



**Hempstalls RE knowledge, skills and progression overview 2022/23**

Religious Education					
<b>Cubs</b>	All terms	All about me and my family	Children will learn about similarities and differences between themselves and their friends. They will explore diversity through looking at people around them. Books they will explore are - 'My world, Your world' by Melanie Walsh. 'All about our families' by Felicity Brooks. They will focus on understanding of the world through the celebration of different festivals.		
<b>Nursery</b>	All terms	Senses and Super heroes	Children will focus on understanding of the world by exploring who they live with and look at what roles specific people do within their community. They will explore and engage in Harvest festival and understand why farmers are important to our community. They will look at how families prepare for Christmas. Nursery will talk about birthdays, Chinese New Year and how we look after the world.		
Year group	Term	Religion	Learning outcomes from SACRE	Content/Skills taught	Visits to Religious places and artefacts required
<b>Reception</b>	Autumn	Christianity	<ul style="list-style-type: none"> <li>Identify ask questions about customs associated with particular religious communities. <b>1.4b</b></li> <li>Explore stories about the lives and teachings of key religious <b>1.1b</b></li> </ul>	Children will explore religions within our community. They will explore celebrations Harvest, Diwali, Christmas and Hanukah.	Children will perform nativity.
	Spring	Christianity	<ul style="list-style-type: none"> <li>How sacred texts are handled and read by believers. <b>1.1c</b></li> <li>Identify symbolic actions gestures and rituals and talk about worship ceremonies. <b>1.3b</b></li> </ul>	Children will visit the church, and look at how weddings take place in a church. They will see the vicar hold a bible for the ceremony. They will look at the promises made in a Church.	Visit to the local church to see how bible is used and handled in church. Children to explore other church artefacts.
	Summer		<ul style="list-style-type: none"> <li>Reflect and respond to stories, about belonging and relating to religious communities. <b>1.4a</b></li> <li>Ask and respond imaginatively to questions about things that are interesting or puzzling in the world. <b>1.5a</b></li> </ul>	Children will focus on the care of the natural world. They will understand that people have different beliefs and celebrate special times in different ways. For example, Eid.	Invite Mrs Kabir to speak about how she celebrates Eid.

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Year 1	Autumn	<p><b>Christianity Concept</b> Identity and Diversity</p> <p><b>Connecting concept</b> Lifestyle and celebration</p>	<ul style="list-style-type: none"> <li>Find out about in which ceremonies special moments in the life cycles are marked <b>1.4c</b></li> <li>Reflect on example of cares and concern shown by believers and religious communities and explore reasons for these actions. <b>1.6b</b></li> </ul>	<p>Children will explore the key skills through looking at their own lifecycle, from birth, to their first birthday, starting school, they will discuss and understand what moment is special for them and why it is special, who made it special. They will look at the importance of celebrating little moments in life. They will know christening, marriage is a big celebration but other moments are just as special. Children will make - 'My book of special moments'.</p> <p>Children will explore key skill through considering what it means to care for someone and what it takes to shown concern. Children will explore significant individuals: Mother Teresa, The Good discovering what they did and why they are significant to the Christian religion. They will learn why we celebrate the lives of these people.</p>	<p>Artefacts - Mother Teresa</p> <p>The Good Samaritan stories</p> <p>Church ceremonial artefacts - font/candles, Crucifix, Bible</p> <p>Church model</p>
	Spring	<p><b>Christianity Concept</b> Symbolism</p> <p><b>Connecting Concept</b> Significance and symbolism</p>	<ul style="list-style-type: none"> <li>Engage with stories and extracts from religious literature and talk about their meaning <b>1.1a</b></li> <li>Explore the preparations for and find out the celebrations for festivals. <b>1.2b</b></li> </ul>	<p>Children will Identify some ways Christians celebrate Easter. The preparation and the true meaning behind Easter</p> <p>They will suggest meanings for some symbols used in the Christian celebration of Easter.</p> <p>Talk about features in stories about Easter that made people feel happy or sad and compare them with their own experiences.</p> <p>Children will explore passages from The Bible – 'I am the resurrection and life'.</p>	<p>Artefacts/resource - crucifix, thorn crown/Last supper bread wine</p> <p>Palm cress</p> <p>Bread wine</p> <p>Easter bunny</p>
	Summer	<p><b>Islam Concept</b> Identity and Diversity</p> <p><b>Connecting Concept</b> Worship and Lifestyle</p>	<ul style="list-style-type: none"> <li>Find out about how and when people worship and ask questions about why this is important to believers <b>1.2a</b></li> <li>Listen to and ask questions about stories of individuals and their relationship with God. <b>1.5b</b></li> </ul>	<p>Children will explore key skill through a visit to a Mosque, asking them questions about aspects of their religion, worship, prayer, and why worship is important to them as a believer in the Islamic faith.</p> <p>Children will learn how Muslims prepare themselves to pray. They will explore artefacts and learn about the Quran, and why it is important to Muslims.</p>	<p><b>Visit to Belal RA Mosque</b></p> <p>Artefacts - prayer mat/prayer beads Kaaba/Quran/star moon symbol/Mosque model</p>

