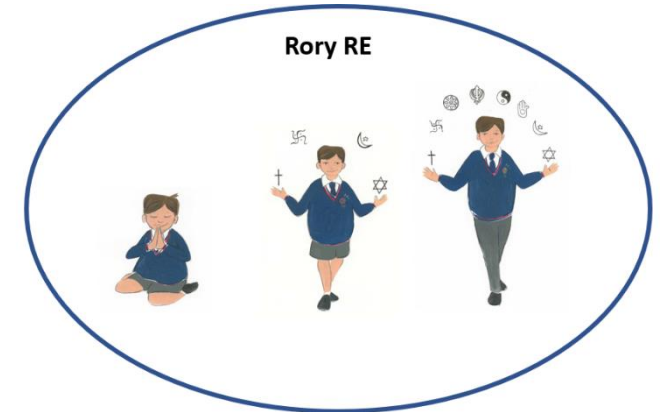




Religious Education

Long Term Curriculum Map

Whole School Scheme of Learning



Intent: Why our Religious Education curriculum looks like this?

At Barley Fields Primary, we believe that it is vital for our children to learn from and about religion, so that they can understand the world around them. Through Religious Education, children develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our children to ask questions about the world and as they progress through school, to reflect on their own beliefs, values and experiences.

We base our teaching and learning style in Religious Education on the key principle that good teaching allows children to learn about religious traditions and to reflect on what religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. It enables children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. Our Religious Education curriculum is enhanced with visits to places of worship in our local area and invite representatives of local religious groups to come into school and talk to the children.

Implementation: How will we achieve this?

Our children follow a carefully structured Religious Education curriculum which has been designed to ensure children know more, do more and remember more as they progress through our school. Our content is supported by advice, requirements and guidelines presented in the Agreed Stockton-on-Tees Religious Education syllabus as well as including links to our local religious communities. We explore religious ideas, beliefs and practices along several themes which are incorporated into six fields of study and have selected the following religions for study:

Field of Study	Religions
• Belonging	• Christianity
• Festivals	• Islam
• Sacred texts	• Judaism
• Beliefs and practices	• Hinduism
• Places of Worship	• Buddhism
• Founders and Leaders	• Sikhism

Our Teaching Approach

RE is taught weekly or in blocks of lessons to ensure children have opportunities for a sustained period of study and have time to embed and enhance their learning. Detailed medium-term planning supports teaching, ensures continuity and carefully plans for progression and depth. Children have opportunities to use high quality resources and materials to support their learning. The medium-term planning also underpins an appropriate teaching pedagogy for effective quality first teaching in Religious Education and following this our children will have experiences and enrichment opportunities to:

- handle artefacts
- explore sacred texts
- use imaginative play or drama to express feelings and ideas
- respond to images, games, stories, art, music and dance
- meet visitors from local religious communities
- make visits to religious places of worship where possible, and where not, making use of videos and the internet
- take part in whole school events- (multi-faith days, Harvest Festival, school performances)
- participate in moments of quiet reflection
- participate in assemblies
- use IT to further explore religion and belief globally
- compare religions and world views through discussion
- debate and communicate religious belief, world views and philosophical ideas and answering and asking ultimate questions posed by these.

Our children understand the core skills needed to learn in RE with the use of the school curriculum character – Rory RE. This character is regularly used to encourage children to reflect on the key skills, attitudes and knowledge needed when learning in RE.



Our Religious Education curriculum is inclusive for all children; each lesson is sequenced so that it builds on the learning from the previous session. Where appropriate, activities are scaffolded so that all children can succeed and children may be provided with extra resources and support, such as visual prompts, so that they can reach the

same learning goals as the rest of the class. There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of our school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community.

Impact: How will we know that our children are achieving?

By the end of each key stage, children are expected to know, apply and understand the skills and techniques specified in the relevant curriculum plans.













