



RE

Vision

"Tell me and I forget, teach me and I remember, involve me and I learn." – Benjamin Franklin

"Until you spread your wings, you'll have no idea how far you can fly."

"RE is vital in preparing pupils to engage in a diverse and complex multi-religious and multi-secular society." – Ofsted 2021

In Religious Education, children at Fairfield Primary School enter into rich and valuable discussions about the religious and non-religious traditions that have shaped Great Britain and the wider world. Our RE curriculum is vital in preparing pupils to engage in a diverse and complex multi-religious and multi-secular society.

At Fairfield Primary, pupils are taught about and explore a range of religions. They learn to respect and ask questions about different religions, traditions and cultures around the world. We support pupils to feel able to discuss, understand and challenge any misunderstanding, stereotyping and division within religious groups in a safe place. Pupils learn to articulate clearly and coherently their own personal beliefs, ideas, values and experiences whilst respecting the right of others who differ.

We **believe** children learn best from real experiences in order to capture their imaginations and encourage curiosity. We enhance our curriculum in many different practical ways to ensure that pupils discover, learn and respect different religions. Children are exposed to a broad selection of literature, music, art and artifacts that will develop their understanding of our culturally, socially and diverse world. We foster positive relationships with the local and wider community and strive to work together to teach pupils about different religions in a real, relevant and stimulating way, which includes visits from religious leaders and visits to religious buildings.


Throughout RE lessons, pedagogy is based on cognitive science and the long - term memory of the RE curriculum. Curriculum objectives are made clear, and teaching links to previously taught aspects of the curriculum. Opportunities are planned to cross-link with other curriculum subjects where feasible so children can **achieve** their best.


Pupils explore the **dream** of the future, where people can live side by side, respectfully and peacefully regardless of their beliefs.

RE - Curriculum Map

It is important that children briefly revisit their prior learning when moving between topics so that learning is linked and any gaps are addressed and revisited.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery & Reception	Christianity Learning about symbols	Christianity Learning about Christmas	Christianity Learning about others through stories	Christianity Learning about people through visits, speakers and video clips	Islam Learning about a Muslim home and prayer	Islam Learning about fasting at Ramadan and Eid ul-Fitr
End Points	<ul style="list-style-type: none"> Expressive Arts and Design: Knows two Christian symbols associated with Christmas 	<ul style="list-style-type: none"> Understanding the World: Is learning about Christian beliefs through Christmas and is thinking about meaning 	<ul style="list-style-type: none"> Personal, Social and Emotional Development: Is learning about others through stories 	<ul style="list-style-type: none"> Communication and Language: Is experiencing visits, speakers and learning about festivals 	<ul style="list-style-type: none"> Personal, Social and Emotional Development: Is thinking about belonging and learning about belonging to a Muslim home Communication and Language: Can ask questions about artefacts using a personal doll, and listens to answers 	<ul style="list-style-type: none"> Understanding the World: Is learning about Eid ul-Fitr in Britain and around the world Expressive Arts and Design: Can show learning about Islam through an Eid card
Vocabulary	Bible, Joseph, God, land of Israel, Church, Christian, the cross, Christmas and Christmas words: nativity, Mary, Joseph, Jesus				Muslim, Islam, Qur'an, Muhammad Ramadan, fasting, date, Eid ul-Fitr, Prayer, prayer mat, Makkah (Mecca), mosque	

KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Christianity How is someone welcomed into Christianity?	Christianity Why do Christians give gifts at Christmas?	Sikhism Belonging to the Sikh Family	Christianity What do Christians remember at Easter?	Islam Belonging to the Muslim family	Islam A man called Muhammad
End Points	<ul style="list-style-type: none"> Explain the meaning of water in Christian baptism Explain one difference and one similarity between infant and adult baptism 	<ul style="list-style-type: none"> Explain two features of the nativity story which show Jesus was a special baby Explain why Christmas is a special time for Christians 	<ul style="list-style-type: none"> Explain a similarity in signs of belonging across faiths Identify a sign of belonging that is associated with just one faith Make a comparison with Sikhism, Islam and Christianity 	<ul style="list-style-type: none"> Explain the meaning of eggs at Easter Show understanding of the link between Easter eggs and Jesus' new life 	<ul style="list-style-type: none"> Explain how Islamic items used in the mosque help Muslims to be together Show understanding that all religions have different ways to help people be together Explain how at least one feature of a mosque helps Muslims connect to God 	<ul style="list-style-type: none"> Explain why Muhammad is described as a 'prophet' as well as a leader
	* Skills KS1 					
Vocabulary	Baptism, water, symbolism/meaning, community, family, Christian, commitment, John the Baptist, Jesus, Church, adult, child, font/baptistery	Nativity, angels, magi, shepherds, Mary, Joseph, Jesus, gifts, special, thankfulness	Sikh, Gurdwara, Guru Granth Sahib, Muhammad, Qur'an, Arabic, Arabia, revelation, Kara (steel bracelet) Kirpan, kaccha, kesh, kanga, Kara prashad, date, hot cross buns	New life, egg, seed, Easter, Jesus, resurrection, cross, disciples/ followers Tomb, death, life, new life	Belonging, faith, community, religion, church, Mosque, prayer mat, prayer beads, Qur'an, Wuzu, 'Allahu Akbar'	Muhammad, leader, prophet Makkah (Mecca), Madhina (Medina), Hijrah, Arabs God, Allah, belief, One God, many gods, Mosque, minaret, minbar, muezzin, mihrab

Year 2	Islam Why is the Quran a sacred book?	Christianity Why do Christians celebrate Christmas?	Sikhism The Guru Granth Sahib: a living guru & Guru Nanak: an extraordinary life	Christianity Why do Christians remember the Last Supper?	Christianity What did Jesus leave behind?	Judaism The Torah: God's Law for Jews
End Points	<ul style="list-style-type: none"> Explain why Muhammad has a special connection to the Qur'an Show understanding of how God uses prophets and angels to communicate messages 	<ul style="list-style-type: none"> Explain that Christians welcome Jesus because he helps them Make a link between a Christmas celebration and why Christians are happy at Christmas 	<ul style="list-style-type: none"> Make a connection between the way the GGS is treated and the language it is written in: Gurmurkhi Explain two differences between the GGS in Sikhism and other holy books Suggest whether a guru is the same as a prophet based on reasoning Show connections with other founders: Muhammad, Moses, Abraham and Jesus 	<ul style="list-style-type: none"> Explain why Jesus can be represented as a light in the darkness Explain why Christian Communion is for everyone, even people who do bad things 	<ul style="list-style-type: none"> Retell one story and explain what it tells us about caring for others Retell one story and explain the information it gives people about God 	<ul style="list-style-type: none"> Comparison with Sikhism, Islam and Christianity
	* Skills KS1 					
Vocabulary	Sacred, sacred book, Qur'an, Muhammad, God Recite, revealed, Angel Jibril (Gabriel) Islam, submission, Muslim, submits Nuh (Noah), Arabia, Arabic, Algeria, Somalia Wuzu (recap)	Nativity, celebration, advent, Christmas, Food, feast, thankfulness, Gift, God, Jesus	Sacred book, Qur'an, Guru Granth Sahib, GGS Guru Nanak, Guru Gobind Singh, Guru Angad, Equality, fairness Mool Mantar, Shahadah, Gospel, commandment	Tax collector, Romans, tax, Last Supper, bread, wine, Communion Light, darkness, invitation	Good Samaritan, Roman Empire, teacher, storyteller, Jewish Shepherd, lost sheep, God, Story, information	Abraham, Moses, Egypt, The Ten Commandments, Torah, proverbs, history, myth, Israel, Promised Land, slave, slavery, descendants

*** Skills**
KS1

Learning about religion:

- Pupils use religious words and phrases to **identify** some features of religions and its importance for some people.
- They begin to **show awareness** of similarities in religions.
- Pupils **retell** some religious stories and **suggest meanings** for religious actions and symbols.
- They **identify** how religion is expressed in different ways.

Learning from religion:

- Pupils **ask and respond sensitively to**, questions about their own and others' experiences and feelings.
- They **recognise** that some questions cause people to wonder and are difficult to answer.
- In relation to matters of right and wrong, they **recognise** their own values and those of others.

KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Christianity Why did monks copy the Gospels by hand?	Christianity Why is Christmas a winter festival?	Judaism Judaism: Believing and Belonging	Christianity Why is Easter a spring festival?	Islam What is a Mosque For?	Islam What is Eid?
End Points	<ul style="list-style-type: none"> Explain the purpose of the Gospels Give two pieces of information about the Lindisfarne monastic community 	<ul style="list-style-type: none"> Explain why celebrations of Jesus' birth happen in winter Explain the meaning of the Christingle 	<ul style="list-style-type: none"> Suggest reasons for obeying religious commands Suggest the value for a community following religious practices 	<ul style="list-style-type: none"> Explain why celebrations of Jesus' resurrection occur in spring Describe one symbol of new life used at the Jewish Passover festival 	<ul style="list-style-type: none"> Suggest a reason why any building can be used as a mosque Show understanding of the word 'sacred' in connection to the mosque 	<ul style="list-style-type: none"> Explain how Ramadan and Eid demonstrate the concept of ummah
Vocabulary	Bible, law, Leviticus, history, Exodus, Kings, Samuel, Gospel, Jesus Lindisfarne, monks, manuscripts	Midwinter, festival, light, Diwali, Hanukah, Christingle, Nativity, symbols, Rome, Ireland, Christianity, pre-Christian Sign, symbol	Shabbat, sabbath, Kiddush, challah, kippah, havdallah, Kosher, Leviticus, trefah, Chuppah, 'mazel tov', ketubah, Hanukah, temple, Judea	Passover, Last Supper, Jewish, Jews, festival Slavery, symbolic food, new life, freedom Jesus, death, tomb, resurrection	Mosque, minaret, quibla, prayer mat (recap), Makkah, Qur'an, dome, prayer, wuzu (recap), Ummah, community, tribes, Muhammad submission	Ramadan, Eid-Al-Fitr, Iftar, Fast(ing)

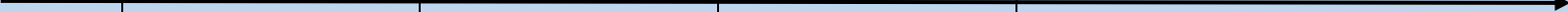
* Skills KS2 →

Year 4	Buddhism Do Buddhists believe and the same thing? Do Buddhists celebrate the same thing?	Christianity What is the 'Big Story' of Christianity?	Hinduism Diwali: the festival of Light	Christianity What actually happened at Easter?	Islam Muslims in Britain and around the world
End Points	<ul style="list-style-type: none"> Offer a supported view as to whether Buddhists around the world believe and celebrate the same thing or not 	<ul style="list-style-type: none"> State whether Easter/ Resurrection or Christmas/ Incarnation best explain the 'Big Story' of Christianity 	<ul style="list-style-type: none"> Suggest an answer to the question does a festival always have a meaning behind it? Suggest a reason as to why many cultures have festivals of light in the winter 	<ul style="list-style-type: none"> Explain what the Resurrection tells Christians Explain how three events form the Easter story are still remembered today 	<ul style="list-style-type: none"> Identify one pillar that might be hard to follow, offer a reason why Muslims try to follow this pillar Talk generally about the benefits and demands of belonging to a faith community
Vocabulary	Siddharta, Buddha, Enlightenment, Wesak, Vassa, Uposatha, Impermanence, Monk, nun, monastic, lay Buddhist	Shepherds, magi, nativity, incarnation, Adam, Eve, forbidden fruit, Garden of Eden, Exodus, Passover, Jewish law, 10 Commandments Crucifixion, tomb, resurrection	Rama, Sita, Ravana Diwali, rangoli, diva lamps, Lakshmi	Palm Sunday, Jerusalem, messiah, Washing feet, Last Supper, bread and wine, remembrance, Gethsemane, Arrest, trial, judgment, execution, crucifixion, resurrection	5 pillars, Shahadah, salah, zakat, hajj, Wuzu (wudu), Ramadan- the fasting month, sawm- the fast, <i>Ihram</i> , pilgrimage, Makkah (also spelled Mecca)