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Year 2	Autumn	<p><b>Christianity Concept</b> Beliefs</p> <p><b>Connecting Concepts</b> Inspirational people Symbolism</p>	<ul style="list-style-type: none"> <li>Engage with religious beliefs and ideas expressed through story symbol and other visual forms of expression. <b>1.3c</b></li> <li>Explore stories from religious traditions and find out about attitudes to the natural world. <b>1.4c</b></li> </ul>	<p>Children will Read stories from religious traditions and find out about attitudes to the natural world. They will find out about religious beliefs and ideas expressed through stories and symbols.</p> <p>They will look at the creation story.</p> <p>They will look at symbols and the meaning behind them</p> <ul style="list-style-type: none"> <li>Tree of life</li> <li>Dove symbol of holy spirit</li> </ul>	<p>Artefacts Creation story Tree of life Dove symbol of holy spirit</p> <p>The creation pictures from the story</p>
	Spring	<p><b>Christianity Concepts</b> Belonging</p> <p><b>Connecting Concepts</b> Identity and diversity Symbolism</p>	<ul style="list-style-type: none"> <li>Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives. <b>1.2c</b></li> <li>Explore as appropriate the special nature of artefacts used in worship. <b>1.3a</b></li> </ul>	<p>Children will explore 'belonging'. They will discuss how they belong to a group of people through actions and symbols – they will look at christening/baptism. (Actions and symbols and artefacts)</p> <p>Children will Create a 'Book of Belonging' making links between their own experience of belonging and those of a child of faith.</p>	<p>Artefacts - crucifix/church artefacts /bible/ prayer beads church model. Bible.</p>
	Summer	<p><b>Judaism Concepts</b> Inspiration people</p> <p><b>Connecting Concepts</b> Devotion and Morals</p>	<ul style="list-style-type: none"> <li>Explore the range of stories and extracts from sacred writings and talk about meaning they have for believers. <b>1.5c</b></li> <li>Reflect and respond to stories highlighting the morals and values of believers in practice. <b>1.6a</b></li> </ul>	<p>Look at Jewish place of worship and the Torah.</p> <p>Children will get more opportunity to explore (Synagogue) Jewish place of worship and ask questions during their visit.</p> <p>Judaism - look at the story of Abraham who is the founder of the religion.</p>	<p>Synagogue visit or visitor in school.</p> <p>Martin 07791168742 London Road Synagogue. 100 London Rd, Newcastle-under-Lyme, Newcastle ST5 1LZ</p> <p>Opposite side of hospital entrance turn right and come back onto the A34 near bowling club. Drop off by gate.</p> <p>Artefacts - Torah Hanukah/Rabbi costume/menorah/skull cap/ star of David/ Synagogue model</p>

