

Perton Primary Academy
Religious Education

Term	Year 1	Year 2	Year 3	Year 4
Autumn A	Christianity - Harvest	Hinduism - Navratri Visit to Gurdwara	Hinduism – Ganesh Chaturthi	Buddhism – Kathina
Autumn B	Hinduism – Diwali <i>(Lak Diwali discussion)</i> <i>(Diwali Day)</i>	Judaism - Hanukkah Christianity Christmas	Sikhism – Guru Nanak – Gurpurab	Judaism - Shabbat
Spring A	Judaism - Purim	Buddhism - Losar	Christianity – Lent Purim Judaism	Sikhism – Vaisakhi Visit to Sikh Gurdwara
Spring B	Islam – Milad un Nabi	Buddhism – Losar Sikhism Anand Karaj <i>LK visit?</i>	Buddhism - Vesak	Christianity – Holy Week
Summer A	Sikhism – Naam Karan (naming ceremony)	Sikhism Anand Karaj <i>LK visit?</i>	Judaism – Shavuot	Islam – Eid Ul Adha
Summer B	Buddhism – Esala Perahela Visit from Buddhist Monk	Islam - Jumu'ah	Islaam - Haaj	Hinduism – Janmashtami

Year 1 Curriculum

<u>Cornerstones- Love to Celebrate</u>	
<p>In Year 1, pupils will be encouraged to ask questions and join in with discussions about the wider world in which they live. Children will be exposed to various religions and the beliefs and values surrounding these. Pupils will share their own experiences and they will listen to the experiences of others. There will be opportunities for pupils to listen to religious stories and explore important and symbolic artefacts.</p>	
Talk about significant religious people	Autumn A – Christianity (Harvest) Autumn B – Hinduism (Diwali) Spring B – Islam (Milad un Nabi) Summer B – Buddhism
Identify some religious and sacred places of worship and say which religion these belong to.	Autumn B – Hinduism (Diwali) Spring A – Judaism (Purim) Spring B – Islam (Milad un Nabi) Summer A – Sikhism (Naam Karan)
Identify a religious symbol or artefact and link this to a religion.	Autumn B – Hinduism (Diwali) Spring A – Judaism (Purim)
Talk about a religious story and the events that occurred. <ul style="list-style-type: none"> • Can pupils discuss why this helps to shape modern day religion? 	Autumn A – Christianity (Harvest) Autumn B – Hinduism (Diwali) Spring A – Judaism (Purim)
Ask questions and listen carefully to answers and explanations.	Autumn A – Christianity (Harvest) Autumn B – Hinduism (Diwali) Spring A – Judaism (Purim) Spring B – Islam (Milad un Nabi) Summer A – Sikhism (Naam Karan) Summer B – Buddhism
Develop an understanding of significant religious celebrations.	Autumn A – Christianity (Harvest) Autumn B – Hinduism (Diwali) Spring A – Judaism (Purim) Spring B – Islam (Milad un Nabi) Summer A – Sikhism (Naam Karan)

Year 2

In Year 2, pupils will continue to develop questioning and answering skills; asking deeper, more meaningful questions. Children will be encouraged to visit a Sikh or Hindu Gurdwara (school trip) where there will further opportunities for these questions. Pupils will learn about several different religions and significant people. Through learning about these different religions, pupils will develop their understanding of places of worship and the parts inside certain religious buildings (parts of a Mosque). There will be opportunities for children to compare special festivals and look at the similarities and differences between these. Children will continue to learn about religious festivals, explore the meaning behind these festivals and look into linked faith stories.

Talk about the idea of God.

- Who is God?
- Is God different for each religion?

Autumn A – Hinduism (Navratri)
Autumn B – Judaism (Hanukkah)

Learn more about places of worship and parts inside of these buildings.

Spring A – Buddhism (Losar)
Spring B / Summer A – Sikhism (Anand Karaj)
Summer B – Islam (Jumu'ah)

Identify religious symbols and artefacts and link this to religions.

Autumn B – Judaism (Hanukkah)
Summer B – Islam (Jumu'ah)

Talk about a religious story and the events that occurred.

- Can pupils discuss why this helps to shape modern day religion?

Autumn A – Hinduism (Navratri)
Autumn B – Judaism (Hanukkah)
Spring A – Buddhism (Losar)
Summer B – Islam (Jumu'ah)

Ask deep and meaningful questions and listen carefully to answers and explanations.

Autumn A – Hinduism (Navratri)
Autumn B – Judaism (Hanukkah)
Spring A – Buddhism (Losar)
Spring B / Summer A – Sikhism (Anand Karaj)

Continue to develop an understanding of religious celebrations and make comparisons between different religions and their festivals (compare Hanukkah to Christmas)

Autumn A – Hinduism (Navratri)
Autumn B – Judaism (Hanukkah)
Spring A – Buddhism (Losar)
Spring B / Summer A – Sikhism (Anand Karaj)
Summer B – Islam (Jumu'ah)

