

Dunmore

Religious Education Curriculum



Scheme of Work EYFS – Year 6

At Dunmore, we ask questions to help us think about the world around us and the various beliefs, non-beliefs and faith groups that make up our school community and the wider world. We invite children to ask questions and to find out answers together; acknowledging that not everyone believes the same things and that everyone is on their own journey of faith/non-faith. We understand that we need love, understanding, tolerance and kindness to grow and challenge each other in this subject and we are committed to supporting every child in doing this.

Pupils will explore Christianity and other Abrahamic religion (Judaism or Islam) in depth with reference to Dharmic tradition (Hinduism, Buddhism, Jainism or Sikhism) and non-religious perspectives (NB not necessarily a specific non-religious worldview).

PSHE link

Geography link

EYFS – Understanding the World – people, culture and communities

Early Learning Goals:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes	All about me Harvest Traditional Tales Autumn	Celebrations Dinosaurs Christmas	Winter Chinese New Year Space	Superheroes Spring Easter	Gardens (Plants, Minibeasts, Life cycles)	Bears Summer Holidays
How it is taught in EYFS	<ul style="list-style-type: none"> • Learn to respect special things in their own lives (objects or people) • Understand what curiosity is and the importance of asking questions. • Listen to stories about different views and values. 	<ul style="list-style-type: none"> • Understand different beliefs and that people celebrate in different ways. • Find out about Diwali and why it is an important celebration to some people. • Find out about Christmas and how people celebrate it in different ways. • Understand that different places are special to different people. (Visit to Christchurch) 	<ul style="list-style-type: none"> • Understand what curiosity is and the importance of asking questions. • Find out about other countries – Lunar New Year. 	<ul style="list-style-type: none"> • Recognise different beliefs and that people celebrate special events in different ways – Easter. 	<ul style="list-style-type: none"> • Understand what respect is. • How can we show respect to other people or places? 	<ul style="list-style-type: none"> • How can we show respect to our environment. • Respect for the animals and plants in our environment.
Key vocabulary	Respect, curiosity, questions	Belief, religion, Diwali, Christmas, festival	Compare, similar, different, question.	Country, community, celebration.	Respect.	Respect.

RE Curriculum Overview **Year 1**

Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Theme of the term (Statutory Enquiries of Oxfordshire RE Agreed syllabus)</p>	<p>Why are some places so important? (Important places)</p> 	<p>Christmas (Angels, shepherds, Joseph and Mary)</p> 	<p>How important are the groups people belong to? (Belonging)</p> 	<p>Easter (New things)</p> 	<p>What makes some people so important? (Important people)</p> 	<p>What does it mean to be me? (Who I am)</p> 
<p>Core Questions: KS1 (OAS) 2023-2028</p>	<p>A. How does our background influence who we are? B. How does belonging to a religion or group affect people's lives? C. How should we behave and treat others and the world?</p>					
<p>Principal Faith Abrahamic Dharmic</p>	<p>Christianity Islam/ Judaism Hinduism</p>	<p>Christianity Islam/ Judaism Hinduism</p>	<p>Christianity Islam/ Judaism Hinduism</p>	<p>Christianity Islam/ Judaism Hinduism</p>	<p>Christianity Islam/ Judaism Hinduism</p>	<p>Christianity Islam/ Judaism Hinduism</p>
<p>Pathway of Learning</p> <p>Non-statutory key questions: <i>Enquiry and Worldview approach</i></p> <p>Learning about Religion (A)</p> <p>Learning from Religion (F)</p>	<p>-Do you have a special place that means a lot to you? (F) -How do you feel when you are in your special place? (A) - Which buildings in the local area are important? (A) What makes them important? (A) - What buildings are important in some religions? Why? What happens there? (A)</p>	<p>-Christmas story – the angels, shepherds, Joseph and Mary. (A) - What did the angel/s do in the story? Why were they important? (A) - What did the shepherds do? (A) - Who were Mary and Joseph? Who visited Mary? Why? (A) -Preparing for Y1 Nativity (A)</p>	<p>- What groups do I belong to and how do they make me feel? (F) - What does belonging to a group mean to the group members? Why is belonging to the group important to them? What do they gain from this? (F) - What does belonging to a religion mean to religious people? Why is belonging to the religion important to them? What do they gain from this belonging? (A)</p>	<p>- What signs of growth can you see around you? Why is this happening now? How do religions think about growth? (F) - Why do you think some religions think about new things at this time of the year? (A) - What symbols do some religions use to symbolise new things? (A)</p>	<p>-Who is most important to me and why? (F) -Who are the really important people in the religions and what makes them so important? (A) - Who are the important people in the different religious communities and what do they do? (religious leaders) (A) - How can others influence us? (F)</p>	<p>-I wonder, what makes me, me? (F) -Who am I important to? (F) - What do religions say about what people are like and what they should be like? (A) - What do you think the perfect person would be like? Is it possible to be perfect? (F)</p>