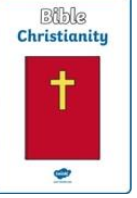





Children are assessed using an internal tracking system which identifies clear and progressive end points. This ensures progress is maintained and end of key stage expectations are met by all children.











Children are assessed termly and a final summative assessment made at the end of the academic year. Children will be assessed as either Emerging, Developing, Secure or Exceeding, in accordance with Age Related Expectations.







In addition, we measure the impact of our curriculum through the following methods:







- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school (Curriculum Floor book and Display);
- Pupil discussions about their learning (Pupil Voice);
- The annual tracking of standards across the curriculum. In KS1 and KS2

School Overview of RE Coverage

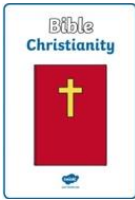





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p>Autumn 1</p> <p>Belonging</p>  <p>How is someone welcomed to Christianity?</p>	<p>Autumn 2</p> <p>Festivals/Beliefs & Practices</p>  <p>Why do Christians give gifts at Christmas?</p>	<p>Spring 1</p> <p>Belonging</p>  <p>What does it mean to belong? Sikhism</p>	<p>Spring 2</p> <p>Beliefs & Practices</p>  <p>What are the key events associated with the Easter story?</p>	<p>Summer 1</p> <p>Belonging</p>  <p>What does it mean to belong? Islam</p>	<p>Summer 2</p> <p>Founders and Leaders</p>  <p>Who is Mohammed and why is he important?</p>
Y2	<p>Sacred Texts</p> <p>What is the Qur'an and why is it important?</p> 	<p>Festivals/Beliefs and Practices</p> <p>How and why do Christians celebrate Christmas?</p> 	<p>Sacred Texts</p> <p>What is the Torah and why is it important?</p> 	<p>Festivals/Beliefs and Practices</p> <p>What is the Last Supper and why is it important?</p> 	<p>Founders and Leaders</p> <p>What did Jesus leave behind?</p> 	<p>Founders and Leaders</p> <p>Who is Guru Nanak and why is he important?</p> 
Y3	<p>Sacred Texts:</p> <p>What is the Bible and why is it important?</p> 	<p>Festivals/Beliefs and Practices</p> <p>What are the symbols associated with Christmas?</p> 	<p>Places of Worship:</p>  <p>What is a church and why is it important? Visit to a church</p>	<p>Festivals/Beliefs and Practices:</p> <p>How is Easter celebrated in Church?</p> 	<p>Beliefs and Practices:</p> <p>What do Jewish people believe?</p> 	<p>Festivals:</p> <p>What is EID and why is it important?</p> 

<p>Y4</p>	<p>Festivals/Beliefs and Practices:</p>  <p>What is Diwali and why is it important?</p>	<p>Festivals/Beliefs and Practices:</p>  <p>What is the <i>Big Story</i> of Christmas?</p>	<p>Places of Worship</p>  <p>What is a Mosque and why is it important? Visit to the Mosque</p>	<p>Festivals/Beliefs and Practices:</p>  <p>What actually happened at Easter?</p>	<p>Beliefs and Practices</p>  <p>What do Buddhists believe?</p>	<p>Beliefs and Practices</p>  <p>What is life like for Muslims in Britain and around the world?</p>
<p>Y5</p>	<p>Places of Worship: What is the Gurdwara and why is it important?</p> 	<p>Festivals/Beliefs and Practices:</p>  <p>Is Christmas Too Commercial?</p>	<p>Beliefs and Practices: What are religious rules for?</p> 	<p>Festivals/Beliefs and Practices Who is responsible for Jesus' Death?</p> 	<p>Belonging: Does everyone have a faith?</p>  <p>What is Humanism?</p>	<p>Beliefs and Practices: What is a puzzling question?</p> 
<p>Y6</p>	<p>Beliefs and Practices What are Rites of Passage?</p> 	<p>Festivals/ Beliefs and Practices What Do Gospel Stories tell Us About The Birth of Jesus?</p> 	<p>Beliefs and Practices What Is The Bible's Big Story?</p> 	<p>Beliefs and Practices How Far Can The Death Of Jesus Be Seen As a Victory?</p> 	<p>Thematic Study Freedom and Justice- Which Is The Most Important?</p> 	<p>Expressions of Faith through Art How Do People Express Religion and Spirituality Through the Arts?</p> 