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Year 3	Autumn	<p><b>Christianity and Islam Concept</b></p> <p>Identity and Diversity</p> <p><b>Connecting Concept</b></p> <p>Worship and Significance</p>	<ul style="list-style-type: none"> <li>Compare and contrast the practice of religion in the home in different religious communities. <b>2.2a</b></li> <li>Explore the rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers. <b>2.6a</b></li> </ul>	<p>Children will learn that at home, most practicing Christians pray regularly and many read the Bible.</p> <p>Children will understand Christian worship involves praising God in music and speech, readings from scripture, prayers of various sorts, a sermon, and various holy ceremonies (often called sacraments) such as the Eucharist.</p> <p>Children will compare Christians way of worship to Muslims worship. They will learn Muslims worship in their homes and in the mosque, Children will understand the five pillars of Islam and how all the pillars are significant to the Muslims.</p> <p>Bible: The Bible is a collection of sacred texts or scriptures. Varying parts of the Bible are considered to be a product of divine inspiration and a record of the relationship between God and humans by Christians, Jews, Samaritans, and Rastafari.</p> <p>Quran:</p> <p>The Quran, also Romanised Qur'an or Koran, is the central religious text of Islam, which Muslims believe to be a revelation from God. It is widely regarded as the finest work in classical Arabic literature. It is the sacred writing for Muslims as they are the word of Allah (God).</p> <p>Children will explore the ten commandments and the 5 pillars of Islam rules and how the rules set by both religion are followed by their followers.</p> <p>Visit to the mosque will further give children the opportunity to see the sacred Arabic writing of the Quran and see how the five pillars are implemented in Muslims lives.</p>	<p><b>Mosque visit</b></p> <p>Quran/Prayer mat/Mohammed PBUH Arabic writing/prayer beads/prayer mats Muslim outfit/ Head scarves/Thoob/Abhaya</p>

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Year 3	Spring	<p><b>Islam and Sikhism Concept</b> Celebration and festival</p> <p><b>Connecting Concept</b> Worship and values</p>	<ul style="list-style-type: none"> <li>Investigate some features of key religious festivals and celebrations and identify similarities and differences. <b>2.2c</b></li> <li>Compare and contrast the use of symbols, actions, and gestures used in worship by different communities. <b>2.3c</b></li> </ul>	<p>Children will explore Sikh festival Vaisakhi and how the Sikhs worship and share food during the Vaisakhi festival. They will compare Vaisakhi to Eid celebration - Children will learn Eid is celebrated by Muslims by worshipping in mosque and sharing meals, gifts with family and friends.</p> <p>Vaisakhi Sikhs celebrate by dancing.</p> <p>Muslims pray peacefully they go into sujood (Bow down).</p>	<p>Artefacts - Vaisakhi costumes/ dhol (drums)</p> <p>Food from the cultures</p> <p>Sikhism for Vaisakhi they eat Chole paratha</p> <p>Islam</p> <p>For Eid they will eat Samosa they go to Mosque to pray in congregation</p>
	Summer	<p><b>Sikhism Concept</b> Belief</p> <p><b>Connecting Concept</b> Symbolism and Lifestyle</p>	<ul style="list-style-type: none"> <li>Explore the life of key religious figures and make links with teachings and practices of special significance to followers. <b>2.1c</b></li> <li>Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers. <b>2.1d</b></li> </ul>	<p>Children will explore the life of Guru Nanak and his devotion to Sikhism. They will explore Sikh practices and why followers are devoted to their teachings.</p> <p>They will explore creation story of Sikhism and compare to creation story of Adam and Eve, Hindu Rama creation story or The Big bang Theory.</p>	<p>Guru Nanak picture</p> <p>Hindu Rama creation story</p> <p>Adam and Eve creation story</p> <p>Sikh artefacts to explore the religion furthermore</p>