	<p>- What are the main features of these places of worship? (A)</p> <p>- What do people gain from being together in a shared important place? (F)</p>		<p>- How do people show that they belong to a religion? (A)</p> <p>-How do the groups we belong to make a difference to who we are? (F)</p>		<p>- How do important people influence the way we behave? (F)</p>	
Key Vocabulary	<p>Church</p> <p>Mosque</p> <p>Synagogue</p> <p>Special</p>	<p>Christmas</p> <p>Angel</p> <p>Shepherd</p> <p>Nativity</p>	<p>Belonging</p> <p>Religion</p> <p>Group</p> <p>Community</p>	<p>Growth</p> <p>Easter</p> <p>Symbols</p> <p>New</p>	<p>People</p> <p>Important</p> <p>Religious leaders</p> <p>Influence</p>	<p>Unique</p> <p>Discussion</p> <p>Identity</p>

RE Curriculum Overview **Year 2**

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Theme of term (Statutory Enquiries of Oxfordshire RE Agreed syllabus)</p>	<p>What makes some stories so important to different people? (Sacred books)</p> 	<p>Christmas (Advent, Christingles, Wise men, the star and the gifts)</p> 	<p>What makes some things sacred to some groups of people? (Special things)</p> 	<p>Easter (New life)</p> 	<p>Why is it important to look after our world (The natural world)</p> 	<p>Why do we celebrate important occasions? (Special occasions)</p> 
<p>Core Questions: KS1 (OAS) 2023-2028</p>	<p>A. How does our background influence who we are? B. How does belonging to a religion or group affect people's lives? C. How should we behave and treat others and the world?</p>					
<p>Principal Faiths Abrahamic Dharmic</p>	<p>Christianity Islam/ Judaism Hinduism Non-religious perspective</p>	<p>Christianity Islam/ Judaism Hinduism</p>	<p>Christianity Islam/ Judaism Hinduism</p>	<p>Christianity Islam/ Judaism Hinduism</p>	<p>Christianity Islam/ Judaism Hinduism Non-religious perspective</p>	<p>Christianity Islam/ Judaism Hinduism</p>
<p>Pathway of Learning Non-statutory key questions: <i>Enquiry and Worldview approach</i> Learning about Religion (A) Learning from Religion (F)</p>	<p>-What stories are special to you? What makes them special? (F) - What stories are important to some religious people and why? (F) - What message or teaching might these stories have for religious people? (A) - Are all stories true in the same way? - What can we learn from stories? How</p>	<p>- Advent – what is the significance of advent for Christians? (A) Why do Christians have advent candles and wreaths? What is the significance of these items? (A) - What do Christingles represent? (A) -Christmas story -The star, the</p>	<p>-Do you have a special object? What makes it special? How does it make you feel? (F) - What objects are important or sacred in the religions and why? (A) - How do religious people use special objects and how do they treat them? Why? (A) -What beliefs are expressed in the objects? (A)</p>	<p>-What signs of new life can you see around you? Why is this happening now? How do various faiths celebrate about new life? (F) - What is the significance of new life in some religions? (F) - What is the significance of new starts in some religions? (F) - What symbols and objects do some</p>	<p>-What do you find "wonder-ful" in the natural world? Why? Is it important to protect it for your children and their children? How can we do this? (F) - What do religious stories say about how the world began? (F) - What do creation stories teach some religious people about looking after the world? (A)</p>	<p>-What important times do I celebrate with my family and friends and why? (F) -What feelings and beliefs are expressed on these occasions? (F) - What makes a good celebration? (F) - How do some religious people celebrate their important occasions? (A)</p>

	<p>might they influence how we behave? (F)</p>	<p>wise men and the gifts they gave Jesus. (A)</p>	<p>- What is it about special things that makes them so important to people? (F) - Why is it important to show respect and care for things that are important to people? (F)</p>	<p>religions use to signify new life? (F)</p>	<p>- How do religions celebrate and show thanks for the world? (F) - What other explanations are there for how the world began? How should we live together to look after each other and animals?(F)</p>	<p>- What beliefs and feelings are expressed on these occasions? F) - Why do we all have special occasions and why are they important to us? F)</p>
<p>Key Vocabulary</p>	<p>Stories True Message</p>	<p>Advent Christingle Wise men Star</p>	<p>Sacred Objects Respect</p>	<p>New life Significant Easter</p>	<p>World Beginning Responsibility</p>	<p>Occasions Celebrations Beliefs</p>