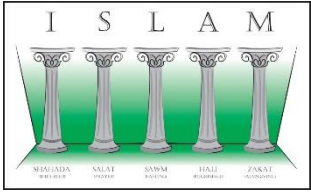
Year 1					
Autumn		Spring		Summer	
<p>Belonging</p>  <p>How is someone welcomed to Christianity?</p>	<p>Festivals/Beliefs & Practices</p>  <p>Why do Christians give gifts at Christmas?</p>	<p>Belonging</p>  <p>What does it mean to belong? Sikhism</p>	<p>Festivals/Beliefs & Practices</p>  <p>What are the key events associated with the Easter story?</p>	<p>Belonging</p>  <p>What does it mean to belong? Islam</p>	<p>Founders and Leaders</p>  <p>Who is Mohammed and why is he important?</p>
<ol style="list-style-type: none"> 1. What does belonging mean? 2. Who are Christians? 3. What is a baptism? 4. Is it only babies who get baptised? 5. What happened when Jesus got baptised? 6. Why is baptism important to Christians? 	<ol style="list-style-type: none"> 1. Why do we give gifts? 2. What happened when Jesus was born? 3. What gift would a Christian give to baby Jesus? 4. What is a gift you could give that you can't see? 5. Why do Christians believe that Jesus is God's gift to the world? 	<ol style="list-style-type: none"> 1. What do you remember about belonging to Christianity? 2. How do Sikhs welcome a baby? 3. What are the 5Ks? 4. What is kara prashad and why is it important? 5. How do Sikhs show that they belong? 	<ol style="list-style-type: none"> 1. What happens in spring? 2. What is the Easter story? 3. Why do we have eggs at Easter? 4. What happened on Palm Sunday? 5. What do Christians remember at Easter? 	<ol style="list-style-type: none"> 1. How do people show they belong? 2. How do people show they belong to Islam? 3. What is a Mosque? 4. How do Muslims welcome a baby? 5. What do we know about belonging to Islam? 	<ol style="list-style-type: none"> 1. What is a leader? 2. Who was Muhammed? 3. If an angel sent a message to earth today, what would it say? 4. What stories of Muhammed do Muslims tell? 5. Why is Muhammed special to Muslims?

Year 2					
Autumn		Spring		Summer	
<p>Sacred Texts</p> <p>What is the Qur'an and why is it important?</p> 	<p>Festivals/Beliefs and Practices</p> <p>How and why do Christians celebrate Christmas?</p> 	<p>Sacred Texts</p> <p>What is the Torah and why is it important?</p> 	<p>Festivals/Beliefs and Practices</p> <p>What is the Last Supper and why is it important?</p> 	<p>Founders and Leaders</p> <p>What did Jesus leave behind?</p> 	<p>Founders and Leaders</p> <p>Who is Guru Nanak and why is he important?</p> 