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Year 4	Autumn	<p><b>Christianity</b> <b>Judaism</b> <b>Concept</b></p> <p>Identity and Diversity</p> <p><b>Connecting Concept</b></p> <p>Devotion and Celebration and festivals</p>	<ul style="list-style-type: none"> <li>Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked. <b>2.4d</b></li> <li>Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour. <b>2.6d</b></li> </ul>	<p>Children will explore harvest from Christianity and Sukkoth from Judaism.</p> <p>Children will understand Harvest is the time for reap what you sow. They will understand Sukkoth is a major Jewish festival held in the autumn (beginning on the 15th day of Tishri) to commemorate the sheltering of the Israelites in the wilderness. It is marked by the erection of small booths covered in natural materials.</p> <p>Children will explore Sukkoth ceremony and understand that it marks the important transitional periods in a person's life, Rites of passage usually involve ritual activities and teachings designed to strip individuals of their original roles and prepare them for new roles.</p>	<p>Artefacts - Harvest basket crops/ farm field visuals.</p> <p>Sukkoth - Natural vegetation/ Parsley - hold and say you are blessed</p> <p>Candles</p> <p>Skull cap/Rabbi outfit Torah</p>
	Spring	<p><b>Christianity</b> <b>Concept</b></p> <p>Devotion</p> <p><b>Connecting Concepts</b></p> <p>Belief Lifestyle</p>	<ul style="list-style-type: none"> <li>Research some key events in the development of a religious tradition and explain the impact on believers today. <b>2.4c</b></li> <li>Engage with variety of people about their beliefs and values and ask questions about the way commitment affects their lives. <b>2.6c</b></li> </ul>	<p>Children will learn what it means to be committed in life. They will be able to link this to the bible story 'The Temptation of Christ' and reflect and compare to something familiar.</p> <p>They will identify important beliefs and values within a group of people sharing the same religion and understand how these values and beliefs impact the behaviour of the believer.</p> <p>Children will share ideas about right and wrong and talk about the challenge of their own commitments for example sports clubs, visiting family on a regular basis.</p> <p>Children will visit 'Lichfield Cathedral; and will be able to question and link classroom learning to real life worship.</p>	<p><b>Lichfield Cathedral</b></p> <p>Ask about commitment to the Cathedral. Prepare questions about commitment and devotion to priests and other religious followers.</p>

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Year 4	Summer	<p><b>Hinduism Concept</b> Belief</p> <p><b>Connecting Concept</b> Worship Significance</p>	<ul style="list-style-type: none"> <li>Identify the main features and patterns of an act of worship and talk about the importance of worship for believers. <b>2.2b</b></li> <li>Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice. <b>2.3d</b></li> </ul>	<p>Children should be able to identify Hindu's place of worship (Mandir) which is a Hindu temple. Children should be able to identify the rituals and religious practices that are taken place including a puja. Hindus go to the Mandir to pray or to participate in bhajans, which are religious songs (comparison of Christianity with hymns). Children should be able to describe the preparation a Hindu undertakes before praying such as removal of shoes and bathing.</p> <p>Children should also be aware that Hindus have shrines in the house where they can worship and pray to specific deities. Unlike Christianity and Islam, which religious practices have been explored before, Hinduism pray and worship multiple versions of the supreme God: Brahma.</p> <p>Children should be able to understand the story of Krishna and how this impacts what qualities Hindus believe a God should have. Children should know that Krishna is known as the God of love and compassion and how this reflects how Hindus should act in their communities and across society.</p>	<p>Artefacts - Mandir model/Krishna and other Hindu shrine</p> <p>Bhajan examples - music</p> <p>Hindu visitor to talk about their belief and patterns of worship</p>

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Year 5	Autumn	<b>Hinduism</b> <b>Christianity</b> <b>Concept</b> Values <b>Connecting Concept</b> Significance and Worship	<ul style="list-style-type: none"> <li>Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings. <b>2.1b</b></li> <li>Explore the symbolic use of a wide range of objects, sounds, visuals, images, actions and gestures and make suggestions as to the intended meaning they have for believers. <b>2.3a</b></li> </ul>	Children will look at sacred writing from Hinduism and compare this to their previous knowledge of Sacred writings and Christian stories they are familiar with.  Focus on The Mahabharat which contains guidance on how to live well and attain moksha, as well as events in the life of Lord Krishna. The children will also focus on Krishna and his relevance to Hindu children and the various stories about his life.  The children will then move on to looking at symbols and gestures and how they can be used to show peace. Children will explore 'Om' the spiritual symbol of peace and the sound of the universe.  Visit to Hindu temple linked to this topic. Can they spot any symbols? Children to create questions about stories before visit.	Visit to Geetha Bhavan Hindu temple or local Hartshill Hindu temple  Artefacts - Krishna stories/ shrine for worshipping Mahabarat characters Hindu banarasi saree outfit/bow and arrow/ ravana rama Sita Hanuman statues
	Spring	<b>Buddhism</b> <b>Humanism</b> <b>Christianity</b> <b>Concept</b> Identity and Diversity  <b>Connecting Concept</b> Belonging and Lifestyle	<ul style="list-style-type: none"> <li>Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences. <b>2.4a</b></li> <li>Investigate and reflect on a range of religious responses to suffering hardship and death. <b>2.5b</b></li> </ul>	Children will learn about Buddhism and Humanism and their quest for happiness (with the help from a visitor when possible).  The children will then look at suffering and how Buddhists respond to this before looking in more depth at 'Holy Week' and how Christians believe that Jesus suffered for.	Visitor Buddhist and Christian. What is hardship and how these people respond to hardship