***Skills KS2** 

Year 5	Sikhism Sikhism: the Gurdwara	Christianity Is Christmas too commercial?	Christianity Who is responsible for Jesus' death?	Islam Food and drink: what are religious rules for?	Themes What is Worship? What is it for?
End Points	<ul style="list-style-type: none"> Explain why Sikhs and Hindus celebrate Diwali and their differences Offer a supported view as to the purpose of a place of worship 	<ul style="list-style-type: none"> Compare a moral meaning of Christmas to a commercial meaning of Christmas Show understanding of why Jesus' birth starts the Christian 'Big Story' 	<ul style="list-style-type: none"> Suggest a reason why Judas thought he was doing the right thing Suggest an answer to the question: how far is Jesus' death necessary to Christian belief? 	<ul style="list-style-type: none"> Offer a view as to the purpose of religious rules Show connection between the Islamic idea of 'submission' and religious rules 	<ul style="list-style-type: none"> Give a view as to whether Buddhist meditation and chanting is worship, with reference to Buddhist philosophy Respond to the question what is worship? What is it for? with reference to the subjects studied
Vocabulary	Punjab, India, Pakistan Gurdwara, Guru, Guru Granth Sahib Chauri, Diwan, sachkhand, langar	Meaning, Christmas, incarnation, commercial, poverty, affluence, loneliness, charity, compassion, Big Story, birth, resurrection	Jesus, disciples, Mary, Mary Magdalene, Judas Iscariot, Romans, Pilate, trial, religious authorities Betrayal, trust, Death, crucifixion, tomb, trial, resurrection, Gospels: Matthew, Mark, Luke, John	Kosher, vegetarian, halal, haram, Animal ethics, compassionate carnivore Fur, blood sports, animal testing/ experimentation Ramadan, fasting	Worship, place of worship, Hajj, pilgrimage, Saudi Arabia, Makkah, Lourdes, Jerusalem, Amritsar, Rome, Walsingham, Buddhism, puja, meditation, samatha, metta, vipassana

***Skills KS2** →

Year 6	Islam Learning about: A Muslim home, prayer, fasting at Ramadan, Eid ul-Fitr	Christianity Why are the Gospel accounts different?	Christianity Why is Jesus' death seen as a victory?	Themes Is faith always the same? What does art tell us?	Themes From life to death, what role does religion play?
End Points	<ul style="list-style-type: none"> Explain how at least one Islamic item is used in the mosque to help Muslims to be together Offer a supported view as to why prayer is important for Muslims Offer a supported view as to why fasting during Ramadan is important for Muslims Offer a supported view as to why Muhammad is an important person in Islam 	<ul style="list-style-type: none"> Show how at least one element of the nativity reflects Christian beliefs in Jesus as a saviour Show how at least one element of the Nativity reflects Christian beliefs in Jesus as God Incarnate Suggest reasons for the difference between Matthew and Luke's nativity accounts 	<ul style="list-style-type: none"> Explain the series of events that led to Jesus becoming humanity's saviour in Christian belief Show a connection between an Easter belief and a Christmas belief 	<ul style="list-style-type: none"> Offer a supported view as to what makes art religious Offer a supported view as to why art within a religious tradition tends to follow similar characteristics 	<ul style="list-style-type: none"> Offer a view as to the reason why all cultures mark the same stages in life Offer a supported view as to how religious rites of passage are
*Skills KS2 					
Vocabulary	Belonging, faith, community, religion, Mosque, prayer mat, prayer beads, Qur'an, Wuzu, 'Allahu Akbar' Ramadan, pillars, prayer, wuzu, halal, haram, Ramadan, fasting, Eid ul-Fitr	Nativity, shepherds, magi, prophecy, Mary King David, royal lineage, authority, humble, savior, Gospel account, Matthew, Luke, text	Victory, redemption, redeemer, saved, saviour, salvation, Hymns, Easter Resurrection, ascension, crucifixion, burial	Art, expression, stained glass, Roman, Greek, chronological, calligraphy, geometry, prohibition, figurative	Rites of passage, secular, non-religious, baptism, font, Adhaan, Bar/Bat Mitzvah, Torah, sacred thread, Upanayana, Vivah, Samskar

***Skills**
KS2

Learning about religion:

- Pupils use a developing religious vocabulary to **describe** and **show understanding** of sources, practices, beliefs, ideas, feelings and experiences.
- They **make links** between religions and **describe some similarities and differences** both within and between religions.
- They **describe the impact** of religions on people's lives.
- They **suggest meanings** for a range of forms of religious expression.

Learning from religion:

- Pupils **raise, and suggest answers to**, questions of identity, belonging, meaning, purpose, truth, values and commitments.
- They **apply their ideas** to their own and other people's lives.
- They **describe** what inspires and influences themselves and others.