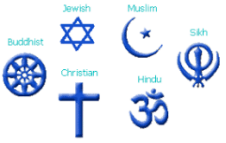

<ol style="list-style-type: none"> 1. What is the Qur'an? 2. How do Muslims look after the Qur'an? 3. What is in the Qur'an? 4. How was the Qur'an written? 5. Why is the Qur'an important to Muslims? 	<ol style="list-style-type: none"> 1. What and how do we celebrate? 2. What do we know about the Christmas story? 3. How do Christians celebrate Christmas? 4. How do Christians around the world celebrate Christmas? 5. How and why do Christians celebrate Christmas? 	<ol style="list-style-type: none"> 1. What does sacred mean? 2. What is the Torah? 3. What language is the Torah written in? 4. What is inside the Torah? 5. Who was Moses and why is he special? 6. What is the Torah and why is it special? 	<ol style="list-style-type: none"> 1. What happened at Easter? 2. What was Jesus like? 3. What is the last Supper? 4. How do Christians remember Jesus? 5. What is the Last Supper and why is it important? 	<ol style="list-style-type: none"> 1. Who was Jesus? 2. What is a parable? 3. What did Jesus teach people? 4. What was the Sermon on the Mount? 5. Who were the disciples? 6. Why is Jesus important to Christians? 	<ol style="list-style-type: none"> 1. Who are our special people? 2. Who was Guru Nanak? 3. Why is Guru Nanak important to Sikhs? 4. How do Sikhs celebrate Guru Nanak's birthday? 5. What did Guru Nanak teach Sikhs? 6. Why is Guru Nanak important to Sikhs?
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Year 3					
Autumn		Spring		Summer	
<p>Sacred Texts: What is the Bible and why is it important?</p> 	<p>Festivals/Beliefs and Practices What are the symbols associated with Christmas?</p> 	<p>Places of Worship:</p>  <p>What is a church and why is it important? Visit to a church</p>	<p>Festivals/Beliefs and Practices:</p> <p>How is Easter celebrated in Church?</p> 	<p>Festivals/Beliefs and Practices: What do Jewish people believe?</p> 	<p>Festivals/Beliefs and Practices What is EID and why is it important?</p> 
<ol style="list-style-type: none"> 1. What is the Bible and why is it important to Christians? 2. How did the Bible travel to the UK? 3. What is Lindisfarne Monastery and what happened there? 4. How difficult was it to copy the Gospel by hand? 	<ol style="list-style-type: none"> 1. What do I already know about the story of Christmas? 2. What are the differences between a sign and a symbol? 3. What are some of the Christian symbols of Christmas? 4. Why is light an important part of Christmas? 	<ol style="list-style-type: none"> 1. What are the external features of a church? 2. What are the Internal Features of a Church? 3. A trip to the local Church 4. Can we create a tour guide for our local Church 	<ol style="list-style-type: none"> 1. Who believes in Christianity? 2. What is a church? 3. What is the purpose of a church? 4. Who visits a church? 5. What is Easter? 6. What happened to Jesus at Easter? 	<ol style="list-style-type: none"> 1. What are Shabbat symbols and what do they mean? 2. How do Jews keep a kosher home? 3. What is the Shema and the Mezuzah and why are they important to Jews? 4. What are the features of a synagogue? 	<ol style="list-style-type: none"> 1. Who is Muhammed and why is he important to Islam? 2. What is Ramadan and what is it like for Muslims? 3. What is Eid and how is it celebrated? 4. How are religious festivals similar and different?

	5. What is a Christingle Service?			5. What are the ten commandments and how are they important to Jews?	
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Year 4					
Autumn		Spring		Summer	
<p>Festivals/Beliefs and Practices</p>  <p>What is Diwali and why is it important?</p>	<p>Festivals/Beliefs and Practices</p>  <p>What is the <i>Big Story</i> of Christmas?</p>	<p>Places of Worship</p>  <p>What is a Mosque and why is it important?</p>	<p>Festivals/ Beliefs & Practices</p>  <p>What actually happened at Easter?</p>	<p>Beliefs and Practices</p>  <p>What do Buddhists believe?</p>	<p>Beliefs and Practices</p>  <p>What is life like for Muslims in Britain and around the world?</p>
<ol style="list-style-type: none"> Who is Rama and Sita? How is Diwali celebrated around the world? Why is light important in the festival of Diwali? What are the Five-Day Celebrations of Diwali? What is a Rangoli Pattern and why is it important? 		<ol style="list-style-type: none"> What are the external features of a mosque? What are the Internal Features of a Mosque? A trip to the local Mosque A tour guide of our local Mosque 	<ol style="list-style-type: none"> What happened on Palm Sunday? What happened at the Last Supper? What happened after Jesus was arrested? What happened during the resurrection and why is this important? Can I sequence and explain the significance of the events in the Easter Story? 	<ol style="list-style-type: none"> Who is Siddharth Gautama and why is he significant to the Buddhism? What is Vesak day and how is it celebrated? What are the core beliefs and teachings of Buddhism? What is the eightfold path and the four noble truths? 	<ol style="list-style-type: none"> What are the five pillars of Islam and why are they important? What is Shahadah (belief) and Salah? What is Zakat (charity) and Swam? What is Hajj (pilgrimage)? What do I understand about each of the Pillars?