RE Curriculum Overview **Year 3**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3 RE	Christianity Islam Hinduism 	Christianity Islam Hinduism 	Christianity Islam Hinduism 	Christianity Islam Hinduism 	Christianity Islam Hinduism 	Christianity Islam Hinduism 
Core Questions for LKS2 (OAS) 2023-28	<p>A. What is most important in life?</p> <p>B. How do people show what is most important to them?</p> <p>C. How does this affect their attitudes to themselves, other people and the world around them?</p>					
Statutory Enquires of Oxfordshire RE Agreed Syllabus	Worship How and why do people worship?	Worship How and why do people worship?	Symbolism How do religions express their belief about God?	Symbolism How do religions express their belief about God?	Sacred Texts Why are sacred texts and holy books so important?	Sacred Texts Why are sacred texts and holy books so important?
<i>Pathway of Learning</i> Non statutory key questions: <i>Enquiry and worldview approach</i> Learning about (A) religion	<p>What is most important to me in life? (Things, People, ideas, feelings, beliefs) F</p> <p>How do I express my feelings and beliefs about what I think is important in my life? F</p> <p>What do religious people do in their worship? Why do they do this? A</p> <p>Why are beliefs and attitudes important? A/ F</p>	<p>How does worship express different beliefs about God, humans and world? A/F</p> <p>What do believers gain from worshipping on their own (privately) and with other people (in the home or place of worship)? A</p> <p>How does worship influence their lives? A</p> <p>How do we show what is most important in our</p>	<p>What does our school badge and motto say about us? F</p> <p>What is important to me and how can I express my feelings and beliefs? F</p> <p>What is the difference between a sign and a symbol? What symbols are</p>	<p>What do some religions believe about God? (Christianity, Islam, Hinduism) A</p> <p>How do they express these beliefs through art, language, rituals and symbols? A</p> <p>How do symbols and language express deep ideas, beliefs and feelings?</p>	<p>What is your favourite book or story? What are books for and how do we use them? F</p> <p>How do stories help us understand how we should behave/live our lives? F</p> <p>What is a sacred text? What sacred texts are important in religions? How did they come into existence? A</p> <p>What beliefs about God are expressed in sacred texts? A</p>	<p>What rules for living are found in sacred texts? A</p> <p>How might religious people interpret their sacred texts? How do they know what their rules for living are? A</p> <p>How might non-religious people interpret sacred texts? How do they know what their rules for living are? F</p>

Learning from (F) religion		lives and how might this influence how we live and affect other people? F	important to you? F	A/F		Do people need to believe in a God in order to be good? F
Key Vocabulary	Beliefs Feelings Attitude Express ideas Worship	Beliefs Feelings Attitude Express ideas Worship	Symbols Value Signs Rituals	Symbols Value Signs Rituals	Sacred Holy Behave Rules	Sacred Holy Behave Rules

RE Curriculum Overview **Year 4**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4 RE	Christianity Islam Hinduism 	Christianity Islam Hinduism 	Christianity Islam Hinduism 	Christianity Islam Hinduism 	Christianity Islam Hinduism 	Christianity Islam Hinduism 
Core Questions for LKS2 (OAS) 2023-28	D. What is most important in life? E. How do people show what is most important to them? F. How does this affect their attitudes to themselves, other people and the world around them?					
Statutory Enquires of Oxfordshire RE Agreed Syllabus	Religious Buildings Are places of worship really needed?	Religious Buildings Are places of worship really needed?	Religion in the Community What holds communities together?	Religion in the Community What holds communities together?	Festivals What do our celebrations show about what we think is important in life?	Festivals What do our celebrations show about what we think is important in life?
<i>Pathway of Learning</i> Non statutory key questions: <i>Enquiry and worldview approach</i> Learning about (A) religion	What different kinds of buildings are there in the local communities? What are they for? F How do the features of these buildings help them fulfil their purpose? F What are the places of worship in the religions called and	How do places of worship help believers feel closer to God and understand life better? A/F What is the difference between private and collective worship? Do you need to worship in a public place? What is the benefit of both? A/F	What is it like to belong to our class? Our School? What responsibilities do different people in the school have? F How can belonging to a religion influence the lives of faith communities? A How do religious communities live out their beliefs and actions in the wider world? A	What does it mean to be a Christian, a Hindu or a Muslim? A Is religion important in the community? Why or why not? A/F How does being part of a community influence people's actions, choices, and behaviour? F How can different people and groups live together in	What things do we celebrate and why? How do we celebrate? F How do celebrations show what is important in our lives? F Why do we usually celebrate with other people and not just on our own? F	How do festivals express important beliefs and events in each religion? A What value do religious festivals have in the lives of individuals and communities? A What are the similarities and differences between secular and religious celebrations? F