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Year 5	Summer	<p><b>Christianity</b> <b>Judaism</b> <b>Concept</b> Values</p> <p><b>Connecting Concept</b> Devotion and lifestyle</p>	<ul style="list-style-type: none"> <li>Explore the origins of sacred writings and consider their importance for believers today. <b>2.1a</b></li> <li>Investigate the life of a person who has been inspired by their faith and make links between belief and actions. <b>2.2d</b></li> </ul>	<p>The children will learn about the Bible and the Torah and their similarities and differences. They will look at the Ten Commandments and consider how these are important for believers today.</p> <p>They will then look at a range of significant individuals including Christian Benteke and Justin Bieber or Mahatma Gandhi and consider how religion influenced their choices.</p>	<p>Artefacts - Bible/Torah Ten commandments</p>

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Year 6	Autumn	<p><b>Christianity</b> <b>Judaism</b> <b>Concept</b> Lifestyle</p> <p><b>Connecting Concept</b> Belief and Significance</p>	<ul style="list-style-type: none"> <li>Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions. <b>2.3b</b></li> <li>Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment. <b>2.6b</b></li> </ul>	<p>Children will learn how a Jew becomes a Bar Mitzvah, how they are committed to their religion. They will look at the key phrases and expressions used in ceremonies. Children will compare adult baptism and how Christians are committed to their religion. They will learn how the ceremonies associate them to their religion.</p> <p>Story of John the Baptist. <a href="https://www.youtube.com/watch?v=oGMCA_aUY4c">https://www.youtube.com/watch?v=oGMCA_aUY4c</a></p>	<p>Artefacts - Jewish artefacts - skull cap/rabbi outfit/menorah/ Hanukah Torah</p> <p>Christianity - font/baptism visuals/ of adult baptism</p>
	Spring	<p><b>Islam</b> <b>Christianity</b> <b>Buddhism</b> <b>Concept</b> Inspiration People</p> <p><b>Connecting Concept</b> Morals Significance</p>	<ul style="list-style-type: none"> <li>Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings. <b>2.5a</b></li> <li>Investigate stories about God's relationship with people and suggest how for some people, this helps them to make sense of life. <b>2.5c</b></li> </ul>	<p>Children will explore and understand - Stories with a message, see below</p> <p>Bilal RA story - people made sense of life and restored relationship with God and each other. Link back to teaching of worshipping 5 times a day in Islam and explain Bilal RA was making those calls to prayer and supporting Mohamed PBUH to call to prayer and get people inspired and devoted.</p> <p>Story of Angulimala - how Buddha gets Angulimala to make a fresh start - Transforming oneself to love and kindness.</p> <p>King Solomon story. The outcome in the end of the story will be linked to the writings of the Bible</p> <p>"Trust in the LORD with all your heart, and do not lean on your own understanding. In all your ways acknowledge Him, and He will make straight your paths."</p>	<p>Artefacts - Bilal story/ call to prayer audio/ Buddhism</p>

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Year 6	Summer	<p><b>Sikhism Concept</b> Values</p> <p><b>Connecting Concepts</b> Lifestyle and belonging</p>	<ul style="list-style-type: none"> <li>Find out about the activities of a local religious community and make links with key religious teachings. <b>2.4b</b></li> <li>Make links between beliefs and action and reflect on how this might have local national and international impact. <b>2.5d</b></li> </ul>	<p>Children will learn about religious groups having the opportunities to connect with people, to reach for their goals, and makes them feel safe and secure. They will understand the importance for every person to have a sense of a strong community which can greatly benefit families and businesses in a variety of ways. ... A strong community is a place of opportunity. Year 6 will make contact with local places of worship in order to find out how they can help people in the local community, including the Sikh Temple in Derby, where we shall visit.</p>	<p>Derby Sikh temple or Sparkhill Sikh temple 629-631 Stratford Rd, Birmingham B11 4LS 07939 300331 Jodha Singh joiningcommunities@yahoo.com</p> <p>Sikh turban/dress/costumes</p>