Year 5

Autumn		Spring		Summer	
<p>Places of Worship: What is the Gurdwara and why is it important?</p> 	<p>Festivals/Beliefs and Practices: Is Christmas Too Commercial?</p> 	<p>Beliefs and Practices: What are religious rules for?</p> 	<p>Festivals/Beliefs and Practices Who was responsible for Jesus' Death?</p> 	<p>Belonging: Does everyone have a faith? What is Humanism?</p> 	<p>Beliefs and Practices: What is a puzzling question?</p> 
<ol style="list-style-type: none"> 1. What are the features of the 6 major religions? 2. What places of worship are in our local area? 3. What are the features of a Gurdwara? 4. School Visit to Local Gurdwara 5. What is the Guru Granth Sahib? 6. What journeys do Sikhs take as part of their faith? 	<ol style="list-style-type: none"> 1. What is Christmas? 2. What does Christmas mean to different people? 3. How do Christians help others at Christmas? 4. What do we mean by the commercial part of Christmas? 5. Compare and contrast the commercial and moral features of Christmas? 	<ol style="list-style-type: none"> 1. What are rules and why are they important? 2. Where do Christians get their rules from? 3. What rules does the Jewish community follow? 4. What rules do Muslims follow with their diet? 5. Why do Muslims fast? 6. What is temptation? 	<ol style="list-style-type: none"> 1. What is meant by betrayal and loyalty? 2. Who supported and who betrayed Jesus in the Easter story? 3. Who was Mary Magdalene? 4. Who was Judas Iscariot? 5. Who was responsible for Jesus' death? 6. Why is Jesus' death important to Christians? 	<ol style="list-style-type: none"> 1. Does everyone have Faith? 2. What is a humanist? 3. What do Humanists believe? 4. How do Humanists find happiness and meaning? 5. How do Humanists celebrate? 6. What is a moral dilemma? 	<ol style="list-style-type: none"> 1. What is a puzzling question? 2. What is a puzzling question? 3. How can we answer puzzling questions? 4. What do I think about puzzling questions? 5. What is a Religion?

Year 6

Autumn		Spring		Summer	
<p>Beliefs and Practices What are Rites of Passage?</p> 	<p>Festivals, Beliefs and Practices</p> 	<p>Beliefs and Practices What Is The Bible's Big Story?</p> 	<p>Festivals, Beliefs and Practices How Far Can The Death Of Jesus Be Seen As A Victory?</p> 	<p>Thematic Study Freedom and Justice- Which Is the most Important?</p>	<p>Expressions of Faith through Art How Do People Express Religion and Spirituality Through the Arts?</p> 