Year 3

In Year 3, pupils will further embed questioning and answering skills; asking deeper, more meaningful questions. Children will learn about religious buildings and parts inside of those buildings; why some of those parts are sacred. Pupils will learn about the importance of specific rituals and clothing linked to some faiths. Children will continue to be exposed to different religious stories and how these are used to shape

elements of religion. There will be opportunities for children to learn about more complex and thought provoking religious stories such as the crucifixion and resurrection of Jesus. Pupils will be encouraged to discuss their own experiences and listen to their peers.	
<p>Talk about the idea of God.</p> <ul style="list-style-type: none"> Who is God? Is God different for each religion? 	<p>Autumn A – Hinduism (Ganesh) Autumn B – Sikhism (Guru Nanak) Spring A – Christianity (Lent) Summer B – Islam (Haaj)</p>
Learn more about places of worship and parts inside of these sacred buildings.	<p>Autumn B – Sikhism (Guru Nanak) Summer B – Islam (Haaj)</p>
Identify religious symbols, artefacts, rituals, clothing and routines.	<p>Autumn A – Hinduism (Ganesh) Autumn B – Sikhism (Guru Nanak) Spring A – Christianity (Lent) Spring B – Buddhism (Vesak) Summer B – Islam (Haaj)</p>
<p>Talk about religious stories and events that have occurred thereafter.</p> <ul style="list-style-type: none"> Can pupils link this to modern day rituals, celebrations, pilgrimages etc. Can pupils show an awareness of how religious texts and books can be sacred for some religions? 	<p>Autumn A – Hinduism (Ganesh) Autumn B – Sikhism (Guru Nanak) Spring A – Christianity (Lent) Spring A – Purim Spring B – Buddhism (Vesak) Summer A – Judaism (Shavuot) Summer B – Islam (Haaj)</p>
<p>Ask deep and meaningful questions and listen carefully to answers and explanations.</p> <ul style="list-style-type: none"> Embed the idea of questions as an important part of learning about religion. 	<p>Autumn A – Hinduism (Ganesh) Autumn B – Sikhism (Guru Nanak) Spring A – Christianity (Lent) Spring A – Purim Spring B – Buddhism (Vesak) Summer A – Judaism (Shavuot)</p>
Develop an understanding of religious celebrations and why these are so important.	<p>Spring A – Christianity (Lent) Spring A – Purim Spring B – Buddhism (Vesak) Summer A – Judaism (Shavuot) Summer B – Islam (Haaj)</p>
<p><u>Year 4</u></p> <p>In Year 4, pupils will further embed questioning and answering skills; asking deeper, more meaningful questions. Children will continue to learn more about each 6 religions which have been studied through their time at school. Children will learn about religious buildings and</p>	

<p>parts inside of those buildings; why some of those parts are sacred and this will be embedded by attending a visit to the Gurdwara. There will be the opportunity for children to look at and compare the lives of two significant people. Pupils will learn about the importance of specific rituals and clothing linked to some faiths. Children will continue to be exposed to different religious stories and how these are used to shape elements of religion. There will be opportunities for children to learn about more complex and thought provoking religious stories such as the crucifixion and resurrection of Jesus. Pupils will be encouraged to discuss their own experiences and listen to their peers.</p>	
<p>Talk about God:</p> <ul style="list-style-type: none"> • Who is God? • Is God different for each religion? 	<p>Autumn B – Judaism (Shabbat) Spring A – Sikhism (Vaisakhi) Spring B – Christianity (Holy Week) Summer A – Islam (Eid Ul Adah) Summer B – Hinduism (Janmashtami)</p>
<p>Learn more about places of worship through first hand experiences.</p>	<p>Spring A – Sikhism (Vaisakhi) Spring B – Christianity (Holy Week)</p>
<p>Identify religious symbols, artefacts, rituals, clothing and routines. Discuss why these are so important.</p>	<p>Autumn A – Buddhism (Kathina) Autumn B – Judaism (Shabbat) Spring A – Sikhism (Vaisakhi) Spring B – Christianity (Holy Week)</p>
<p>Talk about religious stories and events that have occurred thereafter.</p> <ul style="list-style-type: none"> • Can pupils link this to modern day rituals, celebrations, pilgrimages etc. • Can pupils show an awareness of how religious texts and books can be sacred for some religions? • Can pupils talk about significant people and make comparisons to the everyday lives of these people? 	<p>Autumn A – Buddhism (Kathina) Autumn B – Judaism (Shabbat) Spring A – Sikhism (Vaisakhi) Spring B – Christianity (Holy Week)</p>
<p>Ask deep and meaningful questions and listen carefully to answers and explanations.</p> <ul style="list-style-type: none"> • Embed the idea of questions as an important part of learning about religion. • Asking respectful questions when visiting religious places of worship (Gurdwara) 	<p>Autumn A – Buddhism (Kathina) Autumn B – Judaism (Shabbat) Spring A – Sikhism (Vaisakhi) Spring B – Christianity (Holy Week) Summer A – Islam (Eid Ul Adah) Summer B – Hinduism (Janmashtami)</p>
<p>Develop an understanding of religious celebrations and why these are so important.</p> <ul style="list-style-type: none"> • Discuss the religious celebrations pupils partake in. 	<p>Autumn A – Buddhism (Kathina) Autumn B – Judaism (Shabbat) Spring A – Sikhism (Vaisakhi) Spring B – Christianity (Holy Week)</p>