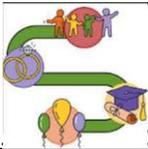
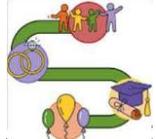
<p>Learning from (F) religion</p>	<p>how are they used? A</p> <p>What features are found in the different places of worship and what are they used for? A</p> <p>What role do places of worship play in the lives of the individuals and faith communities? A</p>	<p>Why is it important for people to have public buildings in the community? F</p> <p>How important is it for people to have somewhere to go to be on their own? And why? F</p>	<p>What beliefs do the different religions share in common and how are they different? A</p>	<p>communities? (Local, national and global) F</p>	<p>What are some of the main festivals in religions? A</p>	<p>What makes something worth celebrating? F</p> <p>What can we learn from this about what people think is really important in life? F</p>
<p>Key Vocabulary</p>	<p>Pew Altar Font Vestry</p>	<p>worship Private Collective Prayer</p>	<p>Community Responsibilities Influence Belonging</p>	<p>Beliefs Actions Faith Service</p>	<p>Festivals Celebrations Rituals Traditions</p>	<p>Values Reflection Gratitude Purpose</p>

RE Curriculum Overview **Year 5**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5 RE	Christianity Islam Hinduism 	Christianity Islam Hinduism Humanism 	Christianity Islam Hinduism 	Christianity Islam Hinduism 	Christianity Islam Hinduism 	Christianity Islam Hinduism 
Core Questions for UKS2 (OAS) 2023-28	G. What do people believe about life, the world, and the good life? H. Where do these beliefs, attitudes and ways of living come from? I. How are these expressed in the lives of individuals and communities?					
Statutory Enquires of Oxfordshire RE Agreed Syllabus	Founders and Prophets How did the religions and worldviews begin?	Founders and Prophets How did the religions and worldviews begin?	Pilgrimage Why is pilgrimage important to some religious communities?	Pilgrimage Why is pilgrimage important to some religious communities?	Creation and Environment How do our beliefs influence the way we treat the world?	Creation and Environment How do our beliefs influence the way we treat the world?
Pathway of Learning Non statutory key questions: <i>Enquiry and worldview approach</i> Learning about (A) religion	What does it mean to admire someone? What sort of people do I admire? F What qualities do we look for in leaders? Do we need a leader? Why/why not? F What are the origins of the religions and why are the 'Founders' so significant? How do	How do the lives, teachings, and example of the key religious figures in the different religions, influence individuals and faith communities? A/ F Are key religious figures good role models for us today? F	What is the most important and meaningful journey I have been on? What happened? What was memorable about it? What influence has it had on me? F What is pilgrimage and why do people choose to go on a pilgrimage? A/ F	What value does pilgrimage have on the lives of believers? How might pilgrims be different after having completed their pilgrimage? How do similar feelings and experiences of a journey impact our own lives? A/F For believers, how does a pilgrimage express and strengthen their	What do I understand by the universe and how do I think it was created? Does the universe have a purpose or is it just there? F What do different religions, non-religious groups and scientific views say about how the universe and life came about? A/ F How do religious, non-religious and scientific	If you were to create a new world, what would it look like? What would you leave out and why? F How important is human life? Why? Is human life more important than all other life? Why/why not? F How do religions view the value of life and the lives of others? A