	What Do Gospel Stories tell Us About The Birth of Jesus?				
<ol style="list-style-type: none"> 1. What is a Rite of Passage? 2. What rites of Passage welcome a new baby? 3. What rites of passage welcome children into adulthood? 4. How is the rite of passage known as marriage celebrated in different religions? 5. What are the final rites of passage in people's lives? 	<ol style="list-style-type: none"> 1. What happens in the Christmas Story? 2. Do accounts of the nativity vary in the Gospels? 3. What were the differences in accounts of the nativity in the Bible? 4. What does Art linked to the Gospel accounts tell us about the Nativity? 5. How can modern Art tell us about the Nativity? 	<ol style="list-style-type: none"> 1. What is the big story of the Bible? 2. What is the Judeo-Christian story of Creation? 3. What is sin? 4. What does the story of Moses and the Passover represent? 5. Why did Christians believe that Jesus was the Messiah? 6. What do Christians believe the Kingdom of God is like? 	<ol style="list-style-type: none"> 1. What is meant by Victory? 2. How is Jesus' death seen by Christians as a victory? 3. How can Christian beliefs be seen in Easter hymn lyrics? 4. What is meant by redemption? 5. What are the connections between Easter and Christmas beliefs? 	<ol style="list-style-type: none"> 1. What is Freedom? 2. Is life fair? 3. What is Justice? 4. How do our human rights link to Freedom and Justice? 5. Can individuals make a difference – what does it mean to protest? 6. Is Freedom or Justice more important? 	<ol style="list-style-type: none"> 1. What makes Art religious? 2. What meaning can be taken from Christian religious art? 3. What meaning can be taken from Islamic religious art? 4. How do Buddhists and Hindus express their religion through art? 5. How can I express my faith/worldview through art?

The RE Curriculum

Early Years Foundation Stage

Children are introduced to Christianity as the 'heritage religion' and the one that most influences school and community life. They are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world.

Learning about religion and belief - children should be taught to:

- Talk about religious stories, including Bible stories and the stories behind Christmas and Easter
- Recognise some religious beliefs or teachings
- Identify simple features of religious life and practice
- Recognise some religious words
- Name and recognise some religious symbols
- Recognise some Christian religious artefacts, including those in cultural and religious use (e.g. Christmas cards, Easter eggs and hot cross buns)

Learning from religion and belief - children should be taught to:

- Recognise their own experiences and feelings in religious stories and celebrations
- Recognise there are similarities and differences between theirs and other's lives
- Identify what they find interesting about religious events
- Question what they find puzzling in religious stories
- Say what matters to them and to talk about how to care for others

Key Stage One

During this key stage, children are taught the knowledge, skills and understanding through religion and belief as well as wider learning themes. They are introduced to other principle religions and can reflect on prior learning as they progress through the units.

Learning about religion and belief - children should be taught to:

- Explore a range of religious stories and religious texts and talk about their meaning
- Explore a range of celebrations, teachings and traditions in religions, noting similarities and differences
- Recognise how belonging to a religion is important to people and the impact it has on their lives
- Explore how religious beliefs and ideas are expressed
- Begin to establish a religious vocabulary and suggests meanings for religious symbols

Learning from religion and belief - children should be taught to:

- Reflect on what matters to them and others who hold religious views
- Reflect on moral values of right and wrong
- Recognise there are similarities and differences between theirs and others lives
- Communicate their ideas and ask and respond to questions
- Recognise how religious ideas and beliefs impact people's lives personally and socially

Key Stage Two

During this key stage, children are taught the knowledge, skills and understanding through deeper enquiry into known religions and in Year 6, encounter secular world views. Children in Year 5 and Year 6 consider the impact of beliefs and practices in greater detail and respond to more philosophical questions.

Learning about religion and belief - children should be taught to:

- Explore and comment on the key aspects of religions, believer's lives, their stories and traditions and their influence
- Explore how practices are related to beliefs and teachings
- Interpret information about religion and religious beliefs through a range of sources
- Recognise similarities and differences within and between religions
- Consider how religious and spiritual ideas are expressed

- Describe and begin to encounter religious and other responses to ultimate questions and ethical or moral issues
- Use a developed religious vocabulary when discussing and expressing their knowledge and understanding

Learning from religion and belief - children should be taught to:

- Reflect on what it means to belong to a faith community and how this relates to them and others' lives
- Recognise how religious practice is conducted in a variety of ways
- Discuss their own and other's views of religious truth and belief
- Reflect on morality and how people respond to decisions they are faced with
- Reflect on sources of information and what they find value in in their own and other's lives