the religious make up of our school/Sutton Hill/Telford? <b>UNIT D</b>	How do people express their spiritual need through art? <b>UNIT C</b>	Words of Wisdom Stillness and Calm Money beauty and love- what Sikhs, Muslims and Christians believe <b>UNIT B</b>	Religion and the individual How do people follow the guidance of their religion? (Transition unit) <b>UNIT A</b>
<b>Stories/Art Resources/ Quality provocations</b>						
<b>Visits</b>					Guru Nanak Darbar Gurdwara, Oakengates	