<p>Learning from (F) religion</p>	<p>devotees show their devotion to these figures? A <i>Explore origins and Founders of Christianity, Islam, and Hinduism over 3 sessions.</i></p>	<p>What is Humanism? What are their key ideas? Who are some of the key figures in the development of Humanism? A</p> <p>How important is it for us to have good role models to base our lives on? Who is your role model and why? F</p>	<p>What happens on different pilgrimages and how do they influence the pilgrims? A</p> <p>What challenges can pilgrims face and how do they overcome these? Have you faced challenges on a meaningful or personal journey? A/F</p>	<p>beliefs? Does it impact their daily lives or their communities? Has any journey you experienced changed or impacted your life? A/ F</p> <p>Is there a purpose to life and how can we find out? What helps give meaning and purpose to life? F</p>	<p>teachings influence people's treatment of the world? A/ F</p> <p>Do people have a responsibility to care for the world? Why and what is this? F</p>	<p>How can humans work together to improve the natural world and those living in it? What is stopping us from making this happen? F</p>
<p>Key Vocabulary</p>	<p>Founder Prophet Devotion Influence</p>	<p>Role model Leadership Humanism Faith communities</p>	<p>Pilgrimage Journey Purpose Belief</p>	<p>Transformation Reflection Faith Challenge</p>	<p>Creation Environment Responsibility Stewardship</p>	<p>Purpose Value Life Cooperation</p>

RE Curriculum Overview **Year 6**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6 RE	Christianity Islam Hinduism NRG: Atheism, Agnosticism & Humanism 	Christianity Islam Hinduism Humanism 	Christianity Islam Hinduism NRG: Atheism, Agnosticism & Humanism 	Christianity Islam Hinduism 	Christianity Islam Hinduism NRG: Atheism, Agnosticism & Humanism 	Christianity Islam Hinduism 
Core Questions for UKS2 (OAS) 2023-28	J. What do people believe about life, the world, and the good life? B. Where do these beliefs, attitudes and ways of living come from? C. How are these expressed in the lives of individuals and communities?					
Statutory Enquires of Oxfordshire RE Agreed Syllabus	Diversity Why don't all members of a religious or non-religious community believe and live in the same ways?	Diversity Why don't all members of a religious or non-religious community believe and live in the same ways?	Ethics What do the religious and non-religious worldviews suggest about how people should live their lives?	Ethics What do the religious and non-religious worldviews suggest about how people should live their lives?	Rites of Passage Why do religions and non-religious groups celebrate important moments in life?	Rites of Passage Why do religions and non-religious groups celebrate important moments in life?
<i>Pathway of Learning</i> Non statutory key questions: <i>Enquiry and worldview approach</i> Learning about (A) religion	How am I similar to and different from other people around me? Why can't we all be the same? F Does it matter that people have views, beliefs and religions that differ from my own? Why? F What is a 'worldview'? Where do we get our worldview from? How	What can we learn about the different beliefs within the religions from their worship, prayer and ritual? A What holds communities together? What is your community like? Explore the people, groups, buildings within. (School and local) F	Who and what influences how I live my life? How important is my behaviour? My attitudes towards others? F What is my personal 'Code of Conduct'? Does this change in or out of the home or school? What are the most important values in life? F	Do you have a sense of what is right and wrong both morally and legally? F How do different religious and non-religious groups decide what is right and wrong? Are there consequences for their actions? A/ F How relevant or helpful in modern life are the	What might the key milestones be in my life and why are they important? F What and who do I have a commitment to and how do I show this? F What rites of passage do people observe in religious and non-religious traditions? A	Why do many people want to involve others in important moments in their lives? Who do you want to share moments with and why? F What is commitment? What can we learn about our own values and commitments from the values and commitments of others? A/F

<p>Learning from (F) religion</p>	<p>do you see 'your world'? A/F</p> <p>What different views, beliefs and traditions are there within religions and non-religious groups? A</p> <p><i>Introduce Atheism and Agnosticism and include Humanism points of view</i></p>	<p>Is it good to be part of a community? How do we benefit? Is it important to have a 'sense of community'? Can you see examples of this around you? F</p> <p>How might differences enhance the life of a community? (cultural and religious) F</p>	<p>What do the different religions and non-religious teachings say about how we should live our lives? (Religious/ethical codes of conduct) Do they have anything in common? A</p>	<p>religious teachings about how we should live? A/ F</p> <p>How can humans live well together? F</p>	<p>What beliefs about life and commitment are expressed in the rites of passage? A</p>	<p>What benefits and challenges can commitment bring to our lives? Is it difficult to commit to something? F</p>
<p>Key Vocabulary</p>	<p>Diversity Belief Worldview Community</p>	<p>Tolerance Respect Perspective Identity</p>	<p>Ethics Morality Values Conduct</p>	<p>Right Wrong Responsibility Consequences</p>	<p>Rites Ceremony Commitment Celebration</p>	<p>Milestone Devotion Promise Reflection</p>